

# KS3 Indicative Competencies Policy



*Believe, Succeed, Together*

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## 1.0 Rationale

### 1.1 Background

In June 2013, the DfE confirmed that National Curriculum (NC) levels would be removed. Schools were subsequently given the challenge/autonomy to implement their own assessment arrangements.

In April 2014, the DfE published guidance on assessment - it contained three principles of effective assessment systems i.e. they should:

- Give reliable information to parents about how their child is performing;
- Help drive improvement for pupils and teachers;
- Make sure the school is keeping up with external best practice and innovation.

In addition, the transition from alphabetical (A\*-G) to numerical (9-1) grades at key stage 4 has led to a decision by the Academy to introduce a mirrored grading system at key stage 3 (*see separate KS3 Assessment Policy*).

### 1.2 Indicative Competencies

From September 2016, pupils at Key Stage 3 will be assessed based on a set of *Indicative Competencies* for each subject (*see appendix*).

These Indicative Competencies ensure that assessment is reliable, meaningful and understandable by:

- Identifying a maximum of six '*areas of competency*' – the crucial skills, abilities and/or knowledge required in order to succeed in each subject across key stages;
- Outlining a clear route of progress, with the competency demands at each grade increasing in depth, breadth and complexity;
- Promoting the attainment of mastery of a subject's competencies as the key to success;
- Determining the grade at which these areas of competency emerge in pupils' responses.

The format and wording of Indicative Competencies are designed to support feedback and target setting.

### 1.3 Guidelines for Writing Indicative Competencies

Before writing the initial draft of Indicative Competencies (subsequently edited), departments were provided the following guidance.

Indicative Competencies must be:

**SIMPLE** – do not try to over complicate this task. This is a first attempt which, for many subjects, will rely heavily on professional judgement.

**CLEAR** – suitable for use with pupils for target-setting. Think about the language you use.

**ESSENTIAL** – rather than exhaustive. The subject list MUST FIT onto 1 page. Remember these are not a complete list but simply “indicative” competencies.

**POSITIVE** – ‘pupils can’ rather than ‘pupils cannot’;

**CUMULATIVE** – criteria need not be repeated at each grade, but skills should build in their complexity/challenge;

**CONSISTENT** – both in their wording and application. Remember there will be a lot of crossover between subjects that will only present itself once all competencies have been written.

The resulting dialogue has focused attention on the importance of KS 3 as a period of crucial development and the laying of foundations for GCSE study.

## **2.0 Application**

### **2.1 Summative Assessment**

All summative assessments at KS 3 will be made against a subject’s Indicative Competencies and result in the application of the appropriate grade (8+ - 1). The focus of assessments should also be drawn from specific areas of competency and these will be shared with pupils.

### **2.2 DRAFT, Feedback and Target Setting**

Pupils and teachers will refer to a subject’s Indicative Competencies during DRAFT (Designated Reflection and Feedback Time) lessons, when explaining assessments and setting targets.

### **2.3 Classroom Resources**

Pupil and teacher copies of the Indicative Competencies are available in each classroom, to be used for reference whenever assessment forms a part of a lesson.

Digital copies are also kept by subject teachers for use in lessons.

### **2.4 Pupil-Parent-Teacher Dialogue**

The Indicative Competencies are designed to facilitate meaningful dialogue with both pupils and parents and as such will form a central role in all conversations about pupil progress.

## 3.0 Appendices

### 3.1 How to write subject based Indicative Competencies

This 'how-to guide' was provided for departments in May 2016 when producing the first draft of subject Indicative Competencies:

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**The following step-by-step guide has been produced to ensure consistency between departments.**

#### Step 1

As a department, agree the **areas of competency** at KS3 that predict examination performance at KS4 (*maximum six*).

Do your subject's competencies fall into broad categories – if so, how might they be defined?

Consider your existing assessments – what are you assessing – do these need reviewing?

Once discussed, agree on the specific set and number of **areas of competency**, to appear at each grade. For lower grades, certain areas of competency may be inaccessible due to their level of difficulty.

#### Step 2

Write the indicative competencies for grade '5' first – one for each area of competency.

These are the competencies of a pupil **(AT THE END OF YEAR 8)** who would go on to gain a GCSE grade 5 at the end of Year 11.

What level of understanding, skills and competencies would you expect of such a pupil at the end of Year 8?

*Remember to start each point with:*

*“Pupil can...” “Pupil is able to...” “Pupil ...” Positive as opposed to negative!*

#### Step 3

Define the outliers i.e. Grade 1 and Grade 8+

Grade '1' will contain the simplest competencies (less developed than grade 5). Also, there may be fewer areas of competency covered at this grade.

Grade '8+' criteria will describe the most able pupils you are likely to encounter at KS3 and as such competencies will require a more in-depth description.

#### Step 4

Fill in the gaps!

For the grades in between, try to visualise each as a step towards the middle. **THE KEY IS TO KEEP THIS AS SIMPLE AS POSSIBLE!**

If there seems to be too many stages between 1 and 5, consider if your grade 1 criteria are a realistic 'minimum expectation'.

#### Indicative competencies - Word Bank

This table is neither an exhaustive list nor a rigid organisation of outcomes by grade, but is designed to help you consider how your criteria might be expressed.

8+	evaluate, create, organise, analyse, assess, criticise, expand
7	
6	respond, understand, apply, interpret, classify, translate, demonstrate, apply, examine, illustrate, solve, design, determine
5	
4	
3	recall, define, identify, predict, explain, compare, record, tabulate, select, attempt
2	
1	

### 3.2 Subject Indicative Competencies

See following pages.

ART	
Areas of Competency	<ul style="list-style-type: none"> <li>• <i>Developing Ideas</i></li> <li>• <i>Contextual understanding of art</i></li> <li>• <i>Experimentation and Creativity</i></li> <li>• <i>Technical Ability with art mediums, techniques and processes.</i></li> <li>• <i>Evaluating and communication of artistic intentions.</i></li> </ul>
8+	<ul style="list-style-type: none"> <li>• Takes ownership of their own outcomes. Recognises and applies a variety of strategies to develop ideas that are personal, original and imaginative.</li> <li>• Engages critically with their own and others work, identifying why ideas and meanings are subject to different interpretations.</li> <li>• Can extensively explore their own ideas and can sustain their investigations.</li> <li>• Demonstrates competence and creative flair when controlling a wide range of art mediums/techniques and processes to suit artistic intentions.</li> <li>• Fluently analyses and communicates their ideas, insights and views to explain their thinking and practical work.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Develops highly imaginative and original artworks in response to a varied and wide range of sources.</li> <li>• Communicates a full understanding of meanings in artwork from different times and cultures.</li> <li>• Takes independent risks that demonstrate creative flair when exploring their own artistic outcomes.</li> <li>• Demonstrates confidence, control and skill using a wide range of mediums/techniques and processes.</li> <li>• Gives detailed descriptions and explanations about their own and other artists work, discussing influences and inspirations that led to personal outcomes.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Responds independently to studied influences and sources when exploring ideas for original artworks.</li> <li>• Examines art from different times and cultures and makes meaningful comments</li> <li>• Demonstrates an ability to select appropriate mediums to suit their ideas and intentions.</li> <li>• Responds with skill and control using a range of mediums/techniques and processes.</li> <li>• Understands and explains meanings of their own and others artwork, sharing influences that led to own response.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Selects and applies appropriate information from artists and other sources to develop own art.</li> <li>• Considers and discusses how art is made showing an understanding of studied theme.</li> <li>• Explores own ideas and take some risks when making artworks.</li> <li>• Uses art mediums/techniques and processes with purpose and control.</li> <li>• Examines their own work and the work of other students and artists.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Makes use of key features from studied sources to produce own art.</li> <li>• Compares and comments on artwork and artists.</li> <li>• Explores suggested ideas with some success when making artworks.</li> <li>• Beginning to control mediums/techniques and processes to suit intentions.</li> <li>• Discusses their own work and the work of other students and artists.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Shows an attempt to use suggested key features from studied sources to produce own art.</li> <li>• Shares a limited understanding when commenting on artwork and artists.</li> <li>• Takes part when exploring suggested ideas to make a piece of art.</li> <li>• Uses a range of mediums/techniques and processes.</li> <li>• Shares straightforward thoughts and opinions about own and others art work.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Recalls and identifies artistic keywords and visual elements.</li> <li>• Follows simple steps to make a response.</li> <li>• Uses a limited range of mediums/techniques and processes.</li> <li>• Makes basic comments to share thoughts on own and others art work.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Recalls some artistic keywords.</li> <li>• Attempts to follow simple steps to make a response.</li> <li>• Attempts to use a limited range of mediums/techniques and processes.</li> <li>• Gives minimal thoughts about own and others art work.</li> </ul>

<b>BUSINESS STUDIES</b>	
<i>Areas of Competency</i>	<ul style="list-style-type: none"> <li>• <i>Analysing business context and scenarios</i></li> <li>• <i>Applying and using business terminology</i></li> <li>• <i>Evaluating impacts on business and decisions taken by shareholders</i></li> <li>• <i>Use evidence to analyse problems and issues and make judgements (from grade 3)</i></li> </ul>
8+	<ul style="list-style-type: none"> <li>• Summarises and appraises business scenarios establishing concise links to business concepts, theories and accepted business practice using relevant and comparative examples.</li> <li>• Uses and applies a wide range of business terminology with sophistication showing mature application of business acumen.</li> <li>• Uses and evaluates complex and diverse sources of qualitative and quantitative information in addition to data to formulate supported conclusions.</li> <li>• Critically appraises decisions made by shareholders within business scenarios and evaluate the impact of these decisions.</li> <li>• Interprets diagrams, charts, and diverse pieces of information to critically appraise business circumstances and to highlight solutions to business problems and issues.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Analyses and summarises business scenarios utilising detailed and in-depth understanding of business concepts, theories and various business practices, some contrasting.</li> <li>• Makes use of a wide range of business terminology with confidence showing a clear and wide range of business vocabulary that shows an explicit awareness of context.</li> <li>• Uses both qualitative and quantitative information and data to provide judgements about factors that impact business performance.</li> <li>• Can hypothesis the impact of decisions taken by employees within a business and the impact these have on business performance.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Analyses and compares business scenarios by applying knowledge and understanding of a range of business concepts, theories and use examples of contextual business practice.</li> <li>• Selects and applies appropriate and business terminology with accuracy and apply context or use examples.</li> <li>• Points out factors that impact business performance backed up with some use of evidence.</li> <li>• Identifies and discusses the opposing outcomes of a business decision taken by a business in given scenarios.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Analyses business scenarios and applies knowledge and understanding of business concepts, theories and accepted business practice.</li> <li>• Selects and applies appropriate business terminology with accuracy.</li> <li>• Evaluates the impact of internal and external factors on business performance.</li> <li>• Selects relevant evidence to analyse problems and issues to reach a supported conclusion and make judgements.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Describes business scenarios and applies some knowledge and understanding of some concepts, theories and models connect to these scenarios.</li> <li>• Identifies and defines appropriate and relevant business terms.</li> <li>• Gives examples of internal and external impacts on business performance.</li> <li>• Highlights information in a piece of evidence that supports judgements made about business scenarios.</li> </ul>
3	<ul style="list-style-type: none"> <li>• States business concepts and theories relating to business scenarios.</li> <li>• Identifies suitable business terms and give definitions.</li> <li>• Identifies basic impacts on business performance.</li> <li>• Makes simple judgements about the performance of a given business scenario.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Names business concepts and theories.</li> <li>• Recognises business terms and give basic definitions.</li> <li>• Identifies if a business is successful or not in a given scenario.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Identifies basic information about a business.</li> <li>• Recalls some business terminology.</li> <li>• Makes generalised comments about a business.</li> </ul>

CITIZENSHIP	
Areas of Competency	<ul style="list-style-type: none"> <li>• <i>Voicing opinions</i></li> <li>• <i>Recognising other perspectives</i></li> <li>• <i>Understanding issues</i></li> <li>• <i>Questioning (from grade 2)</i></li> <li>• <i>Understanding concepts (from grade 3)</i></li> </ul>
8+	<ul style="list-style-type: none"> <li>• Develops compelling arguments, supported by detailed knowledge of the relevant issues and concepts of citizenship</li> <li>• Challenges own opinions and explores different viewpoints committedly and openly</li> <li>• Connects diverse issues, explaining interconnectivity between personal, local, national and international boundaries</li> <li>• Challenges societal norms and existing systems, holding individuals, communities and governments to account based on higher principles</li> <li>• Demonstrates a detailed knowledge of the key concepts of citizenship in all responses</li> </ul>
7	<ul style="list-style-type: none"> <li>• Argues persuasively, both for their own opinions and for those different from their own</li> <li>• Analyses the reasons behind particular viewpoints and the way situations change opinions</li> <li>• Recognises the importance of diversity in shaping the UK</li> <li>• Evaluates the roles citizens may take in shaping decisions and the potential scope of their impact</li> <li>• Applies social concepts such as justice and responsibility to their exploration of issues</li> </ul>
6	<ul style="list-style-type: none"> <li>• Develops informed and persuasive arguments, challenging ideas and recognising the diversity of viewpoints</li> <li>• Takes into consideration the complexity of national and cultural identities and their impact</li> <li>• Takes a global view of communities and recognises the interdependence of groups and the wider impact of actions</li> <li>• Recognises inequalities and the importance of protecting, supporting and balancing individual rights</li> <li>• Makes comparisons between UK and other systems of government and legal systems</li> </ul>
5	<ul style="list-style-type: none"> <li>• Debates topical and controversial issues with a sense of balance and can present an argument clearly</li> <li>• Considers fairness and the needs of different local, national and international groups</li> <li>• Identifies the contributions of different cultures and communities to society</li> <li>• Questions motives and biases of individuals and groups</li> <li>• Understands, in basic terms, the operation of the UK judicial system and the features of democratic process</li> </ul>
4	<ul style="list-style-type: none"> <li>• Explains opinions clearly with reference to other's points of view and can contribute to debate</li> <li>• Recognises opposing views and can speak from the perspective of another</li> <li>• Appreciates that diversity influences society</li> <li>• Develops research questions to explore issues</li> <li>• Understands democracy and how it works at an individual and collective level</li> </ul>
3	<ul style="list-style-type: none"> <li>• Presents ideas to others and can acknowledge different responses</li> <li>• Recognises that issues can affect different groups in different ways</li> <li>• Discusses and describes different groups and situations</li> <li>• Explores what might be done to improve situations</li> <li>• Understands the concept of rights</li> </ul>
2	<ul style="list-style-type: none"> <li>• Voices own opinions and can justify them in simple terms</li> <li>• Recognises the issues affecting communities and groups</li> <li>• Understands citizenship issues from their own perspective</li> <li>• Is beginning to recognise the difference between needs and wants</li> </ul>
1	<ul style="list-style-type: none"> <li>• Voices own opinions and shares these with others</li> <li>• Describes differences between individuals and groups in society</li> <li>• Discusses citizenship issues in a simplistic way</li> </ul>

COMPUTING		
Areas of Competency	<ul style="list-style-type: none"> <li>• <i>Computer Systems</i></li> <li>• <i>Development of ideas and concepts</i></li> <li>• <i>Programming</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Computer Modelling</i></li> <li>• <i>Analysis and problem solving</i></li> <li>• <i>Creativity</i></li> </ul>
8+	<ul style="list-style-type: none"> <li>• Attempts to use algorithms to solve real world problems with computer programmes</li> <li>• Develops efficient algorithms, free of common errors, which can be re-used and/or re-purposed</li> <li>• Writes original modular programmes, which solve multiple computational problems</li> <li>• Adapts the explanation of models for complex real world problems to suit a given audience</li> <li>• Analyses real world problems and develops low-level and high-level plans for a solution.</li> <li>• Evaluates the success of original programmes and revises programmes where required to suit the emerging needs of known users</li> </ul>	
7	<ul style="list-style-type: none"> <li>• Understands how clear instructions can influence the efficiency of a program</li> <li>• Tests the different modules within their programs during development, reflecting on the results to adapt the codes</li> <li>• Writes original programmes in a text-based language (Python)</li> <li>• Adapts the explanation of models for complex real world problems to suit a given audience</li> <li>• Defines an outline of a solution in terms of functions and global values.</li> <li>• Develops original programmes to solve real world problems, whilst considering the overall design and usability of the completed program for the intended audience</li> </ul>	
6	<ul style="list-style-type: none"> <li>• Understands how a computer completes the fetch, decode, execute cycle to run all processes</li> <li>• Develops solutions to real world problems with pre-defined criteria</li> <li>• Correctly uses procedures and functions with parameters in your programs.</li> <li>• Demonstrates the ability to re-use, revise and re-purpose sequences to solve multiple problems</li> <li>• Defines an outline of a solution in terms of functions and global values.</li> <li>• Combines two or more technologies or programming languages to solve real world problems</li> </ul>	
5	<ul style="list-style-type: none"> <li>• Understands how data (Numbers, sounds, images) is physically stored on a computer system</li> <li>• Plans, tests and adapts more complex sequences which avoid computer errors</li> <li>• Correctly uses variables, lists and simple procedures in their programs.</li> <li>• Recognises that we can re-purpose sequences to solve multiple problems</li> <li>• Takes a problem and divides it into its main sub-problems.</li> <li>• Demonstrates the ability to re-use, revise and re-purpose projects to solve a variety of problems</li> </ul>	
4	<ul style="list-style-type: none"> <li>• Understands that computers will follow step-by-step instructions to complete processes, regardless of human error</li> <li>• Writes clear and simple step-by-step sequences which a computer can complete without error</li> <li>• Uses simple Boolean Logic (And/Or/Not) correctly within a program</li> <li>• Follows instructions using variables, selection and repetition correctly, predicting outcomes</li> <li>• Understands what a computational problem is, giving real world examples</li> <li>• Understands that projects can be re-used, revised and re-purposed to solve more than one problem</li> </ul>	
3	<ul style="list-style-type: none"> <li>• Understands that computers simply follow step-by-step instructions to complete processes</li> <li>• Creates sequences of instructions and improves them if necessary.</li> <li>• Writes pseudocode for simple sequences</li> <li>• Reads a sequence of instructions and correctly predicts the result</li> <li>• Correctly explains the objectives to be achieved within a given problem</li> <li>• Adapts programmes, making simple changes to personalise the outcome</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Understands that computers process input data to convert it into output data</li> <li>• Adds additional steps to allow for more than one outcome</li> <li>• Runs simple codes within visual programming software</li> <li>• Understands that we can guess the outcome of a sequence of instructions</li> <li>• Correctly identifies the objectives to be achieved within a given problem</li> <li>• Completes projects when summary instructions are provided</li> </ul>	
1	<ul style="list-style-type: none"> <li>• Understands that computers are machines which convert input data into output data</li> <li>• Breaks down problems into step-by-step solutions</li> <li>• Inputs codes provided, using visual programming software</li> <li>• Understands that we can model real world situations</li> <li>• Attempts to identify the objectives to be achieved within a given problem</li> <li>• Completes projects when complete instructions are provided</li> </ul>	

<b>DESIGN TECHNOLOGY – GRAPHIC PRODUCTS</b>	
<i>Areas of Competency</i>	<ul style="list-style-type: none"> <li>• <i>Researching</i></li> <li>• <i>Designing (Development)</i></li> <li>• <i>Planning</i></li> <li>• <i>Manufacturing</i></li> <li>• <i>Evaluation</i></li> </ul>
8+	<ul style="list-style-type: none"> <li>• Expands avenues of research to determine individual areas of supporting research</li> <li>• Creates innovative designs freely, developed to improve upon all areas of specification</li> <li>• Reviews all stages of the design process, adding links to specification fulfilment throughout</li> <li>• Organises specific tasks, taking into regard quality controls and processes</li> <li>• Modifies and adapts their manufacture, making designs unique with succinct quality controls</li> <li>• Expands and criticises products, using testing and justification within evaluation</li> </ul>
7	<ul style="list-style-type: none"> <li>• Selective research focused on products identified in analysis sufficient coverage specification</li> <li>• Creative and innovative designs freely developed to improve on most areas of specification</li> <li>• Reviews and working out improvements to make to design and developments</li> <li>• Interprets, plans and improves plan, making adjustments to materials, processes and equipment</li> <li>• Produces a quality product with some quality controls utilised to improve outcome</li> <li>• Further analyses a final product, linking achievements to the specification</li> </ul>
6	<ul style="list-style-type: none"> <li>• Ensures that sustainability is embedded throughout research elements</li> <li>• Illustrates a range of designs and developments of products</li> <li>• Plans, records and demonstrates some element of quality control</li> <li>• Demonstrates skill and control in manufacturing of prototype</li> <li>• Evaluates effectively the outcome of the product</li> </ul>
5	<ul style="list-style-type: none"> <li>• Researches fundamental areas of a product</li> <li>• Designs and improves a product</li> <li>• Sets out tasks and select basic tools of a make task</li> <li>• Creates a prototype product with usable materials and processes</li> <li>• Determines products success recognising areas to improve</li> </ul>
4	<ul style="list-style-type: none"> <li>• Uses some element of sustainability in research</li> <li>• Applies improvements to a design to impact the visual effect of product</li> <li>• Lists tasks and equipment but not necessarily in task order</li> <li>• Completes prototypes with some application of skill</li> <li>• Responds to opinions regarding outcome of product</li> </ul>
3	<ul style="list-style-type: none"> <li>• Identifies the use of materials, processes and health and safety of a product</li> <li>• Compares designs and attempt to improve design idea</li> <li>• Follows a list of steps for manufacturing a product</li> <li>• Creates a prototype with simplified parts</li> </ul>
2	<ul style="list-style-type: none"> <li>• Improves the visual appearance of a product</li> <li>• Identifies a product's different materials and manufacture</li> <li>• Constructs a product out of separate parts</li> </ul>
1	<ul style="list-style-type: none"> <li>• Replicates a previous design</li> <li>• Constructs a product with guidance</li> </ul>

<b>DRAMA</b>	
<i>Areas of Competency</i>	<ul style="list-style-type: none"> <li>• <i>Exploration and development of stimulus or text (interpretation)</i></li> <li>• <i>Application of drama or theatre skills (performance)</i></li> <li>• <i>Analysing and evaluating theatrical intention (evaluation)</i></li> <li>• <i>Accuracy in written responses including literacy skills. (subject terminology and SPAG)</i></li> </ul>
8+	<ul style="list-style-type: none"> <li>• Achieves an accomplished and highly developed realisation of the text in practice</li> <li>• Demonstrates a highly developed control of the use of vocal and physical aspects of performance</li> <li>• Demonstrates a highly developed understanding of the visual impact of the production on the audience</li> <li>• Uses specialist drama and theatre terminology in a highly developed and integrated way throughout their responses.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Achieves an assured realisation of the stimulus or text in practice</li> <li>• Demonstrates assured control of the use of vocal and physical aspects of performance</li> <li>• Demonstrates an assured and developed understanding of the visual impact of the production on the audience</li> <li>• Makes assured use of specialist drama and theatre terminology which enhances the quality of the written response.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Achieves a thoughtful and considered realisation of the stimulus or text in practice</li> <li>• Demonstrates confident control of the use of vocal and physical aspects of performance</li> <li>• Demonstrates thoughtful and considered understanding of the visual impact of the production on the audience</li> <li>• Makes well considered use of specialist drama and theatre terminology which shapes the quality of the written response.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Achieves a clear realisation of the stimulus or text in practice</li> <li>• Demonstrates Competent control of the use of vocal and physical aspects of performance</li> <li>• Demonstrates a clear understanding of the visual impact of the production on the audience</li> <li>• Makes clear and competent use of specialist drama and theatre terminology in their responses.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Is developing a clear realisation of the stimulus or text in practice</li> <li>• Is developing a competent control of the use of vocal and physical aspects of performance</li> <li>• Is developing a clear understanding of the visual impact of the production on the audience</li> <li>• Makes mostly clear and appropriate use of specialist drama and theatre terminology in their responses.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Demonstrates basic realisation of the stimulus or text in practice</li> <li>• Demonstrates basic control of the use of vocal and physical aspects of performance</li> <li>• Demonstrates basic understanding of the visual impact of the production on the audience</li> <li>• Demonstrates basic use of drama and theatre terminology will be used mostly appropriately in the response.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Attempts to realise the stimulus or text in practice</li> <li>• Demonstrates simple control of some aspects of vocal and physical performance</li> <li>• Demonstrates some understanding of the visual impact of the production on the audience</li> <li>• Makes an attempt to use appropriate drama and theatre terminology in their responses.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Shows limited realisation of the stimulus or text in practice</li> <li>• Shows limited control of vocal and physical aspects of performance</li> <li>• Shows limited understanding of the visual impact of the production on the audience</li> <li>• Makes limited use of drama and theatre terminology in their responses.</li> </ul>

ENGLISH	
Areas of Competency	<ul style="list-style-type: none"> <li>• <i>Comprehension</i></li> <li>• <i>Analysis</i></li> <li>• <i>Contextual understanding (from grade 2)</i></li> <li>• <i>Language craft (clarity, purpose, effect)</i></li> <li>• <i>Technical accuracy</i></li> </ul>
8+	<ul style="list-style-type: none"> <li>• Analyses texts insightfully, with criticism of the writer's use of language.</li> <li>• Impresses with cohesive statements across texts, evidenced by textual support and with sophisticated evaluative interpretations.</li> <li>• Synthesises information with impressive understanding of a range of contextual meanings.</li> <li>• Crafts language impressively and with sophistication to communicate meaning.</li> <li>• Is ambitious and accurate in spelling; uses punctuation and grammar to create a specific effect.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Analyses and evaluates a writer's use of language</li> <li>• Makes assured and detailed statements on relationships between texts and their connections, using textual evidence to illustrate points throughout.</li> <li>• Demonstrates assured analytical understanding of contextual factors within text.</li> <li>• Uses ambitious and selective crafting of language to create an assured style.</li> <li>• Is developing a wide-ranging vocabulary with punctuation and grammar used generally accurately.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Develops carefully considered responses to comprehension.</li> <li>• Is developing thoughtful comparisons between texts, using considered responses to textual evidence.</li> <li>• Demonstrates a thoughtful and growing appreciation of contextual factors and how they support coherence of text</li> <li>• Crafts language for clarity, purpose and effect.</li> <li>• Accurately applies spelling, punctuation and grammar</li> </ul>
5	<ul style="list-style-type: none"> <li>• Responds to comprehension with clear explanations.</li> <li>• Evidences understanding of relationships between texts, with clearly explained responses linked to text and question.</li> <li>• Demonstrates an emerging understanding of how contextual factors inform writer and reader.</li> <li>• Uses appropriate language, form and structure to provide clarity, purpose and effect.</li> <li>• Is generally accurate in spelling, punctuation and grammar</li> </ul>
4	<ul style="list-style-type: none"> <li>• Offers basic responses to comprehension, with structured comments.</li> <li>• Explains the differences between texts and supports these with textual evidence.</li> <li>• Demonstrates a basic understanding of contextual factors but not how they inform reader/writer.</li> <li>• Uses appropriate structural devices, occasionally using words for effect.</li> <li>• Spells common words mostly correctly, with basic punctuation applied and general use of grammar mostly correct.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Provides explanatory answers to comprehension with occasional support.</li> <li>• Makes personal responses to both texts using occasional textual evidence.</li> <li>• Understanding of contextual factors sporadic and misunderstood.</li> <li>• Makes use of simple structural devices, including paragraphing, and uses language functionally.</li> <li>• Uses basic punctuation mostly correctly, with simple words spelt correctly and basic grammar applied.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Makes some simple, relevant comments in response to a text.</li> <li>• Relevant comments on separate texts with brief comments.</li> <li>• Understands that contextual factors exist within a text.</li> <li>• Uses simple structures and forms.</li> <li>• Uses basic punctuation inconsistently, with some simple words spelt correctly. Applies correct grammar in places.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Demonstrates a limited understanding of a text through some basic responses.</li> <li>• Makes comments of a few words to demonstrate a restricted understanding</li> <li>• Shows an awareness of structure in writing.</li> <li>• Uses some basic punctuation, spelling and grammar inconsistently.</li> </ul>

<b>FOOD PREPARATION &amp; NUTRITION</b>	
<i>Areas of Competency</i>	<ul style="list-style-type: none"> <li>• <i>Demonstrate knowledge and understanding of nutrition and food.</i></li> <li>• <i>Demonstrate technical skills</i></li> <li>• <i>Plan how to prepare, cook and present dishes, combining appropriate techniques.</i></li> <li>• <i>Analyse and evaluate different aspects of nutrition and food</i></li> </ul>
8+	<ul style="list-style-type: none"> <li>• Carries out relevant, detailed and concise research into how ingredients work and the reasons why, demonstrating a high level understanding through a variety of mediums</li> <li>• Confidently demonstrates high level technical skills such as making pasta, choux pastry or filleting fish</li> <li>• Plans how to execute a wide range of complex technical skills and processes, selecting and using appropriate equipment with precision and accuracy.</li> <li>• Accurately evaluates nutritional analysis, making suggestions for detailed, relevant and creative improvements</li> </ul>
7	<ul style="list-style-type: none"> <li>• Carries out relevant and concise research into how ingredients work and the reasons why, demonstrating a good level of understanding through a variety of mediums</li> <li>• Demonstrates high level technical skills, working independently to produce excellent outcomes</li> <li>• Plans and executes a range of technical skills, including some complex skills, to a very good standard, selecting and using the appropriate equipment with some accuracy</li> <li>• Evaluates nutritional analysis, making suggestions for relevant improvements</li> </ul>
6	<ul style="list-style-type: none"> <li>• Carries out relevant research into how ingredients work and the reasons why, conveying them through the accurate use of graphs, tables, labelled diagrams and annotated photographs</li> <li>• Demonstrates the execution of technical skills and processes to a good standard</li> <li>• Plans in detail how to prepare a dish showing consideration of the cooking methods and how the dish can be best presented</li> <li>• Adapts an original recipe to improve the nutritional content with a clear understanding of the reasons why</li> </ul>
5	<ul style="list-style-type: none"> <li>• Carries out their own research as well as interpreting the research of others to demonstrate their understanding of nutrition and food</li> <li>• Demonstrates a range of skills and processes in the making of a dish</li> <li>• Writes recipes and plans a practical considering timing and identifying hygiene and safety risks</li> <li>• Confidently uses a nutritional analysis programme to analyse a dish</li> </ul>
4	<ul style="list-style-type: none"> <li>• Has a sound understanding of the main nutrient groups and the function of key ingredients</li> <li>• Demonstrates technical skills with some accuracy</li> <li>• Follows a recipe with some instruction and demonstrates successful outcomes</li> <li>• Identifies the key features in the nutritional information of a product.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Carries out limited research into how ingredients work and the reasons why.</li> <li>• Executes technical skills and processes with some inaccuracies in the making of dishes</li> <li>• Organises a recipe into the correct sequential order</li> </ul>
2	<ul style="list-style-type: none"> <li>• Identifies key food groups and some of their characteristics</li> <li>• Selects and uses the appropriate equipment, beginning to have some awareness of time management</li> <li>• Demonstrates basic technical skills, including use of some specialist equipment</li> </ul>
1	<ul style="list-style-type: none"> <li>• Identifies key food groups</li> <li>• Recognises different pieces of equipment</li> <li>• Demonstrates limited basic technical skills safely such as the bridge hold and claw grip.</li> </ul>

<b>GEOGRAPHY</b>	
<i>Areas of Competency</i>	<ul style="list-style-type: none"> <li>• <i>Map Skills</i></li> <li>• <i>Data presentation and numeracy</i></li> <li>• <i>Application of key words and concepts</i></li> <li>• <i>Interpretation and analysis (from grade 2)</i></li> <li>• <i>Evaluation (from grade 2)</i></li> </ul>
8+	<ul style="list-style-type: none"> <li>• Makes confident use of a variety of OS map skills, especially 6 figure grid references and contours.</li> <li>• Makes effective use of an extensive range of sources e.g. isotopic and choropleth maps, complex data presentation and understand when to use them.</li> <li>• Demonstrates excellent recollection of key terms and outstanding explanation of concepts.</li> <li>• Fully describes, explains and links processes, with very few misinterpretations.</li> <li>• Excellent evaluation of the methods, results and strategies studied showing ways to improve a study or strategy.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Makes confident use of a variety of OS map skills, especially 6 figure grid references and contours.</li> <li>• Uses a range of complex data presentation techniques and understand when to use them.</li> <li>• Demonstrates excellent recollection of key terms and excellent explanation of concepts.</li> <li>• Demonstrates very good explanations and linking of processes. Can see inter-relationships</li> <li>• Demonstrates very good evaluation of the methods, results and strategies studied, showing ways to improve a study or strategy.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Uses 6 figure grid referencing and scale bars.</li> <li>• Is beginning to use complex data presentation techniques.</li> <li>• Has an excellent recollection of key terms and very good explanation of concepts.</li> <li>• Demonstrates good explanations and linking of processes. Analyses all data.</li> <li>• Demonstrates good evaluation of the methods, results and strategies studied showing ways to improve a study or strategy.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Can use 4 figure grid referencing to identify places and use scale bars to measure distance.</li> <li>• Can use a range of fieldwork skills to collect, present and analyse data.</li> <li>• Has an excellent recollection of key terms and good explanation of concepts.</li> <li>• Demonstrates fair explanations and some effort to link processes, with analysis shown.</li> <li>• Demonstrates fair evaluation of the methods, results and strategies studied, showing ways to improve a study or strategy.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Can use 4 figure grid referencing to identify places</li> <li>• Collects and records field work and uses simple graphs, forms or labelled sketches to present.</li> <li>• Has a very good recollection of key terms and fair explanation of concepts.</li> <li>• Fair explanations and interpretation some analysis shown.</li> <li>• Demonstrates a fair evaluation of the methods, results and strategies studied.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Uses a key to identify places on a map and describes using compass directions.</li> <li>• Collects all fieldwork and record data into tables, tally charts or questionnaires.</li> <li>• Has a good recollection of key terms and limited explanation of concepts.</li> <li>• Demonstrates limited explanations and interpretation</li> <li>• Demonstrates limited evaluation of the methods, results and strategies studied.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Uses a key to identify places on a map.</li> <li>• Collects most field work.</li> <li>• Has a limited recollection of information.</li> <li>• Shows very limited understanding and explanation shown</li> <li>• Shows very limited evaluation of the methods, results and strategies studied.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Able to identify places on a map without geographical skill knowledge.</li> <li>• Collects the most basic field work data with little understanding, e.g. field sketches.</li> <li>• Shows very limited recollection of information.</li> </ul>

<b>HISTORY</b>	
<i>Areas of Competency</i>	<ul style="list-style-type: none"> <li>• <i>Chronology</i></li> <li>• <i>Knowledge</i></li> <li>• <i>Using sources</i></li> <li>• <i>Reasoning</i></li> <li>• <i>Technical Language</i></li> </ul>
8+	<ul style="list-style-type: none"> <li>• Shows an excellent understanding of the dates or time period</li> <li>• Shows an excellent knowledge of the events and people of the time period</li> <li>• Shows an excellent understanding of sources (can address utility/evaluation/interpretation as appropriate)</li> <li>• Gives an excellent explanation of 3 relevant reasons for change and a clear evaluation of these, including higher level phrases.</li> <li>• Uses an excellent range of appropriate key terms which are spelt correctly</li> </ul>
7	<ul style="list-style-type: none"> <li>• Shows a very good understanding of the dates or time period</li> <li>• Shows a very good knowledge of the events and people of the time period</li> <li>• Shows a very good understanding of sources (can address utility/evaluation/interpretation as appropriate)</li> <li>• Gives a very good explanation of 3 relevant reasons for change and attempts some evaluation, including higher level phrases</li> <li>• Uses a very good range of appropriate key terms which are mostly spelt correctly</li> </ul>
6	<ul style="list-style-type: none"> <li>• Shows a good understanding of the dates or time period</li> <li>• Shows a good knowledge of the events and people of the time period</li> <li>• Shows a good understanding of sources (can address utility/evaluation/interpretation as appropriate)</li> <li>• Gives a good explanation of 2 or more relevant reasons for change, including some higher level phrases</li> <li>• Uses a good range of appropriate key terms which are mostly spelt correctly</li> </ul>
5	<ul style="list-style-type: none"> <li>• Shows a fair understanding of the dates or time period</li> <li>• Shows a fair knowledge of the events and people of the time period</li> <li>• Shows a fair understanding of sources</li> <li>• Gives a fair explanation of 1 or 2 relevant reasons for change</li> <li>• Uses a fair range of appropriate key terms which are generally spelt correctly</li> </ul>
4	<ul style="list-style-type: none"> <li>• Shows some understanding of the dates or time period</li> <li>• Shows some knowledge of the events and people of the time period</li> <li>• Shows some understanding of sources</li> <li>• Attempts to give reasons for change</li> <li>• Uses some appropriate key terms, a few of which are spelt correctly</li> </ul>
3	<ul style="list-style-type: none"> <li>• Shows a little understanding of the dates or time period</li> <li>• Shows a little knowledge of the events and people of the time period</li> <li>• Shows a little understanding of sources</li> <li>• Uses a few appropriate key terms</li> </ul>
2	<ul style="list-style-type: none"> <li>• Can put dates in order</li> <li>• Can recall events and people from history.</li> <li>• Can pick out relevant information from a source</li> <li>• Is aware of some key terms</li> </ul>
1	<ul style="list-style-type: none"> <li>• Can put dates in an answer</li> <li>• Can copy from a source</li> <li>• Attempts to define some key terms</li> </ul>

MATHEMATICS					
Areas of Competency	Algebra	Number	Ratio and Proportion	Probability and Statistics	Geometry and Measures
8+	<ul style="list-style-type: none"> <li>Factorise and solve quadratic expressions</li> <li>Rearranging formulae</li> <li>Forming and solving equations</li> <li>Simultaneous equations</li> </ul>	<ul style="list-style-type: none"> <li>Multiplying and Dividing standard form</li> <li>Reverse percentages</li> <li>Recurring decimals to fractions</li> </ul>	<ul style="list-style-type: none"> <li>Inverse proportion</li> <li>Compound interest</li> <li>Similar shapes (proof)</li> </ul>	<ul style="list-style-type: none"> <li>Probability Trees (non-replacement)</li> <li>Sampling</li> <li>Box Plots</li> <li>Cumulative Frequency</li> </ul>	<ul style="list-style-type: none"> <li>Enlargement with negative and fractional scale factors</li> <li>Compound shapes</li> <li>Trigonometry</li> <li>Loci</li> <li>Pythagoras</li> </ul>
7	<ul style="list-style-type: none"> <li>Solving algebraic fractions</li> <li>Solving equations graphically</li> <li>Drawing quadratic graphs</li> <li>Solving Inequalities</li> <li>Finding equations of straight lines</li> </ul>	<ul style="list-style-type: none"> <li>Reverse Percentages</li> <li>Writing standard form</li> <li>Percentages of amounts</li> <li>Bounds</li> </ul>	<ul style="list-style-type: none"> <li>Direct proportion</li> <li>Percentage change</li> <li>Reverse percentage problems</li> <li>Simple interest</li> <li>Distance-time graphs</li> </ul>	<ul style="list-style-type: none"> <li>Sample space diagrams</li> <li>Venn diagrams</li> <li>Averages from tables</li> <li>Probability Trees (replacement)</li> </ul>	<ul style="list-style-type: none"> <li>Translation</li> <li>Volume and surface area of triangular prisms</li> <li>Circles (cylinders, spheres)</li> <li>Angle rules (interior and exterior)</li> <li>Bearings</li> </ul>
6	<ul style="list-style-type: none"> <li>Expanding quadratic brackets</li> <li>Finding gradients</li> <li>Midpoints of lines</li> </ul>	<ul style="list-style-type: none"> <li>Indices</li> <li>Rounding (sig fig)</li> <li>HCF and LCM</li> <li>Prime Factors</li> </ul>	<ul style="list-style-type: none"> <li>Ratio and fractions</li> <li>Increase and decrease of percentages</li> <li>Compound units</li> </ul>	<ul style="list-style-type: none"> <li>Discrete and Continuous Data</li> <li>Experimental probability</li> <li>Scatter diagrams</li> <li>Pie Charts</li> </ul>	<ul style="list-style-type: none"> <li>Reflection</li> <li>Rotation</li> <li>Areas of trapezia</li> <li>Volume and surface area of cubes &amp; cuboids</li> </ul>
5	<ul style="list-style-type: none"> <li>Solving 2-step equations</li> <li>Substitution</li> <li>Nth term rules</li> <li>Plot graphs from equations</li> </ul>	<ul style="list-style-type: none"> <li>Factors and Multiples</li> <li>Finding percentages</li> <li>Significant Figures</li> <li>Decimals (<math>\times/\div</math>)</li> <li>Fractions (<math>+/-</math>)</li> </ul>	<ul style="list-style-type: none"> <li>Sharing ratio</li> <li>Proportion</li> <li>Exchange rates</li> </ul>	<ul style="list-style-type: none"> <li>Mutually exclusive events</li> <li>Two Way tables</li> <li>Averages and Range</li> <li>Vertical line charts</li> <li>Frequency tables</li> </ul>	<ul style="list-style-type: none"> <li>Angles on a line/at a point</li> <li>Construction</li> <li>Plans and elevations</li> <li>Areas of triangles, rectangles...</li> </ul>
4	<ul style="list-style-type: none"> <li>Expanding brackets</li> <li>Linear factorising</li> </ul>	<ul style="list-style-type: none"> <li>Money</li> <li>Negatives</li> <li>Fractions (<math>\times/\div</math>)</li> </ul>	<ul style="list-style-type: none"> <li>Value for money</li> </ul>	<ul style="list-style-type: none"> <li>Calculating probabilities</li> </ul>	<ul style="list-style-type: none"> <li>Rotational symmetry</li> <li>Perimeter</li> </ul>
3	<ul style="list-style-type: none"> <li>Simplifying positive terms</li> <li>Simplifying multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>Reading tables</li> <li>Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>Simplifying ratio</li> <li>Using ratio for recipe questions</li> </ul>	<ul style="list-style-type: none"> <li>Pictograms</li> <li>Listing outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Line symmetry</li> <li>Calculating angles</li> <li>Properties of solids</li> </ul>
2	<ul style="list-style-type: none"> <li>Plot coordinates in all 4 quadrants</li> <li>Term to term sequences</li> </ul>	<ul style="list-style-type: none"> <li>Reading scales</li> <li>Ordering decimals</li> <li>Addition and Subtraction</li> </ul>		<ul style="list-style-type: none"> <li>Bar charts</li> <li>Probability scale</li> </ul>	<ul style="list-style-type: none"> <li>Naming 3d shapes</li> <li>Names of angles</li> <li>Nets</li> </ul>
1	<ul style="list-style-type: none"> <li>Plot coordinates in 1<sup>st</sup> quadrant</li> <li>Algebraic notation</li> </ul>	<ul style="list-style-type: none"> <li>Place value</li> <li>Ordering integers</li> </ul>		<ul style="list-style-type: none"> <li>Tally charts</li> </ul>	<ul style="list-style-type: none"> <li>Naming 2d shapes</li> </ul>

MODERN FOREIGN LANGUAGES	
<i>Areas of Competency</i>	<ul style="list-style-type: none"> <li>• <i>Listening</i></li> <li>• <i>Speaking</i></li> <li>• <i>Reading</i></li> <li>• <i>Writing</i></li> </ul>
8+	<ul style="list-style-type: none"> <li>• Identifies and notes main points and important detail. Understands a range of tenses, including Past, Present and Future. Needs little repetition. Copes with near normal speed delivery.</li> <li>• Gives prepared talks and answers more varied questions. Gives responses using more varied and detailed language, including tenses, opinions and justifications.</li> <li>• Understands a range of texts, including less familiar contexts. Identifies and notes key points and important details, showing an understanding of a range of tenses. Translates short texts which include a wider range of structures and contexts.</li> <li>• Writes texts, giving and seeking opinions and information. Uses descriptive language, varied structures and subordination.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Can understand the main points + detail in less familiar contexts. Understand Past, Present + Future.</li> <li>• Can give short prepared talks + answer unprepared, spontaneous conversations. Be able to use a range of tenses.</li> <li>• Recognises the main points and details in less familiar contexts. Understands Present and Past or Future. Translates longer, unfamiliar passages.</li> <li>• Writes about a range of topics using Past, Present or Future. Some errors but meaning clear.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Understands some detail in unfamiliar contexts. Is beginning to understand Past or Future tense.</li> <li>• Is beginning to take part in spontaneous conversations and to include a range of tenses.</li> <li>• Recognises some detail in unfamiliar contexts. Is beginning to understand Past or Future tenses and to translate unfamiliar language.</li> <li>• Is beginning to write longer paragraphs which may include a range of tenses with some ambiguity.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Can understand several familiar contexts in the same passage. Can understand main points and perhaps some details.</li> <li>• Expresses feelings and opinions. Takes part in simple conversations. Is beginning to use grammar knowledge to create new sentences.</li> <li>• Recognises familiar language in simple sentences. Translates (from Target Language into English) using familiar language with little or no support.</li> <li>• Writes short texts on familiar topics. Is beginning to use grammar knowledge to create new sentences.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Can understand passages of familiar language, in simple sentences. Can understand the main points.</li> <li>• Can take part in simple conversations. Can express feelings + opinions.</li> <li>• Understands main points, including basic feelings and opinions. Translates simple sentences with little support.</li> <li>• Is beginning to write short passages on familiar topics. Can express feelings and opinions without support.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Can understand short passages of familiar language. Begin to understand main points, including feelings and opinions.</li> <li>• Takes part in brief, prepared conversations and is beginning to express feelings and opinions.</li> <li>• Understands a range of familiar sentences and is beginning to translate short sentences with some support.</li> <li>• Writes a few short phrases from memory, with spelling fairly accurate. Is beginning to express feelings and opinions.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Understands some familiar phrases and short sentences. May need some repetition.</li> <li>• Says short, simple phrases in response to what they see/hear. May need considerable support.</li> <li>• Understands a few short phrases and is beginning to translate short sentences. May need considerable support.</li> <li>• Writes or copies short phrases and symbols, with support. Is beginning to write words from memory.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Understands a few familiar words, phrases and short sentences.</li> <li>• Says single words in response to what they see/hear. May need considerable support (e.g. model/visual/clues). Imitates correct pronunciation with some success.</li> <li>• Understands a few familiar words. Reads them aloud. May need visual clues. Is beginning to translate familiar and individual words. May need considerable support.</li> <li>• Writes or copies simple words or symbols correctly. Selects the correct words to label items and completes short phrases with considerable support.</li> </ul>

<b>MUSIC</b>	
<b>Areas of Competency</b>	<ul style="list-style-type: none"> <li>• <i>Performance Standard</i></li> <li>• <i>Technical Ability</i></li> <li>• <i>Interpretation in Performance (from grade 3)</i></li> <li>• <i>Reading/writing notation (from grade 3)</i></li> <li>• <i>Musical Understanding/Analysis</i></li> </ul>
<b>8+</b>	<ul style="list-style-type: none"> <li>• Is performing at grade 6 and above (or equivalent) standard on an instrument or voice</li> <li>• Performs music of this standard with accuracy and fluency, making full use of the technical possibilities of their instrument</li> <li>• Demonstrates sensitivity to subtleties of dynamic and tempo change and the stylistic demands of a range of repertoire</li> <li>• Reads and writes notation up to the standard of ABRSM grade 5</li> <li>• Analyses music at a deep level, drawing conclusions based on their knowledge of style/genre and using a wide range of musical vocabulary</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>• Is performing at a grade 4-5 or equivalent standard on an instrument or voice</li> <li>• Performs music of this standard with accuracy and fluency, making use of a range of instrument-specific techniques</li> <li>• Handles subtler dynamic and tempo shading sensitively and is developing a stylistic approach</li> <li>• Reads and writes notation up to the standard of ABRSM grade 3-4</li> <li>• Analyses music based on a secure knowledge of specific musical concepts, making use of a range of musical vocabulary</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>• Is performing at a grade 2-3 or equivalent standard on an instrument or voice</li> <li>• Performs music of this standard accurately and with some technical control of the instrument</li> <li>• Demonstrates an awareness of style in performance and control of tempo and dynamics</li> <li>• Reads and writes notation up to the standard of ABRSM grade 1-2</li> <li>• Identifies features of a piece of music aurally, using correct vocabulary to describe what they hear and with attention to the finer details of the music</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Is performing at a grade 1 or equivalent standard on an instrument or voice</li> <li>• Performs music of this standard broadly accurately, with a clear awareness of technique</li> <li>• Is developing a sense of style appropriate to the music they play, demonstrating a growing range of instrument-specific techniques</li> <li>• Reads notation in treble clef with rhythmic values up to a quaver and is beginning to notate accurately on the staff</li> <li>• Identifies features of a piece of music aurally, using correct vocabulary to describe what they hear</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Performs music from staff notation for a specific instrument/voice, demonstrating a personal understanding of the instrument (e.g. two-hand piano, guitar chords, drum kit with three-limb independence)</li> <li>• Performs music of this standard broadly accurately, with some awareness of technique</li> <li>• Applies notated dynamic and tempo markings in performance when notated</li> <li>• Reads notation in treble clef with rhythmic values up to a quaver</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Performs simple melody lines and minim-crotchet rhythms with some reliance on by-ear-learning and/or the aid of supporting piano/staff diagrams</li> <li>• Performs in time with a pulse and with some awareness of other performers</li> <li>• Makes some attempt to shape their performances through dynamic contrast</li> <li>• Reads rhythmic notation and attempts to notate correctly in a given time signature</li> <li>• Identifies features of music and define them using the six elements (<i>pitch, rhythm, tempo, timbre, texture, dynamics</i>)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Performs simple melody lines by ear, at a slow tempo</li> <li>• Is aware of the need to follow a pulse, and is working to put this into practice</li> <li>• Identifies general changes in music and applies some musical vocabulary to describe these</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Performs basic repeating patterns by ear</li> <li>• Attempts performances requiring basic timekeeping and using instruments in a functional manner</li> <li>• Identifies general changes in music and describes these using generic vocabulary</li> </ul>

PHYSICAL EDUCATION	
Areas of Competency	<ul style="list-style-type: none"> <li>• Skill Acquisition</li> <li>• Tactical Awareness</li> <li>• Analysis Of Performance</li> <li>• Theoretical Understanding - Fitness</li> <li>• Theoretical Understanding – Physiology</li> </ul>
8+	<ul style="list-style-type: none"> <li>• Consistently selects and adapts advanced skills and techniques with precision, control and fluency.</li> <li>• Applies advanced tactics in competition with flair and ease.</li> <li>• Evaluates the efficiency of the skills and tactics used and the effectiveness they have on performance.</li> <li>• Creates action plans on ways to monitor and improve performance.</li> <li>• Demonstrates some knowledge of how the body's systems can affect performance.</li> </ul>
7	<ul style="list-style-type: none"> <li>• Selects and combines advanced skills, techniques and ideas, adapting them accurately for competition.</li> <li>• Consistently shows precision, control, fluency and originality.</li> <li>• Applies advanced tactics in their own performances/work.</li> <li>• Explains how 'principles of training' can aid progression in fitness and performance.</li> <li>• Demonstrates some understanding of how muscles work and the movements that they produce.</li> </ul>
6	<ul style="list-style-type: none"> <li>• Demonstrates consistent precision, control and fluency of skills and techniques.</li> <li>• Plans their own and others work regarding tactics in response to game changing circumstances.</li> <li>• Analyses and comment on skills/techniques used and suggest ways to improve for performance.</li> <li>• Explains how different methods of training can aid performance.</li> <li>• Explains how to prepare for and recover from activities.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Selects and combines skills, techniques and ideas showing precision, control and fluency.</li> <li>• Draws on knowledge regarding strategy and tactics.</li> <li>• Analyses and comments on skills and techniques in their own and others work.</li> <li>• Understands the different types of fitness required for different activities.</li> <li>• Explains how the body reacts during different types of exercise.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Links skills, techniques and applies them with precision, control and fluency.</li> <li>• Understands a variety of tactics in different sports.</li> <li>• Compares and comments on skills/techniques in their own and others work.</li> <li>• Explains and apply basic safety principles in preparing for exercise...</li> <li>• Describes what effects exercise has on their bodies and how it is valuable to fitness and health.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Selects and uses skills, actions and ideas, applying them with co-ordination and control.</li> <li>• Understands tactics by starting to vary how they respond.</li> <li>• Recognises how their work is similar and different to others and use this knowledge to improve performance.</li> <li>• Gives reasons why warming up is important and why exercise is good for health.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Copies, remembers, repeats and explores simple actions with control and co-ordination.</li> <li>• Shows some understanding of simple tactics.</li> <li>• Talks about the differences between performances and suggests improvements.</li> <li>• Understands how to exercise safely and describe how their bodies feel during exercise.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Copies, repeats and explores simple skills with basic control and co-ordination.</li> <li>• Starts to link skills and actions to specific activities.</li> <li>• Describes and comments on their own and others performance.</li> <li>• Talks about how to exercise safely and how their bodies feel during exercise.</li> </ul>

RELIGIOUS STUDIES	
Areas of Competency	<ul style="list-style-type: none"> <li>• Interpretation of religious texts and stories</li> <li>• Evaluative skills <b>(from grade 2)</b></li> <li>• Application of key terms and concepts</li> <li>• Use of religious texts as evidence <b>(from grade 3)</b></li> </ul>
8+	<ul style="list-style-type: none"> <li>• Describes religious stories with excellent understanding and application of the concepts and morals shown in them</li> <li>• Produces a balanced argument on issues studied with excellent explanation and evidence</li> <li>• Recalls key terms with outstanding explanation of concepts</li> <li>• References religious stories or quotations incisively</li> </ul>
7	<ul style="list-style-type: none"> <li>• Describes religious stories with very good understanding and application of the concepts and morals shown in them</li> <li>• Produces a balanced argument on issues studied with very good explanation and evidence</li> <li>• Recalls key terms and explains concepts with clarity</li> <li>• References religious stories or quotations</li> </ul>
6	<ul style="list-style-type: none"> <li>• Describes religious stories with good understanding of the concepts and morals shown in them</li> <li>• Produces a balanced argument on issues studied with good explanation and evidence</li> <li>• Recalls key terms accurately and in detail, with a very good explanation of concepts</li> <li>• References religious stories or quotations accurately and in context</li> </ul>
5	<ul style="list-style-type: none"> <li>• Describes religious stories with a fair understanding of the concepts and morals shown in them</li> <li>• Produces a mostly balanced argument on issues studied with good explanation and evidence</li> <li>• Recalls key terms accurately and in detail, with a good explanation of concepts</li> <li>• References religious stories or quotations appropriately</li> </ul>
4	<ul style="list-style-type: none"> <li>• Fully describes religious stories with limited understanding of the concepts and morals shown in them</li> <li>• States and explains their own opinion on issues studied and is beginning to consider other view points</li> <li>• Recalls key terms accurately, with a fair explanation of concepts</li> <li>• References religious stories or quotations occasionally.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Describes a religious story in a fully developed way</li> <li>• States their own opinion on issues studied</li> <li>• Recalls key terms with limited explanation of concepts</li> <li>• Makes limited references to religious stories or quotations</li> </ul>
2	<ul style="list-style-type: none"> <li>• Describes a religious story with some development</li> <li>• Limited use of their own opinion on issues studied</li> <li>• Recalls limited information from religious stories</li> </ul>
1	<ul style="list-style-type: none"> <li>• Describes a religious story in basic terms</li> <li>• Recalls a limited amount information</li> </ul>

SCIENCE		
Areas of Competency	<ul style="list-style-type: none"> <li>Scientific Language</li> <li>Data analysis</li> <li>Numeracy in Science</li> </ul>	<ul style="list-style-type: none"> <li>Planning</li> <li>Presenting Data</li> <li>Collating data</li> </ul>
8+	<ul style="list-style-type: none"> <li>Confidently demonstrates sophistication when using scientific language that consistently shows scientific flair and proficiency</li> <li>Confidently determines patterns in a range of data forms and meaning in tables and graphs. Draws solid conclusions and evaluations. Critically analyses data to find errors in results / method</li> <li>Can add, subtract and multiply power calculations and can convert from power to standard form and back again (and vice versa)</li> <li>Selects sources of information, suggesting ways in which to reduce errors to collect reliable and accurate data</li> <li>Accurately adds range bars to graph work</li> <li>Consistently distinguishes and applies advanced skills in primary and secondary data collation for high level sources</li> </ul>	
7	<ul style="list-style-type: none"> <li>Impresses consistently with advanced verbal and contextual statements, when using scientific language</li> <li>Is consistently able to find patterns/ meaning in a range of data forms and can use this to derive secure conclusions and evaluations</li> <li>Can calculate SUVAT equations and rearrange formulae</li> <li>Explains how a preliminary investigation will determine a suitable value for the dependent variable. Is able to write and explain their hypotheses</li> <li>Draws appropriate line/curves of best fit</li> <li>Demonstrates advanced collation skills for both primary and secondary data</li> </ul>	
6	<ul style="list-style-type: none"> <li>Uses scientific language to communicate thought processes in both verbal and contextual formats to suit the activity</li> <li>Finds patterns/ meaning in data and draws detailed conclusions using sound academic rationale</li> <li>Converts large numbers into power numbers, and more complex prefixes, e.g. <i>micro</i> to <i>mega</i></li> <li>Explains how they will collect reliable and accurate data. Writes a hypothesis. Explains how to control variables</li> <li>Draws scatter graphs where all plots made are accurate</li> <li>Applies a theoretical knowledge, allowing them to collect appropriate primary and secondary data</li> </ul>	
5	<ul style="list-style-type: none"> <li>Uses scientific language consistently to form and construct understanding of intentions, verbally and contextually</li> <li>Can determine the meaning of data (tables, graphs and diagrams) to draw conclusions</li> <li>Can calculate mean, angles and magnification; recognises and uses subscript and superscript numbers; calculates to two significant figures</li> <li>Decides on the range of the independent variable, selects suitable equipment and writes a method</li> <li>Draws scatter graphs to display data in which both of the independent and dependent variables are continuous</li> <li>Is developing a coherent ability to collect primary and secondary data</li> </ul>	
4	<ul style="list-style-type: none"> <li>Demonstrates and applies scientific language to communicate intentions verbally and contextually in an appropriate manner</li> <li>Describe the meaning in graphs, diagrams and tables to draw simple conclusions</li> <li>Uses positive and negative numbers correctly</li> <li>Identifies the independent (change), dependent (measure) and control (same) variables</li> <li>Draws a scatter graph using axes provided</li> <li>Displays some confidence in gathering primary and secondary data from various sources</li> </ul>	
3	<ul style="list-style-type: none"> <li>Partially demonstrates scientific language in a contextual manner to communicate intentions</li> <li>Provides basic descriptions of patterns in data and identify parts of a diagram</li> <li>Recognises and recalls the units of the pH scale</li> <li>Simply states what they are trying to find out and suggests how to make it a fair test</li> <li>Selects the correct type of graph based on data present. Draws bar charts to display data that is categoric</li> <li>Is beginning to make simple links between primary and secondary data</li> </ul>	
2	<ul style="list-style-type: none"> <li>Demonstrates a limited understanding of scientific language; communicates intention by reciting key terms</li> <li>Can describe the shape of a best-fit line (e.g. incline / decline)</li> <li>Can recognise simple units of measurement e.g. time (s), temperature (<math>^{\circ}</math>C), length (mm, cm)</li> <li>Writes a simple equipment list and prediction</li> <li>Can draw a bar chart using axes provided; Presents data in the form of a table</li> <li>Is beginning to show an understanding of some sources of primary and secondary data</li> </ul>	
1	<ul style="list-style-type: none"> <li>Has a restricted understanding of scientific language; communicates thought processes by repeating and copying simple words</li> <li>Recognises the difference between small and large numbers</li> <li>Can name scientific equipment</li> <li>Can label axes</li> <li>Explores some simple sources of primary and secondary data</li> </ul>	