



ARTHUR MELLOWS VILLAGE COLLEGE



Year 7 – 9 Assessment Guide

9-1 Flightpaths

Dear Parent/Carer

We hope that the information in this booklet will help you to understand the grading system we use for classwork and assessments at Key Stage 3 and how it links with the GCSEs currently being studied by students at Key Stage 4. This system will be followed by students throughout Key Stage 3.

We link Key Stage 3 achievement to GCSE outcomes, allowing parents and students to measure progress in real terms right across Key Stage 3 and 4.

On leaving primary schools, children are given a scaled score between 80 and 120, in which 100 represents the national expected achievement. We will link these scaled scores to a baseline assessment of what students should achieve at the end of Key Stage 4 in their GCSE's. This baseline will then be used to set a flightpath towards this GCSE outcome across Key Stage 3 (there are slight variations of this model for some subjects).

Baseline from Key Stage 2 scores	Minimum expected Year 7	Minimum expected Year 8	Minimum expected Year 9	Minimum expected Year 11
8/9	3+	4+	6	8/9
8	3-	4-	5	8
7	2+	3+	4+	7
6	2	3	4	6
5	1+	2+	3+	5
4	1	2-	3-	4
3+ (3)	W1+	1+	2	3+ (3)
3	W1	1-	2-	3
2	W2	W1	1	2
1	W2-	W2+	W1	1

- W1 - Working approximately one year away from the progress required to be at a grade 1.
- W2 - Working approximately two years away from the progress required to be at a grade 1. Students assessed at W2- are likely to be working more than two years away from the progress required to be at a grade 1.

Students in Key Stage 3 at Arthur Mellows will be assessed against the 9-1 grading used at GCSE, with W1 and W2 representing students who are "Working Towards" these GCSE grades, either one or two years below that standard. Clearly, assessing children aged 11 against GCSE criteria will mean that there will be instances where students will find themselves at the lower levels, but we should also see sustained and continued improvement as they gain in confidence against the standards expected at GCSE. We see several benefits to this system:

- Gives students and parents/carers a clearer understanding of the new GCSE systems from an early age.
- Eliminates the sudden change in how we assess between Key Stage 3 and 4.
- Allows options choices to be better informed in terms of likely GCSE grades in option subjects.
- Allows teachers and pupils to identify and work on areas of weakness far earlier and in a more targeted way.

This booklet contains the flightpaths for the subjects studied at Key Stage 3, allowing both parents and children to understand the differences between the different levels. Key words are identified by departments about what differentiates a grade 2 and grade 3 etc, hopefully fostering a common understanding of the skills that students need to build and develop throughout Key Stage 3 in order to gain success in the GCSE examinations.

I hope you find the booklet interesting and that it helps you to understand both the GCSE grading system and the new method for assessment at Key Stage 3.

MR P CRADOCK
Assistant Headteacher

Art 9-1 Flightpath

Grade	Contextual <i>Develop ideas demonstrating critical understanding of source.</i>	Refine <i>Ability to refine work through selecting and experimenting with media, materials, techniques and processes.</i>	Record <i>Quality, meaning and relevance of drawing and annotation</i>	Present <i>Quality and relevance of all preparation work and final piece.</i>
9	<ul style="list-style-type: none"> An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources. 	<ul style="list-style-type: none"> An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. 	<ul style="list-style-type: none"> An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation relevant to work as it progresses. 	<ul style="list-style-type: none"> An exceptional ability to present a personal and meaningful response and realise intentions with confidence and conviction An exceptional ability to demonstrate understanding of visual skill.
8	<ul style="list-style-type: none"> A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources. 	<ul style="list-style-type: none"> A highly developed ability to thoughtfully refine ideas. A Highly developed ability to effectively select and purposefully experiment with appropriate media, techniques and processes. 	<ul style="list-style-type: none"> A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions. 	<ul style="list-style-type: none"> A highly developed ability to present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.
7	<ul style="list-style-type: none"> A Developed and refined ability to effectively develop ideas through creative and purposeful investigations. A developed and refined ability to demonstrate critical understanding of sources. 	<ul style="list-style-type: none"> A Developed and refined ability to thoughtfully refine ideas. A Developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. 	<ul style="list-style-type: none"> A Developed and refined ability to skilfully record ideas and observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. 	<ul style="list-style-type: none"> A Developed and refined ability to present a personal and meaningful response Developed and refined ability to demonstrate understanding of visual language.
6	<ul style="list-style-type: none"> A confident and purposeful ability to effectively develop ideas through purposeful investigations. A confident ability to demonstrate critical understanding of sources. 	<ul style="list-style-type: none"> A confident and purposeful ability to thoughtfully refine ideas. A confident ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. 	<ul style="list-style-type: none"> A confident and purposeful ability to skilfully record ideas and observations through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. 	<ul style="list-style-type: none"> A Confident and purposeful ability to present a personal and meaningful response. Confident ability to demonstrate understanding of visual language. Technical skills are applied with confidence, purpose and understanding.
5	<ul style="list-style-type: none"> Purposeful development of ideas through investigation. Purposeful and competent ability to demonstrate critical understanding of source. 	<ul style="list-style-type: none"> Purposeful refinement of ideas through thorough investigation. Purposeful selection and experimentation with appropriate media, materials, techniques and processes. 	<ul style="list-style-type: none"> A purposeful ability to demonstrate skill in recording ideas and observations through drawing, annotation, and any other appropriate means relevant to intentions, as work progresses. 	<ul style="list-style-type: none"> Produce a purposeful final piece and preparation work that realises intentions. Technical skill is consistently applied to a good standard with purpose. A clear ability to use visual language with consistent skill and understanding.
4	<ul style="list-style-type: none"> Consistent and competent development of ideas through investigations. A consistent and competent ability to demonstrate understanding of contextual sources. 	<ul style="list-style-type: none"> Consistent and competent refinement of ideas through investigation. Consistent and competent selection and experimentation with media, materials, techniques and processes. 	<ul style="list-style-type: none"> Produce practical and written work that demonstrates a consistent and competent level of technical skill and technique relevant to intentions. 	<ul style="list-style-type: none"> Produce a final piece and preparation work that has realised intentions with consistent and competent ability. Technical skill is applied consistently with a competent ability to use visual language.

Art 9-1 Flightpath

Grade	Contextual <i>Develop ideas demonstrating critical understanding of source.</i>	Refine <i>Ability to refine work through selecting and experimenting with media, materials, techniques and processes.</i>	Record <i>Quality, meaning and relevance of drawing and annotation</i>	Present <i>Quality and relevance of all preparation work and final piece.</i>
3	<ul style="list-style-type: none"> • Clear and appropriate development of ideas through investigations. • Ability to clearly and appropriately demonstrate an understanding of contextual sources. 	<ul style="list-style-type: none"> • Clear and appropriate refinement of ideas through investigation. • Appropriate and clear selection and experimentation with media, materials, techniques and processes. 	<ul style="list-style-type: none"> • Produce practical and written work that demonstrates a clear and appropriate level of technical skill technique relevant to intentions 	<ul style="list-style-type: none"> • Produce a final piece and preparation work that has realised intentions and demonstrates technical skills that have been applied with clear and appropriate skill, awareness and understanding.
2	<ul style="list-style-type: none"> • Evidence of appropriate development of ideas through investigations. • Ability to demonstrate appropriate understanding of contextual sources. 	<ul style="list-style-type: none"> • Evidence of appropriate refinement of ideas through investigations. • Appropriate selection and experimentation with media, materials, techniques and processes. 	<ul style="list-style-type: none"> • Present evidence of producing practical and written work that demonstrates appropriate technical skill and technique relevant to intentions 	<ul style="list-style-type: none"> • Produce a final piece and preparation work that appropriately realises intentions and demonstrates appropriate technical skills have been applied.
1	<ul style="list-style-type: none"> • Basic ability to develop ideas through investigations. • Basic ability to demonstrate critical understanding of sources. 	<ul style="list-style-type: none"> • A basic ability to refine ideas. • A basic ability to select and experiment with appropriate media, materials and processes. 	<ul style="list-style-type: none"> • Present evidence of producing practical and written work that demonstrates a basic level of skill and technique relevant to intentions 	<ul style="list-style-type: none"> • Produce a final piece and preparation work that realises intentions and demonstrates basic skill and technique.
W1	<ul style="list-style-type: none"> • Starting to produce work showing a basic influence of contextual sources. 	<ul style="list-style-type: none"> • Starting to refine ideas with a basic ability to experiment with media, materials, techniques and processes. 	<ul style="list-style-type: none"> • Starting to record initial ideas and observations in the form of drawing and annotation with basic skill and technique. 	<ul style="list-style-type: none"> • Produce a final piece and preparation work that is starting to realise intentions with basic skill and technique.
W2	<ul style="list-style-type: none"> • Show evidence of an attempt to represent contextual sources within practical or written work. 	<ul style="list-style-type: none"> • Show evidence of an attempt to refine ideas through experimenting with media, materials, techniques and processes. 	<ul style="list-style-type: none"> • Show evidence of an attempt to record ideas and observations in the form of drawing and annotation. 	<ul style="list-style-type: none"> • Produce a final piece and preparation work that has obvious intentions and the beginning of technical skills.
0	<ul style="list-style-type: none"> • No work presented for assessment. 	<ul style="list-style-type: none"> • No work presented for assessment. 	<ul style="list-style-type: none"> • No work presented for assessment. 	<ul style="list-style-type: none"> • No work presented for assessment.

Computer Science 9-1 Flightpath

	COMPUTER SYSTEMS		COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING		
Grade	Computer Architecture, Networks & Systems Software	Systems Security and Ethical, Legal, Environmental & Cultural Concerns	Computational Thinking, Problem Solving & Algorithms	Programming Techniques, Design & Testing	Computational Logic & Data Representation
9	<ul style="list-style-type: none"> Describe in detail the steps required: Compress a file (by lossless or lossy), Encrypt data, Perform Disk Defragmentation. Explain how identified factors affecting the performance of a network can be improved or possibly overcome. Discuss the benefits of a virtual network and how they can be used. Fully explain with multiple reasons linked to a scenario why the choice of stage media recommended is appropriate. Estimate the file size of text files, databases, image and sound files considering overheads. Detailed discussion on virtual memory including disk thrashing, paging/swapping, fragmented memory addressing issues. Can explain how RAM uses addresses. Give a thorough description of the Fetch-Execute cycle including use of all associated busses and registers. 	<ul style="list-style-type: none"> Discuss the effects of encryption on organisations such as the Government. Discuss relevant ethical, legal, cultural and environmental issues linked to a given scenario and recommend improvements when developing a solution. 	<ul style="list-style-type: none"> Apply abstraction, decomposition and algorithmic thinking to problems. Write an algorithm to perform a bubble sort. Write an algorithm to perform a merge sort. Write an algorithm to perform an insertion sort. 	<ul style="list-style-type: none"> Use functions that return Boolean values to chunk selection statements. Use stepping to generate interfaces and automate testing of the programs. Understand how recursion works, as an alternative to iteration. Can query data from multiple tables and perform calculations on fields. Can use Boolean operators both on SELECT queries and subqueries to get the data from multiple tables. Use partial matching for multiple parameters. Use a mixture of functions and procedures with parameter passing and returning, avoiding the use of global variables. Evaluate the reasons why a programmer would make use of all three language translators during the development of software. 	<ul style="list-style-type: none"> Describe in detail the steps required: Compress a file (by lossless or lossy), Encrypt data, Perform Disk Defragmentation. Explain how identified factors affecting the performance of a network can be improved or possibly overcome. Discuss the benefits of a virtual network and how they can be used. Fully explain with multiple reasons linked to a scenario why the choice of stage media recommended is appropriate. Estimate the file size of text files, databases, image and sound files considering overheads. Detailed discussion on virtual memory including disk thrashing, paging/swapping, fragmented memory addressing issues. Can explain how RAM uses addresses. Give a thorough description of the Fetch-Execute cycle including use of all associated busses and registers.

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	COMPUTER SYSTEMS		COMPUTATIONAL THINKING, ALGORITHMS AND PROGRAMMING		
Grade	Computer Architecture, Networks & Systems Software	Systems Security and Ethical, Legal, Environmental & Cultural Concerns	Computational Thinking, Problem Solving & Algorithms	Programming Techniques, Design & Testing	Computational Logic & Data Representation
8	<ul style="list-style-type: none"> Understand the concept of Packet Switching. Understand the benefits and draw backs of a client-server network and a peer-to-peer network. Explain how each type of storage device works. Compare and discuss the use of different types of storage media. Convert file sizes calculations into an appropriate measurement. Create a detailed visualisation of how RA and ROM work using all keywords. Discuss the specific effects on performance time of improving clock speed and number of cores on a CPU. Describe how data/instructions are fetched from main memory. Effectively describe the differences between the fetch part and the execute part of the fetch-execute cycle, describing which registers are used in which part. Discuss the purpose and benefit of using an embedded system. Discuss in details the purpose of each element of the Von Neumann architecture: MAR, MDR, PC and ACC. 	<ul style="list-style-type: none"> Analyse and discuss issues, in relation to stakeholders, across Ethics, Legal, Cultural, Environmental and Privacy. Discuss the implications of multiple environmental and privacy issues. Discuss how data can be intercepted. Explain vulnerabilities and how they can be exploited. Understand the concept of penetration testing. Discuss how network policies can help protect networks. 	<ul style="list-style-type: none"> Explain how abstraction, decomposition and algorithmic thinking are components of computational thinking. Write an algorithm to perform a linear search. Write an algorithm to perform a binary search. Explain the differences between a linear and binary search. Create sophisticated pseudocode/flowchart solution to solve a real-world problem. Given a task as a worded problem, construct Pseudocode or flowchart solution using sub-programs. 	<ul style="list-style-type: none"> Use nested selection for validation. Able to merge data from multiple files and perform searches for any data type. Merge and resize arrays combining data read from multiple files. Can evaluate advantages and disadvantages of programming in Low and High Level Languages. Carry out systematic testing to cover all possible conditions, including robustness. 	<ul style="list-style-type: none"> Discuss the purpose and need for ASCII and Unicode.

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7	<ul style="list-style-type: none"> Explain what encryption is. Be able to explain the role of each layer. Describe the characteristics of the four types of network (LAN, WAN, client-server, peer-to-peer). Describe the role of different computers in a client-server and a peer-to-peer network. Explain why identified factors affect the performance of a network. Explain the role and purpose of DNS, hosting, the cloud and virtual networks. Give reasons why the choice of storage device is appropriate. Estimate the file size of at least 2 different types of file. Explain how a lack of RAM can affect performance, discussing virtual memory use and disadvantages. 	<ul style="list-style-type: none"> Provide reasoned argument as to which version of software may be better for certain stakeholders. Understand different types of phishing and how they operate. Understand how a botnet is created. Understand the concept of SQL injection. Understand how a Caesar Cipher works and demonstrate the ability to encrypt and decrypt messages. 	<ul style="list-style-type: none"> Describe the stages involved in performing a bubble sort. Describe the stages involved in a merge sort. Describe the stages involved in an insertion sort. Write complex algorithms using pseudocode. Given a task as a worded problem, construct pseudocode or flowchart solution. 	<ul style="list-style-type: none"> Use descriptive naming that identifies the purpose and the type of data from the variable identifier. Use nested iteration and combine iteration with selection. Use iteration with the imperative programming style of "main()". Use subqueries to pull data from two tables. Iterate through up to 2D arrays, calculating statistics such as the sum, the min, the max and the average. Overwrite a specific array value. Create sub-arrays (slicing). Convert a procedure into a function. Use developmental and user testing with normal, erroneous and extreme test data to improve a solution, and provide clear evidence of these tests and remedial action taken. 	<ul style="list-style-type: none"> Explain what encryption is. Be able to explain the role of each layer. Describe the characteristics of the four types of network (LAN, WAN, client-server, peer-to-peer). Describe the role of different computers in a client-server and a peer-to-peer network. Explain why identified factors affect the performance of a network. Explain the role and purpose of DNS, hosting, the cloud and virtual networks. Give reasons why the choice of storage device is appropriate. Estimate the file size of at least 2 different types of file. Explain how a lack of RAM can affect performance, discussing virtual memory use and disadvantages.

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6	<ul style="list-style-type: none"> Describe the process of the following aspects of an Operating System (Peripheral Management, Memory Management, Processor Allocation, File Management, User Management). Know what layers are and their role. Describe the role of each of the components needed to create a LAN. Describe the need for secondary storage. Match devices to their type of storage. Describe the characteristics of each type of storage. Describe the effects of increasing the Clock Speed on the computer performance. Describe the effects of increasing the Cache Size on the computer's performance. Describe the effects of increasing the Number of Cores on the computer's performance. Describe the difference between the MAR and MDR. Describe the differences between the ALU and the CU. State the purpose of the ALU. 	<ul style="list-style-type: none"> Explain the implications of issues within Ethics, Legal, Cultural, Environmental and Privacy. Able to link these implications to Stakeholders. Discuss the differences between open source and proprietary software. Discuss the benefits and disadvantages between each type of software. Understand the laws based around unlawfully intercepting data. Describe the forms of attack to computer systems and networks and methods of preventing vulnerabilities. Discuss the purpose and implications of legislation relevant to Computer Science: Data Protection Act, Computer Misuse Act, Copyright Act, Creative Commons Licencing and Freedom of Information Act. 	<ul style="list-style-type: none"> Describe key elements in abstraction, decomposition and algorithmic thinking. Use abstraction, decomposition and algorithmic thinking to design solutions to problems, although these may not be complete. Describe the steps involved in a linear search. Describe the steps involved in a binary search. Perform a linear and a binary sort. Describe at least 2 differences between a linear and binary search. Write algorithms using selection and iteration in pseudocode. Follow iteration and subroutines within flowcharts. Can identify parts of a flowchart or pseudocode and modify the solution when needed. Follow a complex flowchart that includes a subroutine and identify errors. Create a flowchart that includes a subroutine, that is mostly correct. Create an accurate flowchart that includes a decision and a loop. 	<ul style="list-style-type: none"> Identify and use nested selection statements. Understand the difference between AND and OR in a selection condition. Can modify data in a file. Use subqueries to narrow down searches in one table. Can improve a given record structure and identify validation needed. Can use both OR and AND in the same SQL query. Able to accurately describe the difference between Low Level and High-Level Languages. Able to describe key features of Assemblers, Interpreters and Compilers. Describe the importance of an IDE when producing programming source code. Normal, erroneous and extreme data is included in the testing of each element of a program. Confidently create code using IF/ELIF statements in Python, including appropriate validation to user entry. Create code using loops (FOR and WHILE), correcting any errors to ensure it works, including user input validation. Create code for a procedure and a function. 	<ul style="list-style-type: none"> Describe why we use logic gates. Create logic circuits from logic statements (3 inputs). Describe with examples (eg ASCII and Unicode) the relationship between the number of bits per character in a character set and the number of characters which can be represented. Understand how a digital image is made up and be able to recognise the affect changing the resolution has on an image. Understand the factors that affect how sound is stored and how this affects the memory needed for storage. Know the difference between lossy and lossless compression. Confidently convert between the 3 main number systems (denary, binary, hexadecimal).

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5	<ul style="list-style-type: none"> Describe the purpose of the CPU. Explain what RAM and ROM are used for, using some of the keywords. Describe how common characteristics of CPU's affect their performance: clock speed, cache size, number of cores. Recommend an appropriate storage device for a given scenario. Describe Systems software, using examples. Describe the difference between Full and Incremental backup. 	<ul style="list-style-type: none"> Give one benefit and disadvantage for Open Source and Proprietary Software. Explain some legislation to do with privacy. Understand types of malware and identify differences. Understand the meaning of DDOS and brute force. Explain what is meant by network forensics. 	<ul style="list-style-type: none"> Perform a bubble sort correctly. Perform a merge sort correctly. Perform an insertion sort correctly. Define the terms abstraction, decomposition and algorithmic thinking. Identify the 3 forms of algorithms (structured English, flowcharts, pseudocode). 	<ul style="list-style-type: none"> Use multiple variables with similar names accurately. Identify arrays and extract values of individual elements. Create code using loops (FOR or WHILE) with some success. Create code using IF/ELIF statements in Python. Create code for a function or procedure with some success. 	<ul style="list-style-type: none"> Construct a truth table for AND, OR and NOT gates. Complete truth tables for logic circuits (2 inputs). Understand how sound is stored into binary values. Understand the need for compression. Convert between the 3 main number systems (denary, binary, hexadecimal). Describe ASCII and Unicode and their use. Understand check digit and binary shift.
4	<ul style="list-style-type: none"> Give an outline of the role of the Operating System. Describe the purpose of embedded systems and give examples of embedded systems. State what characteristics of a CPU can affect its performance. Identify the main purpose of the CPU. 	<ul style="list-style-type: none"> Define what a stakeholder is. Understand the involvement different stakeholders have in the use and creation of technology. Identify some of the ethical, legal, cultural and environmental issues surrounding IT. State the difference between open source and proprietary software. Discuss basic environmental concerns related to a scenario. Understand how to set a secure password and the effects of user access levels on a system. 	<ul style="list-style-type: none"> Perform a linear search correctly. Perform a binary search correctly. Identify a difference between a linear and binary search. Follow a complex flowchart and identify the outputs from a given input. Create a Flowchart that includes a for/while loop. 	<ul style="list-style-type: none"> Identify and use variables and operators. Use SQL Select statement to filter record in tables. Able to define a record structure. Find the best variable type for the solution. Know the difference between iterative and terminal testing. Create code using an IF statement in Python, validation to user entry is included. Be able to select some suitable test data. Confidently correct syntax and logic errors to ensure code works. 	<ul style="list-style-type: none"> Define the units bit, nibble, byte, kilobyte, megabyte, gigabyte, terabyte, petabyte. Convert denary to binary, denary to hexadecimal and back. Use AND, OR and NOT in simple logic diagrams, along with simple truth tables.

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3	<ul style="list-style-type: none"> Define the term secondary storage. Name the common types of storage. Explain the advantages and disadvantages of Star, Ring, Bus and Mesh topologies Define the term secondary storage. 		<ul style="list-style-type: none"> Create a basic flowchart for a problem that includes iteration. 	<ul style="list-style-type: none"> Confidently create basic code structures for inputs including the use of variables. Identify Selection in code and use simple selection constructs. Testing is carried out and errors identified and corrected. 	<ul style="list-style-type: none"> Define the units bit, nibble, byte. Know how to convert positive denary whole numbers (0-255) into 8 bit binary numbers and vice-versa.
2	<ul style="list-style-type: none"> Illustrate the layout of Star, Ring, Bus and Mesh topologies. Identify the different hardware required in networks. 		<ul style="list-style-type: none"> Analyse a problem and identify all of the main requirements for a solution. Select programming techniques to meet each of the requirements. Create a Flowchart for a problem. 	<ul style="list-style-type: none"> Create a basic sequence of instructions in code to create a simple solution. Identify and use variables effectively. Identify selection code and interpret the output based on a given input. 	<ul style="list-style-type: none"> Convert a denary number into a binary number and vice versa.
1	<ul style="list-style-type: none"> Can identify Star, Ring, Bus and Mesh topologies. Understand why we network computers together. 		<ul style="list-style-type: none"> Identify some of the main requirements to solve a problem, using a Flowchart. 	<ul style="list-style-type: none"> Create some code using basic commands – output(print/show), input. Attempt to define a variable and output the value. Use variables to carry out calculations with suitable outputs. Testing is carried out on a program to identify errors and fixes to make. 	<ul style="list-style-type: none"> Identify the structure of binary and attempt to convert to denary and vice versa.
W1	<ul style="list-style-type: none"> Identify a range of main computer hardware components for example: CPU, hard drive, RAM, motherboard, CD drive. 		<ul style="list-style-type: none"> Follow a basic sequence flowchart. 	<ul style="list-style-type: none"> Copy & modify simple code to solve a similar problem. Identify variable and simple operators. 	<ul style="list-style-type: none"> Identify the difference between denary and binary. Understand that computers use code in binary form.

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W2	<ul style="list-style-type: none"> Identify input and output devices in a Computer System. 		<ul style="list-style-type: none"> Identify a few flowchart symbols. 	<ul style="list-style-type: none"> Copy simple code to solve a problem, with some success and guidance. Testing is carried out on a program, to see if it works. 	<ul style="list-style-type: none"> Understand that computer systems use binary as 0's and 1's.

Dance 9-1 Flightpath

Grade	Performance	Choreograph	Appreciation
9	<ul style="list-style-type: none"> • Unique & Extraordinary • Ability to demonstrate physical, technical & expressive skills accurately, safely and in a complex manner 	<ul style="list-style-type: none"> • Selection and use of action, dynamic, spatial & relationship content is extraordinarily creative and effective, demonstrating a complex & unique understanding of choreography • Selection and use of structuring devices & choreographic devices is extraordinarily creative and effective, demonstrating a complex & unique understanding of choreography • Selection and use of aural setting & performance environment is extraordinarily creative & effective, demonstrating a complex & unique understanding of choreography. 	<ul style="list-style-type: none"> • Extraordinary knowledge and understanding of professional set works & students' own work using description, analysis, interpretation, evaluation & reflection • Extraordinary knowledge and understanding of production, performance environments, performance skills. choreographic approaches, intent & content
8	<ul style="list-style-type: none"> • Exceptional • Ability to demonstrate physical, technical & expressive skills accurately & safely • Demonstration of mental skills & attributes 	<ul style="list-style-type: none"> • Selection and use of action, dynamic, spatial & relationship content is exceptionally creative and effective, demonstrating a sophisticated understanding of choreography. • Selection and use of structuring devices & choreographic devices is exceptionally creative and effective, demonstrating a sophisticated understanding of choreography • Selection and use of aural setting & performance environment is exceptionally creative & effective, demonstrating a sophisticated understanding of choreography. 	<ul style="list-style-type: none"> • Exceptional knowledge and understanding of professional set works & students' own work using description, analysis, interpretation, evaluation & reflection • Exceptional knowledge and understanding of production, performance environments, performance skills. choreographic approaches, intent & content
7	•	•	•
6	<ul style="list-style-type: none"> • Highly developed • Ability to demonstrate physical, technical & expressive skills accurately & safely • Demonstration of mental skills & attributes 	<ul style="list-style-type: none"> • Selection and use of action, dynamic, spatial and relationship content is highly creative & effective, demonstrating a coherent understanding of choreography • Selection and use of structuring devices & choreographic devices are highly creative and effective, demonstrating a coherent understanding of choreography • Selection and use of aural setting & performance environment is highly creative and effective, demonstrating a coherent understanding of choreography 	<ul style="list-style-type: none"> • Highly developed knowledge and understanding of professional set works & students' own work using analysis, description, evaluation & reflection • Highly developed knowledge and understanding of production, performance environments, performance skills, choreographic approaches, intent & content
5	•	•	•

Dance 9-1 Flightpath

Grade	Performance	Choreograph	Appreciation
4	<ul style="list-style-type: none"> • Sound • Ability to demonstrate physical, technical & expressive skills accurately & safely • Demonstration of mental skills and attributes 	<ul style="list-style-type: none"> • Selection and use of action, dynamic, spatial & relationship content is moderately creative and effective, demonstrating a sound understanding of choreography • Selection and use of structuring devices and choreographic devices is moderately creative & effective, demonstrating a sound understanding of choreography. • Selection and use of aural setting & performance environment is moderately creative and effective, demonstrating a sound understanding of choreography 	<ul style="list-style-type: none"> • Sound knowledge and understanding of professional set works and students' own work using description, evaluation & reflection • Sound knowledge and understanding of production, performance environments, performance skills, choreographic approaches, intent & content
3	•	•	•
2	<ul style="list-style-type: none"> • Limited • Ability to demonstrate physical, technical & expressive skills accurately & safely • Demonstration of mental skills & attributes 	<ul style="list-style-type: none"> • Selection and use of action, dynamic, spatial & relationship content shows limited creativity and effectiveness, demonstrating a simplistic understanding of choreography • Selection and use of structuring devices and choreographic devices shows limited creativity & effectiveness, demonstrating a simplistic understanding of choreography • Selection and use of aural setting & performance environment shows limited creativity and effectiveness, demonstrating a simplistic understanding of choreography 	<ul style="list-style-type: none"> • Limited knowledge and understanding of professional set works and students' own work using description & evaluation • Limited knowledge and understanding of production, performance environments, performance skills, choreographic approaches, intent & content
1	•	•	•
W1	<ul style="list-style-type: none"> • Some evidence of • Physical, technical & expressive skills accurately and safely • Mental skills & attributes 	<ul style="list-style-type: none"> • Some evidence of • Selecting and using elements of action, dynamic, spatial & relationship content demonstrating a link to the theme of the choreography • Select and use elements of structure and choreographic devices demonstrating a link to the theme of the choreography • Select and use elements of aural setting and performance environment demonstrating a link to the choreography 	<ul style="list-style-type: none"> • Some evidence of • Description & evaluation of elements of professional works and students' own work • Knowledge and understanding of elements of production, performance environments, performance skills, choreographic approaches, intent & content
W2	<ul style="list-style-type: none"> • Starting to • Demonstrate elements of physical, technical & expressive skills safely • Demonstrate mental skills & attributes 	<ul style="list-style-type: none"> • Starting to • Select and use elements of action, dynamic, spatial & relationship content • Select and use elements of structure and choreographic devices • Select and use elements of aural setting and performance environment 	<ul style="list-style-type: none"> • Starting to • Describe elements of professional works and students' own work • Show knowledge of elements of production, performance environments, performance skills, choreographic approaches, intent & content
0	• No evidence or nothing worthy of credit	• No evidence or nothing worthy of credit	• No evidence or nothing worthy of credit

Design And Technology 9-1 Flightpath

Grade	Designing	Development	Making
9	<ul style="list-style-type: none"> When designing new products, they are innovative, imaginative and creative in the quest to produce an inspiring outcome. use of research material selectively to ensure any proposal fully meets a design brief. Presentation of the designs skilfully integrate high quality rendered drawings alongside virtual CAD modelling. use of an imaginative approach to designing that leads to an informed final design outcome. 	<ul style="list-style-type: none"> Design constraints are considered and a concept will be realised through modelling and prototyping (traditional and virtual). Support and guidance from an external source is used to help refine concepts. Development of technical design drawings and planning of the making process fully enable third party manufacture. Production planning is detailed and will include Quality Control measures (QC), H&S and time factors. 	<ul style="list-style-type: none"> Work independently, skilfully and safely when using tools, machines and materials which have selected without support. Set up and use equipment correctly and support others as they work. Follow the predetermined making plan but have the ability to respond to changes in the making process where a better alternative is identified. A firm understanding of technical knowledge to produce a final outcome that has been manufactured to a high degree of precision and could be described as commercially viable.
8	<ul style="list-style-type: none"> The demonstration of innovation, imagination and creativity when designing products. The designing has responded well to various research sources. Present designs skilfully using various CAD modelling programmes and with traditional drawing methods. The design sheets communicate all of the thinking clearly to a third party and are very pleasing to look at. An imaginative approach to designing will invariably involve modelling and prototyping. 	<ul style="list-style-type: none"> Designs are explored in various ways to develop the concept further. Models and prototypes (traditionally and virtually) are used to refine a concept to the point whereby the specification has been fully met. Development of technical design drawings and planning for the making process to enable third party manufacture. A clear making plan is followed and the ability to respond to changes when preliminary planning may be inadequate. 	<ul style="list-style-type: none"> Work independently, skilfully and safely when using tools, machines and materials, requiring very little support when selecting and using appropriate equipment and resources. The application of good understanding of technical knowledge to produce a desirable final outcome that has been manufactured with a high degree of precision.
7	<ul style="list-style-type: none"> Creative and imaginative when developing a range of design proposals producing a good range of ideas that are generated using traditional drawing methods with suitable CAD applications. Designs are annotated and enable a third party to gain a clearer understanding of the design intentions. Modelling is used to explore aspects of the initial designs and an effective chosen idea is achieved. 	<ul style="list-style-type: none"> Modelling is used to further explore aspects of the design and modifications are made accordingly. Planning at this step starts to adopt a commercial approach with time being an important factor. Development of a design which is suitable to be manufactured and provides details of materials, material sizes and construction methods. 	<ul style="list-style-type: none"> Work confidently approached with a range of tools, machines, materials and processes (both modern and traditional) taking full account the characteristics. The review of changing circumstances when making products will provide alternatives in explanations. The overall quality and finish of the product is very good leading to a functioning and appealing final outcome.

Design And Technology 9-1 Flightpath

Grade	Designing	Development	Making
6	<ul style="list-style-type: none"> Development of a good range of design proposals that are interesting and viable. Presentation of initial designs with a good level of success and use of both CAD and traditional drawing skills to help communicate designs to a third party. Designs are annotated and make reference to most aspects of the specification. A design solution is achieved after some consideration of the initial criteria, developing one idea into a more suitable concept. 	<ul style="list-style-type: none"> After reviewing the chosen idea, the ability to independently recognise ways in which the first solution can be improved. Modelling and testing aspects of the design leads to further development and eventually a drawing that provides most of the details needed for manufacture. An independent developed sequential production plan that guides through the making process. 	<ul style="list-style-type: none"> The demonstration of the ability to use tools, machines, materials and processes with some confidence but requires some extra guidance. The ability to recognise and predict where modifications need to be made during the making process, with some guidance to overcome technical issues. The final outcome has a good level of surface finish and in most parts has been made with care and attention.
5	<ul style="list-style-type: none"> A developed range of design proposals that consider different aspects of the criteria. The initial ideas are reviewed and concepts are identified which fall short of the specification. Demonstration of a good level of competence when sketching in order to convey thoughts clearly and use CAD to communicate concepts more effectively. 	<ul style="list-style-type: none"> Through modelling aspects of the design, make subtle changes to the concept when planning the making. A planned approach to the making, producing a sequential making plan that provides most of the manufacturing needs. Drawings include some technical constructional details and provides key information needed when making the product. 	<ul style="list-style-type: none"> The ability to work well with tools, machines, materials, components and processes to manufacture a complete product with only minimal imperfections. The implementation of QC checks to solve technical problems. The modification of different approaches as the product progresses.
4	<ul style="list-style-type: none"> A range of creative design proposals that fulfil different aspects of the criteria. Development of a good range of ideas that are modify accordingly as part of a design development. A fair level of competence when sketching but often preference to use CAD to communicate ideas. 	<ul style="list-style-type: none"> Aspects of designs make subtle changes to the concept. Technical drawings provide some details of the final product but are not suitable for third party manufacture. A planned approach to making with support in producing making plan that provides most of the manufacturing needs. 	<ul style="list-style-type: none"> Use of tools, machines, materials, components and processes to manufacture a complete product but there may be imperfections. Solving of technical problems when they occur with support models are modified as they progress. A greater level of confidence is expressed when carrying out practical tasks that have been demonstrated.
3	<ul style="list-style-type: none"> The production of creative and innovative ideas that draw on research materials and the wider user group needs. Clear communication of designs through discussion, hand drawn sketches and with ICT where appropriate. 	<ul style="list-style-type: none"> Planning the making students choose appropriate tools, equipment, materials, components and techniques. Students can think ahead and when questioned will describe the process, tools, machines and materials that are required. 	<ul style="list-style-type: none"> Use of a wide range of equipment and mark out, cut, shape and join with a fair level of accuracy. Understand and perform the safe use of working practically and demonstrating problem solving skills where needed. The final outcome will have been produced with support and guidance but with a level of confidence.
2	<ul style="list-style-type: none"> The creation of ideas that draw on research materials, user group needs and own personal opinions. The ability to be able to share concepts through discussion and sketches. Some technical understanding of materials and processes in drawings to help communicate thinking. 	<ul style="list-style-type: none"> Some technical understanding of materials and construction in drawings to help communicate thinking. The review of constraints such as time, resources and cost. Planning and thinking ahead to create lists of tools and materials. 	<ul style="list-style-type: none"> Use of a wide range of materials and mark out, cut, shape and join materials with accuracy. Demonstrating techniques that involve forward thinking skills further demonstrating resourcefulness when tackling practical problems. The final outcome will have been produced with continual support and guidance.

Design And Technology 9-1 Flightpath

Grade	Designing	Development	Making
1	<ul style="list-style-type: none"> Ideas draw on research materials and user group needs. Concepts will be shared through discussion and annotated sketches. Some technical understanding of materials will be highlighted in drawings to help communicate thinking. 	<ul style="list-style-type: none"> Plans of making by explaining which materials, tools and processes are used. Drawings of chosen ideas which provide some details of how it could be made. However work is reliant on others planning the construction of the final outcome. 	<ul style="list-style-type: none"> Basic measuring and marking out of key features in order to help shape materials. The ability to join and combine materials with some accuracy and apply surface finishes to enhance the overall appearance.
W1	<ul style="list-style-type: none"> Ideas may develop by drawing and talking through ideas. Drawings will be sufficient to convey some technical details but offer little more. Models could be developed by using kits, ICT and other compliant materials. 	<ul style="list-style-type: none"> Very limited understanding about products. Some understanding of what the product could be made from but considerable support will be needed as to how it will be made. Production of a simple drawing of the final product. 	<ul style="list-style-type: none"> Follow demonstrations when making products, selecting tools and equipment successfully. Safety procedures are followed when cutting, shaping and joining materials. Reminders maybe needed from time to time. The application of surfaces finishes are usually associated with Art based subjects.
W2	<ul style="list-style-type: none"> Designing will involve the development of a simplistic drawing that provides some details of what is made. This may rely on the use of ICT to communicate thinking and modelling with the use of kits. 	<ul style="list-style-type: none"> Planning the making is usually done by suggesting what could be done next. No understanding of how they are going to make the product and rely entirely on the teacher to lead them through all stages. 	<ul style="list-style-type: none"> Tools and equipment are selected with guidance, suggestions as to why it is going to be used. Work will often be formed without marking out beforehand. The outcome demonstrates some joining and combining of materials but may lack accuracy and finish.

Drama 9-1 Flightpath

Grade	Process <i>Create and develop ideas to communicate meaning for theatrical performance.</i>	Performance <i>Apply practical skills to realise artistic intentions in live performance.</i>	Written Exam <i>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</i>	Reflection <i>Analyse and evaluate their own work and the work of others.</i>
9	<ul style="list-style-type: none"> • Highly developed narrative of the learners' journey through the development process. • Accomplished development of their devised performance throughout the creating and developing process. • Text: highly developed explanation of the demands of both extracts from the text. • Highly developed explanation of the artistic intention for the performance. • Accomplished approach to preparing for the performance. 	<ul style="list-style-type: none"> • Highly developed contribution to the devised performance, through the individual's application of performance skills. • Accomplished realisation of the artistic intention from their vision. • Devised: highly developed reflection of the stimulus in the performance. • Accomplished characterisations through roles that are highly developed. • Demonstrates a highly developed rapport with other members of the cast sustained throughout performance. • Accomplished control of the use of vocal and physical techniques throughout the performance. • Accomplished communication of meaning throughout the performance. • Accomplished ability to create mood and atmosphere throughout the performance. 	<ul style="list-style-type: none"> • The use of specialist drama and theatre terminology will be highly developed and will be integrated throughout the response. • There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured. 	<ul style="list-style-type: none"> • Highly developed analysis and evaluation during the devising process with amendments reflecting the decisions made. • Highly developed justifications of the changes made during development of the devised performance. • Highly developed analysis of how their own work will create meaning and explanation of how this will be communicated to the audience. • Highly developed evaluation of their final performance with outstanding analysis of how to improve for future performances.

Drama 9-1 Flightpath

Grade	Process <i>Create and develop ideas to communicate meaning for theatrical performance.</i>	Performance <i>Apply practical skills to realise artistic intentions in live performance.</i>	Written Exam <i>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</i>	Reflection <i>Analyse and evaluate their own work and the work of others.</i>
8	<ul style="list-style-type: none"> • Well-developed narrative of the learners' journey through the development process. • Highly developed development of their devised performance throughout the creating and developing process. • Text: well-developed explanation of the demands of both extracts from the text. • Developed explanation of the artistic intention for the performance. • Highly developed approach to preparing for the performance. 	<ul style="list-style-type: none"> • Well-developed contribution to the devised performance, through the individual's application of performance skills. • Highly developed realisation of the artistic intention from their vision. • Devised: well-developed reflection of the stimulus in the performance. • Highly developed characterisations through roles that are highly developed. • Demonstrates a well-developed rapport with other members of the cast sustained throughout performance. • Highly developed control of the use of vocal and physical techniques throughout the performance. • Highly developed communication of meaning throughout the performance. • Highly developed ability to create mood and atmosphere throughout the performance. 	<ul style="list-style-type: none"> • The use of specialist drama and theatre terminology will be developed and will be integrated throughout the response. • There is a developed and sustained line of reasoning which is coherent, relevant and logically structured. 	<ul style="list-style-type: none"> • Well-developed analysis and evaluation during the devising process with amendments reflecting the decisions made. • Well-developed justifications of the changes made during development of the devised performance. • Well-developed analysis of how their own work will create meaning and explanation of how this will be communicated to the audience. • Well-developed evaluation of their final performance with skilful analysis of how to improve for future performances.

Drama 9-1 Flightpath

Grade	Process <i>Create and develop ideas to communicate meaning for theatrical performance.</i>	Performance <i>Apply practical skills to realise artistic intentions in live performance.</i>	Written Exam <i>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</i>	Reflection <i>Analyse and evaluate their own work and the work of others.</i>
7	<ul style="list-style-type: none"> • Developed narrative of the learners' journey through the development process. • Confident development of their devised performance throughout the creating and developing process. • Text: developed explanation of the demands of both extracts from the text. • Confident explanation of the artistic intention for the performance. • Confident approach to preparing for the performance. 	<ul style="list-style-type: none"> • Developed contribution to the devised performance, through the individual's application of performance skills. • Confident realisation of the artistic intention from their vision. • Devised: developed reflection of the stimulus in the performance. • Accomplished characterisations through roles that are thoughtfully crafted. • Demonstrates a developed rapport with other members of the cast during most of the performance. • Developed control of the use of vocal and physical techniques assured throughout the performance. • Confident communication of meaning to an audience. • Developed ability to create mood and atmosphere throughout the performance. 	<ul style="list-style-type: none"> • The use of specialist drama and theatre terminology will be used with confidence throughout the response. • There is a well-developed line of reasoning which is clear and relevant. 	<ul style="list-style-type: none"> • Developed analysis and evaluation during the devising process with amendments reflecting the decisions made. • Confident justifications of the changes made during development of the devised performance. • Developed analysis of how their work will create meaning and explanation of how this will be communicated to the audience. • Developed evaluation of their final performance with skilful analysis of how to improve for future performances.

Drama 9-1 Flightpath

Grade	Process <i>Create and develop ideas to communicate meaning for theatrical performance.</i>	Performance <i>Apply practical skills to realise artistic intentions in live performance.</i>	Written Exam <i>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</i>	Reflection <i>Analyse and evaluate their own work and the work of others.</i>
6	<ul style="list-style-type: none"> • Confident narrative of the learners' journey through the development process. • Some confident development of their devised performance throughout the creating and developing process. • Text: some developed explanation of the demands of both extracts from the text. • Some confident explanation of the artistic intention for the performance. • Competent approach to preparing for the performance. 	<ul style="list-style-type: none"> • Confident contribution to the devised performance, through the individual's application of performance skills. • Confident realisation of the artistic intention from their vision. • Devised: confident reflection of the stimulus in the performance. • Confident characterisations through roles that are crafted. • Demonstrates a confident rapport with other members of the cast, sustained during a number of sections of the performance. • Confident use of vocal and physical techniques throughout the performance. • Some confident communication of meaning to an audience. • Confident ability to create mood and atmosphere throughout the performance. 	<ul style="list-style-type: none"> • The use of specialist drama and theatre terminology will be used with confidence in the response. • There is a developed line of reasoning which is clear and relevant. 	<ul style="list-style-type: none"> • Confident analysis and evaluation during the devising process with amendments reflecting the decisions made. • Some confident justifications of the changes made during development of the devised performance. • Confident analysis of how their work will create meaning and explanation of how this will be communicated to the audience. • Confident evaluation of their final performance with competent analysis of how to improve for future performances.

Drama 9-1 Flightpath

Grade	Process <i>Create and develop ideas to communicate meaning for theatrical performance.</i>	Performance <i>Apply practical skills to realise artistic intentions in live performance.</i>	Written Exam <i>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</i>	Reflection <i>Analyse and evaluate their own work and the work of others.</i>
5	<ul style="list-style-type: none"> • Clear narrative of the learners' journey through the development process. • Competent development of their devised performance throughout the creating and developing process. • Text: Clear explanation of the demands of both extracts from the text. • Clear explanation of the artistic intention for the performance. • Competent approach to preparing for the performance. 	<ul style="list-style-type: none"> • Competent contribution to the devised performance, through the individual's application of performance skills. • Clear realisation of the artistic intention from their vision. • Devised: clear reflection of the stimulus in the performance. • Clear characterisations through roles that are crafted. • Demonstrates a clear rapport with other members of the cast, sustained during a number of sections of the performance. • Competent use of vocal and physical techniques throughout the performance. • Competent communication of meaning to an audience. • Competent ability to support establishing the mood and atmosphere of the performance. 	<ul style="list-style-type: none"> • The use of specialist drama and theatre terminology will be clear and will be used competently in the response. • There is a line of reasoning presented which is mostly relevant and which has some structure. 	<ul style="list-style-type: none"> • Competent analysis and evaluation during the devising process with amendments reflecting the decisions made. • Clear justifications of the changes made during development of the devised performance. • Competent analysis of how their work will create meaning and explanation of how this will be communicated to the audience. • Competent evaluation of their final performance with competent analysis of how to improve for future performances.

Drama 9-1 Flightpath

Grade	Process <i>Create and develop ideas to communicate meaning for theatrical performance.</i>	Performance <i>Apply practical skills to realise artistic intentions in live performance.</i>	Written Exam <i>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</i>	Reflection <i>Analyse and evaluate their own work and the work of others.</i>
4	<ul style="list-style-type: none"> • Elements of clear narrative of the learners' journey through the development process. • Some competent development of their devised performance throughout the creating and developing process. • Text: highly developed explanation of the demands of both extracts from the text. • Highly developed explanation of the artistic intention for the performance. • Accomplished approach to preparing for the performance. 	<ul style="list-style-type: none"> • Elements of competent contribution to the devised performance, through the individual's application of performance skills. • Some clear realisation of the artistic intention from their vision. • Devised: some clear reflection of the stimulus in the performance. • Some clear characterisations through roles that are crafted. • Demonstrates some clear rapport with other members of the cast, sustained throughout performance. • Clear use of vocal and physical techniques throughout the performance. • Clear communication of meaning throughout the performance. • Clear ability to support the mood and atmosphere of the piece. 	<ul style="list-style-type: none"> • The use of specialist drama and theatre terminology will be clear and will be used clearly in the response. • There is a line of reasoning presented which is mostly relevant and which has some structure. 	<ul style="list-style-type: none"> • Elements of competent analysis and evaluation during the devising process with amendments reflecting the decisions made. • Some clear justifications of the changes made during development of the devised performance. • Elements of competent analysis of how their work will create meaning and explanation of how this will be communicated to the audience. • Some competent evaluation of their final performance with competent analysis of how to improve for future performances.

Drama 9-1 Flightpath

Grade	Process <i>Create and develop ideas to communicate meaning for theatrical performance.</i>	Performance <i>Apply practical skills to realise artistic intentions in live performance.</i>	Written Exam <i>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</i>	Reflection <i>Analyse and evaluate their own work and the work of others.</i>
3	<ul style="list-style-type: none"> • Basic narrative of the learners' journey through the development process. • Basic development of their devised performance throughout the creating and developing process. • Text: basic explanation of the demands of at least one extract from the text. • Basic explanation of the artistic intention for the performance. • Basic approach to preparing for the performance. 	<ul style="list-style-type: none"> • Under-developed contribution to the devised performance, through the individual's application of performance skills. • Basic realisation of the artistic intention from their vision. • Devised: basic reflection of the stimulus in the performance. • Basic characterisations through roles that reveal basic development. • Demonstrates basic rapport with other members of the cast, evident during part of the performance. • Basic use of vocal and physical techniques during the performance. • Basic communication of meaning to an audience. • Basic ability to support the mood and atmosphere of the performance. 	<ul style="list-style-type: none"> • The use of specialist drama and theatre terminology will be basic and used in some of the response. • There is a line of reasoning which has some relevance and which is presented with limited structure 	<ul style="list-style-type: none"> • Basic analysis and evaluation during the devising process with amendments reflecting the decisions made. • Basic justifications of the changes made during development of the devised performance. • Basic analysis of how their work will create meaning and explanation of how this will be communicated to the audience. • Basic evaluation of their final performance and basic analysis of how to improve for future performances.
2	<ul style="list-style-type: none"> • Some basic narrative of the learners' journey through the development process. • Some basic development of their devised performance throughout the creating and developing process. • Text: highly developed explanation of the demands of both extracts from the text. • Highly developed explanation of the artistic intention for the performance. • Accomplished approach to preparing for the performance. 	<ul style="list-style-type: none"> • Limited contribution to the devised performance, through the individual's application of performance skills. • Some basic realisation of the artistic intention from their vision. • Devised: some basic reflection of the stimulus in the performance. • Some elements of characterisation through roles that are basic. • Demonstrates some basic rapport with other members of the cast, evident during some parts of the performance. • Some basic use of vocal and physical techniques during the performance. • Some basic communication of meaning to an audience. • Some basic awareness of the mood and atmosphere of the performance. 	<ul style="list-style-type: none"> • The use of specialist drama and theatre terminology will be simple and used in some of the response. • There is a line of reasoning which has some relevance and which is presented with limited structure 	<ul style="list-style-type: none"> • Some basic analysis and evaluation during the devising process with amendments reflecting the decisions made. • Some basic justifications of the changes made during development of the devised performance. • Some basic analysis of how their work will create meaning and explanation of how this will be communicated to the audience. • Some basic evaluation of their final performance and vague analysis of how to improve for future performances.

Drama 9-1 Flightpath

Grade	Process <i>Create and develop ideas to communicate meaning for theatrical performance.</i>	Performance <i>Apply practical skills to realise artistic intentions in live performance.</i>	Written Exam <i>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</i>	Reflection <i>Analyse and evaluate their own work and the work of others.</i>
1	<ul style="list-style-type: none"> • Limited narrative of the learners' journey through the development process. • Limited development of their devised performance throughout the creating and developing process. • Text: limited explanation of at least one extract from the text. • Highly developed explanation of the artistic intention for the performance. • Accomplished approach to preparing for the performance. 	<ul style="list-style-type: none"> • Ineffective contribution to the devised performance, through the individual's application of performance skills. • Ineffective realisation of the artistic intention from their vision. • Devised: limited reflection of the stimulus in the performance. • Limited characterisations through roles that are ineffective. • Demonstrates a limited performing relationship with other members of the cast, during part of the performance. • Limited use of vocal and physical techniques during the performance. • Limited communication of meaning to an audience. • Limited awareness of the mood and atmosphere of the performance. 	<ul style="list-style-type: none"> • The use of specialist drama and theatre terminology will be limited and used intermittently or incorrectly in the response. • The information is communicated in a basic/unstructured way. 	<ul style="list-style-type: none"> • Limited analysis and evaluation of the devising process with amendments reflecting the decisions made. • Limited justifications of the changes made during development of the devised performance. • Limited analysis of how their own work will create meaning and explanation of how this will be communicated to the audience. • Limited evaluation of their final performance with limited analysis of how to improve for future performances.

Drama 9-1 Flightpath

Grade	Process <i>Create and develop ideas to communicate meaning for theatrical performance.</i>	Performance <i>Apply practical skills to realise artistic intentions in live performance.</i>	Written Exam <i>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</i>	Reflection <i>Analyse and evaluate their own work and the work of others.</i>
W1	<ul style="list-style-type: none"> • Very limited narrative of the learners' journey through the development process. • Very limited development of their devised performance throughout the creating and developing process. • Text: very limited explanation of the demands of at least one extract from the text. • Very limited description of the artistic intention for the performance. • Very limited description of preparing for the performance. 	<ul style="list-style-type: none"> • Highly ineffective contribution to the devised performance, through the individual's application of performance skills. • Lack of realisation of the artistic intention from their vision. • Devised: a lack of reflection of the stimulus in the performance. • Very limited characterisations through roles that are highly ineffective. • Demonstrates a very limited performing relationship with other members of the cast, during very little of the performance. • Very limited evidence of vocal and physical techniques during the performance. • Very limited communication of meaning to an audience. • A lack of awareness of the mood and atmosphere of the performance. 	<ul style="list-style-type: none"> • The use of specialist drama and theatre terminology will be rare and used incorrectly in the response. • The information is communicated in a very basic/unstructured way. 	<ul style="list-style-type: none"> • Very limited analysis and evaluation of the devising process with amendments reflecting the decisions made. • Very limited justifications of the changes made during development of the devised performance. • Very limited analysis of how their own work will create meaning and explanation of how this will be communicated to the audience. • Very limited evaluation of their final performance with a basic idea of how to improve for future performances.

Drama 9-1 Flightpath

Grade	Process <i>Create and develop ideas to communicate meaning for theatrical performance.</i>	Performance <i>Apply practical skills to realise artistic intentions in live performance.</i>	Written Exam <i>Demonstrate knowledge and understanding of how drama and theatre is developed and performed.</i>	Reflection <i>Analyse and evaluate their own work and the work of others.</i>
W2	<ul style="list-style-type: none"> • Descriptive and little narrative of the development / rehearsal process. • Descriptive development of their devised performance throughout the rehearsal process. • Text: little explanation of the demands of at least one extract from the text. • Little description of the artistic intention for the performance. • Very limited description of preparing for the performance. 	<ul style="list-style-type: none"> • Counterproductive contribution to the devised performance, through the individual's application of performance skills. • Devised: an understanding of what the stimulus is. • A lack of characterisations through attempted roles. • Demonstrates a very limited interaction with other members of the cast, during very little of the performance. • Some attempt to use vocal and physical techniques during the performance. • At attempt to communicate meaning to an audience. • A lack of awareness of the mood and atmosphere of the performance. 	<ul style="list-style-type: none"> • The use of specialist drama and theatre terminology is suggested. • The information is communicated in note form. 	<ul style="list-style-type: none"> • Descriptive and little understanding of the devising process and what decisions were made. • Little evaluation of the final performance with the ability to identify what was good and bad.
0	<ul style="list-style-type: none"> • No response or no response worthy of credit. 	<ul style="list-style-type: none"> • No response or no response worthy of credit. (GCSE: performance time is less than 4 minutes.) 	<ul style="list-style-type: none"> • No response or no response worthy of any credit. 	<ul style="list-style-type: none"> • No response or no response worthy of credit.

English - Reading 9-1 Flightpath

Grade	Analyse writer's ideas	Analyse language, form and structure	Compare writers' ideas and perspectives (including language use)	Evaluate texts critically and support this with appropriate textual references.
9 Critical, judicious	<ul style="list-style-type: none"> Perceptive understanding and evaluation of differences. Perceptive understanding supported by judicious choices of quotations. Original, synthesised, wide range of interpretations within and between texts. Fluently and confidently expressed ideas. 	<ul style="list-style-type: none"> Able to evaluate the use of language and structure with sophisticated literary terminology to illuminate analysis. Insightful and perceptive analysis of form and structure. 	<ul style="list-style-type: none"> Sustained and critical evaluation of the ways the different writers convey their ideas and perspectives, with close analysis of effects of language and structure. Discriminating selection of quotations. Comments about context seamlessly integrated into analysis. 	<ul style="list-style-type: none"> Critically evaluates the text in a perceptive way. Offers a range of examples from the text to explain views convincingly. Analyses effect of a wide range of writer's choices. Selects a wide range of relevant quotations to validate views.
8 Perceptive	<ul style="list-style-type: none"> Perceptive explanation of differences within or between texts. Excellent quotation choices and interpretations. 	<ul style="list-style-type: none"> Critically analyses the effects of the writer's choices of language. Selects a judicious range of quotations. Uses a full range of subject terminology appropriately. Critical analysis of form and structure. 	<ul style="list-style-type: none"> Critical understanding of the differences between different texts. Compares and critically evaluates writers' purposes and viewpoints. Discriminating selection of quotations. Analysis frequently includes analysis of context. 	<ul style="list-style-type: none"> Critically evaluates the text, supporting views with excellent examples. Analyses and comments on a range of writer's choices, considering alternative interpretations including personal responses.
7 Detailed	<ul style="list-style-type: none"> Detailed exploration of characters and themes, always supported by close textual references. Able to comment on wider implications of characters and themes across the text and wider implications such as context. 	<ul style="list-style-type: none"> Detailed explanation of writer's choices. Uses multiple relevant quotations. Uses multiple subject terminology accurately. Detailed analysis of writer's use of sentence and paragraph structure to convey meaning. Detailed analysis of form and structure. 	<ul style="list-style-type: none"> Shows detailed understanding of the differences between the ideas and perspectives. Compares ideas and perspectives in detail. Alters perceptions. Analyses and evaluates how methods are used to convey ideas and perspectives. Selects judicious range of quotations from both texts. Sustained critical analysis/evaluation of how the text(s) relates to context. 	<ul style="list-style-type: none"> Detailed evaluation of the text. Offers examples from the text to explain views in detail. Analyses effect of a range of writer's choices. Selects a range of relevant quotations to validate views.
6 Consistently clear, developed	<ul style="list-style-type: none"> Developed exploration of characters and themes, always supported by relevant quotations. Confident exploration of alternative interpretations of character and theme across texts. 	<ul style="list-style-type: none"> Thoroughly explains the effectiveness of the writer's choice of language. Comments always supported with relevant quotations. Thorough analysis of writers' choices in terms of form and structure, and their effects. 	<ul style="list-style-type: none"> Thorough understanding of writers' ideas and perspectives always supported. Thorough exploration of a range of ideas/alternative interpretations. Thorough analysis of literary techniques. Thorough analysis of the way the text relates to its contexts. 	<ul style="list-style-type: none"> Thorough evaluation of the text supported by carefully selected examples. More detailed consideration of alternative interpretations. Clearly explains the effect/explores the writer's choices

English - Reading 9-1 Flightpath

Grade	Analyse writer's ideas	Analyse language, form and structure	Compare writers' ideas and perspectives (including language use)	Evaluate texts critically and support this with appropriate textual references.
5 Sustained, clear	<ul style="list-style-type: none"> Makes accurate points in a sustained manner, supported by well-chosen quotations. Able to comment on and consider alternative interpretations of characters from across texts. 	<ul style="list-style-type: none"> Accurately explains the effects of the writer's choice of language. Selects and embeds relevant quotations confidently. Uses subject terminology accurately. Sustained and accurate evaluation of writers' use of form and structure (whole text, paragraphs and sentences) to create effects. 	<ul style="list-style-type: none"> Shows sustained understanding of the writer's ideas and perspectives, supported by carefully selected quotations. Compares a range of ideas and alternative interpretations accurately. Explains accurately how linguistic and literary techniques can be used to convey ideas. Same analysis of how different meanings and interpretations of a text relates to its contexts. 	<ul style="list-style-type: none"> Sustained evaluation of the text, supported by carefully selected examples. Begins to consider alternative interpretations Clearly explains the effect/explores the writer's choices.
4 Clear, accurate	<ul style="list-style-type: none"> Makes correct, relevant points about characters and themes. Embeds relevant quotations consistently. Analysis may be underdeveloped. 	<ul style="list-style-type: none"> Makes accurate comments on language effects confidently and consistently. Identifies and explains effects of writer's use of structure (sentences and/or paragraphs) Selects relevant quotations and analyses with reference to subject terminology. Accurate analysis of writers' choices of form. 	<ul style="list-style-type: none"> Shows accurate understanding of the differences between writers' ideas, consistently supported by relevant quotations. Confidently explain how language techniques are used to convey ideas. Some detailed discussion of how the contexts in which texts are written and read affect meaning. 	<ul style="list-style-type: none"> Accurately evaluates the text. Consistently provides relevant examples to support ideas accurately. Clearly explains the effect/explores of writer's choices.
3 Relevant	<ul style="list-style-type: none"> Relevant points clearly identified and well supported with appropriate quotations, beginning to be embedded into response. Relevant comments on character and theme show secure understanding of explicit and inferred meaning. 	<ul style="list-style-type: none"> Clear comments on language effects supported by relevant quotations and references to appropriate terminology. Some detailed exploration of language and structural choices both at sentence and text level. Detailed explanation of writer's choices of form. 	<ul style="list-style-type: none"> Shows a clear understanding of the differences between ideas and perspectives in two texts, supported by relevant quotations from both. Compares ideas and perspectives in a clear and relevant way. Explains clearly how literary techniques are used to convey ideas and perspectives. Explanation of how the contexts in which texts are written and read contribute to meaning. 	<ul style="list-style-type: none"> A sound evaluation of the text. Examines relevant examples from the text to explain views clearly.

English - Reading 9-1 Flightpath

Grade	Analyse writer's ideas	Analyse language, form and structure	Compare writers' ideas and perspectives (including language use)	Evaluate texts critically and support this with appropriate textual references.
<p style="text-align: center;">2</p> <p style="text-align: center;">Some relevant</p>	<ul style="list-style-type: none"> • Most relevant points identified and supported with appropriate quotations. • Comments on character and theme show sound understanding of explicit and inferred meaning. 	<ul style="list-style-type: none"> • Comments on language effects are mostly accurate. • Selects mostly relevant quotations. • Uses some subject terminology, not always appropriately. • Shows some awareness of how a writer may structure sentences or paragraphs for effect. • Sound awareness of writer's choice of form. 	<ul style="list-style-type: none"> • Makes some comparison between the different perspectives conveyed by each writer. • Able to comment on how language choices and literary techniques are used to convey the writers' viewpoints. • Can make some comments about the time or place a text was written. 	<ul style="list-style-type: none"> • Basic evaluative comments on the text. • Select appropriate quotations, which support some ideas, though may be excessively long or tenuous. • Some comment on writer's methods.
<p style="text-align: center;">1</p> <p style="text-align: center;">Attempt</p>	<ul style="list-style-type: none"> • Some relevant points identified and supported with appropriate quotations. • Some comments on character and theme show some understanding of explicit and inferred meaning. 	<ul style="list-style-type: none"> • Some comments on language effects are mostly accurate. • Selects some relevant quotations. • Uses some subject terminology, not always appropriately. • Shows some awareness of how a writer may structure sentences or paragraphs for effect. • Some awareness of writer's choice of form. 	<ul style="list-style-type: none"> • Attempts comparison between the different perspectives conveyed by each writer. • Attempt to comment on how language choices and literary techniques are used to convey the writers' viewpoints. • Attempts to make some comments about the time or place a text was written. 	<ul style="list-style-type: none"> • Attempts evaluative comments on the text. • Select some appropriate quotations, which support some ideas, though may be excessively long or tenuous. • Attempts to comment on writer's methods.
<p style="text-align: center;">W1</p> <p style="text-align: center;">Some awareness</p>	<ul style="list-style-type: none"> • Identify some points about characters or themes (may rely on retelling the story) • Straightforward inference and relevant evidence, (although may paraphrase). • Is able to identify sections of text which support opinions. • Offers some opinions about characters or themes, 	<ul style="list-style-type: none"> • Some mention of subject terminology with no explanation may not be correct. • Offers a basic view of a writer's choice of language. • Basic references to the text which occasionally support comments. • Understands basic differences between forms, and reasons for writers choosing them. 	<ul style="list-style-type: none"> • Some awareness of different ideas and/or perspectives. • Able to identify sections of text which show different points of view or ideas from two texts which deal with similar topics. • Some identification of differences in writer's perspectives and how they are conveyed. • May include some references or textual details from one or both texts, which may not always fully support points. 	<ul style="list-style-type: none"> • Copying/paraphrasing of the text. • Examples given with do not explain view. • No or irrelevant reference(s) or textual detail. • Able to express relevant opinions on the text, but may have difficulty with supporting these with evidence. • Some clear comment showing some familiarity with the text. • Some mention of writer's methods.

English - Reading 9-1 Flightpath

Grade	Analyse writer's ideas	Analyse language, form and structure	Compare writers' ideas and perspectives (including language use)	Evaluate texts critically and support this with appropriate textual references.
W2 Simple, limited	<ul style="list-style-type: none"> Recall simple points from text. Identify points of interest. Give simple information about characters' actions. Recall specific straight forward information about characters. Simple inference about events and information, using evidence. 	<ul style="list-style-type: none"> Recognises interesting words Comments may not be relevant to text. Limited or no references to the text. No reference to subject terminology 	<ul style="list-style-type: none"> Simple awareness that writers have viewpoints or opinions. Simple statements about likes and dislikes. Acknowledges the main idea in a text. May express comments linked to personal experience. Can identify some of the writers' ideas. 	<ul style="list-style-type: none"> Limited/no focus on text. Limited/no references to the text. Can make basic comments on the text. (e.g., plot/character details) No mention of writer's methods.

Glossary of Useful Terms:

- **Infer** – to form an opinion or guess that something is true because of the information that you have.
- **Paraphrase** - to repeat something written or spoken using different words, in a simpler and shorter form that makes the original meaning clearer
- **Explicit** – making clear and exact points.
- **Embed** – an idea or point fixed into a sentence or piece of work.
- **Interpretation** - an explanation or opinion of what something means.
- **Exploration** - the process of searching and finding out about something in detail.
- **Implication** - when you seem to suggest something without saying it directly.
- **Perceptive** – being very good at noticing and understanding things that many people do not notice.
- **Synthesised** - to put separate facts and ideas together to form a single piece of work. To sift through evidence and details to make an overall comment.
- **Standard English** - the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts.

English - Writing 9-1 Flightpath

Grade	Content <i>Communicate clearly, effectively and imaginatively, selecting and adapting tone style and register for different forms, Purposes and audiences.</i>	Organisation <i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. (Paragraphing connectives, text form and structure)</i>	Technical accuracy. <i>Sentence structure, punctuation, grammar, vocabulary and spelling.</i>
9 Critical, judicious	<ul style="list-style-type: none"> • Communication is assured, fluent and mature. Tone, style and register are always impressively suited to for purpose, form and audience across a range of styles. 	<ul style="list-style-type: none"> • Assured structure and sophisticated development of writing. Structure of sentences and paragraphs is an integral part of meaning. • Ideas are fluently linked. 	<ul style="list-style-type: none"> • Writing is fluent, assured and technically accurate throughout. • A complete range of sentence structures and punctuation are assured and, along with a wide vocabulary, used to communicate precise shades of meaning effectively.
8 Perceptive, compelling	<ul style="list-style-type: none"> • Communication is convincing and compelling throughout. • Tone, style and register assuredly matched to purpose, form and audience: manipulative, subtle and increasingly abstract. • Perceptive use of extensive and ambitious vocabulary. 	<ul style="list-style-type: none"> • Highly structured and developed writing, incorporating a range of integrated and complex ideas. • Fluently linked paragraphs with seamlessly integrated discourse markers. • Varied and inventive use of structural features. 	<ul style="list-style-type: none"> • Sentence demarcation is consistently secure and consistently accurate. • Wide range of punctuation is used with a high level of accuracy. • Uses a full range of appropriate sentence forms for effect successfully.
7 Detailed	<ul style="list-style-type: none"> • Communication is convincing. • Tone, style and register consistently match purpose, form and audience. • Extensive vocabulary with evidence of conscious crafting of linguistic devices. 	<ul style="list-style-type: none"> • Structured and detailed writing with a range of complex ideas. • Consistently coherent use of paragraphs with integrated discourse markers. • Varied and effective structural features. 	<ul style="list-style-type: none"> • Uses Standard English consistently, and effectively with secure control of complex grammatical structures for effect. • High Level of accuracy in spelling, including ambitious vocabulary. • Extensive and ambitious use of vocabulary.
6 Consistently clear, developed	<ul style="list-style-type: none"> • Communication is consistently clear effective and developed. • Tone, style and register consistently matched to purpose, form and audience. • Increasingly sophisticated vocabulary and phrasing, chosen for effect with a range of appropriate language devices. 	<ul style="list-style-type: none"> • Writing is engaging, with a range of developed connected ideas. • Coherent paragraphs with a range of well integrated discourse markers. • Effective use of structural features. 	<ul style="list-style-type: none"> • Sentence demarcation is deliberately sophisticated. • Range of punctuation is used successfully - attempts at colons or semi-colons at the top of this band although these may not yet be well controlled. • Uses a variety of sentence forms for effect. • Always uses Standard English where appropriate with controlled grammatical structures.
5 Sustained, clear	<ul style="list-style-type: none"> • Communication is sustained and effective. • Tone, style and register matched to purpose, form and audience. • Some vocabulary increasingly chosen for effect and increasingly successful use of language devices. 	<ul style="list-style-type: none"> • Writing is engaging and sustained with a range of connected ideas. • Sustained use of coherent paragraphs with a range of discourse markers. • Usually effective use of structural features. 	<ul style="list-style-type: none"> • Consistently accurate spelling, including complex and irregular words and increasingly sophisticated use of vocabulary.

English - Writing 9-1 Flightpath

Grade	Content <i>Communicate clearly, effectively and imaginatively, selecting and adapting tone style and register for different forms, Purposes and audiences.</i>	Organisation <i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. (Paragraphing connectives, text form and structure)</i>	Technical accuracy. <i>Sentence structure, punctuation, grammar, vocabulary and spelling.</i>
4 Clear, accurate	<ul style="list-style-type: none"> • Communication is clear. • Tone, style and register generally matched to purpose, form and audience. • Vocabulary clearly chosen for effect and successful use of language devices. 	<ul style="list-style-type: none"> • Writing is engaging with a range of connected ideas. • Clear and accurate paragraphs with a range of discourse markers. • Clear use of structural features, although these may seem mechanical and less well integrated into writing. 	<ul style="list-style-type: none"> • Range of punctuation is used successfully including commas, question marks and apostrophes. • Uses a variety of sentence forms. • Uses Standard English appropriately with controlled grammatical structures.
3 Relevant, appropriate	<ul style="list-style-type: none"> • Communication is appropriate. • Relevant attempt to match Purpose, Audience and Form, some control of register. • Appropriate use of vocabulary with some use of discourse markers. • Correct use of language devices that may lack precision. 	<ul style="list-style-type: none"> • Relevant ideas and links. • Relevant use of paragraphs with some relevant use of discourse markers which may lack fluency and control. • Increasingly relevant use of structural features generally maintained across text. 	<ul style="list-style-type: none"> • Mostly accurate spelling, including complex and irregular words. • Range of vocabulary clearly chosen for effect.
2 Some relevant	<ul style="list-style-type: none"> • Clear attempts to match Purpose, Audience and Form, with clear awareness of register. • Some well-chosen vocabulary, which might not be very adventurous. • Begins to vary vocabulary with some use of language devices. 	<ul style="list-style-type: none"> • Uses simple ways to link ideas, such as connectives or chains of reference, but variety is limited. • Organises ideas appropriately but paragraphing may not be secure. • Some use of structural features, mostly successful but may be limited in range. 	<ul style="list-style-type: none"> • Sentences demarcation is mostly secure and increasingly accurate. • Some control of a range of relevant punctuation is used. • Attempts a variety of sentence forms.
1 Attempt	<ul style="list-style-type: none"> • Attempts to communicate with coherent ideas. • Attempts to match Purpose, Audience and Form, attempts to control register. • Language devices attempted. Limited range of long devices. 	<ul style="list-style-type: none"> • Some linked and relevant ideas. • Attempts to write in paragraphs with some discourse markers – not always appropriate. • Attempts to use structural features. 	<ul style="list-style-type: none"> • Some use of Standard English appropriately with some control of agreement. • Some accurate spelling, of more complex words • Varied use of vocabulary.
W1 Some awareness	<ul style="list-style-type: none"> • Some ideas are clear although undeveloped • Some success in communication of ideas. • Some awareness of purpose, form and audience, limited control of register. Simple vocabulary, simple linguistic devices 	<ul style="list-style-type: none"> • Some simple connectives used to link some ideas. • Some attempts to structure and group ideas. • One or two relevant ideas simply linked. • Increasing use of paragraphs with some discourse markers – not always appropriate. Attempts to use some structural features. 	<ul style="list-style-type: none"> • Some use of sentence demarcation. • Some evidence of deliberate punctuation. • Occasional use of Standard English with limited control of agreement. • Accurate basic spelling. • Simple use of vocabulary. • Simple range of sentence forms.

English - Writing 9-1 Flightpath

Grade	Content <i>Communicate clearly, effectively and imaginatively, selecting and adapting tone style and register for different forms, Purposes and audiences.</i>	Organisation <i>Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts. (Paragraphing connectives, text form and structure)</i>	Technical accuracy. <i>Sentence structure, punctuation, grammar, vocabulary and spelling.</i>
W2 Simple, limited	<ul style="list-style-type: none"> • Simple idea for correct purpose. Communicates some meaning. • Occasional sense of purpose/form/audience. • Simple relevant vocabulary. 	<ul style="list-style-type: none"> • No Paragraphs • Limited or no evidence of structural features. • Begins to group ideas by content. • Very basic connectives (and, then, but, so). • Uses basic connectives to indicate sequence or time. 	<ul style="list-style-type: none"> • Limited use of capital letter and full stops. Communicates meaning through simple key words. Mainly simple or compound sentences.

Glossary of Useful Terms:

- **Infer** – to form an opinion or guess that something is true because of the information that you have.
- **Paraphrase** - to repeat something written or spoken using different words, in a simpler and shorter form that makes the original meaning clearer
- **Explicit** – making clear and exact points.
- **Embed** – an idea or point fixed into a sentence or piece of work.
- **Interpretation** - an explanation or opinion of what something means.
- **Exploration** - the process of searching and finding out about something in detail.
- **Implication** - when you seem to suggest something without saying it directly.
- **Perceptive** – being very good at noticing and understanding things that many people do not notice.
- **Synthesised** - to put separate facts and ideas together to form a single piece of work. To sift through evidence and details to make an overall comment.

Standard English - the English language in its most widely accepted form, as written and spoken by educated people in both formal and informal contexts

Food Technology 9-1 Flightpath

Grade	Demonstrate and Understand	Apply/Plan/Prepare/Cook	Analyse and Evaluate
9	<ul style="list-style-type: none"> Demonstrate highly relevant and comprehensive knowledge and excellent understanding of the concepts, principles and properties of food science, cooking and nutrition. 	<ul style="list-style-type: none"> Safely, skilfully and effectively apply precise and sophisticated technical skills when using a wide range of equipment and ingredients to plan, prepare and present complex dishes to an exceptionally high standard. 	<ul style="list-style-type: none"> Use excellent critical analysis skills to analyse and evaluate, draw well-evidenced conclusions: issues relating to food choices, provenance and production of food made by themselves and others.
8	<ul style="list-style-type: none"> Demonstrate relevant and comprehensive knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition. 	<ul style="list-style-type: none"> Safely and effectively apply precise and sophisticated technical skills when using a wide range of equipment and ingredients to plan, prepare and present complex dishes. 	<ul style="list-style-type: none"> Critically analyse and evaluate, to draw well-evidenced conclusions: issues relating to food choices, provenance and production of food made by themselves and others .
7	<ul style="list-style-type: none"> Demonstrate accurate and appropriate knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition. 	<ul style="list-style-type: none"> Safely and effectively apply accurate technical skills to a range of equipment and ingredients to plan , prepare and present complex dishes. 	<ul style="list-style-type: none"> Analyse, evaluate and draw evidenced conclusions : issues relating to food choices, provenance and production of food made by themselves and others.
6	<ul style="list-style-type: none"> Demonstrate accurate and relevant knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition. 	<ul style="list-style-type: none"> Safely and effectively apply mostly accurate technical skills to a range of equipment and ingredients to plan , prepare and present dishes with good evidence of complexity. 	<ul style="list-style-type: none"> Analyse, evaluate and draw justified conclusions : issues relating to food choices, provenance and production of food made by themselves and others.
5	<ul style="list-style-type: none"> Demonstrate mostly accurate and appropriate knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition. 	<ul style="list-style-type: none"> Safely and effectively apply competent technical skills to a range of equipment and ingredients to plan, prepare and present dishes with some degree of complexity. 	<ul style="list-style-type: none"> Analyse and evaluate, to draw coherent conclusions: issues relating to food choices, provenance and production of food made by themselves and others.
4	<ul style="list-style-type: none"> Demonstrate some evidence of knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition. 	<ul style="list-style-type: none"> Safely apply technical skills to a range of equipment and ingredients to plan, prepare and present well-made dishes. 	<ul style="list-style-type: none"> Describe and simply evaluate issues relating to food choices, provenance and production of food made by themselves and others.
3	<ul style="list-style-type: none"> Demonstrate basic evidence of knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition. 	<ul style="list-style-type: none"> Safely apply technical skills to a range of equipment and ingredients to plan, prepare and present dishes with a low level of complexity. 	<ul style="list-style-type: none"> Simply evaluate issues relating to food choices, provenance and production of food made by themselves and others.
2	<ul style="list-style-type: none"> Demonstrate some relevant knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition . 	<ul style="list-style-type: none"> Safely apply limited skills to some equipment and ingredients to plan, prepare and present simple dishes. 	<ul style="list-style-type: none"> Make straightforward and obvious comments on: issues relating to food choices, provenance and production food made by themselves and others.
1	<ul style="list-style-type: none"> Describe the sections of the Eatwell guide and relate to a healthy diet, be able to show a basic understanding of food science and nutrition, be able to explain basically how food is affected by cooking. 	<ul style="list-style-type: none"> Apply limited technical skills with assistance to limited equipment and ingredients to plan, prepare and present simple dishes. 	<ul style="list-style-type: none"> State where food comes from and why people choose foods, be able to make comment on food produced by themselves and others.
W1	<ul style="list-style-type: none"> Name the section of the Eatwell guide and how it relates to a healthy diet. 	<ul style="list-style-type: none"> Use basic techniques to produce simple dishes with assistance. 	<ul style="list-style-type: none"> Name the sources for basic commodities and be able to make basic statements about the provenance of food produced by themselves and others.
W2	<ul style="list-style-type: none"> Name the sections of the Eatwell guide. 	<ul style="list-style-type: none"> Use basic techniques with substantial assistance to produce simple dishes. 	<ul style="list-style-type: none"> Name the sources of some basic commodities with limited or no understanding of food provenance.

Geography 9-1 Flightpath

Grade	Demonstrate knowledge <i>Of locations, places, processes, environments and different scales</i>	Demonstrate geographical understanding <i>Of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</i>	Apply knowledge and understanding <i>to interpret, analyse and evaluate geographical information and issues to make judgements (includes fieldwork)</i>	Select, <i>adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (includes fieldwork)</i>	Numeracy
9	<ul style="list-style-type: none"> Analyse, using specific detail, locations, places processes and environments at every range of scales. 	<ul style="list-style-type: none"> Analyse and predict change in places through detailed understanding of all range of places, environments and processes. Analyse complex interactions within and between processes and show how these help to change places and environments. Evaluate the complex interactions between people and the environment and evaluate all ranges of sustainable management approaches. 	<ul style="list-style-type: none"> Evaluate complex geographical patterns that result from physical and human interactions. Evaluate all views people have and apply these to all contexts. Present a coherent argument and accurate, well substantiated, plausible conclusions. 	<ul style="list-style-type: none"> Select and adapt a wide number of appropriate techniques and demonstrate a wide range of skills to investigate questions and issues effectively. Evaluate sources of evidence critically. Draw selectively on geographical questions and an effective sequence of investigation. 	<ul style="list-style-type: none"> Complete challenging numeracy tasks independently. For example, scattergraphs, line of best fit, correlation, extrapolate, interpolate, ratio, frequency, magnitude and statistical techniques.

Geography 9-1 Flightpath

Grade	Demonstrate knowledge <i>Of locations, places, processes, environments and different scales</i>	Demonstrate geographical understanding <i>Of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</i>	Apply knowledge and understanding <i>to interpret, analyse and evaluate geographical information and issues to make judgements (includes fieldwork)</i>	Select, <i>adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (includes fieldwork)</i>	Numeracy
8	<ul style="list-style-type: none"> Analyse, using specific detail, locations, places, processes and environments at a range of scales. 	<ul style="list-style-type: none"> Analyse and predict change in places through detailed understanding of a wide range of places, environments and processes. Analyse complex interactions within and between processes and show how these help to change places and environments. Evaluate the complex interactions between people and the environment and evaluate a range of sustainable management approaches. 	<ul style="list-style-type: none"> Evaluate complex geographical patterns that result from physical and human interactions. Evaluate a range of views people have and apply these to a range of contexts. Present a coherent argument and accurate, well substantiated, plausible conclusions. 	<ul style="list-style-type: none"> Select and adapt a wide number of appropriate techniques and demonstrate a wide range of skills to investigate questions and issues effectively. Evaluate sources of evidence critically. Draw selectively on geographical ideas and theories to develop relevant geographical questions and an effective sequence of investigation. 	Complete challenging numeracy tasks independently. For example, scattergraphs, line of best fit, correlation, extrapolate, interpolate, ratio, frequency, magnitude and statistical techniques.

Geography 9-1 Flightpath

Grade	Demonstrate knowledge <i>Of locations, places, processes, environments and different scales</i>	Demonstrate geographical understanding <i>Of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</i>	Apply knowledge and understanding <i>to interpret, analyse and evaluate geographical information and issues to make judgements (includes fieldwork)</i>	Select, <i>adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (includes fieldwork)</i>	Numeracy
7	<ul style="list-style-type: none"> Explain, using specific detail, locations, places, processes and environments at a range of scales. 	<ul style="list-style-type: none"> Explain changes over time through secure understanding of a wide range of locations, contexts and scales. Analyse interactions between and within processes and show how they create diversity and interdependence and help to change places and environments. Analyse conflicting demands on the environment and analyse different approaches to a range of sustainable management strategies. 	<ul style="list-style-type: none"> Analyse complex geographical patterns that result from physical and human interactions. Analyse a range of views people have and apply these to a range of contexts. Present full and coherently argued summaries to create substantiated conclusions. 	<ul style="list-style-type: none"> Select a wide range of appropriate skills and select a wide range of appropriate techniques and use effectively. Evaluate sources of evidence before using them in investigations. Develop a range of relevant geographical questions and create an effective sequence of investigation. 	<ul style="list-style-type: none"> Complete challenging numeracy tasks independently. For example, scattergraphs, line of best fit, correlation, extrapolate, interpolate, ratio, frequency, magnitude and statistical techniques.

Geography 9-1 Flightpath

Grade	Demonstrate knowledge <i>Of locations, places, processes, environments and different scales</i>	Demonstrate geographical understanding <i>Of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</i>	Apply knowledge and understanding <i>to interpret, analyse and evaluate geographical information and issues to make judgements (includes fieldwork)</i>	Select, <i>adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (includes fieldwork)</i>	Numeracy
6	<ul style="list-style-type: none"> Explain locations, places, processes and environments at a range of scales. 	<ul style="list-style-type: none"> Make and use links to analyse features in a range of locations, contexts and scales. Describe and explain the interaction between processes and show they create diversity and interdependence and help to change places and environments. Explain conflicting demands on the environment and explain in detail a range of sustainable management approaches. 	<ul style="list-style-type: none"> Analyse geographical patterns that result from physical and human interactions. Analyse a range of views that people have. Present a well-argued conclusion using appropriate terminology effectively. 	<ul style="list-style-type: none"> Select a wide range of appropriate skills and select a wide range of appropriate techniques. Evaluate sources of evidence and begin to respond to bias. Develop relevant geographical questions and create a detailed sequence of investigation. 	<ul style="list-style-type: none"> Complete more difficult numeracy tasks independently. For example, pie charts, population pyramids, pictograms, histograms, isolines, dot maps, proportional symbols, calculate percentages and use percentiles.
5	<ul style="list-style-type: none"> Describe in detail locations, places, processes and environments at a range of scales. 	<ul style="list-style-type: none"> Analyse features in individual locations, contexts and scales. Understand the interaction of processes produce distinctive features and these processes lead to diversity and change. Recognise how conflicting demands on the environment happen and describe sustainable approaches of management. 	<ul style="list-style-type: none"> Explain in detail geographical patterns with a range of reasons. Explain a range of views that people have using many reasons. Come to a detailed conclusion using evidence and appropriate terminology. 	<ul style="list-style-type: none"> Select a wide range of skills and select a wide range of techniques. Select appropriate information from a range of sources and begin to identify bias. Develop relevant geographical questions and create a simple sequence of investigation. 	

Geography 9-1 Flightpath

Grade	Demonstrate knowledge <i>Of locations, places, processes, environments and different scales</i>	Demonstrate geographical understanding <i>Of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</i>	Apply knowledge and understanding <i>to interpret, analyse and evaluate geographical information and issues to make judgements (includes fieldwork)</i>	Select, <i>adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (includes fieldwork)</i>	Numeracy
4	<ul style="list-style-type: none"> Describe locations, places, processes and environments at different scales. 	<ul style="list-style-type: none"> Explain features in a range of locations and contexts. Understand and can explain a range of processes which change features of places and explain how these changes affect people. Explain how people can cause environmental change and describe sustainability. 	<ul style="list-style-type: none"> Describe in detail geographical patterns. Recognise a range of views that people have. Explain in detail, using appropriate geographical terminology coming to a basic conclusion. 	<ul style="list-style-type: none"> Select a range of skills and select a range of techniques. Select appropriate information from a range of sources. Suggest relevant geographical questions to investigate. 	<ul style="list-style-type: none"> Complete more difficult numeracy tasks independently. For example, pie charts, population pyramids, pictograms, histograms, isolines, dot maps, proportional symbols, calculate percentages and use percentiles.
3	<ul style="list-style-type: none"> Describe locations, places, environments and processes. 	<ul style="list-style-type: none"> Describe and begin to explain features. Understand and can describe processes which change the features of places and describe how these changes affect people. Describe how people can improve and damage the environment. 	<ul style="list-style-type: none"> Describe simple geographical patterns. Explain my views and understand others may have different views. Make statements about my findings using appropriate geographical terminology. 	<ul style="list-style-type: none"> Demonstrate a range of skills and use a range of techniques. Select appropriate information from sources. Suggest geographical questions to investigate. 	<ul style="list-style-type: none"> Complete simple numeracy tasks independently. For example, bar charts, divided bar charts, line graphs, choropleth maps, number, area, scale on a graph, conversion of units, mean, mode and median.
2	<ul style="list-style-type: none"> Identify a selection of locations and places and start to recognise environments. 	<ul style="list-style-type: none"> Describe features with some detail. Understand and can describe some processes. Recognise that people can improve and damage the environment. 	<ul style="list-style-type: none"> Recognise simple geographical patterns. Offer simple reasons for my views. Make simple statements about my findings using some geographical terminology. 	<ul style="list-style-type: none"> Demonstrate one or two skills and use techniques to investigate questions and issues. Use primary and secondary sources. Suggest simple ideas to investigate. 	

Geography 9-1 Flightpath

Grade	Demonstrate knowledge <i>Of locations, places, processes, environments and different scales</i>	Demonstrate geographical understanding <i>Of concepts and how they are used in relation to places, environments and processes; the interrelationships between places, environments and processes</i>	Apply knowledge and understanding <i>to interpret, analyse and evaluate geographical information and issues to make judgements (includes fieldwork)</i>	Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings (includes fieldwork)	Numeracy
1	<ul style="list-style-type: none"> Identify a small selection of locations and places independently. 	<ul style="list-style-type: none"> Recognise some human and/or physical features independently. Understand some basic processes independently. Identify how people use environments independently. 	<ul style="list-style-type: none"> Identify geographical patterns independently. Give simple views independently. Make simple statements about my findings using non-specialist terms independently. 	<ul style="list-style-type: none"> Use a small number of simple techniques independently. Use sources of information given to me independently. Use geographical questions given to me independently. 	<ul style="list-style-type: none"> Complete simple numeracy tasks independently. For example, bar charts, divided bar charts, line graphs, choropleth maps, number, area, scale on a graph, conversion of units, mean, mode and median.
W1	<ul style="list-style-type: none"> Always identify a small selection of locations and places with support. 	<ul style="list-style-type: none"> Always recognise some human and/or physical features with support. Always understand some basic processes with support. Always identify how people use environments with support. 	<ul style="list-style-type: none"> Always identify geographical patterns with support. Always give simple views with support. Always make simple statements about my findings using non-specialist terms with support. 	<ul style="list-style-type: none"> Always use one or two basic techniques with support. Always use sources of information given to me with support. Always use geographical questions given to me with support. 	<ul style="list-style-type: none"> Always complete basic numeracy tasks with support
W2	<ul style="list-style-type: none"> Most of the time identify a small selection of locations and places with support. 	<ul style="list-style-type: none"> Most of the time recognise some human and/or physical features with support. Most of the time understand some basic processes with support. Most of the time identify how people use environments with support. 	<ul style="list-style-type: none"> Most of the time identify geographical patterns with support. Most of the time give simple views with support. Most of the time make simple statements about my findings using non-specialist terms with support. 	<ul style="list-style-type: none"> Most of the time use one or two basic techniques with support. Most of the time use sources of information given to me with support. Most of the time use geographical questions given to me with support. 	<ul style="list-style-type: none"> Most of the times complete basic numeracy tasks with support

History 9-1 Flightpath

Grade	Knowledge and Understanding	Explain and Analyse	Evaluate Sources	Analyse and evaluate Interpretations
9	<ul style="list-style-type: none"> • Demonstrate confident and extensive knowledge. • A precise and sophisticated understanding of key features and characteristics. 	<ul style="list-style-type: none"> • Construct a convincing line of reasoning explained through the use of similarity/difference, change/continuity, significance and causation to form an analytical argument. 	<ul style="list-style-type: none"> • Critically analyse and evaluate (to reach reasoned and substantiated judgements independently) a range of historical sources in context. 	<ul style="list-style-type: none"> • Critically analyse and evaluate (to reach convincing and substantiated judgements) a range of interpretations. Recognising why they may differ.
8	<ul style="list-style-type: none"> • Demonstrate relevant and comprehensive knowledge. • A sophisticated understanding of key features and characteristics. 	<ul style="list-style-type: none"> • Construct a convincing line of reasoning explained through the use of similarity/difference, change/continuity, significance and causation. 	<ul style="list-style-type: none"> • Critically analyse and evaluate (to reach reasoned and substantiated judgements) a range of historical sources in context. 	<ul style="list-style-type: none"> • Critically analyse and evaluate (to reach reasoned and substantiated judgements) a range of interpretations. Recognising why they may differ.
7	<ul style="list-style-type: none"> • Demonstrate comprehensive and accurate knowledge. • A very clear understanding of key features and characteristics. 	<ul style="list-style-type: none"> • Construct a mostly convincing line of reasoning explained through the use of similarity/difference, change/continuity, significance and causation. 	<ul style="list-style-type: none"> • Analyse and evaluate (to reach substantiated judgements) a range of historical sources in context. 	<ul style="list-style-type: none"> • Analyse and evaluate (to reach substantiated judgements) a range of interpretations. Recognising why they may differ.
6	<ul style="list-style-type: none"> • Demonstrate mostly accurate and comprehensive knowledge. • A clear understanding of key features and characteristics. 	<ul style="list-style-type: none"> • Construct a generally convincing line of reasoning explained through the use of similarity/difference, change/continuity, significance and causation. 	<ul style="list-style-type: none"> • Evaluate (to reach mostly substantiated judgements) a range of historical sources in context. 	<ul style="list-style-type: none"> • Analyse and mostly evaluate (to reach reasoned judgements) a range of interpretations. Recognising why they may differ.
5	<ul style="list-style-type: none"> • Demonstrate mostly accurate knowledge. • A mostly clear understanding of key features and characteristics. 	<ul style="list-style-type: none"> • Construct a coherent line of reasoning explained through the use of similarity/difference, change/continuity, significance and causation. 	<ul style="list-style-type: none"> • Provide evaluation (to reach reasoned judgements) of a range of historical sources in context. 	<ul style="list-style-type: none"> • Provide evaluation (to reach a partly reasoned judgements) of a range of interpretations. Recognising, in brief, why they may differ.
4	<ul style="list-style-type: none"> • Demonstrate some accurate knowledge. • An understanding of key features and characteristics. 	<ul style="list-style-type: none"> • Construct a line of reasoning explained through the use of similarity/difference, change/continuity, significance and causation. 	<ul style="list-style-type: none"> • Provide some evaluation (to reach reasoned judgements) of a range of historical sources in context. 	<ul style="list-style-type: none"> • Provide some evaluation (to reach a judgement) of a range of interpretations. • Beginning to recognise, in brief, why they may differ.
3	<ul style="list-style-type: none"> • Demonstrate generalised knowledge using some accurate terms. • A limited understanding of key features and characteristics. 	<ul style="list-style-type: none"> • Construct a somewhat convincing line of reasoning explained through the use of similarity/difference, change/continuity, significance and causation. 	<ul style="list-style-type: none"> • Provide generalised (to reach reasoned judgements) of a range of historical sources in context. 	<ul style="list-style-type: none"> • General evaluation (to reach a basic judgement) of a range of interpretations. • Beginning to recognise, in brief, why they may differ.

History 9-1 Flightpath

Grade	Knowledge and Understanding	Explain and Analyse	Evaluate Sources	Analyse and evaluate Interpretations
2	<ul style="list-style-type: none"> • Demonstrate generalised knowledge using everyday language. • A basic understanding of key features and characteristics. 	<ul style="list-style-type: none"> • The ability to briefly explain historical events through the use of some of the below: similarity/difference, change/continuity, significance and causation. 	<ul style="list-style-type: none"> • Comprehend, to draw simple conclusions, of historical sources in relation to an historical issue. 	<ul style="list-style-type: none"> • Comprehend, to draw simple conclusions, historical interpretations. • Identify similarities and differences.
1	<ul style="list-style-type: none"> • Demonstrate emerging historical knowledge using everyday language. • Very basic understanding of key features and characteristics. 	<ul style="list-style-type: none"> • Very basic understanding demonstration of one of the below: similarity/difference, change/continuity, significance and causation. 	<ul style="list-style-type: none"> • Use historical sources to answer simple questions about the past. 	<ul style="list-style-type: none"> • Very simple conclusions drawn from historical interpretations. • Possible identify similarities and differences.
W1	<ul style="list-style-type: none"> • Underdeveloped knowledge without using key terms. • Minimal understanding of key features and characteristics. 	<ul style="list-style-type: none"> • Can describe one feature that may be different from one point in history to another/identify a change but with little/no supporting knowledge. 	<ul style="list-style-type: none"> • Can pick out evidence from a historical source. 'I can see...' but with little/no added knowledge to support. 	<ul style="list-style-type: none"> • Minimal conclusion drawn from historical interpretation (basic surface detail) with limited supporting explanation.
W2	<ul style="list-style-type: none"> • Attempts to answer but no real understanding or knowledge shown at all. 	<ul style="list-style-type: none"> • Can describe one feature that may be different from one point in history to another/identify a change but with no supporting knowledge. 	<ul style="list-style-type: none"> • Can pick out evidence from a historical source. 'I can see...' but with no added knowledge to support. 	<ul style="list-style-type: none"> • Is not able to read an historical interpretation and draw any conclusions from it.

ICT 9-1 Flightpath

Grade	INTERNET SAFETY	SPREADSHEETS	PROJECT LIFECYCLE	PUBLICATIONS	DATABASES
9		<ul style="list-style-type: none"> • A range of developmental and user testing is carried out and improvements are made. • Macros are used where relevant with buttons to ensure usability. • Include effective user input validation. 			<ul style="list-style-type: none"> • Create complex SQL statements to select specific data. • Demonstrate understanding of the ways in which a DBMS prevents data conflicts.
8		<ul style="list-style-type: none"> • Integrate the spreadsheet system with other applications. • Add security measures to control what can be changed in the spreadsheet, and who can access it. 	<ul style="list-style-type: none"> • There is a full justification for project success criteria, which is linked to the user requirements and final testing of project success. 	<ul style="list-style-type: none"> • Create a fully integrated system with hyperlinks and embedded data/documents that allows the user to point and click to navigate around. • Use email software efficiently and professionally. • Create effective presentations to match different purposes and audiences. • Create a range of publications that follow a consistent house style and includes a full range of formatting features, which are identified. 	<ul style="list-style-type: none"> • Create appropriate relationships between multiple tables in a database. • Calculated fields are used in queries, which are relevant and accurate. • Comprehensive testing for robustness has been carried out to ensure validation is correct.

Grade	INTERNET SAFETY	SPREADSHEETS	PROJECT LIFECYCLE	PUBLICATIONS	DATABASES
7		<ul style="list-style-type: none"> • Use cross spreadsheet referencing, What IF modelling, macros. • Use a pivot table. • Add Input masks. 	<ul style="list-style-type: none"> • Objectives and requirement of a scenario are discussed with some indication of how the requirements will be met. • There is justification for project success criteria. • Links between constraints, risks and resources are clearly defined and contingencies identified. • Mitigation for the plan is explained. 	<ul style="list-style-type: none"> • Add email rules to an email system. • Link multiple documents using hyperlinks and embedding. • Integrate data between documents using embedding. • Apply branching in a presentation to allow the user to choose their path through a presentation using action buttons. 	<ul style="list-style-type: none"> • Use several different types of data validation that are appropriate for the field and accurate, and include user feedback (error messages). • Security including password and access rights are used, which are effective. • Relationships between the tables are correct and field names, sizes and datatypes are correct. • A functional switchboard/menu is used to access suitable areas of the database, sub forms are included and a range of complex queries are provided to include parameter and calculated field queries with customised and suitable reports for each. • Effective formatting used throughout to provide professional looking interface. • Integration is used, with data transferring from tables to queries and reports. User interface is simple with buttons etc used throughout.

Grade	INTERNET SAFETY	SPREADSHEETS	PROJECT LIFECYCLE	PUBLICATIONS	DATABASES
6		<ul style="list-style-type: none"> • Use advanced functions such as SUMIF, VLOOKUP, INDEX, MATCH. • Use a combination of charts. • Transfer tables and charts into other software. • Create a Switchboard (menu). 	<ul style="list-style-type: none"> • A Critical path is highlighted on the Gantt chart to show the critical tasks and the shortest time project can be completed in. • Discuss the purpose of comparing a product to User requirements and Success criteria. • Discuss the pros and cons of following a Gantt chart to complete a project. • Objectives and requirement of a scenario are discussed with some indication of how the requirements will be met. • Success criteria for a project are explained. • Links between constraints, risks and resources have been identified although some links are missed or not made clear. • Ways to mitigate are stated but the consequences of actions are not evidenced. 	<ul style="list-style-type: none"> • Create a HTML page using CSS. • Use a range of formatting features effectively. • Use an agreed House style effectively on a range of publications. • Communicate via email using professional netiquette. 	<ul style="list-style-type: none"> • Create a range of complex queries and included criteria across tables and a calculated field in a query. • Validation rules and input masks are used in all appropriate fields and are mostly accurate. • Security including password and access rights are used, which are mostly effective. • A switchboard is created and formatted. • Data structure sheet shows accurate choice of validation and settings. • Input forms include multiple data entry methods such as sub forms. • Testing includes test data for normal/extreme/erroneous data. • Integration is used, with data transferring from tables to queries and reports. User interface is mostly simple with buttons etc used throughout. • Effective formatting used throughout to provide mostly professional looking interface.

Grade	INTERNET SAFETY	SPREADSHEETS	PROJECT LIFECYCLE	PUBLICATIONS	DATABASES
5		<ul style="list-style-type: none"> • Transfer data between sheets. • Attempt if statements to control data in cells. • Use relative and absolute cell referencing correctly. • Sorting on more than one field. • Conditional formatting is accurate and uses Boolean conditions. • Use basic validation such as range. 	<ul style="list-style-type: none"> • Identify SMART targets from a scenario. • Explain the consequences of a delay of a critical task. • Gantt chart accurately shows tasks with highlighting to show correct dependencies. • Milestones are correctly added. • Objectives and requirement of a scenario are stated. • Constraints, risks, resources and milestones have been identified although some obvious ones have been missed and no links are made between them. • Although there are obvious gaps in planning activities, the plan is feasible. 	<ul style="list-style-type: none"> • Create a HTML page using a table for layout that includes more than one hyperlink to an external page and hotspots. • Include sound and video in a HTML page. • Use formatting such as header styles, rotation, tables, page breaks, auto applied fields, headers/footers, watermarks, footnotes and captions. • Understand house style and create a house style for a fictitious company. • Communicate via email using mostly professional netiquette, use auto response and set up signature. • Understand how to use the Mailmerge feature to integrate data from different sources. • Use hyperlinks and embedded media to integrate data/media. • Set up Passwords/access rights to protect data/documents. 	<ul style="list-style-type: none"> • Tables correctly designed and linked correctly in table relationships. • Queries include multiple criteria including a sort. • A Switchboard (menu) is created to allow access to most areas of the database, and access rights are set to control access to different areas of the database. • House style and layout planned and implemented to include buttons and images. • Use validation in tables to include a range. • Identify a set of tests to test validation.
4		<ul style="list-style-type: none"> • Use built in functions such as SUM, AVERAGE, MIN, MAX accurately. • Understand and change datatypes for cells. • Complex charts, relevant labelling, formats, live data updates. • Use relative and absolute cell referencing. • Conditional formatting is effectively used and includes Boolean conditions. • Profit and loss are calculated and understood. • Use Boolean (if ... and, or, true/false) in formulae. 	<ul style="list-style-type: none"> • Gantt chart shows all tasks in correct order. • Highlighted dates show clear dependencies. • Several Milestones are added, though may not be in correct place. • Describe the purpose of identifying a Critical path. • Explain the purpose of Milestones. 	<ul style="list-style-type: none"> • Create a HTML page using a table for layout and includes text, images, hyperlink and buttons. • Use formatting such as fill, shadows, and text wrap. • Communicate via email using mostly professional netiquette, using CC, BCC and attachments. • Create Master slides/pages to improve consistency across a publication. • Set up Passwords to improve security. • Create a mostly professional presentation that is non-linear and include speaker notes. 	<ul style="list-style-type: none"> • Plan the structure of a database with multiple tables, including field names, data types and field size that are mostly suitable. • A primary key is chosen for each table, that is mostly suitable. • Create queries with one criterion and a sort. • Create suitable forms, using more than one table with working navigation and operation buttons. • Add Password protection and understand the need for security with the DPA. • Format forms and reports effectively.

Grade	INTERNET SAFETY	SPREADSHEETS	PROJECT LIFECYCLE	PUBLICATIONS	DATABASES
3	<ul style="list-style-type: none"> Identify good and bad online behaviour, including cyberbullying and scams. Understand the consequences of posting pictures and videos online. Be able to name two organisations who help solve personal online issues. 	<ul style="list-style-type: none"> Sorting on one piece of data. Use conditional formatting, with some success. Effective charts are created with customised labelling of data. Use Boolean (True/False) in conditional formatting. 	<ul style="list-style-type: none"> All tasks have been identified and included in a Gantt chart, which has a clear layout. Dependencies are shown. An attempt is made to add a Milestone. Describe what Milestones are. Describe the purpose of creating a User requirements document. Describe the purpose of creating Success criteria for a project. 	<ul style="list-style-type: none"> Create a HTML page using a table for layout and includes text, images and a hyperlink to another page. Use formatting such as borders, emphasis, backgrounds, alignment, bullets, text wrap, orientation and page numbers. Spell check and proof-read work to ensure suitability for purpose. Communicate via email using mostly professional netiquette, and forward emails. Use Publication templates to set layout and size to match purpose of the publication. Use slide transitions and custom animation in a presentation that is mostly suitable. 	<ul style="list-style-type: none"> Explain the difference between a flat file database and a relational database with more than one table. Identify suitable field names, data types and drop-down lists. Show how to add a sort to a table. Show how to add a navigation button to an input form, with some success. Format an input form to ensure suitable layout with labels and text. Show how to add a sort to a query.
2	<ul style="list-style-type: none"> Take measures to protect personal identity and privacy when using the internet. Identify how to protect myself and others from cyberbullying. How to deal with inappropriate content received online. 	<ul style="list-style-type: none"> Basic formulae including +/-/* and relative cell references. Use BODMAS but not fully understand it. Basic formatting and set up of spreadsheet. Create simple charts such as bar and pie charts. Attempt to use MIN and MAX, but not fully understanding their purpose. Use absolute cell referencing, with some success. 	<ul style="list-style-type: none"> A Gantt chart is created that shows most of the tasks from a scenario. Duration is estimated and dates are highlighted to show dependencies. Describe what User requirement are. Describe what Success criteria are. A range of User requirements are identified from a scenario. 	<ul style="list-style-type: none"> Add some text and an image to a HTML page using a table for layout. Use formatting such as colour and fonts (colour, type and size). Spell check work to ensure suitability for purpose. Create a publication with text and images that is mostly suitable. Create a PowerPoint presentation that includes text, images and slide transition. Use timer and on click options for slide movement. Send and reply to emails, including subject text. 	<ul style="list-style-type: none"> Describe basic key terms such as table, record, field and filter. Select the most suitable field names and datatypes for a new table (e.g. telephone number being text). Create a Primary key, though this may be auto set ID. Create an input form with some added formatting. Create a report with some added formatting. Accurately identify criteria for a query using one criterion. Test table or query with pre-set tests.
1	<ul style="list-style-type: none"> Identify cyberbullying. Use technology safely and responsibly. How to keep personal information safe online. 	<ul style="list-style-type: none"> Enter title, column headings and row labels. Identify and name areas of a spreadsheet. Identify key terms such as cells, rows, columns, formulae. Attempt to use Formulae for calculations, with some success. 	<ul style="list-style-type: none"> Several tasks are identified from a scenario. One of two Success criteria are identified from a scenario. One of two User requirements are identified from a scenario. A Gantt chart has been created with some tasks, estimated duration and highlighted dates are attempted. 	<ul style="list-style-type: none"> Add some text to a HTML page. Add text and images to a publication. Create a PowerPoint presentation that includes text and an image. 	<ul style="list-style-type: none"> Enter data into a field. Identify records and fields in a table. Select suitable datatypes for fields in a table, with some accuracy. Identify criteria for a query that provides a result. Accurately identify criteria for a simple query using one criterion.

Grade	INTERNET SAFETY	SPREADSHEETS	PROJECT LIFECYCLE	PUBLICATIONS	DATABASES
Below Level 1	<ul style="list-style-type: none"> Identify one or two rules to staying safe on the Internet. Two pieces of personal information that I should not share online. 	<ul style="list-style-type: none"> Add data to relevant cells. Identify main data. State the difference between data and a label. 	<ul style="list-style-type: none"> A few tasks are identified from a scenario. A Gantt chart has been attempted, though only a few tasks are added and duration is not identified or highlighted in the bars. 	<ul style="list-style-type: none"> Create a publication that includes some text and an image Create a PowerPoint presentation that includes text and an image. 	<ul style="list-style-type: none"> Identify fields and records. Identify purpose of tables. Show how to create a filter on a table. Identify criteria for a simple query, though may not be accurate. Create a basic input form.
W2	<ul style="list-style-type: none"> Identify at least one rule to staying safe on the Internet. One piece of personal information that I should not share online. 	<ul style="list-style-type: none"> Add basic data to a cell. 			<ul style="list-style-type: none"> Identify a piece of data in a table. Identify some fields in a table.

Maths 9-1 Flightpath

Grade	Number	Algebra	Shape and Space	Statistics	Problem Solving
9	<ul style="list-style-type: none"> • 9N1 - Rationalise the denominator where it is an expression involving a Surd. • 9N2 - Complete calculations from other topics, such as area of a non-right angle triangle, using surds. • 9N3 - Find an upper and lower bound for a multi step problem. • 9N4 - By considering bounds find a value to an appropriate degree of accuracy in the context of a problem. • 9N5 - Applying surds to shape linking to area and perimeter. 	<ul style="list-style-type: none"> • 9A1 - Solve a quadratic inequality. • 9A2 - Use sophisticated terminology such as critical values when solving quadratic inequalities. • 9A3 - Prove algebraically that the coefficient of n^2 in a quadratic nth term is half the second difference of the sequence. • 9A4 - Find the nth term of a quadratic sequence from diagrams, and recognise situations where these might arise. • 9A5 - Find the inverse of a function. • 9A6 - Use composite functions to solve problems, including finding missing values. • 9A7 - Use a graph and key values to find the equation of a curve. • 9A8 - Apply knowledge of solving quadratics to solving cubics and quartics. • 9A9 - Express a any quadratic in completed square form involving coefficients of x^2 that are negative, greater than 1 or fractional. • 9A10 - Solve any quadratic equation by completing the square. • 9A11 - Use the discriminant to determine the number and type of roots of a quadratic equation. • 9A12 - To interpret the solution/solutions of a pair of simultaneous equations involving 1 linear and one quadratic as the points of intersection of the 2 corresponding graphs and interpret this geometrically. • 9A13 - Find the rate of change of a graph, through the use of tangents. • 9A14 - Solve Quadratic Identities. • 9A15 - Find the limiting value of a sequence as the number of terms becomes very large. 	<ul style="list-style-type: none"> • 9G1 - Be able to construct a proof using vectors. • 9G2 - Estimate acceleration, average speed and distance travelled from a curved velocity-time graph. • 9G3 - Solve 3D Pythagoras and Trigonometry problems linking to dimensions in the context of a word problem. • 9G4 - Have an understanding of formal geometric proofs such as circle theorems and Pythagoras and be able to recall some of these from memory. 	<ul style="list-style-type: none"> • 9S1 - Solve problems using permutations and combinations. 	<ul style="list-style-type: none"> • 9P1 - Be a sophisticated problem solver, who can easily recognise the skills required to solve a multi-stage problem involving several combined topics where 1 or more of these are grade 8/9. • 9P2 - Be able to confidently develop an answer using analytical skills presenting it in the required form.

Maths 9-1 Flightpath

Grade	Number	Algebra	Shape and Space	Statistics	Problem Solving
8	<ul style="list-style-type: none"> • 8N1 - Find an upper and lower bound of a simple calculation. • 8N2 - Simplifying Surds. • 8N3 - Rationalise a denominator surd only. • 8N4 – Manipulate surds by expanding brackets and collecting like terms that involve surds. 	<ul style="list-style-type: none"> • 8A1 - Find the nth term of a quadratic sequence. • 8A2 - Perform all 4 operations involving Algebraic fractions and simplify the answer. • 8A3 - Complete the square for expressions with a coefficient of X^2 of 1. • 8A4 - Solve quadratics using completed the square form. • 8A5 - Interpret completed square form to find max/min point of a quadratic graph and line of symmetry, using this to sketch a curve. • 8A6 - Solve equations involving 1 or more Algebraic fraction. • 8A7 - Solve a pair of simultaneous equations involving one linear and one quadratic using a variety of methods. • 8A8 - Use knowledge of gradients to find the equations of perpendicular lines. • 8A9 - Use iteration to find approximate solutions to higher order equations such as quadratic and cubic. • 8A10 – Sketch a simple cubic equation given as a product of 3 linear expressions. • 8A11 – Solve equations that use function notation. 	<ul style="list-style-type: none"> • 8G1 - Describe a vector as a sum of other vectors. • 8G2 -Interpret the gradient of a velocity-time graph as gradient (straight line). • 8G3 -Calculate the area under a velocity-time graph to find distance travelled. • 8G4 -Apply Pythagoras' theorem to questions in3-D. • 8G5 -Apply Trigonometry to 3-D questions. • 8G6 – use formal geometric proof for the similarity and congruence of shapes. 		<ul style="list-style-type: none"> • 8P1 - Be a problem solver, who can recognise the skills required to solve a multi-stage problem involving several combined topics where 1 or more of these are grade 8/9. • 8P2 - Be able to construct substantial chains of reasoning, including convincing arguments and formal proofs. • 8P3 - Be able to communicate complex information accurately. • 8P4 - make and use connections, which may not be immediately obvious, between different parts of mathematics. • 8P5 - critically evaluate methods, arguments, results and the assumptions made.

<p>7</p>	<ul style="list-style-type: none"> • 7N1 - Express a root as a fractional index. • 7N2 - Apply the 3 index laws to fractional indices. • 7N3 - Solve an equation where the unknown is a fractional index by writing both sides of the equation as the same base number. • 7N4 - Leave solutions to a quadratic equation in simplified Surd form when using the quadratic formula. 	<ul style="list-style-type: none"> • 7A1 - Apply direct and inverse proportion to scientific formulas in the context of a word problem. • 7A2 - Use an appropriate algebraic method to prove the equivalence of fractions and recurring decimals. • 7A3 - To be able rearrange an Algebraic formula where the subject appears multiple times or as the denominator of a fractions. • 7A4 - Use the quadratic formula to solve quadratic equations that cannot be factorised. • 7A5 - Use an appropriate strategy to factorise a quadratic where the co-efficient of x^2 is greater than 1. • 7A6 - Graph inequalities and shade the regions for which they apply. • 7A7 - Know how to represent different types of integer in Algebraic form e.g. $2n = \text{even}$, $2n+1 = \text{odd}$, $n+1$ and $n+2$ as consecutive integers, etc. • 7A8 - Use above algebraic representations of integers to prove a mathematical property. • 7A9 - Derive the shape of the graphs of $\sin(x)$, $\cos(x)$ and $\tan(x)$ from the unit circle, knowing key x-intercepts and the range of y values. • 7A10 - Use trigonometric graphs to support solving of trigonometric equations e.g. $\sin(x) = 0.87$. • 7A11 - Recognise an exponential graph, find its key points. • 7A12 - Be able to plot an accurate exponential graph using a table of values. • 7A13 - Form an equation representing an exponential relationship and use it to solve a problem e.g. population growth. • 7A14 - Be able to identify graph transformations and use transformations to transform graphs. • 7A15 - Be able to recall the equation of a circle and use it to solve problems. 	<ul style="list-style-type: none"> • 7G1 - Use Similarity to develop Area and Volume scale factors to find missing measures. • 7G2 - Use the Sine Rule to find missing side lengths and angles for non-right angle triangles. • 7G3 - Use the Cosine Rule to find side lengths and angles for non-right angle triangles. • 7G4 - Find the area of a non-right angle triangle where the perpendicular height isn't given. • 7G5 - Solve Pythagoras problems and leave solutions in simplified SURD form. • 7G6 - Find the magnitude of a vector using Pythagoras theorem and leave the answer as a SURD where appropriate. 	<ul style="list-style-type: none"> • 7S1 - Interpret probability problems involving And/Or rules without drawing tree diagrams. • 7S2 - Use Venn diagrams to solve conditional probability questions. • 7S3 - represent data in a histogram. • 7S4 - Interpret a histogram to find missing information. 	<ul style="list-style-type: none"> • 7P1 - Be a problem solver, who can recognise the skills required to solve a multi-stage problem involving several combined topics where 1 or more of these are grade 6/7. • 7P2 - critically evaluate methods, arguments, results and the assumptions made. • 7P3 - Know when it is appropriate use the quadratic formula when presented with a quadratic equation.
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Maths 9-1 Flightpath

Grade	Number	Algebra	Shape and Space	Statistics	Problem Solving
		<ul style="list-style-type: none"> • 7A16 - Use iteration to find approximate solutions to equations, for simple equations. • 7A17 - Simplify Algebraic fractions where one or more parts of the fraction need to be factorised. 			
6	<ul style="list-style-type: none"> • 6N1 - Express simple recurring decimals as fractions. 	<ul style="list-style-type: none"> • 6A1 - Expand the product of three brackets. • 6A2 - use trial and improvement to solve quadratics and cubics. • 6A3 - Substitute values into iterative formulas. • 6A4 - Use iterative processes to solve problems. • 6A5 – Begin to simplify simple algebraic fractions where factors are already obvious. • 6A6 – Form a direct and inverse proportion equations using appropriate notation and substitute into created equations to find unknown values. • 6A7 – Begin to use formal function notation $f(x)$ and substitute into functions in this form, $f(3) =$. 	<ul style="list-style-type: none"> • 6G1 - Enlarge shapes with a negative scale factor. • 6G2 - Identify and describe enlargements using negative scale factors. • 6G3 - Combine all 4 transformations • 6G4 - Fully describe each of the four transformations. • 6G5 - Use tangents, chords and the alternate segment theorem to work out angles in circles. • 6G6 - Calculate angles in cyclic quadrilaterals. • 6G7 - Prove circle theorems. 	<ul style="list-style-type: none"> • 6S1 - Use Venn diagrams to solve probability questions. • 6S2 - Draw and interpret cumulative frequency curves making data comparisons in context. • 6S3 - Use cumulative frequency curves to find the median and quartiles. • 6S4 - Calculate quartiles from raw data and use to draw box plots. • 6S5 - Compare distributions given boxplots. 	<ul style="list-style-type: none"> • 6P1 - Be a problem solver, who can recognise the skills required to solve a multi-stage problem involving several combined topics where 1 or more of these are grade 5/6.

<p>5</p>	<ul style="list-style-type: none"> • 5N1 - Find the values of numbers to a negative power. • 5N2 - Use multipliers to carry out percentage increases and decreases. • 5N3 - Solve problems on compound interest/depreciation to find final amounts. • 5N4 - Use compound interest to find the number of years it takes to gain a given amount of interest. • 5N5 - Use compound depreciation to find when the value of an object drops below a certain level. • 5N6 - Know and manipulate the formula for compound interest/depreciation to apply it to a range of contexts. • 5N7 - Use upper and lower bounds to find an error interval and express this using correct notation. 	<ul style="list-style-type: none"> • 5A1 - Factorise and solve quadratic equations. • 5A2 - Factorise a quadratic that is the difference of two squares. • 5A3 - Find the equation of a straight line in the form $y=mx+c$. • 5A4 - Rearrange the equation of a straight line into the form $ax+by=c$ • 5A5 - Apply equation of a straight line to real world contexts for calculating cost. • 5A6 - Find the roots and turning point of a quadratic graph from a diagram • 5A7 - Recognise and plot cubic and reciprocal graphs. • 5A8 - Use graphs to solve simultaneous equations with two linear equations. • 5A9 - Use graphs to solve simultaneous equations with one linear and one quadratic equation. • 5A10 - Recognise and continue a geometric sequence. • 5A11 - Use algebraic notation and symbols correctly; know the difference between a term, expression, equation, formula and an identity; • 5A12 – Form a basic direct/inverse proportion equation that doesn't involve indices, using formal notation. 	<ul style="list-style-type: none"> • 5G1 - Use constructions to find the loci of points satisfying a set of criteria. • 5G2 - Identify congruent triangles using side and angle properties. • 5G3 - Use congruent triangles in context when finding missing angles or sides. • 5G4 - Find the area of a sector of a circle. • 5G5 - Calculate arc length and apply this to perimeter problems. • 5G6 - Use trigonometry (SOHCAHTOA) to find missing sides and angles of right angle triangles. • 5G7 - Know exact trigonometric values for sin, cos and tan of 0°, 30°, 45°, 60° and 90°. • 5G8 - Apply trigonometry to problems in context to find heights and distances. • 5G9 - Apply trigonometry to find angles of depression and elevation. • 5G10 - Find the volume and surface area of spheres and hemispheres. • 5G11 - Find the volume of pyramids with different bases. • 5G12 - Find the volume and surface area of a cone. • 5G13 - Find the volume or surface area of frustums made from both cones and pyramids. • 5G14 - Read and write column vectors and apply these to translations. • 5G15 - Add and subtract vectors and understand the effect this has in context. • 5G16 - Multiply vectors by a scalar and demonstrate this on a diagram. • 5G17 – Know the difference between a locus and a region and apply this to a question. 	<ul style="list-style-type: none"> • 5S1 - Use tree diagrams to find the probability of combined events. • 5S2 - Use tree diagrams to work out the probability of combined events when the probabilities change after each event (conditional). • 5S3 - Draw a tree diagram for a combination of events “without replacement”. • 5S4 - Describe how to carry out a stratified sample. • 5S5 - Find a stratified sample from a population. • 5S6 - Discuss the advantages and disadvantages of a stratified sample. 	<ul style="list-style-type: none"> • 5P1 - Apply mathematical reasoning to a problem to interpret in real life contexts. • 5P2 - Use mathematical reasoning to decide if an answer to a problem is “sensible”. • 5P3 - perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae. • 5P4 - interpret and communicate information effectively. • 5P5 - make deductions, inferences and draw conclusions. • 5P6 - construct chains of reasoning, including arguments. • 5P7 - generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics. • 5P8 - Evaluate methods and results.
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Maths 9-1 Flightpath

Grade	Number	Algebra	Shape and Space	Statistics	Problem Solving
			<ul style="list-style-type: none">• 5G18 – Apply trigonometry to answer more complex bearings problems.		

<p>4</p>	<ul style="list-style-type: none"> • 4N1 - Use the laws of indices to multiply, divide and raise a power by a power for numbers written in index notation. • 4N2 - Calculate an upper and lower bound. • 4N3 - Find the HCF and LCM of a pair of numbers using product of primes and a Venn Diagram. • 4N4 - By writing the denominator of a fraction in terms of its prime factors, decide whether fractions can be converted to recurring or terminating decimals 	<ul style="list-style-type: none"> • 4A1 - Find the midpoint of a line on a graph. • 4A2 - Expanding and simplifying a single set of brackets and a double set of brackets. • 4A3 - Solving equations using the balance method. • 4A4 - Change the subject of a simple formula. • 4A5 - Form a formula or equation from information given in words. • 4A6 - Represent a given inequality on a number line. • 4A7 - Write an inequality from information on a number line. • 4A8 - Write all integer values from a given inequality. • 4A9 - Solve linear inequalities using the balance method. • 4A10 - Solve simple linear simultaneous equations graphically. • 4A11 - Solve problems based on the Fibonacci sequence. • 4A12 - Use and substitute formulae from mathematics and other subjects, including the kinematics formulae $v = u + at$, $v^2 - u^2 = 2as$, and $s = ut + \frac{1}{2}at^2$; • 4A13 – Begin to recognise HCF and LCM for algebraic expressions. 	<ul style="list-style-type: none"> • 4G1 - Use speed, distance and time formulae. • 4G2 - Interpret and complete questions on speed, distance and time in context. • 4G3 - Use density, mass and volume formulae. • 4G4 - Interpret and complete questions on density, mass and volume. • 4G5 - Interpret and draw distance-time graphs. • 4G6 - Apply speed, distance and time formulae in the context of a distance-time graph. • 4G7 - Given that two shapes are similar, find other lengths. • 4G8 - Given that two shapes are similar, use this to find area and volume. • 4G9 - Construct an angle bisector. • 4G10 - Construct a perpendicular bisector. • 4G11 - Construct a perpendicular line through a point on a line and from a point to a line. • 4G12 - Use a compass to construct equilateral triangles. • 4G13 - Use a compass to construct a SSS triangle. • 4G14 - Complete enlargements with positive scale factors from a centre of enlargements. • 4G15 - Fully describe enlargements with a positive scale factor. • 4G16 - Know the parts of a circle: tangent, arc, sector and segment. • 4G17 - Use Pythagoras' theorem to find the hypotenuse of a right angle triangle. • 4G18 - Use Pythagoras' theorem to find a shorter side of a right angle triangle. • 4G19 - Apply Pythagoras' theorem in real life contexts to find missing values. 	<ul style="list-style-type: none"> • 4S1 - Use tree diagrams to find the probability of combined independent events. • 4S2 - Understand the definition of a simple random sample. • 4S3 - Carry out a simple random sample of a population. • 4S4 - Calculate the size of a population using capture recapture methods. • 4S5 - Evaluate a sample and identify possible sources of bias. • 4S6 - Draw a time series graph. • 4S7 - Interpret a time series graph. • 4S8 - Understand that when calculating averages from grouped data that it is an estimate not an exact value. • 4S9 - Draw a frequency polygon for a set of data. • 4S10 – Construct and interpret pie charts. 	<ul style="list-style-type: none"> • 4P1 - Can recognise the skills required to solve a multi-stage problem involving several combined topics where 1 or more of these are grade 3/4. • 4P2 - interpret and communicate information effectively.
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Maths 9-1 Flightpath

Grade	Number	Algebra	Shape and Space	Statistics	Problem Solving
			<ul style="list-style-type: none">• 4G20 - Find the area and perimeter of half or quarter circles.• 4G21 - Find the area of composite shapes involving circles.• 4G22 – Use Pressure, force, area and Force, mass acceleration formulae.		

<p>3</p>	<ul style="list-style-type: none"> • 3N1 - Multiply a decimal number by another decimal number. • 3N2 - Put digits in the correct place in a decimal calculation and use one calculation to find the answer to another; • 3N3 - Divide by a decimal by changing the calculation to division by an integer. • 3N4 - Multiply and divide positive and negative numbers. • 3N5 - Add and subtract positive and negative numbers. • 3N6 - Apply systematic listing and counting strategies to identify all outcomes for a variety of problems. • 3N7 - Compare fractions by writing them with a common denominator. • 3N8 - Add and subtract fractions with different denominators. • 3N9 - Work out a fraction of a quantity. • 3N10 - Multiply proper fractions. • 3N11 - Multiply mixed numbers. • 3N12 - Divide by fractions. • 3N13 - Understand and apply the hierarchy. • 3N14 - Find reciprocals of numbers or fractions. • 3N15 - Use a calculator effectively to complete complex calculations. • 3N16 - Identify prime factors and write a number as the product of its primes. • 3N17 - Identify the Highest Common Factor (HCF) of two numbers. • 3N18 - Identify the Lowest Common Multiple (LCM) of two numbers. 	<ul style="list-style-type: none"> • 3A1 - Expand and simplify brackets. • 3A2 - Factorise an algebraic expression. • 3A3 - Substitute into, simplify and use algebraic expressions. • 3A4 - Draw linear graphs. • 3A5 - Work out the gradient of a straight line • 3A6 - Draw a line with a. certain gradient. • 3A7 - Draw and read values from quadratic graphs. • 3A8 - Sketch the graphs of simple linear functions • 3A9 - Solve linear equations using flowcharts where the variable only appears on one side. • 3A10 - Change the subject of a formula using flowcharts. • 3A11 - Generate a sequence given the nth term. • 3A12 - Find the nth term of a linear sequence. • 3A13 - Recognise and continue some special number sequences • 3A14 - Identify whether a term can be in a sequence y using the nth term to solve for n. • 3A15 – Substitute values into a simple mathematical formulae this could include word formulae that arise in real life. 	<ul style="list-style-type: none"> • 3G1 - Convert from one metric unit to another. • 3G2 - Solve problems on Coordinate Axes such as finding the fourth vertex on a rectangle. • 3G3 - Calculate the surface area of a common prisms, such as, cuboids and triangular prism. • 3G4 - Calculate angles in parallel lines. • 3G5 - Recall the reasons for each angle. • 3G6 - Recognise and calculate the angles in different sorts of triangles. • 3G7 - Identify the properties of a scalene, equilateral and isosceles triangle. • 3G8 - Calculate the sum of interior and exterior angles in a polygon • 3G9 - Use a bearing to specify a direction. • 3G10 - Find the area and circumference of a circle. • 3G11 - Calculate the volume of a common prisms, such as, cuboids and triangular prism. 	<ul style="list-style-type: none"> • 3S1 - Calculate experimental probabilities and relative frequencies from experiments. • 3S2 - Recognise different methods for estimating probabilities. • 3S3 - Work out the probabilities when two or more events occur at the same time by using a sample space diagram. • 3S4 - Use Venn Diagrams to solve probability questions. • 3S5 - Draw, interpret and use Scatter Diagrams as a way of representing bivariate data. • 3S6 - Work out mode, median and mean for a set of data of any type. • 3S7 - Work out the range for a set of data. • 3S8 – Construct a basic pie chart with integer angles. • 3S9 - Represent data using an appropriate and suitable chart or graph. 	<ul style="list-style-type: none"> • 3P1 - Can recognise the skills required to solve a multi-stage problem involving several combined topics where 1 or more of these are grade 2/3. • 3P2 - Draw conclusions from solutions.
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<ul style="list-style-type: none"> • 3N19 - Find square roots and identify cubes and cube roots. • 3N20 - Write a number as a power of another number. • 3N21 - use powers (also known as indices). • 3N22 - Write a number in standard form. • 3N23 - Multiply by decimals. • 3N24 - Convert fractions to decimals. • 3N25 - Convert percentages to fractions and decimals and vice versa. • 3N26 - Calculate a percentage of an amount (calc. and non-calc.). • 3N27 - Express one quantity as a percentage of another (calc. and non – calc.). • 3N28 - Round to a given number of significant figures. • 3N29 - Estimate answers to calculations by rounding to 1 s.f. • 3N30 - Use place value to solve problems eg $28 \times 55 = 1540$, so $2.8 \times 5.5 = ?$. • 3N31 - Express a multiplicative relationship between two quantities as a ratio or a fraction, e.g. <i>when A:B are in the ratio 3:5, A is $\frac{3}{5}B$.</i> • 3N32 - Use exchange rates to convert between two different currencies. • 3N33 - Dividing amounts into given ratios. • 3N34 - Use ratios to draw a conversion graph and then solve problems by writing in the form 1:n or n:1. • 3N35 - Increase and decrease quantities by a percentage. • 3N36 - Work out percentage change. • 3N37 - Calculate the original amount, given the final amount, 				
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Maths 9-1 Flightpath

Grade	Number	Algebra	Shape and Space	Statistics	Problem Solving
	<p>after a known percentage increase or decrease.</p> <ul style="list-style-type: none">• 3N38 - Calculate simple interest.• 3N39 – Divide by decimals.• 3N40 – Complete a simple reverse percentage problem using the unitary method.				

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<ul style="list-style-type: none"> • 2N1 - Add and subtract any whole numbers and decimals accurately. • 2N2 - Multiply any whole numbers. • 2N3 - Divide integers by other integers when the answer is exact. • 2N4 - Perform inverse operations for simple calculations. • 2N5 - Calculate the cost when combining pounds and pence • 2N6 - Relate negative numbers to real-life situations, i.e. temperature. • 2N7 - Recognise a fraction as part of a whole amount. • 2N8 - Simplify fractions. • 2N9 - Find the midpoint of two numbers. • 2N10 - Find a list of factors for two-digit numbers. • 2N11 - List the multiples of a number. • 2N12 - Recognise the first twelve prime numbers. • 2N13 - Recognise the first twelve square numbers and be able to calculate all twelve. • 2N14 - Recognise and calculate the first five cube numbers. • 2N15 - Multiply by 10, 100, 1000.... • 2N16 - Divide by 10, 100, 1000... • 2N17 - Round to the nearest whole number. • 2N18 - Round to the nearest ten. • 2N19 - Round to the nearest one hundred. • 2N20 - Round to the nearest one thousand. • 2N21 - Round to decimal places. 	<ul style="list-style-type: none"> • 2A1 - Simplify expressions with positive and negative terms. • 2A2 - Understand the basic principle of multiplying algebra. • 2A3 - Understand the basic principle of dividing algebra. • 2A4 - Calculate the output when given an input for a one-step function machine. • 2A5 - Calculate the output when given an input for a two-step function machine. • 2A6 - Generate a sequence given the term to term rule and first term • 2A7 - Understand what is meant by a ratio. • 2A8 - Write a given ratio in its simplest form. • 2A9 - Apply knowledge of ratio and proportion to recipe questions. • 2A10 - Calculate best buys using the unitary method. • 2A11 - Recognise and find equations of horizontal lines, vertical lines and $y=x$ and $y=-x$. • 2A12 – Begin introducing Algebra to sequences. • 2A13 – Recognise the meaning of inequality symbols and use these to compare 2 values. • 2A14 – Expand a single bracket. 	<ul style="list-style-type: none"> • 2G1 - Identify the properties of 3D shapes. • 2G2 - Draw the nets of 3D shapes. • 2G3 - Recognise angles on a straight line add up to 180 degrees. • 2G4 - Recognise angles at a point add up to 360 degrees. • 2G5 - Draw and measure angles accurately using a protractor. • 2G6 - Draw SAS and ASA triangles. • 2G7 - Reflect shapes in horizontal and vertical lines. • 2G8 - Reflect shapes in diagonal lines. • 2G9 - Identify a line of reflection. • 2G10 - Rotate shapes by a quarter and a half turn. • 2G11 - Rotate shapes about a point. • 2G12 - Identify a rotation and its point of rotation. • 2G13 - Translate shapes by a given vector. • 2G14 - Identify a translation. • 2G15 - Recognise the plan and elevation view of basic 3D shapes. • 2G16 - Calculate the perimeter of 2D shapes. • 2G17 - Calculate the area of a rectangle. • 2G18 - Calculate the area of a triangle. • 2G19 - Calculate the area of parallelogram. • 2G20 - Calculate the area of trapezium. • 2G21 - Calculate the area of composite shapes not including parts of circles. • 2G22 – Recognise angles in a quadrilateral add to 360. • 2G23 – Recognise vertically opposite angles are equal. 	<ul style="list-style-type: none"> • 2S1 - Understand frequency tree diagrams and to be able to complete them. • 2S2 - List possible outcomes for given events. • 2S3 - Calculate basic probabilities. • 2S4 - Understand what is the definition of mutually exclusive events. • 2S5 - Complete and interpret a two-way table. • 2S6 - Calculate the mode, median, mean and range from a list of data. • 2S7 - Calculate the mode and the mean from a frequency table. • 2S8 - Understand the difference between discrete and continuous data. • 2S9 - Draw and interpret vertical line charts. • 2S10 - Draw and interpret frequency tables. • 2S11 - Draw and interpret Dual or composite bar charts in order to compare data. • 2S12 – Interpret a basic pie chart. • 2S13 - know the difference between different types of data and variable e.g. secondary, primary, qualitative, quantitative. 	<ul style="list-style-type: none"> • 2P1 - recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures. • 2P2 - interpret and communicate basic information; make deductions and use reasoning to obtain results. • 2P3 - solve problems by translating simple mathematical and non-mathematical problems into mathematical processes. • 2P4 - provide basic evaluation of methods or results. • 2P5 - interpret results in the context of the given problem.
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Maths 9-1 Flightpath

Grade	Number	Algebra	Shape and Space	Statistics	Problem Solving
	<ul style="list-style-type: none">• 2N22 – Divide a decimal by an integer.• 2N23 – Convert between improper fractions and mixed numbers efficiently.• 2N24 – Interpret a scale on map using knowledge of ratio and find a missing value either on the map or in real lifetime.		<ul style="list-style-type: none">• 2G24 – Calculate the volume of a cube or cuboid.		

<p>1</p>	<ul style="list-style-type: none"> • 1N1 - Understand and apply place value to decimals and integers. • 1N2 - Know how to order integers and decimals. • 1N3 - Read a variety of scales both as a basic number line and in a real life context. • 1N4 - Interpret real-life tables • 1N5 - Add and subtract positive integers and decimals. • 1N6 - Multiply one digit integers by two-digit integers. • 1N7 - Shade in a fraction of a diagram. • 1N8 - Recognise simple equivalent fractions, i.e. one half and one quarter. • 1N9 - Use diagrams to recognise and apply equivalent fractions to questions that involve finding a missing numerator/denominator or simplifying. • 1N10 - Shade in a percentage on a 100 square. • 1N11 - Practically split an amount into a ratio. • 1N12 - Use pictures to find square and triangle numbers • 1N13 - Use written methods to subtract three digit numbers. • 1N14 - Apply BIDMAS to a calculation that doesn't involve indices but will involve 2 or more steps. • 1N15 - Multiply and divide integers and decimals by 10 and 100. • 1N16 - Understand and apply negatives in a real life context. • 1N17 - Order negative numbers. • 1N18 – Add fractions with the aid of a fraction diagram. • 1N19 – Use a calculator to work out simple calculations. 	<ul style="list-style-type: none"> • 1A1 - Know and be able to apply basic algebraic vocabulary. • 1A2 - Collect like terms with all positive terms. • 1A3 - Find the output of a one-step function machine. • 1A4 - Find the next term of a simple arithmetic sequence. • 1A5 - Plot and read co-ordinates (x,y) in all four quadrants. • 1A6 – Solve a simple proportion problem. 	<ul style="list-style-type: none"> • 1G1 - Know simple properties of shapes and be able to identify a polygon by its properties. • 1G2 - Understand the term rotational symmetry and identify the order of rotation symmetry of a shape. • 1G3 - Understand the term line symmetry and identify the number of lines of symmetry of a shape. • 1G4 - Define the meaning of tessellations and tessellate simple shapes. • 1G5 - Identify and name special angles. • 1G6 - Convert between units metric units of length. 	<ul style="list-style-type: none"> • 1S1 - Interpret real-life tables. • 1S2 - Identify events as impossible, unlikely, evens, likely and certain. • 1S3 - Identify simple probabilities on a number scale, for example a quarter and a half. • 1S4 - Complete and interpret tally charts and frequency tables. • 1S5 - Use tally charts and frequency tables to draw bar charts. • 1S6 - Draw and interpret pictograms. • 1S7 - Identify the mode from a list of data. • 1S8 - Interpret a basic pie charts using halves and quarters and other common fractions. • 1S9 – Understand how to write a questionnaire question and response boxes knowing the difference between open and closed questioning. 	<ul style="list-style-type: none"> • 1P1 - recall and use notation, terminology, facts and definitions; perform routine procedures.
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<p>W1</p>	<ul style="list-style-type: none"> • W1N1 - Understand and apply place value to decimals. • W1N2 - Understand and apply place value to measures. • W1N3 - Order decimals from smallest to largest using knowledge of place value. • W1N4 - Divide by 2,3,4,5 and 10. • W1N5 - Know and be able to use units of length, mass and capacity. • W1N6 - Read a variety of scales both as a basic number line and in a real life context. • W1N7 - Identify multiples and all factors of a given number using appropriate strategies. • W1N8 - Recognise and continue number patterns. • W1N9 - Use a written method to add more complex integers with 2 or greater digits. • W1N10 - Use mental strategies and written methods to subtract whole numbers. • W1N11 - Use written methods to subtract whole numbers of 2 digits. • W1N12 - Use short division to divide integers. • W1N13 - Multiply and divide whole numbers by 10 and 100. • W1N14 - Interpret distance tables. • W1N15 - Understand the terms numerator and denominator when talking about a fraction and that it is a way of representing part of a whole. • W1N16 - Complete fraction diagrams by shading and use this to recognise simple equivalent fractions. • W1N17 - Understand a percentage as a proportion out of 100 	<ul style="list-style-type: none"> • W1A1 - plot co-ordinates (x,y) in all four quadrants. • W1A2 - Know and understand basic algebraic conventions. • W1A3 - simplify basic expressions. 	<ul style="list-style-type: none"> • W1G1 - Name the basic parts of a circle. • W1G2 - Reflect a shape in a horizontal or vertical line including situations where the shape intersects the mirror line. • W1G3 - Understand the term rotational symmetry and identify the order of rotation symmetry of a shape. • W1G4 - Find the perimeter of a shape by adding the lengths of all of its sides. • W1G5 - Visualise and draw the net of a cube, knowing that it is made of six squares and that they have to be placed in a certain way to correctly form the cube. • W1G6 - Know the angle facts for a straight line, point, triangle and quadrilateral. • W1G7 - Apply angles in a triangle fact to find a missing angle. • W1G8 - Know the properties of quadrilaterals and special triangles • W1G9 - Be able to produce a scale drawing. • W1G10 - Find the area of a rectangle and triangle giving the correct units in their answer. • W1G11 - Students can accurately measure and draw an angle of any size. 	<ul style="list-style-type: none"> • W1S1 - Students should be able to draw and interpret a bar chart. • W1S2 - Understand how a frequency table representing ungrouped data works and produce one from raw data using a tally or other strategy. • W1S3 - Students can produce a bar chart arising from real life data using appropriate labels and scale. 	<ul style="list-style-type: none"> • W1P1 - recall and use notation, terminology, facts and definitions; perform simple routine procedures.
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Maths 9-1 Flightpath

Grade	Number	Algebra	Shape and Space	Statistics	Problem Solving
	<ul style="list-style-type: none"> • W1N18 - Round integers to the nearest 10,100 and 1000 • W1N19 - Understand what a negative number is. • W1N20 - Begin to order negative numbers. 				
W2	<ul style="list-style-type: none"> • W2N1 - recall and use notation, terminology, facts and definitions; perform routine procedures Understand and apply place value to whole numbers. • W2N2 - Order whole numbers from smallest to largest using knowledge of place value. • W2N3 - Mentally add whole one and two digit numbers together. • W2N4 - Multiply by 2,3,4,5 and 10. • W2N5 - Know and be able to use units of time and money. • W2N6 - Convert between hours and minutes. • W2N7 - Tell the time using 12 and 24 hour clocks. • W2N8 - Know number bonds up to 100 as a mental strategy for addition. • W2N9 - Use a written method to add 2 digit integers. • W2N10 - Use adding on to complete simple subtraction calculations. • W2N11 – Interpret numbers written in figures and words and change between the two efficiently. 	<ul style="list-style-type: none"> • W2A1 - Plot and read co-ordinates (x,y) in the first quadrant only (x and y both positive). • W2A2 - solve simple pictorial equations. 	<ul style="list-style-type: none"> • W2G1 - Know the names of polygons and understand the term regular. • W2G2 - Know the basic geometric definitions e.g. vertex, edge, face, angle, line etc. • W2G3 - Recall the properties of 3D shapes. • W2G4 - Know what line symmetry is and be able to identify the lines of symmetry of a shape. • W2G5 - Find the perimeter of a shape using the strategy of counting squares. • W2G6 - Identify horizontal and perpendicular lines. • W2G7 - Measure and draw a line using a ruler. • W2G8 - Draw a circle using a compass. • W2G9 - Find the area of a shape using the strategy of counting squares. 	<ul style="list-style-type: none"> • W2S1 - Interpret and draw a pictogram. 	<ul style="list-style-type: none"> • W2P1 - recall and use facts and definitions; perform simple routine procedures.

Modern Foreign Languages - French 9-1 Flightpath

Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
9	<ul style="list-style-type: none"> Initiate, develop, sustain and expand longer conversations and discussions independently. Use language creatively to exchange and justify a range of thoughts and opinions. Use appropriate register. Use a wide range of less common vocabulary and more complex grammatical structures (including some grade 9 GCSE grammatical structures), using a range of tenses including less common tenses such as the conditional and pluperfect. Interact naturally, with occasional hesitation. Use pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition. 	<ul style="list-style-type: none"> Manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences. Expand on the main points, using a wide variety of vocabulary and grammatical structures (including some grade 9 GCSE grammatical structures), with frequent examples of complex structures including a range of tenses (including less common tenses such as the conditional and pluperfect) and less common language. Mostly accurate, with isolated minor errors. 	<ul style="list-style-type: none"> Understand long passages at normal speed. Answers are very accurate & detailed confident approach with unfamiliar topics. Extensive range of vocabulary and excellent understanding of grammar. 	<ul style="list-style-type: none"> Skim a text to pinpoint answers Read quickly and only have to reread to pick up the finer details & nuances in a long, complex text -answers are highly accurate & detailed. Extensive vocabulary and understand both of grammar & idioms. 	<ul style="list-style-type: none"> Translate a passage containing a range of less common vocabulary and less common structures into the target language, communicating meaning. Mostly accurate, with isolated minor errors. 	<p>Understand and use:</p> <ul style="list-style-type: none"> Use of depuis with imperfect tense. Use of direct and indirect object pronouns in all tenses. Verbs followed by de or à (eg décider de, essayer de, commencer à, apprendre à) Combinations of tenses (eg si + imperfect + conditional) <p>Understand only:</p> <ul style="list-style-type: none"> Possessive pronouns (le mien).

Modern Foreign Languages - French 9-1 Flightpath

Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
8	<ul style="list-style-type: none"> Initiate, develop and sustain conversations and discussions with some expansion. Narrate events and express own opinions and thoughts on a wide range of topics. Use a range of less common vocabulary and more complex grammatical structures (including some grade 8 GCSE grammatical structures), using a range of tenses including less common tenses such as the conditional. Interact naturally, with little hesitation and little rephrasing. Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition. 	<ul style="list-style-type: none"> Write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view. Use a range of grammatical structures, including a combination of tenses (including less common tenses such as the conditional) and structures. Mostly accurate and meaning is clear, with only isolated minor errors (eg Spellings, genders, agreements) and occasional errors with complex structures. 	<ul style="list-style-type: none"> Readily understand long passages at normal speed. Deduce meaning of new words from context. Produce detailed & accurate answers. Very good understanding of grammar and very good vocabulary base. 	<ul style="list-style-type: none"> Thorough understanding of topics even difficult or unfamiliar ones. Infer answers & deduce meaning of new words in context. Answers are detailed & accurate. Extensive vocabulary & understanding of complex grammar. Ability to understand idioms & expressions. 	<ul style="list-style-type: none"> Translate a passage containing a range of complex language structures (including some grade 8 GCSE grammatical structures) into the target language. 	<p>Understand and use:</p> <ul style="list-style-type: none"> The conditional. The perfect tense of reflexive verbs. The imperative of reflexive verbs. The pluperfect tense. Present participle, including use after en. Use of direct object pronouns (le/la/les) with non-compound tenses. <p>Understand only:</p> <ul style="list-style-type: none"> Relative pronoun: dont Demonstrative pronouns (celui).

Modern Foreign Languages - French 9-1 Flightpath

Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
7	<ul style="list-style-type: none"> • Initiate and develop discussions on a wide variety of topics, using appropriate register. Narrate events coherently. • Use some less common vocabulary and more complex grammatical structures (including some grade 7 GCSE grammatical structures), referring to the past, present and future. • Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate. • Use coping strategies to deal with unknown words and phrases. • Use pronunciation and intonation which are mostly accurate. 	<ul style="list-style-type: none"> • Write extended texts on a variety of topic areas, containing detailed descriptions, narrations and well-justified personal opinions, referring to the past, present and future. • Link sentences and paragraphs, structure ideas and adapt previously-learned language. • Use a variety of grammatical structures accurately, including some more complex forms. • Use familiar language creatively. • Mostly accurate and meaning is clear, with only isolated minor errors (eg Spellings, genders, agreements) and occasional errors with complex structures. 	<ul style="list-style-type: none"> • Extract the main points from long passages and draw conclusions from the information heard. • Understand a wide variety of structures and vocabulary, including 3+ tenses. • Understand language spoken at near normal speed by a native speaker. 	<ul style="list-style-type: none"> • Understand and draw conclusions from almost all of the information read, including longer texts containing at least 3 tenses and more complex structures and grammar. 	<ul style="list-style-type: none"> • Translate a short passage containing more complex language structures (including some grade 7 GCSE grammatical structures) into the target language. • Mostly accurate and meaning is clear, with only isolated minor errors (eg spellings, genders, agreements) and occasional errors with complex structures. 	<p>Understand and use:</p> <ul style="list-style-type: none"> • The imperative. • Combinations of different tenses (present, perfect, future, imperfect). • The conditional of further common verbs: ce serait. • Irregular comparative and superlative adjectives (pire/le pire, meilleur/le meilleur). • Irregular comparative and superlative adverbs (mieux, le mieux).

Modern Foreign Languages - French 9-1 Flightpath

Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
6	<ul style="list-style-type: none"> initiate and develop conversations coherently and confidently on a variety of topics. use and adapt language for new purposes and narrate events. occasionally use some less common vocabulary and some more complex grammatical structures (including some Grade 6 GCSE grammatical structures), referring to the past/present/future. demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. use coping strategies to deal with unknown words use mostly accurate pronunciation/intonation. 	<ul style="list-style-type: none"> write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. link sentences and paragraphs, and structure ideas. Mostly accurate and meaning is clear, with only isolated minor errors (eg spellings, genders, agreements) and a few errors with complex structures. 	<ul style="list-style-type: none"> listen and understand longer passages spoken quickly which contain at least 3 tenses and a range of structures and vocabulary. understand information and extract the main details from 6most topics. 6 -apply skills that allow access to unfamiliar language. 	<ul style="list-style-type: none"> understand the majority of information read including longer texts that are factual and non – factual. understand details and different points of view from most topic areas. identify and understand at least 3 different tenses. 	<ul style="list-style-type: none"> Translate a short passage containing linked longer sentences with more complex language structures (including some Grade 6 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (eg spellings, genders, agreements) and a few errors with complex structures. 	<p>Understand and use:</p> <ul style="list-style-type: none"> The imperfect tense (full paradigm, including less common verbs). Use of y and en. Emphatic pronouns (moi, toi, lui, etc.). Comparative and superlative adverbs (plus ... que, moins ... que, le/la/les plus/moins ...) Depuis + present tense <p>Understand only: Indirect object pronouns and object pronouns in compound tenses</p> <p>Understand only:</p> <ul style="list-style-type: none"> The pluperfect tense, the passive voice, the present tense, the present participle.

Modern Foreign Languages - French 9-1 Flightpath

Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
5	<ul style="list-style-type: none"> Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures (including some Grade 5 GCSE grammatical structures), referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Use increasingly accurate pronunciation and intonation. 	<ul style="list-style-type: none"> Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future. Mostly accurate and meaning is clear, but with some minor errors (eg spellings, genders, agreements) and some errors with more complex structures. 	<ul style="list-style-type: none"> Understand the main points and details of spoken passages containing familiar language in unfamiliar contexts. Identify 3 different tenses and understand opinions and reasons. 	<ul style="list-style-type: none"> Understand the main points and details of written passages containing familiar language in unfamiliar contexts. Apply knowledge of grammar to deduce the meaning of words. recognise 3 different tenses. 	<ul style="list-style-type: none"> Translate longer sentences containing linked ideas and a variety of vocabulary and grammatical structures (including some Grade 5 GCSE grammar) into the target language. Mostly accurate and meaning is clear, but with some minor errors (eg spellings, genders, agreements) and some errors with more complex structures. 	<p>Understand and use:</p> <ul style="list-style-type: none"> The imperfect tense of other common verbs The simple future tense. The present tense of irregular reflexive verbs (full paradigm). The conditional of vouloir and aimer. Questions using question words and inversion. Other negatives: ne ... rien, ne ... jamais, ne ... que. Subordinating conjunctions: comme, lorsque, parce que, puisque, si. Relative pronouns: qui, que. Interrogative pronouns: qui, que Demonstrative pronouns: ça, cela. Avant de + infinitive Understand only: Direct object pronouns (le/la/les) with non-compound tenses

Modern Foreign Languages - French 9-1 Flightpath

Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
4	<ul style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures (including some Grade 4 GCSE grammatical structures). Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation. 	<ul style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Use style and register appropriately in familiar settings. Mostly accurate and meaning is clear, but with some minor errors (eg spellings, genders, agreements) and an occasional major error (eg with verbs and tenses). 	<ul style="list-style-type: none"> Understand the majority of what is heard and understand the gist of short extracts. Demonstrate a good understanding of familiar topics and extract some details. Identify 2 different tenses when listening. 	<ul style="list-style-type: none"> Understand most of what is read and extract meanings and some details. Understand references to 2 different tenses in short paragraphs and extended sentences, and identify opinions with reasons. 	<ul style="list-style-type: none"> Translate longer sentences containing linked ideas (including some Grade 4 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (e.g. with verbs and tenses). 	<p>Understand and use:</p> <ul style="list-style-type: none"> The perfect tense with être. The present tense of regular reflexive verbs. Three tenses together (present, perfect and near future). Je voudrais + infinitive. Il faut + infinitive. The imperative (tu and vous forms). Superlative adjectives (le/la/les plus/moins ... ; le/la meilleur(e)/les meilleur(e)s). Plural possessive adjectives : notre/nos, votre/vos, leur/leurs. Interrogative verb forms (eg parlez-vous anglais? vous parlez anglais? parle-t-il anglais?, est-ce que vous parlez anglais? vous parlez anglais, n'est-ce pas?).

Modern Foreign Languages - French 9-1 Flightpath

Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
3	<ul style="list-style-type: none"> Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures (including some Grade 3 GCSE grammar). Use increasingly accurate pronunciation and intonation. 	<ul style="list-style-type: none"> Write short texts giving and seeking information and opinions, referring to the past or future as well as the present. Mostly accurate and meaning is clear but some minor errors (eg spellings, genders, agreements) and some errors (eg with verbs and tenses). 	<ul style="list-style-type: none"> Extract the main points of shorter passages and understand familiar language in familiar contexts. Passages may need to be repeated several times before fully understood. 	<ul style="list-style-type: none"> Understand the main points of passages which contain language in familiar contexts. Is able to cope with simple opinions and grammar. 	<ul style="list-style-type: none"> Translate longer sentences (including some Grade 3 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear but some minor errors (eg spellings, genders, agreements) and some errors (eg with verbs and tenses). 	<p>Understand and use:</p> <ul style="list-style-type: none"> The perfect tense of regular – er verbs, using avoir. The perfect tense of common irregular verbs: boire, faire, prendre, voir. The present tense of common irregular verbs (full paradigm, plus all plural subject pronouns). Two tenses together (present and perfect or present and near future). Prepositions followed by de (eg à côté de, à droite de, en face de). Time expressions for use with the perfect tense (eg hier, le weekend dernier, l'année dernière). Irregular adjectives (eg beau/belle, vieux/vieille). Comparative adjectives (plus ... que, moins ... que). Regular adverbs. Indefinite pronouns (quelqu'un). Indefinite adjectives (chaque, quelque). Interrogative adjectives: quel, quelle). The imperfect tense of c'était.

Modern Foreign Languages - French 9-1 Flightpath

Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
2	<ul style="list-style-type: none"> Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures (including some Grade 2 GCSE grammatical structures). Begin to speak spontaneously (eg by giving an unsolicited opinion). 	<ul style="list-style-type: none"> Write short texts for different purposes using mainly memorised language, in the present or future. Express opinions and give simple reasons. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs. 	<ul style="list-style-type: none"> Understand the main points and some details from short spoken passages containing familiar language in simple sentences with repetition . 	<ul style="list-style-type: none"> Understand some details in short written passages about familiar topics. Use context to work out the meaning of unfamiliar words. 	<ul style="list-style-type: none"> Translate simple sentences (+some Grade 2 GCSE grammar) containing familiar words/structures into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be verb errors. 	<p>Understand and use:</p> <ul style="list-style-type: none"> The infinitive following verbs of liking (eg j'aime + infinitive). Modal verbs: The present tense of pouvoir, devoir and vouloir. The present tense of regular verbs. The present tense of reflexive verbs (singular forms only). The near future tense (aller + infinitive). Time expressions for use with the near future tense (eg demain, ce weekend, ce soir, l'année prochaine). Other connectives (eg parce que, ou, alors, donc). Demonstrative adjectives (ce, cet, cette, ces). Use of de after a negative. More common prepositions (eg au, à la, à l', aux, du, de la, de l', des). Time.

Modern Foreign Languages - French 9-1 Flightpath

Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
1	<ul style="list-style-type: none"> Ask and answer simple questions. Exchange simple opinions. Take part in brief dialogues, using short phrases referring to the present. 	<ul style="list-style-type: none"> Write several short sentences with support to give information and express simple opinions. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs. 	<p>Understand some main points from a spoken passage containing familiar language with repetition.</p>	<ul style="list-style-type: none"> Understand some main points from a written passage containing familiar language and is able to use dictionary or a word glossary to find out the meaning of new vocabulary. 	<ul style="list-style-type: none"> Translate familiar words and short phrases into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs. 	<p>Understand and use:</p> <ul style="list-style-type: none"> Regular adjectives: agreement and position (including plurals). Possessive adjectives (mon/ma/mes, ton/ta/tes, son/sa/ses). Interrogatives (eg comment, quand). The present tense of key irregular verbs: aller, avoir, être, faire (singular forms only). Verbs followed by à and de (e.g. jouer au foot, aller à la piscine, faire du sport). Simple questions (using est-ce que and qu'est-ce que). Frequency expressions (eg quelquefois, tous les jours). Common simple prepositions: eg dans, derrière, sur, sous.
W1	<ul style="list-style-type: none"> Answer simple questions. Give basic information and opinions, using familiar vocabulary. 	<ul style="list-style-type: none"> Write a few short sentences with support, giving basic info + using the present tense. 	<ul style="list-style-type: none"> Understand a few main points from short spoken passages in a limited range of topics using familiar language and vocabulary. 	<ul style="list-style-type: none"> Understand and recognise the meanings of short written phrases in a limited range of topics using familiar language and vocabulary. 	<ul style="list-style-type: none"> Regular adjectives (masculine and feminine singular forms only). Subject pronouns: je, tu, il, elle, on. The present tense of regular – er verbs (singular forms only). Simple questions: using intonation to change a statement into a question. The simple negative: ne ... pas with present tense verbs. Simple connectives (et, mais, aussi, puis). Intensifiers/qualifiers/quantifiers (très, assez, un peu, trop, beaucoup). 	
W2	<ul style="list-style-type: none"> Begin to show awareness of sound patterns. Say single words and short phrases with support. Imitate a model of correct pronunciation. 	<ul style="list-style-type: none"> Write some familiar words from memory. Spelling may not be accurate, but the meaning is clear. 	<ul style="list-style-type: none"> Understand a few words from short spoken passages in a limited range of topics using familiar language and vocabulary. 	<ul style="list-style-type: none"> Understand and recognise the meanings of individual words in a limited range of topics using familiar language and vocabulary. 	<ul style="list-style-type: none"> Verbs of opinion in first person singular, followed by a noun (j'aime, j'adore, je n'aime pas, je déteste) and simple verbs using 'je'. Simple connective (et). Dates. 	

Modern Foreign Languages - German 9-1 Flightpath

Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
9	<ul style="list-style-type: none"> Initiate, develop, sustain and expand longer conversations and discussions independently. Use language creatively to exchange and justify a range of thoughts and opinions. Use appropriate register. Use a wide range of less common vocabulary and more complex grammatical structures (including some grade 9 GCSE grammatical structures), using a range of tenses including less common tenses such as the conditional and pluperfect. Interact naturally, with occasional hesitation. Use pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition. 	<ul style="list-style-type: none"> Manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences. Expand on the main points, using a wide variety of vocabulary and grammatical structures (including some grade 9 GCSE grammatical structures), with frequent examples of complex structures including a range of tenses (including less common tenses such as the conditional and pluperfect) and less common language. Mostly accurate, with isolated minor errors. 	<ul style="list-style-type: none"> Understand long passages at normal speed. Answers are very accurate & detailed. Confident approach with unfamiliar topics. Extensive range of vocabulary and excellent understanding of grammar. 	<ul style="list-style-type: none"> Skim a text to pinpoint answers. Read quickly and only have to reread to pick up the finer details & nuances in a long, complex text - answers are highly accurate & detailed. Extensive vocabulary and understand both of grammar & idioms. 	<ul style="list-style-type: none"> Translate a passage containing a range of less common vocabulary and less common structures into the target language, communicating meaning. Mostly accurate, with isolated minor errors. 	<p>Understand and use:</p> <ul style="list-style-type: none"> Adjectival endings after <i>etwas, nichts, viel, wenig, alles</i> Interrogative pronouns: <i>wen, wem</i> Prepositions taking the genitive (<i>außerhalb, statt, trotz, während, wegen</i>) Combinations of different tenses (<i>present/perfect/future/imperfect, conditional/pluperfect</i>) <i>was</i> to mean 'which' within a sentence (e.g. <i>Ich lerne erdkunde, was interessant ist</i>)

Modern Foreign Languages - German 9-1 Flightpath

Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
8	<ul style="list-style-type: none"> Initiate, develop and sustain conversations and discussions with some expansion. Narrate events and express own opinions and thoughts on a wide range of topics. Use a range of less common vocabulary and more complex grammatical structures (including some grade 8 GCSE grammatical structures), using a range of tenses including less common tenses such as the conditional. Interact naturally, with little hesitation and little rephrasing. Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition. 	<ul style="list-style-type: none"> Write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view. Use a range of grammatical structures, including a combination of tenses (including less common tenses such as the conditional) and structures. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. Spellings, genders, agreements) and occasional errors with complex structures. 	<ul style="list-style-type: none"> Readily understand long passages at normal speed. Deduce meaning of new words from context. Produce detailed & accurate answers. Very good understanding of grammar and very good vocabulary base. 	<ul style="list-style-type: none"> Thorough understanding of topics even difficult or unfamiliar ones. Infer answers & deduce meaning of new words in context. Answers are detailed & accurate. Extensive vocabulary & understanding of complex grammar. Ability to understand idioms & expressions. 	<ul style="list-style-type: none"> Translate a passage containing a range of complex language structures (including some grade 8 GCSE grammatical structures) into the target language. 	<p>Understand and use:</p> <ul style="list-style-type: none"> Pluperfect tense <i>Seit</i> plus imperfect tense Modes of address: <i>ihr</i> Less common coordinating conjunctions (<i>sondern</i>). <p>Understand only:</p> <ul style="list-style-type: none"> Relative pronouns and clauses with <i>wo</i>

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Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
7	<ul style="list-style-type: none"> Initiate and develop discussions on a wide variety of topics, using appropriate register. Narrate events coherently. Use some less common vocabulary and more complex grammatical structures (including some grade 7 GCSE grammatical structures), referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate. Use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate. 	<ul style="list-style-type: none"> Write extended texts on a variety of topic areas, containing detailed descriptions, narrations and well-justified personal opinions, referring to the past, present and future. Link sentences and paragraphs, structure ideas and adapt previously-learned language. Use a variety of grammatical structures accurately, including some more complex forms. Use familiar language creatively. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. Spellings, genders, agreements) and occasional errors with complex structures. 	<ul style="list-style-type: none"> Extract the main points from long passages and draw conclusions from the information heard. Understand a wide variety of structures and vocabulary, including 3+ tenses. understand language spoken at near normal speed by a native speaker. 	<ul style="list-style-type: none"> Understand and draw conclusions from almost all of the information read, including longer texts containing at least 3 tenses and more complex structures and grammar. 	<ul style="list-style-type: none"> Translate a short passage containing more complex language structures (including some grade 7 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (eg spellings, genders, agreements) and occasional errors with complex structures. 	<p>Understand and use:</p> <ul style="list-style-type: none"> The imperfect tense of regular and irregular verbs (full paradigm) <i>als</i> + imperfect tense. The conditional (<i>würde</i> + infinitive). Verbs with <i>zu</i> ... Infinitive constructions (<i>ohne ... zu ...</i>, <i>um ... zu ...</i>) Dative reflexive pronouns (<i>mir, dir, sich, uns, euch, sich</i>).

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Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
6	<ul style="list-style-type: none"> Initiate and develop conversations coherently and confidently on a variety of topics. Use and adapt language for new purposes and narrate events. Occasionally use some less common vocabulary and some more complex grammatical structures (including some Grade 6 GCSE grammatical structures), referring to the past/present/future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Use coping strategies to deal with unknown words. Use mostly accurate pronunciation/intonation. 	<ul style="list-style-type: none"> Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs, and structure ideas. Mostly accurate and meaning is clear, with only isolated minor errors (eg spellings, genders, agreements) and a few errors with complex structures. 	<ul style="list-style-type: none"> Listen and understand longer passages spoken quickly which contain at least 3 tenses and a range of structures and vocabulary. Understand information and extract the main details from most topics. 6 -apply skills that allow access to unfamiliar language. 	<ul style="list-style-type: none"> Understand the majority of information read including longer texts that are factual and non – factual. Understand details and different points of view from most topic areas. Identify and understand at least 3 different tenses. 	<ul style="list-style-type: none"> Translate a short passage containing linked longer sentences with more complex language structures (including some Grade 6 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (e.g. spellings, genders, agreements) and a few errors with complex structures. 	<p>Understand and use:</p> <ul style="list-style-type: none"> Perfect tense of reflexive verbs. The imperfect tense of <i>haben, sein</i> and modal verbs <i>Seit</i> with the present tense to mean 'for/since'. Imperatives and adjectival nouns (<i>ein Deutscher</i>) Superlatives (<i>der/die/das, -(e)ste</i>) +irregular forms (<i>beste</i>). Adverbs in the superlative (<i>am liebsten/am schnellsten</i>). Adjectival endings after definite articles, demonstrative adjectives and possessive adjectives. Subordinating conjunctions (<i>wenn, ob, warum obwohl</i>) <p>Understand only:</p> <ul style="list-style-type: none"> The pluperfect tense Interrogative pronouns: <i>wen, wem</i>. Prepositions taking the genitive (<i>außerhalb, während</i>). Weak nouns (nominative and accusative singular).

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Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
5	<ul style="list-style-type: none"> Begin to initiate and develop conversations and narrate events. Use a wide range of common vocabulary and grammatical structures (including some Grade 5 GCSE grammatical structures), referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Use increasingly accurate pronunciation and intonation. 	<ul style="list-style-type: none"> Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future. Mostly accurate and meaning is clear, but with some minor errors (eg spellings, genders, agreements) and some errors with more complex structures. 	<ul style="list-style-type: none"> Understand the main points and details of spoken passages containing familiar language in unfamiliar contexts. Identify 3 different tenses and understand opinions and reasons. 	<ul style="list-style-type: none"> Understand the main points and details of written passages containing familiar language in unfamiliar contexts. Apply knowledge of grammar to deduce the meaning of words. recognise 3 different tenses. 	<ul style="list-style-type: none"> Translate longer sentences containing linked ideas and a variety of vocabulary and grammatical structures (including some Grade 5 GCSE grammar) into the target language. Mostly accurate and meaning is clear, but with some minor errors (eg spellings, genders, agreements) and some errors with more complex structures. 	<p>Understand and use:</p> <ul style="list-style-type: none"> Perfect tense of irregular and sein verbs (<i>eg verdienen</i>). Comparative adjectives/adverbs (<i>besser höher, mehr</i>). Possessive adjectives (singular and plural forms). Demonstrative/interrogative adjectives (<i>dieser, jeder</i>). Dative pronouns: <i>mir/dir/ihm/ihr/einem/uns/euch/ihnen</i>. Relative pronouns (nominative): <i>welcher, welche</i>. <p>Understand only:</p> <ul style="list-style-type: none"> Infinitive constructions (<i>ohne/um ... zu</i>). Adjectival endings after <i>etwas, nichts, viel, wenig, alles</i>.
4	<ul style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures (including some Grade 4 GCSE grammatical structures). Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation. 	<ul style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Use style and register appropriately in familiar settings. Mostly accurate and meaning is clear, but with some minor errors (eg spellings, genders, agreements) and an occasional major error (eg with verbs and tenses). 	<ul style="list-style-type: none"> Understand the majority of what is heard and understand the gist of short extracts. Demonstrate a good understanding of familiar topics and extract some details Identify 2 different tenses when listening. 	<ul style="list-style-type: none"> Understand most of what is read and extract meanings and some details. Understand references to 2 different tenses in short paragraphs and extended sentences, and identify opinions with reasons. 	<ul style="list-style-type: none"> Translate longer sentences containing linked ideas (including some Grade 4 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear, but with some minor errors (eg spellings, genders, agreements) and an occasional major error (eg with verbs and tenses). 	<p>Understand and use:</p> <ul style="list-style-type: none"> Irregular perfect tense with <i>haben/sein</i> (<i>essen, fahren</i>). Present separable verbs (e.g. <i>fernsehen, abwaschen</i>). The present tense of reflexive verbs (<i>ich wasche mich</i>). 3 tenses together (present, perfect and future) The imperative (<i>du, ihr and Sie</i> forms). Relative pronouns: <i>der, die, das</i> and <i>es gab +indef. Article</i>. Adjectival agreement (accusative) after S/P articles. Accusative+Dative prepositions (<i>an, auf, hinter, in, über</i>). Indefinite pronouns: <i>jemand, niemand</i> Questions in 3 tenses (present, perfect and future). <p>Understand only:</p> <ul style="list-style-type: none"> <i>was</i> to mean 'which' within a sentence (e.g. <i>Ich lerne Erdkunde, was interessant ist</i>).

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Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
3	<ul style="list-style-type: none"> Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. Demonstrate spontaneity by asking some unsolicited questions. Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures (including some Grade 3 GCSE grammar). Use increasingly accurate pronunciation and intonation. 	<ul style="list-style-type: none"> Write short texts giving and seeking information and opinions, referring to the past or future as well as the present. Mostly accurate and meaning is clear but some minor errors (eg spellings, genders, agreements) and some errors (eg with verbs and tenses). 	<ul style="list-style-type: none"> Extract the main points of shorter passages and understand familiar language in familiar contexts. Passages may need to be repeated several times before fully understood. 	<ul style="list-style-type: none"> Understand the main points of passages which contain language in familiar contexts Is able to cope with simple opinions and grammar. 	<ul style="list-style-type: none"> Translate longer sentences (including some Grade 3 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear but some minor errors (eg spellings, genders, agreements) and some errors (eg with verbs and tenses). 	<p>Understand and use:</p> <ul style="list-style-type: none"> The perfect tense of regular verbs with <i>haben</i>. Word order in the perfect tense (eg with time expressions). 2 tenses used together: present and perfect or present and future. A few imperfect tense verbs (singular only) and numbers 100 +. Word order with <i>weil and dass</i>. Adjectival agreement(nominative) after S/PL definite/indefinite article. Prepositions followed by the dative (<i>aus, bei, nach, mit, seit, von, zu</i>). Questions in the perfect tense. Adverbs of time/adverbial phrases (eg nächste Woche, am Montag). <p>Understand only:</p> <ul style="list-style-type: none"> Modes of address: <i>ihr</i>

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Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
2	<ul style="list-style-type: none"> Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures (including some Grade 2 GCSE grammatical structures). Begin to speak spontaneously (e.g. by giving an unsolicited opinion). 	<ul style="list-style-type: none"> Write short texts for different purposes using mainly memorised language, in the present or future. Express opinions and give simple reasons. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs. 	<ul style="list-style-type: none"> Understand the main points and some details from short spoken passages containing familiar language in simple sentences with repetition . 	<ul style="list-style-type: none"> Understand some details in short written passages about familiar topics. Use context to work out the meaning of unfamiliar words. 	<ul style="list-style-type: none"> Translate simple sentences (+some Grade 2 GCSE grammar) containing familiar words/structures into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be verb errors. 	Understand and use: <ul style="list-style-type: none"> Regular/irregular present tense (singular and plural forms). Present tense of <i>können, mögen, sollen, müssen, wollen and dürfen</i>. Present tense for near future (eg Morgen gehe ich schwimmen). Future tense: werden +infinitive + word order: time/manner/place. Plural subject pronouns (nominative): wir, ihr, Sie, sie <i>Ich möchte and Ich hätte gern + noun</i>. Ask Qs using inversion of verb/subject pronoun:Gehst du...? Prepositions taking accusative: <i>durch/für/gegen/ohne/um/entlang</i> Accusative (direct object) pronouns: <i>mich/dich/ihn/sie/es/uns/euch/Sie</i>.
1	<ul style="list-style-type: none"> Ask and answer simple questions. Exchange simple opinions. Take part in brief dialogues, using short phrases referring to the present. 	<ul style="list-style-type: none"> Write several short sentences with support to give information and express simple opinions. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs. 	<ul style="list-style-type: none"> Understand some main points from a spoken passage containing familiar language with repetition. 	<ul style="list-style-type: none"> Understand some main points from a written passage containing familiar language and is able to use dictionary or a word glossary to find out the meaning of new vocabulary. 	<ul style="list-style-type: none"> Translate familiar words and short phrases into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs. 	Understand and use: <ul style="list-style-type: none"> Present tense of key irregular verbs: <i>haben, sein, fahren, lesen, essen</i>. Word order: verb as second idea (e.g. after time expressions) es gibt + indefinite article including kein. Common impersonal verbs: <i>es geht, es tut weh, es regnet</i>. Possessive adjectives <i>mein(e), dein(e), sein(e) and ihr(e)</i>. Simple adverbial phrases (<i>morgens/am Abend/jetzt/oft/jeden Tag/nie</i>). Adverbs of place (<i>eg hier, dort, da</i>) and modes of address (<i>du/Sie</i>). Telling the time and quantity (<i>ein Kilo, viel, wenig</i>). Simple questions: <i>wie/was/wo/wann/wieviel(e)/woher/wer/was/für</i>

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Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
W1	<ul style="list-style-type: none"> • Answer simple questions. • Give basic information and opinions, using familiar vocabulary. 	<ul style="list-style-type: none"> • Write a few short sentences with support, giving basic info + using the present tense. 	<ul style="list-style-type: none"> • Understand a few main points from short spoken passages in a limited range of topics using familiar language and vocabulary. 	<ul style="list-style-type: none"> • Understand and recognise the meanings of short written phrases in a limited range of topics using familiar language and vocabulary. 	<ul style="list-style-type: none"> • Subject pronouns: <i>ich/du/er/sie/es/man</i> and regular present tense and nouns (singular and plural). • Gender and articles: definite and indefinite articles (MFPL + accusative). • Adjectives without agreement (<i>Ich bin sportlich</i>) and simple negative with <i>nicht</i> (<i>Ich bin nicht klein</i>). • Coordinating conjunctions (<i>und/aber/oder/denn</i>) + intensifiers/qualifiers (<i>sehr, ziemlich, ein bisschen</i>). • Key high-frequency verb forms: <i>ich bin, du bist, ich habe, du hast, es ist, er/sie/es hat</i>. 	
W2	<ul style="list-style-type: none"> • Begin to show awareness of sound patterns. • Say single words and short phrases with support. • Imitate a model of correct pronunciation. 	<ul style="list-style-type: none"> • Write some familiar words from memory. Spelling may not be accurate, but the meaning is clear 	<ul style="list-style-type: none"> • Understand a few words from short spoken passages in a limited range of topics using familiar language and vocabulary. 	<ul style="list-style-type: none"> • Understand and recognise the meanings of individual words in a limited range of topics using familiar language and vocabulary 	<ul style="list-style-type: none"> • Verbs of opinion in first person singular. • Simple opinions using <i>gern</i> and <i>nicht gern</i> with regular verbs. • Simple connective <i>und, aber</i> • Dates 	

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Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
9	<ul style="list-style-type: none"> Initiate, develop, sustain and expand longer conversations and discussions independently. Use language creatively to exchange and justify a range of thoughts and opinions. Use appropriate register. Use a wide range of less common vocabulary and more complex grammatical structures (including some grade 9 GCSE grammatical structures), using a range of tenses including less common tenses such as the conditional and pluperfect. Interact naturally, with occasional hesitation. Use pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition. 	<ul style="list-style-type: none"> Manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences. Expand on the main points, using a wide variety of vocabulary and grammatical structures (including some grade 9 GCSE grammatical structures), with frequent examples of complex structures including a range of tenses (including less common tenses such as the conditional and pluperfect) and less common language. Mostly accurate, with isolated minor errors. 	<ul style="list-style-type: none"> Understand long passages at normal speed. Answers are very accurate & detailed. Confident approach with unfamiliar topics. Extensive range of vocabulary and excellent understanding of grammar. 	<ul style="list-style-type: none"> Skim a text to pinpoint answers. Read quickly and only have to reread to pick up the finer details & nuances in a long, complex text - answers are highly accurate & detailed. Extensive vocabulary and understand both of grammar & idioms. 	<ul style="list-style-type: none"> Translate a passage containing a range of less common vocabulary and less common structures into the target language, communicating meaning. Mostly accurate, with isolated minor errors. 	<p>Understand and use:</p> <ul style="list-style-type: none"> Enhanced statements of possibility including <i>permitir, es posible que</i> + subjunctive. The imperfect subjunctive+ conditional (Si tuviera dinero, visitaria America). Use of direct and indirect object pronouns in all tenses (<i>tener la intención de/tener ganas de/tener el derecho de</i>). Combinations of tenses (eg si + imperfect + conditional). Negative imperatives. <p>Understand only:</p> <ul style="list-style-type: none"> Possessive pronouns (la mia, la tuya ...).

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Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
8	<ul style="list-style-type: none"> Initiate, develop and sustain conversations and discussions with some expansion. Narrate events and express own opinions and thoughts on a wide range of topics. Use a range of less common vocabulary and more complex grammatical structures (including some grade 8 GCSE grammatical structures), using a range of tenses including less common tenses such as the conditional. Interact naturally, with little hesitation and little rephrasing. Use pronunciation and intonation which would be understood by a native speaker with some clarification or repetition. 	<ul style="list-style-type: none"> Write coherent extended texts on a wide variety of topic areas, using language effectively to narrate, inform, interest and convince. Use language creatively to express individual thoughts, ideas and points of view. Use a range of grammatical structures, including a combination of tenses (including less common tenses such as the conditional) and structures. Mostly accurate and meaning is clear, with only isolated minor errors (eg Spellings, genders, agreements) and occasional errors with complex structures. 	<ul style="list-style-type: none"> Readily understand long passages at normal speed. Deduce meaning of new words from context. Produce detailed & accurate answers. Very good understanding of grammar and very good vocabulary base. 	<ul style="list-style-type: none"> Thorough understanding of topics even difficult or unfamiliar ones. Infer answers & deduce meaning of new words in context. Answers are detailed & accurate. Extensive vocabulary & understanding of complex grammar. Ability to understand idioms & expressions. 	<ul style="list-style-type: none"> Translate a passage containing a range of complex language structures (including some grade 8 GCSE grammatical structures) into the target language. 	<p>Understand and use:</p> <ul style="list-style-type: none"> The conditional. The perfect tense of reflexive verbs. The imperative of reflexive verbs. The pluperfect tense. The present subjunctive after cuando. The imperfect continuous. Present participle, including use after en. Use of direct/indirect pronouns (lo/la/le) with non-compound tenses. <p>Understand only:</p> <ul style="list-style-type: none"> Relative pronoun. Demonstrative pronouns.

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Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
7	<ul style="list-style-type: none"> Initiate and develop discussions on a wide variety of topics, using appropriate register. Narrate events coherently. Use some less common vocabulary and more complex grammatical structures (including some grade 7 GCSE grammatical structures), referring to the past, present and future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and points of view, and expanding answers where appropriate. Use coping strategies to deal with unknown words and phrases. Use pronunciation and intonation which are mostly accurate. 	<ul style="list-style-type: none"> Write extended texts on a variety of topic areas, containing detailed descriptions, narrations and well-justified personal opinions, referring to the past, present and future. Link sentences and paragraphs, structure ideas and adapt previously-learned language. Use a variety of grammatical structures accurately, including some more complex forms. Use familiar language creatively. Mostly accurate and meaning is clear, with only isolated minor errors (eg Spellings, genders, agreements) and occasional errors with complex structures. 	<ul style="list-style-type: none"> Extract the main points from long passages and draw conclusions from the information heard. Understand a wide variety of structures and vocabulary, including 3+ tenses. Understand language spoken at near normal speed by a native speaker. 	<ul style="list-style-type: none"> Understand and draw conclusions from almost all of the information read, including longer texts containing at least 3 tenses and more complex structures and grammar. 	<ul style="list-style-type: none"> Translate a short passage containing more complex language structures (including some grade 7 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (eg spellings, genders, agreements) and occasional errors with complex structures. 	<p>Understand and use:</p> <ul style="list-style-type: none"> Present continuous. The imperative. Combinations of different tenses (present, perfect, future, imperfect). The conditional of further common verbs: Irregular comparative and superlative. Irregular comparative and superlative adverbs

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Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
6	<ul style="list-style-type: none"> Initiate and develop conversations coherently and confidently on a variety of topics. Use and adapt language for new purposes and narrate events. Occasionally use some less common vocabulary and some more complex grammatical structures (including some Grade 6 GCSE grammatical structures), referring to the past/present/future. Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. Use coping strategies to deal with unknown words. Use mostly accurate pronunciation/intonation. 	<ul style="list-style-type: none"> Write longer coherent texts on a variety of topics, containing descriptions, narrations and personal opinions with justification, referring to the past, present and future. Link sentences and paragraphs, and structure ideas. Mostly accurate and meaning is clear, with only isolated minor errors (eg spellings, genders, agreements) and a few errors with complex structures. 	<ul style="list-style-type: none"> Listen and understand longer passages spoken quickly which contain at least 3 tenses and a range of structures and vocabulary. Understand information and extract the main details from 6 most topics. 6 -apply skills that allow access to unfamiliar language. 	<ul style="list-style-type: none"> Understand the majority of information read including longer texts that are factual and non – factual. Understand details and different points of view from most topic areas. Identify and understand at least 3 different tenses. 	<ul style="list-style-type: none"> Translate a short passage containing linked longer sentences with more complex language structures (including some Grade 6 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear, with only isolated minor errors (eg spellings, genders, agreements) and a few errors with complex structures. 	<p>Understand and use:</p> <ul style="list-style-type: none"> The imperfect tense (full paradigm, including less common verbs). Emphatic pronouns Comparative and superlative adverbs (plus ... que, moins ... que, le/la/les plus/moins ...). Desde + present tense. <p>Understand only:</p> <ul style="list-style-type: none"> Indirect object pronouns and object pronouns in compound tenses. The pluperfect The passive voice. The present tense. The present participle.

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Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
5	<ul style="list-style-type: none"> • Begin to initiate and develop conversations and narrate events. • Use a wide range of common vocabulary and grammatical structures (including some Grade 5 GCSE grammatical structures), referring to the past, present and future. • Demonstrate spontaneity by asking unsolicited questions, responding to unexpected questions and expanding answers where appropriate. • Use increasingly accurate pronunciation and intonation. 	<ul style="list-style-type: none"> • Write longer texts for different purposes and in different settings, giving descriptions, narrations and personal opinions with some justification, referring to the past, present and future. • Mostly accurate and meaning is clear, but with some minor errors (eg spellings, genders, agreements) and some errors with more complex structures. 	<ul style="list-style-type: none"> • Understand the main points and details of spoken passages containing familiar language in unfamiliar contexts. • Identify 3 different tenses and understand opinions and reasons. 	<ul style="list-style-type: none"> • Understand the main points and details of written passages containing familiar language in unfamiliar contexts. • Apply knowledge of grammar to deduce the meaning of words. recognise 3 different tenses. 	<ul style="list-style-type: none"> • Translate longer sentences containing linked ideas and a variety of vocabulary and grammatical structures (including some Grade 5 GCSE grammar) into the target language. • Mostly accurate and meaning is clear, but with some minor errors (eg spellings, genders, agreements) and some errors with more complex structures. 	<p>Understand and use:</p> <ul style="list-style-type: none"> • The imperfect tense of other common verbs Ayer+preterite. Si+ present tense. • The simple future tense. • The present tense of irregular reflexive verbs (full paradigm). • The conditional, Se deberia+ infinitive. • Questions using question words and inversion. • Subordinating conjunctions. • Relative pronouns. • Interrogative pronouns Antes de + infinitive <p>Understand only:</p> <ul style="list-style-type: none"> • Direct object pronouns (lo/las/lo/las) with non-compound tenses.

Modern Foreign Languages - Spanish 9-1 Flightpath

Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
4	<ul style="list-style-type: none"> Take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future. Use a range of common vocabulary and grammatical structures (including some Grade 4 GCSE grammatical structures). Demonstrate spontaneity by asking unsolicited questions, and expand answers. Use increasingly accurate pronunciation and intonation. 	<ul style="list-style-type: none"> Write short texts in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. Use style and register appropriately in familiar settings. Mostly accurate and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and an occasional major error (eg with verbs and tenses). 	<ul style="list-style-type: none"> Understand the majority of what is heard and understand the gist of short extracts. Demonstrate a good understanding of familiar topics and extract some details. Identify 2 different tenses when listening. 	<ul style="list-style-type: none"> Understand most of what is read and extract meanings and some details. Understand references to 2 different tenses in short paragraphs and extended sentences, and identify opinions with reasons. 	<ul style="list-style-type: none"> Translate longer sentences containing linked ideas (including some Grade 4 GCSE grammatical structures) into the target language. Mostly accurate and meaning is clear, but with some minor errors (eg spellings, genders, agreements) and an occasional major error (eg with verbs and tenses). 	<p>Understand and use:</p> <ul style="list-style-type: none"> The perfect tense. The present tense of regular reflexive verbs. Three tenses together (present, perfect and near future) Me gustaria +infinitive. Debes + infinitive. The present tense of tener que + infinitive. The imperative (usted / ustedes). Superlative adjectives (lo mejor, lo peor, mas , menos. Plural possessive adjectives: nuestro/s , vuestro/s su de ellos. Interrogative verb forms (eg Hablas inglés? Estudia en China? All verb forms.

Modern Foreign Languages - Spanish 9-1 Flightpath

Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
3	<ul style="list-style-type: none"> • Take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. • Demonstrate spontaneity by asking some unsolicited questions. • Refer to the past or future, as well as the present, using a range of familiar vocabulary and common grammatical structures (including some Grade 3 GCSE grammar). • Use increasingly accurate pronunciation and intonation. 	<ul style="list-style-type: none"> • Write short texts giving information and seeking opinions, referring to the past or future as well as the present. • Mostly accurate and meaning is clear but some minor errors (eg spellings, genders, agreements) and some errors (eg with verbs and tenses). 	<ul style="list-style-type: none"> • Extract the main points of shorter passages and understand familiar language in familiar contexts. Passages may need to be repeated several times before fully understood. 	<ul style="list-style-type: none"> • Understand the main points of passages which contain language in familiar contexts. • Is able to cope with simple opinions and grammar. 	<ul style="list-style-type: none"> • Translate longer sentences (including some Grade 3 GCSE grammatical structures) into the target language. • Mostly accurate and meaning is clear but some minor errors (eg spellings, genders, agreements) and some errors (eg with verbs and tenses). 	<p>Understand and use:</p> <ul style="list-style-type: none"> • The perfect tense of regular ar, er, ir verbs, using Ir. • The preterite of common irregular verbs: bebí, hice, saqué, jugué. • The present tense of common irregular verbs (full paradigm, plus all plural subject pronouns). • Two tenses together (present and perfect or present and near future). • Prepositions followed by de (al lado de, en frente encima de , debajo de...). • Time expressions for use with the perfect tense (eg La semana pasada, el fin de semana pasado ...). • Adjectives agreements. • Comparative adjectives (más ... que, menos ...que). • Regular adverbs. • Indefinite pronouns alguien, nadie). • Indefinite adjectives (algunos, todos). • Interrogative adjectives: (cual , que). • Direct object pronouns. • The imperfect tense era • Understand usted /ustedes.

Modern Foreign Languages - Spanish 9-1 Flightpath

Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
2	<ul style="list-style-type: none"> Take part in simple conversations, referring to the present or the future. Exchange opinions and give simple reasons. Describe and give information in short dialogues using familiar vocabulary and common grammatical structures (including some Grade 2 GCSE grammatical structures). Begin to speak spontaneously (e.g. by giving an unsolicited opinion). 	<p>Write short texts for different purposes using mainly memorised language, in the present or future.</p> <ul style="list-style-type: none"> Express opinions and give simple reasons. Generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs. 	<ul style="list-style-type: none"> Understand the main points and some details from short spoken passages containing familiar language in simple sentences with repetition. 	<ul style="list-style-type: none"> Understand some details in short written passages about familiar topics. Use context to work out the meaning of unfamiliar words. 	<ul style="list-style-type: none"> Translate simple sentences (+some Grade 2 GCSE grammar) containing familiar words/structures into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be verb errors. 	<p>Understand and use:</p> <ul style="list-style-type: none"> The infinitive following verbs of liking (eg Me encanta estudiar). The present tense of regular verbs. The present tense of reflexive verbs (singular forms only). The near future tense (voy a + infinitive). Time expressions for use with the near future tense (eg mañana, la semana que viene, el lunes que viene). Other connectives (porque Negative forms. Demonstrative adjectives (esto, este, estos, estas). More common prepositions. Time.
1	<ul style="list-style-type: none"> Ask and answer simple questions. Exchange simple opinions. Take part in brief dialogues, using short phrases referring to the present. 	<ul style="list-style-type: none"> Write several short sentences with support to give information and express simple opinions. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs. 	<ul style="list-style-type: none"> Understand some main points from a spoken passage containing familiar language with repetition. 	<ul style="list-style-type: none"> Understand some main points from a written passage containing familiar language and is able to use dictionary or a word glossary to find out the meaning of new vocabulary. 	<ul style="list-style-type: none"> Translate familiar words and short phrases into the target language. Generally accurate in using straightforward language and meaning is clear, but there may be major errors with verbs. 	<p>Understand and use:</p> <ul style="list-style-type: none"> Regular adjectives: agreement and position (including plurals). Possessive adjectives (mio, tuyo, suyo...). Interrogatives (cómo, cuando...). The present tense of key irregular verbs: ir, jugar,(sing. forms only). Simple questions. Frequency expressions a veces, nunca Common simple prepositions: detras , delante ...

Modern Foreign Languages - Spanish 9-1 Flightpath

Grade	Speaking	Writing	Listening	Reading	Translation from English	Grammar
W1	<ul style="list-style-type: none"> • Answer simple questions. • Give basic information and opinions, using familiar vocabulary. 	<ul style="list-style-type: none"> • Write a few short sentences with support, giving basic info + using the present tense. 	<ul style="list-style-type: none"> • Understand a few main points from short spoken passages in a limited range of topics using familiar language and vocabulary. 	<ul style="list-style-type: none"> • Understand and recognise the meanings of short written phrases in a limited range of topics using familiar language and vocabulary. 	<ul style="list-style-type: none"> • Regular adjectives (masculine/feminine singular forms only). • Subject pronouns • The present tense of regular –ar –er, -ir verbs (singular forms only). • Simple questions: using intonation to change a statement into a question. • Negative Sentences: present tense verbs. • Simple connectives (y, pero , tambien). • Intensifiers/qualifiers/quantifiers. 	
W2	<ul style="list-style-type: none"> • Begin to show awareness of sound patterns. • Say single words and short phrases with support. • Imitate a model of correct pronunciation. 	<ul style="list-style-type: none"> • Write some familiar words from memory. Spelling may not be accurate, but the meaning is clear. 	<ul style="list-style-type: none"> • Understand a few words from short spoken passages in a limited range of topics using familiar language and vocabulary. 	<ul style="list-style-type: none"> • Understand and recognise the meanings of individual words in a limited range of topics using familiar language and vocabulary. 	<ul style="list-style-type: none"> • Verbs of opinion in first person singular, followed by a noun. • Verbs of opinion in first person singular (me gusta / me encanta). • Simple connective y, pero. • Dates. . 	

Music 9-1 Flightpath

Grade	Listening and Appraising	Composing	Performing
9	<ul style="list-style-type: none"> • Exceptional ability to listen to discriminate and exploit the characteristics of music across a wide range of musical styles. • Music theory knowledge will be highly developed (Grade 5 Theory equivalent). • Students will be able to respond to both known and unknown music with the ability to translate concepts between styles of music. 	<ul style="list-style-type: none"> • Exceptional ability to create and develop music that shows imaginative use of ideas and conventions within a style/genre. • Resources will be fully exploited and use of musical elements will be refined and varied and will show style and character. • Music created will be exciting and showing complete originality. 	<ul style="list-style-type: none"> • Exceptional ability to perform. • Students will show a sense of style and use expression to shape their performances. • Students will perform to a level of at least grade 5 (Associated Board of the Royal Schools of Music) or above and will be confident. • Students will have ability to perform both as a soloist and as part of a group. They will show musical leadership to those they work with.
8	<ul style="list-style-type: none"> • Highly Developed ability to listen to music and draw conclusions. • Music theory knowledge will be of a high standard – possibly some theory grades completed. • Students will be able to respond to both known and unknown music with the ability to translate concepts between styles of music. 	<ul style="list-style-type: none"> • Highly developed ability to compose and develop musical ideas within a given style/genre. • Resources will be fully exploited, and detailed attention will be given to musical elements. • Music created will be original and exciting, and will be developed throughout. 	<ul style="list-style-type: none"> • Highly developed ability to perform. • Students will show a sense of style and use expression to shape their performances. Students will perform to a level of at least grade 5 (ABRSM). • Students will have ability to perform both as a soloist and as part of a group. They will show musical leadership to those they work with.
7	<ul style="list-style-type: none"> • Developed and refined ability to listen to music and draw conclusions. • Music theory knowledge will be of a good standard – possibly some theory grades completed. • Students will be able to respond to both known and unknown music with the ability to translate concepts between styles of music. 	<ul style="list-style-type: none"> • Developed and refined ability to compose music in different musical styles/genres. • Attention will be given to musical elements and music created will be original. • Resources will be used well, and their purpose considered. Music will demonstrate a secure awareness of how to create contrasts. Music will show more development. 	<ul style="list-style-type: none"> • Developed and refined ability to perform. • Students perform with a sense of style, and they will use expression to help shape their performances. • Students will perform to about grade 4 (ABRSM) standard and will perform as a soloist and as part of a group.
6	<ul style="list-style-type: none"> • A Confident ability to listen to music. • Students will have a secure knowledge of music theory, and they will be able to identify with confidence features of music both known and unknown. • Music terminology will be used accurately. • They will analyse and compare a wide range of musical features. 	<ul style="list-style-type: none"> • A Confident ability to compose music in a variety of musical styles. • Music will show some features of a genre or convention. • Resources will be used well with some consideration as to purpose. • Students will use a variety of musical structures, and these will show contrasts. Music will be developed. 	<ul style="list-style-type: none"> • A confident ability to perform in a variety of musical styles. • Students will show some expression in their performances, and they will be generally about a grade 2/3.(ABRSM). • Students will be able to perform as a soloist and as part of a group
5	<ul style="list-style-type: none"> • Purposeful/secure ability to listen to and appraise music. • They analyse and compare musical features. • They evaluate how venue, occasion and purpose affect the way music is created, performed and heard. 	<ul style="list-style-type: none"> • Purposeful/secure ability to compose music that is well structured and shows some sense of musical style. • Resources will be functional, and music will show some development. 	<ul style="list-style-type: none"> • Purposeful/secure ability to perform. • Students will show some expression, and will generally use skills gained in a classroom setting, but to a higher standard. • Students will be able to perform as a soloist and as part of a group. Grade could possibly be grade 1/2. (ABRSM).
4	<ul style="list-style-type: none"> • Developing ability to use musical language correctly to talk about known and unknown music. • They can compare musical features and describe how venue, occasion and purpose affect the way music is created, performed and heard. 	<ul style="list-style-type: none"> • Developing composition skills. Students will be able to compose in groups in a variety of styles. • Music will show simple contrasts, and thought will be given to select resources. • Students will be starting to develop areas of their composition. 	<ul style="list-style-type: none"> • Students will have a developing performance ability. • They will be starting to use some expression and will be able to perform as a soloist and as part of a group. • Keyboard skills should show some coordination between hands and a sense of pulse should be secure.

Music 9-1 Flightpath

Grade	Listening and Appraising	Composing	Performing
3	<ul style="list-style-type: none"> Some ability to use musical language, although some inaccuracies may be present. Students can identify musical features in music that is generally familiar to them. 	<ul style="list-style-type: none"> Some composition skills are evident. Students will be able to compose simple ideas within given structures. There will be little development of ideas. 	<ul style="list-style-type: none"> Some ability to perform usually by themselves or with support in a group. Keyboard skills would typically be one handed, but more confident. Students can play in time with a pulse.
2	<ul style="list-style-type: none"> Simple Musical language used to describe music, and inaccuracies may be present. Students can identify simple musical features in familiar music. 	<ul style="list-style-type: none"> Simple composition skills evident using structured tasks. Students will mostly be able to compose independently. 	<ul style="list-style-type: none"> Simple ability to perform basic parts. This could typically be one handed keyboard work. Students can play in time with the pulse most of the time
1	<ul style="list-style-type: none"> Basic ability to use musical language to talk about music. There could well be inaccuracies. 	<ul style="list-style-type: none"> Basic composition skills are evident. Students will be able to compose simple ideas within a structured task. There will be no development of ideas, and students may need guidance from a teacher. 	<ul style="list-style-type: none"> Students will have a basic performance ability. They may be starting to hear the pulse and may be in time with it sometimes. They may have basic one handed keyboard skills, and may struggle to identify notes on the keyboard.
W1	<ul style="list-style-type: none"> Students can use simple musical language to talk about familiar music with help from a teacher. 	<ul style="list-style-type: none"> Students can compose very simple ideas with help from a teacher. 	<ul style="list-style-type: none"> Students can perform very simple parts with support.
W2	<ul style="list-style-type: none"> Students will be able to talk about simple musical concepts, usually in music that is familiar to them. 	<ul style="list-style-type: none"> Students will be able to use the simplest of compositional techniques with much help from a teacher. 	<ul style="list-style-type: none"> Students will be performing at a very basic level, and may struggle to hear a pulse.
0	<ul style="list-style-type: none"> Students are unable to use any musical language to talk about music. 	<ul style="list-style-type: none"> Students are unable to compose any musical ideas 	<ul style="list-style-type: none"> Students cannot/will not perform.

Physical Education 9-1 Flightpath

Grade	Skills	Full Context
9	<ul style="list-style-type: none"> The quality of technique is maintained for all skills and throughout all practices. Consistently effective in applying their technique, even when faced with more pressure and direct competition. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations. There are very few errors and the student is adaptive when faced with progressively challenging situations. They have an extremely high level of appropriate fitness and almost always produce the intended result with accuracy. 	<ul style="list-style-type: none"> The student shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully appropriate to maximise their performance and relevant to their position or achieving very high results. Contribution is highly effective, significant and sustained for almost the whole event or all of the game. Maintains a high level of technique, accuracy and consistency in the performance of all skills in the whole performance, set plays and in open play. The application of skill is fully appropriate to their performance and position. Demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in maximising performance against other very high ability competitors and can outwitting opponents, while hardly ever being outwitted themselves.
8	<ul style="list-style-type: none"> The quality of technique is largely maintained for all skills and the student is effective in applying their technique, although consistent it may start to deteriorate in the most challenging practices when faced with more pressure and direct competition. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is largely adaptive when faced with progressively challenging situations. They have a very high level of appropriate fitness and regularly produce the intended results/accuracy. 	<ul style="list-style-type: none"> The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to maximise their performance or position being played, with only minor lapses. They achieve a high level of results and the students' contribution is usually effective and significant and is sustained for the majority of the performance or game. The student maintains technique, accuracy and consistency in the performance of all skills in set plays and in open play. The application of skill is usually appropriate to their position, though there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often maximising their potential to excel against other high ability competitors, outwitting opponents but only occasionally being outwitted themselves.
7	<ul style="list-style-type: none"> The quality of technique is maintained for skills and the student is effective in applying their technique, although consistent it may start to deteriorate in the most challenging practices when faced with more pressure and direct competition. When faced with opposition, decision making is usually effective in both predetermined and spontaneous situations. There may be occasional minor errors but the student is usually adaptive when faced with progressively challenging situations. They have a high level of appropriate fitness and regularly produce the intended results/accuracy. 	<ul style="list-style-type: none"> The student shows the ability to make successful and effective tactical and strategic decision, usually relevant to maximise their performance or position. The students' contribution is effective and significant but not sustained throughout the game. The student maintains technique and accuracy in the performances of skills in set plays and open play but it can breakdown. The application of skills is usually appropriate to their position, through there may be some lapses. The student demonstrates the ability to select and apply the most appropriate skills, often maximising their potential against other high ability competitors, outwitting opponents but could be outwitted themselves.

Physical Education 9-1 Flightpath

Grade	Skills	Full Context
6	<ul style="list-style-type: none"> • The quality of technique is maintained for most skills but may deteriorate in the most challenging practices. • When faced with opposition, the effectiveness of decisions making is inconsistent. • The student makes more effective decisions in predetermined situations. • There may be occasional errors and the student is sometimes adaptive when faced with progressively challenging situations. • They have a very good level of appropriate fitness and sometimes produce the intended results/accuracy. 	<ul style="list-style-type: none"> • The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to their performance or the position being played. • The students' contribution is sometimes effective and significant but it is not entirely sustained throughout all aspects of the performance or the game, with the student being uninvolved during some periods. • The student maintains technique and accuracy in the performance of most skills in set plays and in open play but it is not always consistent. • The application of skill is not consistently appropriate to their position. • The student demonstrates some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness and they will sometimes be outwitted themselves.
5	<ul style="list-style-type: none"> • The quality of technique is usually maintained for skills but may deteriorate in the most challenging practices. • When faced with opposition, the effectiveness of decision making is inconsistent. • The student makes some effective decisions in predetermined situations. • There are errors and the student is only occasionally adaptive when faced with progressively challenging situations. • They have a good level of appropriate fitness and sometimes produce the intended results/accuracy 	<ul style="list-style-type: none"> • The student shows ability to make tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played. • The students' contribution is evident is sometimes effective and significant but not sustained throughout the game, with the student being uninvolved. • The student maintains technique and accuracy in performance of skills in set plays and in open play but it is not always consistent. • The application of skill is at times appropriate to their position. • The student demonstrates some ability to select and apply skills, sometimes they outwit their opponents, through there may be obvious areas of weakness and they will often be outwitted themselves.
4	<ul style="list-style-type: none"> • The quality of technique is maintained for some skills but sometimes deteriorates in the most challenging practices. • When faced with opposition, decision making is only occasionally effective in both predetermined and spontaneous situations. • There may be frequent errors and the student is only occasionally adaptive when faced with progressively challenging situations. • They have an appropriate level of fitness and occasionally produce the intended results/accuracy. 	<ul style="list-style-type: none"> • The student shows some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. • The students' contribution is evident but infrequent throughout the game and only occasionally effective or significant. • The student shows some technique and accuracy in the performance of some skills in set plays and in open play but there are obvious inconsistencies and weaknesses. • The application of skill is only occasionally appropriate to their position. • The student occasionally demonstrates the ability to select and apply appropriate skills, but only occasionally outwits opponents and is often outwitted themselves.
3	<ul style="list-style-type: none"> • The quality of technique is maintained for some skills but can deteriorate in the most challenging practices. • When faced with opposition, decision making is usually ineffective for both predetermined and spontaneous situation. • There are likely to be frequent errors and the student may only occasionally be able to adapt when faced with progressively challenging situations. • They have a limited level of appropriate fitness and may not be able to consistently produce the intended result/accuracy. 	<ul style="list-style-type: none"> • The student shows little ability to make tactical and strategic decisions and they are only sometimes relevant to the position being played. • The student's contribution is shown but is seldom effective or significant. • The student shows only limited technique and accuracy in the performance of some skills during set plays and in open play but there are obvious inconsistencies and weaknesses. • The application of skill is rarely appropriate to their position. • The student application of skills is rarely appropriate to their position. • The student occasionally demonstrates limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.

Physical Education 9-1 Flightpath

Grade	Skills	Full Context
2	<ul style="list-style-type: none"> The quality of technique is maintained for few skills and often deteriorates in the most challenging practices. When faced with opposition, decision making may be ineffective for both predetermined and spontaneous situations. There are likely to be frequent errors and the student may be unable to adapt when faced with progressively challenging situations. They have a low level of appropriate fitness and may not produce the intended result/accuracy. 	<ul style="list-style-type: none"> The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. The student's contribution is limited to rare occasions and is seldom effective or significant. The student shows only limited technique and accuracy in the performance of a few skills in set plays and in open play. The application of skill is rarely appropriate to their position. The student demonstrates only very limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
1	<ul style="list-style-type: none"> The quality of technique is maintained for few skills and very often deteriorates in practices. When faced with opposition, decision making is ineffective for both predetermined and spontaneous situations. There are frequent errors and the student is unable to adapt when faced with challenging situations. They struggle with their fitness and do not produce the intended result/accuracy. 	<ul style="list-style-type: none"> The student shows only limited tactical and strategic decisions which are rarely relevant to their position. Their contribution is limited and seldom effective. Only limited technique and accuracy are evident during set plays or open play. The application of skill is not relevant to their position. The student demonstrates limited ability to select and apply appropriate skills, rarely outwitting opponents and usually being outwitted themselves.
W1	<ul style="list-style-type: none"> Low level of technique is maintained for few skills and deteriorates in practices. When faced with opposition, decision making is ineffective in predetermined situations. There are frequent errors and the student is unable to adapted when pressure is applied. They struggle with their fitness. 	<ul style="list-style-type: none"> The student shows only limited tactical and strategic decisions which are rarely relevant to their position. Their contribution is limited and seldom effective. Only limited technique and accuracy are evident during set plays. The application of skill is not relevant to their position. The student demonstrates limited ability to select and apply appropriate skills, cannot outwit opponents and usually being outwitted themselves.
W2	<ul style="list-style-type: none"> Low level of technique is applied in very few skills but deteriorates in practices. Student struggles when faced with any passive oppositions and decision making is ineffective in predetermined situations. There are frequent errors and the student is unable to adapt when pressure is applied. They struggle with basic levels of fitness. 	<ul style="list-style-type: none"> Very limited tactical and strategic decisions, with little understanding of how they are relevant to their position. Their contribution is seldom. No technique or accuracy are evident even during set plays. They do not apply skills to their position. Struggles to apply appropriate skills. Cannot outwit opponents and is always outwitted themselves.
0	<ul style="list-style-type: none"> Student is unable to perform skills. 	<ul style="list-style-type: none"> Student is unable to perform in the full context of an individual performance or fully competitive game.

Religious Studies 9-1 Flightpath

Grade	Knowledge & Explanation	Evaluation & analysis
9	<ul style="list-style-type: none"> Clearly explain a broad range of viewpoints. Accurate knowledge of beliefs and practices is demonstrated and applied throughout. The full range of elements in the question are covered. Extensive and correct use of specialist terminology throughout. Well-integrated references to sources of wisdom / authority. Similarities and differences within and / or between religions and beliefs thoroughly explained. The influence of religion on individuals, communities and societies is considered thoroughly. 	<ul style="list-style-type: none"> Fully Justified conclusion. Evidence is present and thoroughly explained and discussed throughout. Coherent / reasoned judgments are reached consistently. The level of logical argument that is expressed is of an exceptionally high standard.
8	<ul style="list-style-type: none"> Clearly explained a broad range of viewpoints. Accurate knowledge of beliefs and practices is demonstrated throughout. The full range of elements in the question are covered. Extensive and correct use of specialist terminology throughout. Well-integrated references to sources of wisdom / authority. Similarities and differences within and / or between religions and beliefs are explained. The influence of religion on individuals, communities and societies is considered thoroughly. 	<ul style="list-style-type: none"> Justified conclusions are reached. Evidence is present with discussion and explanation. Religious beliefs are discussed and analysed. Reasoned judgements are generally made.
7	<ul style="list-style-type: none"> A <u>range</u> of viewpoints clearly expressed. <u>Full range</u> of elements in the question are covered. <u>Regular</u> and correct use of specialist terminology. A <u>range of references</u> to sources of wisdom / authority are deployed. <u>Similarities and differences</u> within and / or between religions and beliefs are well explained. The <u>influence</u> of religion on individuals, communities and societies is clearly <u>considered</u>. 	<ul style="list-style-type: none"> <u>Justified</u> conclusions reached. Evidence is present with explanation and <u>some</u> discussion. There is <u>some</u> discussion and analysis of religious beliefs. Reasoned judgements are generally made.
6	<ul style="list-style-type: none"> <u>Some</u> differing viewpoints are explained. A <u>range</u> of accurate knowledge is evident. A <u>good range</u> of elements in the question are covered. <u>Generally</u> correct use of specialist terminology. <u>References</u> to sources of wisdom / authority are used. The significance and influence of religious beliefs is <u>expressed</u>. The influence of religion on individuals, communities and societies is <u>considered</u>. Similarities and differences within and / or between religions and beliefs are <u>identified</u>. 	<ul style="list-style-type: none"> <u>Some</u> justified conclusions reached. Evidence is present with <u>explanation</u>. <u>Attempts</u> at discussion of religious beliefs. reasoned judgments are <u>attempted</u>.

Religious Studies 9-1 Flightpath

Grade	Knowledge & Explanation	Evaluation & analysis
5	<ul style="list-style-type: none"> • <i>Some</i> differing viewpoints are <i>acknowledged</i>. • <i>Mostly</i> accurate knowledge is demonstrated. • <i>Some</i> elements in the question are covered. • Generally correct use of specialist terminology. • <i>Some</i> references to sources of wisdom / authority are stated. • The significance and influence of religious beliefs is <i>expressed</i>. • Some similarities and differences within and / or between religions and beliefs are <i>identified</i>. 	<ul style="list-style-type: none"> • Conclusions reached <i>with</i> some <i>attempt</i> at justification. • Evidence is present. • <i>Attempts</i> at discussion of religious beliefs. • Judgments are <i>attempted</i>.
4	<ul style="list-style-type: none"> • Different viewpoints are <i>expressed</i>. • Knowledge is demonstrated, however some <i>inaccuracies</i> are present. • <i>Limited elements</i> in the question are covered. • Limited evidence is used to support arguments. • The use of specialist terminology is present but <i>limited</i> in range . 	<ul style="list-style-type: none"> • An <i>argument is expressed</i> – i.e. for or against the question. • Judgements are <i>attempted</i> but are not supported by <i>explanation</i>. • Conclusions made but with very weak justification.
3	<ul style="list-style-type: none"> • An <i>understanding</i> of beliefs and practices is evident. • A <i>limited range</i> of elements in question are covered. • Knowledge of some key religious beliefs is <i>evident</i>. • <i>Little use of terminology</i>. 	<ul style="list-style-type: none"> • Conclusions are attempted but <i>undeveloped</i>. • The issues in the question are <i>identified – but not explained</i> or discussed. i.e. the question has been <i>understood but there is little information</i> answering the question.
2	<ul style="list-style-type: none"> • An <i>understanding</i> of beliefs and practices is evident. • The question has <i>not been fully understood</i> or answered. • <i>Basic knowledge</i> of some key religious beliefs is evident. • <i>No terminology</i> is used. 	<ul style="list-style-type: none"> • Conclusions are attempted but are <i>undeveloped</i>.
1	<ul style="list-style-type: none"> • Question has <i>not been understood</i> or answered. • An <i>understanding</i> of beliefs and practices is evident. • Opinions on religion and/or beliefs are expressed using everyday language. 	<ul style="list-style-type: none"> • Conclusions are <i>not</i> attempted.
W1	<ul style="list-style-type: none"> • Some understanding of different beliefs and practices is evident with support. • Limited range of elements in question are covered with support. • Opinions on religion and/or beliefs are expressed using everyday language with support. • Basic knowledge of some key religious beliefs is evident with support. 	<ul style="list-style-type: none"> • Some of the issues in the question are identified with support. • A basic recognition of the differing views of others is demonstrated with support. • Conclusions are attempted with support but are often thin with no reasoning.
W2	<ul style="list-style-type: none"> • Limited range of elements in question are covered with support. • Basic knowledge of some key religious beliefs with support. 	<ul style="list-style-type: none"> • Conclusions are attempted with support but are often thin with no reasoning. • Some of the issues in the question are identified with support.

Science 9-1 Flightpath

Grade	Biology	Chemistry	Physics	Working Scientifically
9	<ul style="list-style-type: none"> Students demonstrate extensive knowledge, understanding and application of the grade 8 statements. 	<ul style="list-style-type: none"> Students demonstrate extensive knowledge, understanding and application of the grade 8 statements. 	<ul style="list-style-type: none"> Students demonstrate extensive knowledge, understanding and application of the grade 8 statements. 	<ul style="list-style-type: none"> Students demonstrate extensive knowledge, understanding and application of the grade 8 statements.
8	<ul style="list-style-type: none"> Students demonstrate both breadth and depth of knowledge and understanding of organisms, their behaviour and the environment. Apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics. Interpret, evaluate and synthesise data, from a range of sources in a range of contexts, and apply their understanding to a wide range of biological systems. Demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence-gathering. Describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts. 	<ul style="list-style-type: none"> Demonstrate both breadth and depth of knowledge and understanding of materials, their properties and the Earth. Apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics. Interpret, evaluate and synthesise data from a range of sources in a range of contexts, and apply their understanding to a wide range of chemical systems. Demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence-gathering. Describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts. 	<ul style="list-style-type: none"> Demonstrate both breadth and depth of knowledge and understanding of energy, forces and space. Apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics. Interpret, evaluate and synthesise data from a range of sources in a range of contexts and apply their understanding to a wide range of data on energy efficient physical systems. Demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence gathering. Describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts. 	<ul style="list-style-type: none"> Recognise that different approaches are required to investigate different kinds of scientific questions, and use scientific knowledge and understanding to select appropriate strategies. Readily identify hazards, seek appropriate risk assessment information and advice, select that which is relevant and, in consultation with their teacher, adjust practice as required. Make records of relevant observations and comparisons, clearly identifying points of particular significance. Decide the level of precision needed for measurements and collect data that satisfy these requirements. Analyse findings to interpret trends and patterns and draw conclusions from their evidence. Make effective use of a range of quantitative relationships between variables in calculations or when using data to support evidence. Communicate findings and arguments, showing their awareness of the degree of uncertainty and a range of alternative views. Evaluate evidence critically and give reasoned accounts of how they could collect additional evidence.

Science 9-1 Flightpath

Grade	Biology	Chemistry	Physics	Working Scientifically
7	<ul style="list-style-type: none"> • Students demonstrate extensive knowledge and understanding related to organisms, their behaviour and the environment. • Use and apply this effectively in their descriptions and explanations, identifying links between topics. • Interpret, evaluate and synthesise data from a range of sources and in a range of contexts. • Show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. • Describe and explain the importance of a wide range of applications and implications of science. 	<ul style="list-style-type: none"> • Students demonstrate extensive knowledge and understanding related to materials, their properties and the Earth. • Use and apply this effectively in their descriptions and explanations, identifying links between topics. • Represent common compounds by chemical formulae and use these formulae to form balanced symbol equations for reactions. • Interpret, evaluate and synthesise data from a range of sources and in a range of contexts. • Show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. • Describe and explain the importance of a wide range of applications and implications of science. 	<ul style="list-style-type: none"> • Students demonstrate extensive knowledge and understanding related to energy, forces and space. • Use and apply this effectively in their descriptions and explanations, identifying links between topics. • Interpret, evaluate and synthesise data from a range of sources and in a range of contexts. • Show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. • Describe and explain the importance of a wide range of applications and implications of science. 	<ul style="list-style-type: none"> • Students recognise that different strategies are required to investigate different kinds of scientific questions, and use scientific knowledge and understanding to select an appropriate strategy. • In consultation with their teacher they adapt their approach to practical work to control risk. • They record data that are relevant and sufficiently detailed, and choose methods that will obtain these data with the precision and reliability needed. • They analyse data and begin to explain, and allow for, anomalies. • They carry out multi-step calculations and use compound measures appropriately. They communicate findings and arguments, showing awareness of a range of views. • They evaluate evidence critically and suggest how inadequacies can be remedied.

Science 9-1 Flightpath

Grade	Biology	Chemistry	Physics	Working Scientifically
6	<ul style="list-style-type: none"> • Students describe a wide range of processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology and sequencing a number of points. • Make links between different areas of science in their explanations. • Apply and use more abstract knowledge and understanding, in a range of contexts. • Explain how evidence supports some accepted scientific ideas. • Explain, using abstract ideas where appropriate, the importance of some applications and implications of science. 	<ul style="list-style-type: none"> • Students describe a wide range of processes and phenomena related to materials, their properties and the Earth, using abstract ideas and appropriate terminology and sequencing a number of points. • Make links between different areas of science in their explanations. • Apply and use more abstract knowledge and understanding, in a range of contexts. • Explain how evidence supports some accepted scientific ideas. • Explain, using abstract ideas where appropriate, the importance of some applications and implications of science. 	<ul style="list-style-type: none"> • Students describe a wide range of processes and phenomena related to energy, forces and space using abstract ideas and appropriate terminology and sequencing a number of points. • Make links between different areas of science in their explanations. • Apply and use more abstract knowledge and understanding in a range of contexts. • Explain how evidence supports some accepted scientific ideas. • Explain, using abstract ideas where appropriate, the importance of some applications and implications of science. 	<ul style="list-style-type: none"> • Students plan appropriate approaches and procedures, by synthesising information from a range of sources and identifying key factors in complex contexts and in which variables cannot readily be controlled. • Select and use methods to obtain reliable data, including making systematic observations and measurements with precision, using a range of apparatus. • Recognise the need for a risk assessment and consult appropriate sources of information, which they follow. • Record data in graphs, using lines of best fit. • Analyse findings to draw conclusions that are consistent with the evidence and use scientific knowledge and understanding to explain these conclusions and identify possible limitations in primary and secondary data. • Use quantitative relationships between variables. • Communicate effectively, using a wide range of scientific and technical conventions and terminology, including symbols and flow diagrams. • Begin to consider whether the data they have collected are sufficient for the conclusions they have drawn.

Science 9-1 Flightpath

Grade	Biology	Chemistry	Physics	Working Scientifically
5	<ul style="list-style-type: none"> • Students describe processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology. • Take account of a number of factors or use abstract ideas or models in their explanations of processes and phenomena. • Apply and use knowledge and understanding in unfamiliar contexts. • Describe some evidence for some accepted scientific ideas. • Explain the importance of some applications and implications of science. 	<ul style="list-style-type: none"> • Students describe processes and phenomena related to materials, their properties and the Earth, using abstract ideas and appropriate terminology. • Take account of a number of factors or use abstract ideas or models in their explanations of processes and phenomena. • Apply and use knowledge and understanding in a range of unfamiliar contexts. • Describe some evidence for some accepted scientific ideas. They explain the importance of some applications and implications of science. 	<ul style="list-style-type: none"> • Students describe processes and phenomena related to energy, forces and space, using abstract ideas and appropriate terminology. • Take account of a number of factors in their explanations of processes and phenomena. • Apply and use knowledge and understanding in unfamiliar contexts. • Describe some evidence for some accepted scientific ideas. • Explain the importance of some applications and implications of science. 	<ul style="list-style-type: none"> • Students identify an appropriate approach in investigatory work, selecting and using sources of information, scientific knowledge and understanding. • Select and use methods to collect adequate data for the task, measuring with precision, using instruments with finescale divisions, and identify the need to repeat measurements and observations. • Recognise a range of familiar risks and take action to control them. • Record data and features effectively, choosing scales for graphs and diagrams. • Analyse findings to draw conclusions that are consistent with the evidence and use scientific knowledge and understanding to explain them and account for any inconsistencies in the evidence. • Manipulate numerical data to make valid comparisons and draw valid conclusions. • Communicate qualitative and quantitative data effectively, using scientific conventions and terminology. • Evaluate evidence, making reasoned suggestions about how their working methods could be improved.

Science 9-1 Flightpath

Grade	Biology	Chemistry	Physics	Working Scientifically
4	<ul style="list-style-type: none"> Students describe processes and phenomena related to organisms, their behaviour and the environment, drawing on abstract ideas and using appropriate terminology. Explain processes and phenomena, in more than one step or using a model. Apply and use knowledge and understanding in familiar contexts. Recognise that both evidence and creative thinking contribute to the development of scientific ideas. Describe applications and implications of science. 	<ul style="list-style-type: none"> Students describe processes and phenomena related to materials, their properties and the Earth, drawing on abstract ideas and using appropriate terminology. Explain processes and phenomena, in more than one step or using a model. Apply and use knowledge and understanding in familiar contexts. Recognise that both evidence and creative thinking contribute to the development of scientific ideas. Describe applications and implications of science. 	<ul style="list-style-type: none"> Students describe processes and phenomena related to energy, forces and space, drawing on abstract ideas and using appropriate terminology. Explain processes and phenomena, in more than one step or using a model. Apply and use knowledge and understanding in familiar contexts. Recognise that both evidence and creative thinking contribute to the development of scientific ideas. Describe applications and implications of science. 	<ul style="list-style-type: none"> Students decide appropriate approaches to a range of tasks, including selecting sources of information and apparatus. Select and use methods to obtain data systematically. Recognise hazard symbols and make, and act on, simple suggestions to control obvious risks to themselves and others. Use line graphs to present data, interpret numerical data and draw conclusions from them. Analyse findings to draw scientific conclusions that are consistent with the evidence. Communicate these using scientific and mathematical conventions and terminology. Evaluate their working methods to make practical suggestions for improvements.
3	<ul style="list-style-type: none"> Students describe some processes and phenomena related to organisms, their behaviour and the environment, drawing on scientific knowledge and understanding and using appropriate terminology. Realise that evidence can support or refute scientific ideas. Recognise some applications and implications of science. 	<ul style="list-style-type: none"> Students describe some processes and phenomena related to materials, their properties and the Earth, drawing on scientific knowledge and understanding and using appropriate terminology. Recognise that evidence can support or refute scientific ideas. Recognise some applications and implications of science. 	<ul style="list-style-type: none"> Students describe some processes and phenomena related to energy, forces and space, drawing on scientific knowledge and understanding and using appropriate terminology. Recognise that evidence can support or refute scientific ideas. Recognise some applications and implications of science. 	<ul style="list-style-type: none"> Students decide on an appropriate approach, including using a fair test to answer a question, and select suitable equipment and information from that provided. Select and use methods that are adequate for the task. Following instructions, they take action to control obvious risks to themselves. Make a series of observations and measurements and vary one factor while keeping others the same. Record their observations, comparisons and measurements using tables and bar charts and begin to plot points to form simple graphs. Interpret data containing positive and negative numbers. Begin to relate their conclusions to patterns in data, including graphs, and to scientific knowledge and understanding. Communicate their conclusions using appropriate scientific language. Suggest improvements in their work, giving reasons.

Science 9-1 Flightpath

Grade	Biology	Chemistry	Physics	Working Scientifically
2	<ul style="list-style-type: none"> Students use knowledge and understanding of organisms, their behaviour and the environment to describe similarities, differences and changes in the plants, animals, and non-living things they observe. Use simple scientific ideas with evidence they have collected to give explanations of their observations, linking cause and effect. Recognise and explain the purpose of a variety of scientific and technological developments in their everyday lives. 	<ul style="list-style-type: none"> Students use knowledge and understanding of materials, their properties and the Earth to sort materials into groups in a variety of ways, according to their properties. Explain the ways in which some materials are suited to specific purposes. Classify changes in materials as reversible and non-reversible. Use simple scientific ideas with evidence they have collected to give explanations of their observations, linking cause and effect. Recognise and explain the purpose of a variety of scientific and technological developments in their everyday lives. 	<ul style="list-style-type: none"> Students use their knowledge and understanding of energy, forces and space to link cause and effect in their observations of the properties and effects of light, sound, forces, and electricity. Begin to make generalisations. Use simple scientific ideas with evidence they have collected to give explanations of their observations, linking cause and effect. Recognise and explain the purpose of a variety of scientific and technological developments in their everyday lives. 	<ul style="list-style-type: none"> Students respond to suggestions and put forward their own ideas about how to find the answer to a question. Recognise why it is important to collect data to answer questions. Use simple texts to find information. Make relevant observations and measure quantities, such as length or mass, using a range of simple equipment. Where appropriate, they carry out a fair test with some help, recognising and explaining why it is fair. Record their observations in a variety of ways. Provide explanations for observations and for simple patterns in recorded measurements. Communicate in a scientific way what they have found out and suggest improvements in their work.
1	<ul style="list-style-type: none"> Students use their knowledge related to organisms, their behaviour and the environment to describe plants and animals, the places they are found and the basic conditions they need in order to survive. Recognise and describe similarities and differences between the plants, humans and other animals they observe, using these to sort them into groups. Use questions based on their own ideas and evidence such as finding different types of plants and animals in different places. Identify science in everyday contexts and say whether it is helpful. 	<ul style="list-style-type: none"> Students use their knowledge related to materials, their properties and the Earth to identify a range of common materials and some of their properties. Recognise, and describe similarities and differences between the materials they observe, using these to sort them into groups. Recognise and describe ways in which some materials are changed by heating or cooling or by processes. Suggest answers to questions based on their own ideas and evidence. Identify science in everyday contexts and say whether it is helpful. 	<ul style="list-style-type: none"> Students use their knowledge related to energy, forces and space to recognise, describe and compare a range of properties and effects of light, sound, forces, and electricity. Suggest answers to questions based on their own ideas and evidence. Identify science in everyday contexts and say whether it is helpful. 	<ul style="list-style-type: none"> Students respond to suggestions and make their own suggestions, with help, about how to collect relevant data and answer questions. Find information by using texts, with help. Follow direct instructions in order to stay safe. Make observations and measurements to compare living things, objects and events, using equipment provided for them. Record findings using prepared tables and communicate observations using scientific vocabulary. Say whether what happened was what they expected and, when prompted, suggest different ways they could have done the procedure.

Science 9-1 Flightpath

Grade	Biology	Chemistry	Physics	Working Scientifically
W1	<ul style="list-style-type: none"> • Students use their knowledge related to organisms, their behaviour and the environment to recognise, identify and describe a range of common plants, animals and natural events. • Use that evidence to identify plants or animals and make links between science and everyday objects and experiences. 	<ul style="list-style-type: none"> • Students use their knowledge related to materials, their properties and the Earth, to recognise, and describe some common materials, and their sensory properties. • Communicate their descriptions and observations in terms of these properties. • Recognise evidence that has been used to answer a question and make links between science and everyday objects and experiences. 	<ul style="list-style-type: none"> • Students use their knowledge related to energy, forces and space to describe some changes in light, sound or movement, that result from actions. • Recognise evidence that has been used to answer a question and make links between science and everyday objects. 	<ul style="list-style-type: none"> • Students respond to prompts to suggest practical ways to find answers to questions. • Make observations about features of objects, living things and events. • Communicate their findings in ways such as talking about their work in everyday terms, or through drawings or by completing pictograms.
W2	<ul style="list-style-type: none"> • Students attempt to use their knowledge related to organisms, their behaviour and the environment to describe a limited range of common plants, animals and natural events. • Try to make links between science and everyday objects and experiences. 	<ul style="list-style-type: none"> • Students attempt to use their knowledge related to materials, their properties and the Earth to describe some common materials, and their sensory properties. • Try to communicate their descriptions and observations in terms of these properties. • Attempt to make links between science and everyday objects and experiences 	<ul style="list-style-type: none"> • Students attempt to use their knowledge related to energy, forces and space to describe some changes resulting from everyday actions. • Try to make links between science and everyday objects and experiences 	<ul style="list-style-type: none"> • Students attempt to respond to prompts to suggest practical ways to find answers to questions. • make observations about features of objects, living things and events. • Communicate their findings in ways such as talking about their work in everyday terms, or through drawings.

Textiles 9-1 Flightpath

Grade	Contextual <i>Develop ideas demonstrating critical understanding of source.</i>	Refine <i>Ability to refine work through selecting and experimenting with media, materials, techniques and processes.</i>	Record <i>Quality, meaning and relevance of drawing and annotation</i>	Present <i>Quality and relevance of all preparation work and final piece.</i>
9	<ul style="list-style-type: none"> An exceptional ability to effectively develop ideas through creative and purposeful investigations. An exceptional ability to engage with and demonstrate critical understanding of sources. 	<ul style="list-style-type: none"> An exceptional ability to thoughtfully refine ideas with discrimination. An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. 	<ul style="list-style-type: none"> An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation relevant to work as it progresses. 	<ul style="list-style-type: none"> An exceptional ability to present a personal and meaningful response and realise intentions with confidence and conviction An exceptional ability to demonstrate understanding of visual skill.
8	<ul style="list-style-type: none"> A highly developed ability to effectively develop ideas through creative and purposeful investigations. A highly developed ability to demonstrate critical understanding of sources. 	<ul style="list-style-type: none"> A highly developed ability to thoughtfully refine ideas. A Highly developed ability to effectively select and purposefully experiment with appropriate media, techniques and processes. 	<ul style="list-style-type: none"> A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions. 	<ul style="list-style-type: none"> A highly developed ability to present a personal and meaningful response and realise intentions with confidence and conviction. A highly developed ability to demonstrate understanding of visual language.
7	<ul style="list-style-type: none"> A Developed and refined ability to effectively develop ideas through creative and purposeful investigations. A developed and refined ability to demonstrate critical understanding of sources. 	<ul style="list-style-type: none"> A Developed and refined ability to thoughtfully refine ideas. A Developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. 	<ul style="list-style-type: none"> A Developed and refined ability to skilfully record ideas and observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. 	<ul style="list-style-type: none"> A Developed and refined ability to present a personal and meaningful response Developed and refined ability to demonstrate understanding of visual language.
6	<ul style="list-style-type: none"> A confident and purposeful ability to effectively develop ideas through purposeful investigations. A confident ability to demonstrate critical understanding of sources. 	<ul style="list-style-type: none"> A confident and purposeful ability to thoughtfully refine ideas. A confident ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes. 	<ul style="list-style-type: none"> A confident and purposeful ability to skilfully record ideas and observations through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses. 	<ul style="list-style-type: none"> A Confident and purposeful ability to present a personal and meaningful response. Confident ability to demonstrate understanding of visual language. Technical skills are applied with confidence, purpose and understanding.
5	<ul style="list-style-type: none"> Purposeful development of ideas through investigation. Purposeful and competent ability to demonstrate critical understanding of source. 	<ul style="list-style-type: none"> Purposeful refinement of ideas through thorough investigation. Purposeful selection and experimentation with appropriate media, materials, techniques and processes. 	<ul style="list-style-type: none"> A purposeful ability to demonstrate skill in recording ideas and observations through drawing, annotation, and any other appropriate means relevant to intentions, as work progresses. 	<ul style="list-style-type: none"> Produce a purposeful final piece and preparation work that realises intentions. Technical skill is consistently applied to a good standard with purpose. A clear ability to use visual language with consistent skill and understanding.
4	<ul style="list-style-type: none"> Consistent and competent development of ideas through investigations. A consistent and competent ability to demonstrate understanding of contextual sources. 	<ul style="list-style-type: none"> Consistent and competent refinement of ideas through investigation. Consistent and competent selection and experimentation with media, materials, techniques and processes. 	<ul style="list-style-type: none"> Produce practical and written work that demonstrates a consistent and competent level of technical skill and technique relevant to intentions. 	<ul style="list-style-type: none"> Produce a final piece and preparation work that has realised intentions with consistent and competent ability. Technical skill is applied consistently with a competent ability to use visual language.

Textiles 9-1 Flightpath

Grade	Contextual <i>Develop ideas demonstrating critical understanding of source.</i>	Refine <i>Ability to refine work through selecting and experimenting with media, materials, techniques and processes.</i>	Record <i>Quality, meaning and relevance of drawing and annotation</i>	Present <i>Quality and relevance of all preparation work and final piece.</i>
3	<ul style="list-style-type: none"> • Clear and appropriate development of ideas through investigations. • Ability to clearly and appropriately demonstrate an understanding of contextual sources. 	<ul style="list-style-type: none"> • Clear and appropriate refinement of ideas through investigation. • Appropriate and clear selection and experimentation with media, materials, techniques and processes. 	<ul style="list-style-type: none"> • Produce practical and written work that demonstrates a clear and appropriate level of technical skill technique relevant to intentions 	<ul style="list-style-type: none"> • Produce a final piece and preparation work that has realised intentions and demonstrates technical skills that have been applied with clear and appropriate skill, awareness and understanding.
2	<ul style="list-style-type: none"> • Evidence of appropriate development of ideas through investigations. • Ability to demonstrate appropriate understanding of contextual sources. 	<ul style="list-style-type: none"> • Evidence of appropriate refinement of ideas through investigations. • Appropriate selection and experimentation with media, materials, techniques and processes. 	<ul style="list-style-type: none"> • Present evidence of producing practical and written work that demonstrates appropriate technical skill and technique relevant to intentions 	<ul style="list-style-type: none"> • Produce a final piece and preparation work that appropriately realises intentions and demonstrates appropriate technical skills have been applied.
1	<ul style="list-style-type: none"> • Basic ability to develop ideas through investigations. • Basic ability to demonstrate critical understanding of sources. 	<ul style="list-style-type: none"> • A basic ability to refine ideas. • A basic ability to select and experiment with appropriate media, materials and processes. 	<ul style="list-style-type: none"> • Present evidence of producing practical and written work that demonstrates a basic level of skill and technique relevant to intentions 	<ul style="list-style-type: none"> • Produce a final piece and preparation work that realises intentions and demonstrates basic skill and technique.
W1	<ul style="list-style-type: none"> • Starting to produce work showing a basic influence of contextual sources. 	<ul style="list-style-type: none"> • Starting to refine ideas with a basic ability to experiment with media, materials, techniques and processes. 	<ul style="list-style-type: none"> • Starting to record initial ideas and observations in the form of drawing and annotation with basic skill and technique. 	<ul style="list-style-type: none"> • Produce a final piece and preparation work that is starting to realise intentions with basic skill and technique.
W2	<ul style="list-style-type: none"> • Show evidence of an attempt to represent contextual sources within practical or written work. 	<ul style="list-style-type: none"> • Show evidence of an attempt to refine ideas through experimenting with media, materials, techniques and processes. 	<ul style="list-style-type: none"> • Show evidence of an attempt to record ideas and observations in the form of drawing and annotation. 	<ul style="list-style-type: none"> • Produce a final piece and preparation work that has obvious intentions and the beginning of technical skills.
0	<ul style="list-style-type: none"> • No work presented for assessment. 	<ul style="list-style-type: none"> • No work presented for assessment. 	<ul style="list-style-type: none"> • No work presented for assessment. 	<ul style="list-style-type: none"> • No work presented for assessment.