



YEAR 9 CURRICULUM BOOKLET

2022 – 2023



NEXUS
INTERNATIONAL
SCHOOL
SINGAPORE

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Introduction

At Nexus we aim to nurture and support every learner's emotional, physical, creative and intellectual needs in order that they can achieve academic success and become globally responsible citizens. In addition, we promise to treat our learners as individuals and offer them an innovative and progressive environment which will support them to attain their goals.

Achievement of the best possible examination results and admission to the most appropriate tertiary education or place of employment is one of these goals. So too is the full realisation of all of a learner's talents; the appreciation of the value of hard work, the development of independent critical thinking, and the mastering of skills, competence in languages and digital literacy, for example, that are essential in the modern world.

English Language and Learning Support teams assist teachers to support learners who are experiencing particular learning difficulties, allowing them to be successful and access our curriculum in the mainstream classroom. One to one support is not available.

In addition to the academic courses, the programme at Nexus includes a variety of extra-curricular activities, which are designed to contribute to the overall personal development of each learner. We encourage you to become involved in these activities.

Our programme offers learners a broad and balanced educational experience with challenging academic programmes and extra-curricular opportunities designed to cater for the specific needs, interests, talents and aspirations of learners from a wide range of cultural backgrounds. Our learners are challenged, supported and nurtured by experienced and highly qualified educators to achieve their full potential as young adults and future global leaders.

This booklet contains an overview of our curriculum for Year 9. As with all documents it can only provide a flavour of what we do and we invite you to visit the school to see us in operation.

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The Year 9 Curriculum

Learners in Year 9 follow a curriculum that includes the following subjects:

- Tutor Time/Home Room
- English
- Mathematics
- Science
- Humanities
- Chinese - Language and Literature
- Chinese - Language Acquisition
- French - Language Acquisition
- Art & Design
- Drama
- Music
- Physical and Health Education (PHE)
- Digital Skills

Learners in Year 9 follow a course of study that provides a wide range of learning experiences. The content is based on the English National Curriculum (ENC) and is enhanced to take account of our position in South East Asia. The basic skills and concepts remain the same as in the ENC.

ASSESSMENT AND REPORTING

Learners are assessed regularly in a variety of ways appropriate to the subject and the type of learning being undertaken. For example, learners will undertake end of topic tests, complete extended written assignments or be observed preparing creative work. The way in which learners' work is assessed varies from subject to subject. Details are provided in this booklet, and at the beginning of every year, so that learners understand the various procedures that apply.

In order to communicate information about an individual's progress and development, we have adopted the English National Curriculum level criteria descriptors and have modified them to reflect our international curriculum. These recognise that individual learners progress at different rates and that progression and improvement should be clearly identified and reported.

Feedback is given to learners as a regular feature of their learning in the classroom. In addition, formal feedback is given in the form of reports that are issued to parents four times per year. There are also two formal learning conferences which provide the opportunity for a three way conference between the learner, parents and teacher.

HOME LEARNING

Home learning is important because it provides learners with:

- Opportunity to follow passions and interests they develop around things they are learning
- Consolidation and fluency building opportunities that build subject confidence
- Inquiry and investigative opportunities to deepen knowledge and offer challenges

- Vital practice of Approaches to Learning skills such as self-management and organisational skills

Home learning will be relevant and have clear learning intentions that are related to curriculum goals. Most parents expect their children to undertake home learning and it is one way we develop a strong learning focused relationship between learners, teachers and parents. Home learning provides an opportunity to share formative feedback and help a learner reach their goals. The amount of home learning is not fixed and will increase as the learner moves up the school to meet the demands of each curriculum. There is an expectation that secondary learners will become more independent and autonomous as they move up the school. Primary learners are given home learning from different areas of the curriculum. This is consolidated into one record that is shared with home and several days are given to complete it. Allowances will be made for learners transitioning into secondary school as they learn to prioritise different subject demands and deadlines.

Home learning is shared with learners and parents through Canvas and deadlines should allow learners to complete it to the best of their ability. Home learning should never be set for the next day, there should always be a few days between setting and submission. Home learning does not always have to be written and subject areas will select activities that best support the curriculum goals.

Ultimately learners will need to apply learning to new and unfamiliar contexts to be successful, home learning can provide opportunity to do this. For home learning to be useful, both teachers and learners must use the information gained from the home learning to adjust teaching and learning in order to meet the learner's needs.

Parents / Guardians should support their children to complete home learning by encouraging them to do the work at a regular time each night, in a suitable location free from distractions. By helping children understand what is expected and checking what home learning has been set, parents can gain an insight into what is being learned and help their child feel the family is part of the learning journey. Discussing learning rather than tasks in the home environment strengthens the connections between home and school and ultimately empowers the learner. Work should always be authentically completed by the learner and not be plagiarized or the work of an adult at home. If your child / ward is struggling with a task please let the class teacher know. It is never the intention to set home learning that causes undue anxiety.

ATTENDANCE

It is self-evident that attendance and achievement at school go hand in hand.

We expect all children to attend school every day that classes are provided. The only reasons for not attending are medical and genuine emergencies. Families should strive not to plan family holidays during term times and should always request leave in advance of any planned absence.

An attendance roll is taken at the start of each day and attendance records are maintained on Engage (our School Management Information System). Learners who hold a Student's Pass must also meet the minimum attendance requirement of 90% as required by the Immigration and Checkpoints Authority (ICA). Families should advise the school, in advance, when children are not able to attend. The school contacts families in the case of unexplained absences.

TUTOR GROUPS

Learners are placed in a tutor or homeroom group, which is overseen by a tutor. Tutor groups meet each day for reflection time and also for additional PSHE lessons. Tutors are the first point of contact for learners experiencing difficulties, or for parents with any pastoral concerns.

Learners are taught in their tutor groups for most of the school day. The groups are arranged following consideration of a number of factors, including gender and nationality.

LEARNING RESOURCE HUB SUPPORTING THE CURRICULUM

During Years 8 and 9, learners are taught explicitly how to undertake research, using an inquiry-driven model. This occurs within the context of concepts, approaches to learning and inquiry questions in main subject curriculum areas. Learners are taught the basic skills of referencing and bibliography writing using the Harvard Referencing System as a model. The skills required to do this effectively are developed with support from the Teacher Librarian and revisited in subsequent years.

RESIDENTIAL TRIPS

The mandatory Residential Visits are an integral part of the Secondary School curriculum and contribute to the fulfilment of the school's Mission Statement. They provide learners with an opportunity to develop through experience. One of the main aims is to involve them in activities and situations that they may not have experienced before and which encourage them to think about the values that they are applying and the attitudes they adopt.

Each visit, and its related activities, is planned to accomplish the following aims:

- Exploration of cultural, historical or physical environments with specific targets linked to the school's curriculum setting;
- Reinforcement of self-esteem and positive interaction amongst peers and staff outside of the classroom environment.
- Encourage team-building and leadership skills.
- Demonstrate service to the community.

Trip week may take place in Term 1. The venue is likely to be Tioman Island, Malaysia.

RECREATION AND CO-CURRICULAR ACTIVITIES (CCAs)

Learners are encouraged to become involved in a number of activities during lunch break and after school. The specific activities offered vary from time to time, but include sports, drama, art, music and other creative pursuits.

LEADERSHIP

The school provides many leadership opportunities for learners that empower learners to lead in a whole variety of contexts including whole-school events and learner-led initiatives. There are also a range of other opportunities for learner leadership from charity initiatives begun and led by learners,

to Duke Of Edinburgh International Award Scheme, to leading assemblies, to service with younger learners and the community. Opportunities to be involved with Lead Learners are advertised in the Learner Bulletin.

English

The English curriculum at Nexus is designed to support learners in developing both critical skills and creative expression in our fast-changing world. It is informed by ideas about effective and creative teaching and learning from around the world, with inquiry-led programmes of study and assessment criteria largely based on the English National Curriculum. The units of work provide a rich and dynamic programme that prepares learners for the demands of contemporary communication together with a solid grounding in English skills. Elements such as research, critical thinking and exposure to a wide variety of text types are included as preparation for further study in the IB Diploma, IGCSE and post graduate courses.

At the heart of the English curriculum is the study of language and texts. Learners are introduced to a wide variety of literary and non-fiction texts from various cultural contexts, including novels, poetry, reflective passages, visual media, biographies and plays. They learn to appreciate how writers use language in different contexts for effect and are given opportunities to experiment with language. They are encouraged to be creative and analytical in both their written and spoken responses, with an onus on building vocabulary and developing a broad lexicon through which they can express their ideas effectively.

Understanding the context of language is an essential part of the Nexus English curriculum. Concepts are chosen to enable deep thinking about global issues, culture and environments. As they develop their understanding of how texts work in various contexts, learners are invited to reflect upon important ideas and the values and beliefs presented by others. They learn to formulate their own arguments and communicate clearly and creatively, taking account of different audiences and purposes. As well as developing skills in reading, speaking and writing, there is a strong emphasis on thinking and collaborative skills. A wide variety of activities and assignments are carefully scaffolded and personalised in order to cater for different learning styles. Many opportunities are provided for learners to develop their own learning goals and success criteria.

The study of English empowers learners by developing the strong communication skills so fundamental to success, both academically and in life beyond the classroom. We hope that our learners will be inspired and moved by the texts they study and will develop a life-long love of reading and learning and a deep appreciation of language.

COURSE OUTLINE

* Units of work in English are developed collaboratively and reflect prior knowledge, interests and skills required at each year level. The following describes some of the possible units of work.

The Stories We Tell This unit focuses on narrative structure, plot development, climax and denouement. Learners focus on the third person perspective, writing to entertain and experimenting with language features and characterisation. They read a range of true stories that inspire the creation of an original narrative.

Poetry of the World Exploring a range of culturally diverse poems and poets from across the world, learners develop skills in identifying and analyzing poetic techniques, including rhyme and meter, simile, imagery and metaphor. Learners create portfolios of their own original work which can be shared as part of a powerful poetry exhibition.

ASSESSMENT

Each unit of work is assessed according to the relevant English National Curriculum Assessment Focuses for Speaking and Listening, Reading and Writing. All assessment, both formative and summative, is directly related to these standards.

Component	Description
Speaking and listening	A wide range of individual, paired and group activities are assessed throughout each year, progressing in challenge through Year 9.
Written coursework	Learners are assessed for writing across a range of complex tasks throughout the year. The work takes a wide variety of forms and genres from essays, letters and creative stories, to blogs and interactive multimedia presentations.
Reading	Learners are encouraged to read a wide range of fiction and non-fiction texts including novels, short stories, biographies, poems and plays as well as media texts. They are encouraged to select stories of interest, read for pleasure and reflect on the themes, vocabulary and narrative structures.

Mathematics

The mathematics curriculum at Nexus aims to link previous experience in mathematics to an on-going continuum that will help learners transition to the IGCSE and IB Diploma Programme. The content and assessment is largely based on the English National Curriculum but incorporates best practice from other national systems.

The course aims to enable learners to build on their mathematical skills for further study and continued learning in mathematics, other subjects and the real world. Our learners develop methods to solve problems, create mathematical models and conduct mathematical investigations. They also learn to interpret mathematical results in real-life situations. A range of skills in the use of mathematical technology that will be further developed in the IGCSE and IB Diploma courses are taught throughout, using online resources and iPads.

In addition to the skills, concepts and techniques covered, we hope to develop in our learners genuine enjoyment of learning mathematics and solving problems. We want our learners to feel confident while they explore and investigate. To meet our learners' needs, we deliver content from one of three levels, Mixing, Baking and Icing. Should learners complete work from one level, they are encouraged to extend their abilities with more challenging problems and investigations. Our course structure enables the learners to move on quickly in areas in which they are confident in order to strengthen other areas.

COURSE OUTLINE

The course includes elements of number, algebra, shape and space and data handling. These elements are interspersed throughout the year.

- Number - natural numbers, integers, index notation and laws, order of operations, absolute value, square numbers and square roots, primes and composites, highest common factor, lowest common multiple. Fractions, decimal numbers, irrational numbers, ratio. Percentages, percentage increase and decrease, simple interest. Sets and Venn diagrams.
- Algebra - notation and language, substitution, algebraic fractions, expanding binomials, perfect squares, factorising and solving linear and quadratic expressions and equations, simultaneous equations.
- The Theorem and Converse of Pythagoras in two and three dimensions.
- Geometric & Trigonometry - the Cartesian Plane, transformations, similarity and congruence, trigonometric ratios. Mensuration with polygons and circles.
- Statistics & Probability - experimental and theoretical probability, types of data, measuring centre and spread, collecting, analysing, displaying and comparing data sets.

ASSESSMENT

Learners are assessed regularly in mathematics, through formal and informal tests, teacher observation, as well as peer- and self-assessment. Assessment is used to determine the optimal programme for learning within each unit. Some elements of the course may also be assessed through individual or group projects.

Science

Science is an exciting and ever-changing subject where continual breakthroughs are made that change the ways in which we understand the world. At Nexus we try to capture the enjoyment of discovery and the practical nature of Science to build on the natural curiosity of learners.

The Year 9 curriculum is designed to encourage thought and creativity in order to develop the necessary skills through a coordinated series of topics based on experimental and theoretical science. The skill areas are:

- Scientific knowledge and understanding
- Manipulating scientific apparatus
- Experimental design and investigation
- Data collection, processing and presentation
- Analysis and modeling
- Appreciation of the role of Science in the wider world

These skill areas are the foundations of the English National Curriculum for Science, upon which our Year 9 course is based. The curriculum has been adapted for an international setting and to take advantage of the opportunities afforded to our learners.

Our intention is to help learners to become independent critical-thinkers who can thrive in any situation due to their sound schooling in scientific methods and understanding. Learners will develop an appreciation of how the applications of Science can differ depending on the environment and begin to be able to offer appropriate solutions of their own.

COURSE OUTLINE

The Year 9 course is designed to encourage thought and creativity in order to develop the necessary skills through a coordinated series of topics based on experimental and theoretical science. Units draw on all three Sciences although they may have an obvious focus on Biology, Chemistry or Physics. The Units are:

1. Diseases and epidemics
2. Using atoms for change
3. Energy resources
4. Human impact on the Earth

Our intention is to help learners to become independent critical-thinkers who can thrive in any situation due to their sound schooling in scientific methods and understanding. There will be times when year 9 learners will be able to work in a variety of different groups. Learners will develop an appreciation of how the applications of Science can differ depending on the environment and begin to be able to offer appropriate solutions of their own.

ASSESSMENT

Each unit of work is assessed according to the relevant English National Curriculum Assessment Levels.

Throughout each year learners undergo continual assessment via a combination of topic tests and formative assessment in lessons. Skills and knowledge are assessed as part of the normal learning process, and continual feedback is provided to learners via written and verbal comments. Diagnostic quizzes help learners to gauge their own understanding, and unit tests provide a summative judgment of learner progress every few weeks. Assessments may also take the form of projects, videos, posters and infographics.

Humanities

The Nexus Humanities curriculum stimulates an interest and sense of wonder about places, people and events; it fires learners' curiosity and imagination, moving and inspiring them with the dilemmas, choices and beliefs of people in the past, present and the future. It helps make sense of a complex and dynamically changing world, explaining where places are, how places and landscapes are formed, how people and their environment interact and how a diverse range of economies, societies and environments are interconnected.

The study of Humanities builds on learners' experiences to investigate places and helps them develop their identities through an understanding of humanities at personal, local, national and international levels. As they develop their understanding of the nature of Humanities, learners ask and answer important questions, evaluate evidence, identify and analyse different interpretations of key events and issues, and learn to substantiate any arguments and judgments they make. They appreciate why and how they are learning and can debate its significance.

Humanities prepares learners for the future, equipping them with knowledge and skills that are prized in adult life, enhancing employability and developing an ability to take part in a democratic society. It encourages mutual understanding of the origins of our ethnic and cultural diversity and helps learners become confident and questioning individuals. It inspires learners to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet. Learners will also have the opportunity to go on field trips so they can carry out independent research and see how Humanities impacts the world around them.

To ensure our learners are receiving the most appropriate and challenging curriculum, the topics chosen and levels of assessment reflect the international focus and diversity of Nexus International School (Singapore). The key components and assessment procedures have a strong foundation in the English National Curriculum, but also incorporate best practice from other international systems.

COURSE OUTLINE

All of our units will include two or more case studies from different regions of the world.

- What is the impact of conflict on individuals and societies?
- What are natural hazards and how do societies respond to them?
- How do beliefs impact individuals and societies?
- What are our responsibilities as global citizens? Learner directed Personal Project.

ASSESSMENT

Each unit of work is assessed according to the relevant English National Curriculum levels of History, Geography and Citizenship. There is a strong emphasis on formative assessment within each unit, as well as summative project based assessment designed to measure and encourage progression.

Languages Other Than English:

*CHINESE LANGUAGE ACQUISITION AND FRENCH LANGUAGE ACQUISITION
SPANISH LANGUAGE ACQUISITION*

The French and Chinese Language Acquisition curricula at Nexus are aligned with the learning objectives of the English National Curriculum. Learning a language enables us above all to meet new people and to communicate effectively with them. Language study also enables us to understand people and cultures from different perspectives and to be more understanding and tolerant towards others.

The languages curriculum stimulates an interest in the country or countries where those languages are spoken. Learners acquire the tools required to develop their skills and to understand a wider range of language and how it is used in different contexts. They begin to recognise and model different types of text, a skill they will continue to develop through IGCSE and to IB Diploma level. They will write and speak with increasing confidence and accuracy, initially about themselves and then later about others and increasingly about more abstract ideas. They discover the music, film and some other cultural and creative aspects of different countries.

Learning another language encourages the development of presentation and reporting skills, albeit at a more simplistic level than in their own language. Learners discover festivals in other countries, watch videos and have opportunities to interact with speakers of other languages. They play games, collaborate and are encouraged to develop their independence as learners. A progressive focus on grammar and the structure of language, essential in the language acquisition process, helps them develop their understanding of their first language, as they often learn about grammar for the first time through learning a second or additional language.

Many of the activities that take place in language lessons incorporate the development of digital skills, whether to put learners in contact with other learners, to write on blogs or websites or to practise their language as part of a structured course. The use of apps and other features enable collaborative learning, and serves as an effective way to practise and reinforce learning, both in and out of the classroom.

Please note, our IGCSE courses are a three year commitment. Learners are therefore asked to confirm their IGCSE language choice at the end of Year 8. Changes are not allowed after this point, to help ensure that learners have the best chance of success at IGCSE.

COURSE OUTLINE (CHINESE - LANGUAGE ACQUISITION)

The Chinese Language Acquisition course is designed for learners to learn Chinese as a foreign language. It develops their ability to use the language effectively for the purposes of practical communication. The course develops the skills of listening, reading, speaking and writing and also offers an insight into Chinese culture and civilisation. This year, units include: 'Physical Appearance and Fashion', 'The World of Work', 'School Life' and 'Hometown and Local Areas'. They learn to use complete sentences to hold conversations on these familiar topics as well as construct sentences when writing. They also take part in surveys, questionnaires, role plays, presentations and interviews.

Those who join Chinese in Year 9 as beginners are supported to help them learn some of the basics in the language that many of their classmates will have already learnt. There is an expectation that they will follow teacher guidance to work through independent tasks in addition to what is set as home learning.

Unit 1: Physical Appearance

- Physical Appearance
- Fashion
- Shopping

Unit 2: The World of Work

- Occupation
- Workplace
- Go to Work

Unit 3: School Life

- School Subjects
- School Facilities
- School Activities

Unit 4: Hometowns and Local Areas

- My Home
- Home Activities
- My Neighbourhood

ASSESSMENT

Each unit of work is assessed according to the relevant Chinese Language Success Criteria.

Throughout each year learners undergo continual assessment via a combination of topic tests and formative assessment in lessons. Skills and knowledge are assessed as part of the normal learning process, and continual feedback is provided to learners via written and verbal comments. Diagnostic quizzes help learners to gauge their own understanding, and unit tests provide a summative judgment of learner progress every term. This is reported with reference to Chinese Language Success Criteria.

Component	Description
Listening	Learners can often understand words, phrases, and simple sentences related to everyday life. Learners can recognise specific pieces of information and understand the gist of what is being said.
Speaking	Learners can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorised language. Learners can usually handle short social interactions in everyday situations by asking and answering simple questions. Learners can present basic information on familiar topics using language they have practised using phrases and simple sentences.
Reading	Learners can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. Learners can understand the gist of what is being said.
Writing	Learners can write briefly about most familiar topics and present information using either simple phrases or a series of simple sentences.

COURSE OUTLINE (FRENCH LANGUAGE ACQUISITION)

The French Language Acquisition Course is designed both for beginners and for those with experience learning French as a Foreign Language. However, the course is not appropriate for those who speak the language at home. French can be chosen by learners as an alternative to Mandarin but not after the beginning of Year 9. In Year 11, learners will sit an IGCSE examination in French as a Foreign Language.

In Year 9, learners study four units, which help widen their vocabulary and develop their understanding of the past, present and future verb tenses. Through their study, learners become more confident in comprehending and responding to longer, more complex and faster spoken texts.

The four Year 9 units are: Relationships, Leisure, Arrangements and outings; Sport, nutrition and a Healthy Lifestyle; My childhood, Future Plans and the World of Work; Holiday Experiences in the past, present and future.

Those who join French in Year 9 as beginners are supported to help them learn some of the basics in the language that many of their classmates will have already learnt. They are encouraged to express opinions on a range of topics and soon become familiar with the three main tenses. There is an expectation that learners who

join French in Year 9 will, under the guidance of their teacher, work independently to develop their vocabulary and to develop their listening and reading skills, in particular.

ASSESSMENT

Each unit of work is assessed according to the relevant English National Curriculum levels.

Each of the skills of Listening, Speaking, Reading and Writing is assessed formally at least once per term. This is reported with reference to the English National Curriculum levels. Assessment, both formative and summative, is directly related to these standards.

Component	Description
Listening and Reading	Understanding of gist and detail of both spoken and written texts is assessed, and responses are usually given in the target language. These texts become progressively more complex during Years 7, 8 and 9.
Speaking and Writing.	Learners' responses to visual and verbal stimuli are assessed, primarily according to their communication of content. Assessment also takes into account the accuracy and level of complexity of language produced. In addition, fluency and intonation are assessed in speaking.

COURSE OUTLINE (SPANISH LANGUAGE ACQUISITION)

Year 9

The Spanish Language Acquisition Course is designed for those who are new to learning Spanish although it is recognised that some may join with some past experience. However, the course is not appropriate for those who speak the language at home. Spanish can be chosen by learners as an alternative to French or Mandarin from the beginning of Year 9. This is the first of three years of study that lead up to an International GCSE in Spanish as a Foreign Language.

The course consists of four units as follows:

Unit 1

Introductions and descriptions
Home Life
School Life
The Present and Present Continuous tenses

Unit 3

Food and drink
Feeling unwell and going to the doctor's
A Healthy Lifestyle
The Weather
Some irregular Present and Imperfect tense verbs.

Unit 2

Hobbies and other interests
Jobs
Special occasions and festivals
The Near Future and Simple Preterite tenses.

Unit 4

My Local Area and those of others
Rural and Urban life
Holidays and activities
Infinitive verbs, Imperatives and the Past Perfect.

Learners practise giving and explaining their opinions and learn to express ideas confidently in the present tense as well as to describe past and future events. They read and listen to a wider range of texts and become familiar with the characteristics of some basic text types and formats

ASSESSMENT

Each unit of work is assessed according to the relevant English National Curriculum levels.

Each of the skills of Listening, Speaking, Reading and Writing is assessed formally at least once per term. This is reported with reference to the English National Curriculum levels. Assessment, both formative and summative, is directly related to these standards.

Component	Description
Listening and Reading	Understanding of gist and detail of both spoken and written texts is assessed, and responses are usually given in the target language.
Speaking and Writing.	Learners' responses to visual and verbal stimuli are assessed, primarily according to their communication of content. Assessment also takes into account the accuracy and level of complexity of language produced. In addition, fluency and intonation are assessed in speaking.

LANGUAGES OTHER THAN ENGLISH: CHINESE - LANGUAGE & LITERATURE

The Chinese curriculum at Nexus is aligned with the learning objectives of the English National Curriculum. It is also informed by ideas about effective teaching and learning from around the world. It provides a rich and dynamic programme that prepares learners for the demands of communication in the 21st Century. Elements such as research, critical thinking and exposure to a wide variety of text types are included as preparation for further study at IGCSE and IB Diploma and learning in subsequent years.

At the heart of the Chinese Language and Literature curriculum is the study of language and texts. Learners are introduced to a wide variety of texts from various cultural contexts, including novels, poetry, reflective writing, non-fiction, visual texts and drama. They learn to appreciate how writers use language in different contexts for different effects. They are given opportunities to play with language themselves and are encouraged to be creative in manipulating a variety of forms and uses.

Understanding the context of language is an essential part of the Chinese curriculum. Topics are chosen to enable deep thinking about issues, cultures and environments. As they develop their understanding of how texts work in various contexts, learners are invited to reflect upon important ideas and the values and beliefs presented by others. They learn to formulate their own arguments and communicate clearly and creatively, taking into account different audiences and purposes. As well as skills in reading, speaking and writing, there is a strong emphasis on developing thinking and collaborative skills. A wide variety of activities is provided to cater for different learning styles and preferences. Many opportunities are provided for learners to develop their own learning goals and to personalise their learning and outcomes.

The study of Chinese empowers learners by developing the strong communication skills so fundamental to success, both academically and in life beyond the classroom. We hope that our learners will be inspired and moved by the texts they study and will develop a lifelong love of reading and learning and a deep appreciation of language.

* Units of work in Chinese are developed in accordance with the needs and interests of each class. The table below describes possible units and themes at each year level.

COURSE OUTLINE

Units of work in Chinese are developed collaboratively and reflect prior knowledge, interests and skills required at each year level. The following describes some of the possible units of work.

Learners consolidate their understanding of various genres and they become more confident in dealing with more complex texts.

Learners follow four units in Year 9; Changing Lifestyle; The World around us, Science and the Future and past, present and future.

They extend their writing, speaking and reading skills in Chinese through a project on various topics.

ASSESSMENT

Each unit of work is assessed according to the relevant National Curriculum strands.

All assessment, both formative and summative, is directly related to these standards.

Component	Description
Speaking and listening	A wide range of individual, paired and group activities are assessed throughout each year, progressing in difficulty through Year 9.
Written coursework	Learners are assessed for writing across a range of complex tasks throughout the year. The work takes a wide variety of forms and genres from essays, to letters, to creative stories, to blogs and interactive multimedia presentations.
Reading	Learners are encouraged to read a wide range of fiction and non-fiction texts including novels, short stories, biographies, poems and plays. They are encouraged to select stories of interest, read for pleasure and reflect on the themes, vocabulary and narrative structures.

Art & Design

The Art & Design course aims to:

- Expose our learners to all aspects of contemporary art as well art from other times and cultures and foster an appreciation of Art, Craft and Design;
- Give them the necessary skills to enable them to successfully generate their own artwork, both two and three dimensional, using a wide range of media;
- Encourage exploration and development of their work and the use of a sketchbook effectively in the process;
- Enable learners to critically evaluate their own work, then modify and refine it to realise their intentions;
- Show and identify how ideas, feelings and meanings are expressed in art;
- Learn and use specialist art vocabulary to record ideas and feelings;
- Develop learners' analytical skills so they can evaluate images and artifacts from other cultures and times.

COURSE OUTLINE

In Year 9, learners challenge their understanding by approaching projects from a more individual perspective. With support from their teacher, they develop an independent approach towards making. The Year 9 course is an excellent precursor for the IGCSE Art and Design course for those learners who wish to continue.

Units of work:

- **Real to Surreal:** An exploration into one and two point perspective through creating surreal landscapes. Learners will refine their application of watercolour to create a surreal landscape that responds to the world around them.
- **Cubist Construction:** Exploring abstraction and multiple perspectives in an artwork. Learners will take inspiration from the Cubist art movement and create an artwork that challenges their understanding of shape and form.
- **Elements of Nature:** A sculptural unit inspired by the natural environment. Learners will explore methods of abstraction and create an artwork that applies the influence of their chosen element.
- **Pathways - Learner Agency:** Learners take ownership of the artistic process and create an individual personal project.

ASSESSMENT

Assessment focuses on four different strands: 'Know and apply', 'Think and Explore', 'Develop Skills' and 'Respond to art'. Practical activities allow learners to demonstrate the creative process behind their artwork, as well as the actual degree of skill that is evident. This can be done in a number of ways:

- A presentation, submission or display of finished work
- The exploration and developmental work as evidenced in their sketchbook
- Visual and written research into the work of other artists and artistic genres.

- Self-assessment through written evaluations or discussions with others.

Learners are formally assessed at the end of each term but will be subject to on-going informal assessment by the teacher and sometimes by other learners, as a group project. Their sketchbook becomes a record of their journey along with completed art works.

Music

The Year 9 Music course enables learners to:

- Learn a variety of musical instruments
- Sing regularly, individually and in ensembles
- Develop ensemble playing skills
- Develop listening and responding skills
- Develop appropriate theory and notation skills to support musicianship
- Compose and improvise using voice, instruments and ICT
- Perform for an audience, in class and as part of school events
- Explore different styles, genres and traditions, and the relationships between music and its cultural context
- Collaborate with others to develop performing and creating skills
- Reflect on own and others' performances and compositions

COURSE OUTLINE

The Secondary School Music Programme focuses on developing musicianship through listening and responding, composition, improvisation and performance. Learners are encouraged to join a Music Ensemble (CCA) and participate in school concerts and events.

Unit 1: Feelin' The Blues

Learners will be able to perform and improvise using primary chords and a blues scale and also have an understanding of how blues started and has influenced popular music. Learners will work collaboratively to produce a final 12 bars blues performance.

Unit 2: Beat it!

Learners will be able to perform, create and improvise in a variety of different percussion styles from around the world; and will also have an understanding of the similarities and differences of percussion music, its instruments and social/cultural significance, from around the world.

Unit 3: Musical Futures

Learners will be able to arrange and perform a song or piece of your choice as part of an ensemble. You will keep a diary of your progress, and present this '**Behind The Scenes**' documentary-style to the class as part of your final assessment.

Unit 4: Indian Infusion

Learners will be able to perform Indian Classical music and also recognize the features of a range of music (including popular music) from India and through research, the role of music in India.

Unit 5: Music for Screen and Motion

Learners explore ways in which music enhances and influences our interpretation of the action on screen. Through a variety of practical and technological tasks learners create scores for screen and motion.

ASSESSMENT

Each unit of work is assessed according to the English National Curriculum levels for Music. Learners are assessed through individual and group performances, composition projects, research tasks and aural perception. There is a strong emphasis on formative assessment within each unit, as well as summative assessment designed to both measure and encourage progression. Learners set their own success criteria and receive regular feedback from their teacher. They are asked to reflect on their progress in order to inform their learning.

Drama

The Drama curriculum is based upon the English National Curriculum but is also developed in line with new and innovative pedagogy from the Arts across the world. The focus is on developing learners' imagination, communication and creativity whilst assessing their progress in the three essential areas of *Making*, *Performing* and *Responding* in Drama.

Learners will normally study **three** key units per year. The content of these units will vary depending on the skills and interests of the learners in each year group. The units of work could include: Commedia, The Woman in Black, Physical Theatre, Urban Legends, Improvisation Skills, Scripting and Stagecraft Skills.

AIMS

Making

- Work confidently in groups using a range of Drama techniques to explore situations and devise dramas for different purposes
- Plan and structure plays that make use of a range of techniques and forms to express their ideas
- Actively interpret the work of playwrights
- Explore characterization skills
- Demonstrate an understanding of theatre conventions
- Respect and cooperate with others
- Develop confidence in speaking and communicating ideas and concepts

Performing

- Apply stagecraft techniques such as lighting or sound to enhance a performance
- Learn lines, collaborate with others and organise presentations both inside and outside the classroom
- Experiment with their voices and movement in order to create different characters in performance
- Develop confidence in speaking through performance opportunities

Responding

- Demonstrate an awareness of theatre traditions from different times and cultures
- Explore a range of themes or issues within the dramatic context
- Reflect on and evaluate their own and other learners' work

COURSE OUTLINE

Units of work in Drama are developed collaboratively and reflect prior knowledge, interests and skills required at each year level. The table below shows units that have been studied by previous year groups.

- Brechtian theatre
- WW1
- Performance showcase

ASSESSMENT

Each unit of work is assessed according to the relevant English National Curriculum levels for Drama. There is a strong emphasis on formative assessment within each unit, as well as summative performance based assessment.

The main assessment components are: Making, Performing and Responding. These are assessed through individual and group tasks. Learners are given feedback throughout the course in order to set goals, personalise targets and create success criteria.

Physical and Health Education (PHE)

The course aims to:

- Develop skills specific to sports and to enable learners to participate in different roles, such as performer, coach and officiator;
- Improve learners' knowledge and personal levels of fitness;
- Develop and maintain in learners a habit of physical exercise and activity and a lifelong commitment to physical activity;
- Give learners the opportunity to learn skills that will be of use in their leisure time and as part of the School's extra-curricular programme.

COURSE OUTLINE

Learners study each activity for a five week block of work.

Activities covered are:

- Swimming
- Invasion Games
- Athletics
- Health and Fitness
- Life Saving
- Striking and Fielding
- Net Games

COURSE STRUCTURE

Classes are taught in year levels and mixed gender for all activities that are currently offered.

ASSESSMENT

Learners are assessed throughout the duration of each activity. This can take many forms such as peer, self and teacher assessment. This information is then used in a coaching model to inform next steps.

Digital Skills

The course aims to encourage learners to:

- Become independent and confident users of Learning Technologies and information sources
- Understand how Learning Technologies can help their work in other subjects by developing personalised learning strategies
- Develop the ability to judge when and how to use Learning Technologies and where it has its limitations
- Solve problems and design systems by drawing on the concepts fundamental to Computer Science
- Develop an awareness of the social, ethical, health and safety issues related to Learning Technologies and CS use.

COURSE OUTLINE

- Big Data and its Role in Society
- Cryptography and Security
- The Software Design Life Cycle Process
- Introduction to High Level Programming Languages
- Project Based Mobile Learning
- Investigation into Social, Ethical Issues Online

COURSE STRUCTURE

Digital Skills lessons have been designed to complement all other subject areas whilst simultaneously introducing learning to the fundamentals of Computer Science and its place in modern society. Digital Coaches work alongside subject teachers in lessons, supporting learning with Learning Technologies. Digital Skills lessons complement the use of learning technologies in subject lessons and are an opportunity for learners to further develop their learning strategies. Lessons provide opportunities for the Digital Coach to assess the development of IT skills to further personalise in-class Digital Skills support.

ASSESSMENT

The Digital Coach Team uses ongoing verbal and project-based assessment strategies that promote self-improvement and learner-driven learning. Learners know the standards aimed for in each unit and will strive for them by maintaining a skills checklist for skill development units and/or an assessment rubric that clearly outlines the assessment criteria. They will also carry out a metacognitive process to further enhance their personal development. Learners are constantly involved in peer and self-assessment.

Formal assessment tasks such as open-ended projects in-class testing or monitoring of mastery of practical skills, tests and classroom exercises will be set for most units. All assessment tasks are moderated to ensure standardisation across all teaching groups.

Level Descriptors

At Nexus International School (Singapore) we follow the English National Curriculum in Year Nine. Pupils are assessed via a wide variety of methods against criteria as set out in level descriptors for each subject. There are eight levels for each subject. The descriptors broadly follow Bloom's Taxonomy and the skills develop from observation and simple description up to analysis, evaluation and synthesis.

Each of the eight levels is quite broad and a learner may stay on one level for quite a time in a given subject. CAT4 cognitive abilities tests indicate what an individual child should be able to attain and learners are tracked against this data not whole cohort expectations. The level descriptors outline what a learner working at a specific level should be able to achieve.

The following pages are the Level Description criteria for each of the subjects offered in Year 9 at Nexus International School (Singapore) and these will be especially useful to parents and learners at Reporting time.

ENGLISH

Speaking and Listening

Level 1 : Speaking and Listening

Pupils talk about matters of immediate interest. They listen to others and usually respond appropriately. They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.

Level 2 : Speaking and Listening

Pupils begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.

Level 3 : Speaking and Listening

Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.

Level 4 : Speaking and Listening

Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose – developing ideas thoughtfully, describing events and conveying their opinions clearly. They listen carefully in discussions, making contributions and asking questions that are responsive to others' ideas and views. They adapt their spoken language appropriately and use some of the features of standard English vocabulary and grammar.

Level 5 : Speaking and Listening

Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose – developing ideas thoughtfully, describing events and conveying their opinions clearly. They

begin to vary their expression and vocabulary. They listen carefully in discussions, making contributions and asking questions that are responsive to others' ideas and views. They use some of the features of standard English vocabulary and grammar.

Level 6 : Speaking and Listening

Pupils adapt their talk to the demands of different contexts, purposes and audiences with increasing confidence. Their talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression. Pupils take an active part in discussions, taking different roles and showing understanding of ideas and sensitivity to others. They demonstrate their knowledge of language variety and usage effectively and use standard English fluently in formal situations.

Level 7 : Speaking and Listening

Pupils are confident in matching their talk to the demands of different contexts, including those that are unfamiliar. They use vocabulary in precise and creative ways and organise their talk to communicate clearly. They make significant contributions to discussions, evaluating others' ideas and varying how and when they participate. They use standard English confidently in situations that require it.

Level 8 : Speaking and Listening

Pupils maintain and develop their talk purposefully in a range of contexts. They structure what they say clearly, using apt vocabulary and appropriate intonation and emphasis. They make a range of contributions that show they have listened perceptively and are sensitive to the development of discussions. They use standard English confidently in a range of situations, adapting as necessary.

Exceptional Performance : Speaking and Listening

Pupils select and use structures, styles and registers appropriately, adapting flexibly to a range of contexts and varying their vocabulary and expression confidently for a range of purposes and audiences. They initiate and sustain discussion through the sensitive use of a variety of contributions. They take a leading role in discussion and listen with concentration and understanding to varied and complex speech. They show assured and fluent use of standard English in a range of situations and for a variety of purposes.

Reading

Level 1 : Reading

Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-fiction by identifying aspects they like.

Level 2 : Reading

Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

Level 3 : Reading

Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction in a range of modes they show understanding of the main points and express preferences. They use their knowledge of the

alphabet and of search techniques to locate sources and find information.

Level 4 : Reading

In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They understand that texts reflect the time and culture in which they were written. They refer to the text when explaining their views and are able to locate and use ideas and information.

Level 5 : Reading

Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They understand that texts fit into historical and literary traditions. They retrieve and collate information from a range of sources.

Level 6 : Reading

In reading and discussing a range of texts, pupils identify different layers of meaning and comment on their significance and effect. They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views, and making connections between texts from different times and cultures and their own experiences. They summarise a range of information from different sources.

Level 7 : Reading

Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts. They articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features. They understand why some texts are particularly valued and influential. They select, synthesise and compare information from a variety of sources.

Level 8 : Reading

Pupils' responses show their appreciation of, and ability to comment on, a range of texts, and they evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices. They select and analyse information and ideas, and comment on how these are conveyed in different texts. They explore some of the ways in which texts from different times and cultures have influenced literature and society.

Exceptional Performance : Reading

Pupils confidently sustain their responses to a demanding range of texts across different times and cultures, developing their ideas and referring in detail to aspects of language, structure and presentation. They make apt and careful comparisons between texts, including consideration of audience, purpose and form. They identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate.

Writing

Level 1 : Writing

Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.

Level 2 : Writing

Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

Level 3 : Writing

Pupils' writing is often organised, imaginative and clear. The main features of different forms of texts are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Spelling is usually accurate, including that of common, polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is joined and legible.

Level 4 : Writing

Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways, with organisation generally appropriate for purpose. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Full stops, capital letters and question marks are used correctly, and pupils are beginning to use punctuation within sentences. Handwriting style is fluent, joined and legible.

Level 5 : Writing

Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Sentences, including complex ones, and paragraphs are coherent, clear and well developed. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.

Level 6 : Writing

Pupils' writing is fluent and often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. Pupils use a range of sentence structures and varied vocabulary to create effects. Spelling, including that of irregular words, is generally accurate. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning, and ideas are organised into paragraphs.

Level 7 : Writing

Pupils' writing is confident and shows appropriate and imaginative choices of style in a range of forms. Characters and settings are developed in their narrative writing. Their non-fiction writing is coherent and gives clear points of view, taking account of different perspectives. Grammatical features and vocabulary are used accurately and effectively. Spelling is correct, including that of complex irregular words. Work is legible and attractively presented. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader.

Level 8 : Writing

Pupils show creativity in the way they select specific features or expressions to convey effects and to interest the reader. Their narrative writing shows control of characters, events and settings, and shows variety in structure. In non-fiction, they express complex ideas clearly and present them coherently, anticipating and addressing a range of different viewpoints. Their use of vocabulary and grammar enables fine distinctions to be made or emphasis achieved. Their writing shows a clear grasp of the use of punctuation and paragraphing.

Exceptional Performance : Writing

Pupils' writing is original, has shape and impact, shows control of a range of styles and maintains the interest of the reader throughout. Narratives use structure as well as vocabulary for a range of imaginative effects, and non-fiction is coherent, reasoned and persuasive, conveying complex perspectives. A variety of grammatical constructions and punctuation is used accurately, appropriately and with sensitivity. Paragraphs are well constructed and linked in order to clarify the organisation of the writing as a whole.

MATHEMATICS

Using and Applying Mathematics

Level 1 : Using and Applying Mathematics

Pupils use mathematics as an integral part of classroom activities. They represent their work with objects or pictures and discuss it. They recognise and use a simple pattern or relationship.

Level 2 : Using and Applying Mathematics

Pupils select the mathematics they use in some classroom activities. They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams. They explain why an answer is correct.

Level 3 : Using and Applying Mathematics

Pupils try different approaches and find ways of overcoming difficulties that arise when they are solving problems. They are beginning to organise their work and check results. Pupils discuss their mathematical work and are beginning to explain their thinking. They use and interpret mathematical symbols and diagrams. Pupils show that they understand a general statement by finding particular examples that match it.

Level 4 : Using and Applying Mathematics

Pupils develop their own strategies for solving problems and use these strategies both in working within mathematics and in applying mathematics to practical contexts. When solving problems, with or without ICT, they check their results are reasonable by considering the context. They look for patterns and relationships, presenting information and results in a clear and organised way, using ICT appropriately. They search for a solution by trying out ideas of their own.

Level 5 : Using and Applying Mathematics

In order to explore mathematical situations, carry out tasks or tackle problems, pupils identify the mathematical aspects and obtain necessary information. They calculate accurately, using ICT where appropriate. They check their working and results, considering whether these are sensible. They

show understanding of situations by describing them mathematically using symbols, words and diagrams. They draw simple conclusions of their own and explain their reasoning.

Level 6 : Using and Applying Mathematics

Pupils carry out substantial tasks and solve quite complex problems by independently and systematically breaking them down into smaller, more manageable tasks. They interpret, discuss and synthesise information presented in a variety of mathematical forms, relating findings to the original context. Their written and spoken language explains and informs their use of diagrams. They begin to give mathematical justifications, making connections between the current situation and situations they have encountered before.

Level 7 : Using and Applying Mathematics

Starting from problems or contexts that have been presented to them, pupils explore the effects of varying values and look for invariance in models and representations, working with and without ICT. They progressively refine or extend the mathematics used, giving reasons for their choice of mathematical presentation and explaining features they have selected. They justify their generalisations, arguments or solutions, looking for equivalence to different problems with similar structures. They appreciate the difference between mathematical explanation and experimental evidence.

Level 8 : Using and Applying Mathematics

Pupils develop and follow alternative approaches. They compare and evaluate representations of a situation, introducing and using a range of mathematical techniques. They reflect on their own lines of enquiry when exploring mathematical tasks. They communicate mathematical or statistical meaning to different audiences through precise and consistent use of symbols that is sustained throughout the work. They examine generalisations or solutions reached in an activity and make further progress in the activity as a result. They comment constructively on the reasoning and logic, the process employed and the results obtained.

Exceptional Performance : Using and Applying Mathematics

Pupils critically examine the strategies adopted when investigating within mathematics itself or when using mathematics to analyse tasks. They explain why different strategies were used, considering the elegance and efficiency of alternative lines of enquiry or procedures. They apply the mathematics they know in a wide range of familiar and unfamiliar contexts. They use mathematical language and symbols effectively in presenting a convincing, reasoned argument. Their reports include mathematical justifications, distinguishing between evidence and proof and explaining their solutions to problems involving a number of features or variables.

Number and Algebra

Level 1 : Number and Algebra

Pupils count, order, combine, increase and decrease quantities when solving problems in practical contexts. They read and write the numbers involved.

Level 2 : Number and Algebra

Pupils count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up

to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers.

Level 3 : Number and Algebra

Pupils show understanding of place value in numbers up to 1000 and use this to make approximations. They begin to use decimal notation, in the context of measures and money, and to recognise negative

numbers in practical contexts such as temperature. Pupils use mental recall of addition and subtraction facts to 20 in solving problems involving larger numbers. They add and subtract numbers with two digits mentally and numbers with three digits using written methods. They use mental recall of the 2, 3, 4, 5 and 10 multiplication tables and derive the associated division facts. They solve whole-number problems involving multiplication or division including those that give rise to remainders. They use simple fractions that are several parts of a whole and recognise when two simple fractions are equivalent.

Level 4 : Number and Algebra

Pupils use their understanding of place value to mentally multiply and divide whole numbers by 10 or 100. When solving number problems, they use a range of mental methods of computation with the four operations, including mental recall of multiplication facts up to 10×10 and quick derivation of corresponding division facts. They select efficient strategies for addition, subtraction, multiplication and division. They recognise approximate proportions of a whole and use simple fractions and percentages to describe these. They begin to use simple formulae expressed in words.

Level 5 : Number and Algebra

Pupils use their understanding of place value to multiply and divide whole numbers and decimals. They order, add and subtract negative numbers in context. They use all four operations with decimals to two places. They solve simple problems involving ratio and direct proportion. They calculate fractional or percentage parts of quantities and measurements, using a calculator where appropriate. They construct, express in symbolic form and use simple formulae involving one or two operations. They use brackets appropriately. They use and interpret coordinates in all four quadrants.

Level 6 : Number and Algebra

Pupils order and approximate decimals when solving numerical problems and equations, using trial and improvement methods. They evaluate one number as a fraction or percentage of another. They understand and use the equivalences between fractions, decimals and percentages, and calculate using ratios in appropriate situations. They add and subtract fractions by writing them with a common denominator. They find and describe in words the rule for the next term or n th term of a sequence where the rule is linear. They formulate and solve linear equations with whole-number coefficients. They represent mappings expressed algebraically, and use Cartesian coordinates for graphical representation interpreting general features.

Level 7 : Number and Algebra

When making estimates, pupils round to one significant figure and multiply and divide mentally. They understand the effects of multiplying and dividing by numbers between 0 and 1. They solve numerical problems involving multiplication and division with numbers of any size, using a calculator efficiently and appropriately. They understand and use proportional changes, calculating the result of any proportional change using only multiplicative methods. They find and describe in symbols the next

term or n th term of a sequence where the rule is quadratic. They use algebraic and graphical methods to solve simultaneous linear equations in two variables.

Level 8 : Number and Algebra

Pupils solve problems that involve calculating with powers, roots and numbers expressed in standard form. They choose to use fractions or percentages to solve problems involving repeated proportional changes or the calculation of the original quantity given the result of a proportional change. They evaluate algebraic formulae or calculate one variable, given the others, substituting fractions, decimals and negative numbers. They manipulate algebraic formulae, equations and expressions, finding common factors and multiplying two linear expressions. They solve inequalities in two variables. They sketch and interpret graphs of linear, quadratic, cubic and reciprocal functions, and graphs that model real situations.

Exceptional Performance : Number and Algebra

Pupils understand and use rational and irrational numbers. They determine the bounds of intervals. They understand and use direct and inverse proportion. In simplifying algebraic expressions, they use rules of indices for negative and fractional values. In finding formulae that approximately connect data, they express general laws in symbolic form. They solve simultaneous equations in two variables where one equation is linear and the other is quadratic. They solve problems using intersections and gradients of graphs.

Shape, Space and Measures

Level 1 : Shape, Space and Measures

When working with 2-D and 3-D shapes, pupils use mathematical language to describe properties and positions. They measure and order objects using direct comparison, and order events.

Level 2 : Shape, Space and Measures

Pupils use mathematical names for common 3-D and 2-D shapes and describe their properties, including numbers of faces, edges and vertices. They distinguish between straight and turning movements, recognise angle as a measurement of turn, and right angles in turns. They begin to use everyday non- standard and standard units to measure length and mass.

Level 3 : Shape, Space and Measures

Pupils classify 3-D and 2-D shapes in various ways using mathematical properties such as reflective symmetry for 2-D shapes. They use non-standard units, standard metric units of length including finding perimeters, capacity and mass, and standard units of time, in a range of contexts.

Level 4 : Shape, Space and Measures

Pupils use and make geometric 2-D and 3-D patterns, scale drawings and models in practical contexts. They reflect simple shapes in a mirror line. They choose and use appropriate units and tools, interpreting, with appropriate accuracy, numbers on a range of measuring instruments. They find areas of simple shapes.

Level 5 : Shape, Space and Measures

When constructing models and drawing or using shapes, pupils measure and draw angles to the nearest degree and use language associated with angles. They know the angle sum of a triangle and

that of angles at a point. They identify all the symmetries of 2-D shapes. They convert one metric unit to another. They make sensible estimates of a range of measures in relation to everyday situations. They understand and use the formula for the area of a rectangle.

Level 6 : Shape, Space and Measures

Pupils recognise and use common 2-D representations of 3-D objects. They know and use the properties of quadrilaterals. They solve problems using angle and symmetry, properties of polygons and angle properties of intersecting and parallel lines, and explain these properties. They devise instructions for a computer to generate and transform shapes and paths. They understand and use appropriate formulae for finding circumferences and areas of circles, areas of plane rectilinear figures and volumes of cuboids when solving problems.

Level 7 : Shape, Space and Measures

Pupils understand and apply Pythagoras' theorem when solving problems in two dimensions. They calculate lengths, areas and volumes in plane shapes and right prisms. They enlarge shapes by a fractional scale factor, and appreciate the similarity of the resulting shapes. They determine the locus of an object moving according to a rule. They appreciate the imprecision of measurement and recognise that a measurement given to the nearest whole number may be inaccurate by up to one half in either direction. They understand and use compound measures, such as speed.

Level 8 : Shape, Space and Measures

Pupils understand and use congruence and mathematical similarity. They use sine, cosine and tangent in right-angled triangles when solving problems in two dimensions.

Exceptional Performance : Shape, Space and Measures

Pupils sketch the graphs of sine, cosine and tangent functions for any angle, and generate and interpret graphs based on these functions. They use sine, cosine and tangent of angles of any size, and Pythagoras' theorem when solving problems in two and three dimensions. They construct formal geometric proofs. They calculate lengths of circular arcs and areas of sectors, and calculate the surface area of cylinders and volumes of cones and spheres. They appreciate the continuous nature of scales that are used to make measurements.

Statistics

Level 1 : Statistics

Pupils sort objects and classify them, demonstrating the criterion they have used. They collect data to answer questions.

Level 2 : Statistics

Pupils sort objects and classify them using more than one criterion. When they have gathered information to answer a question or explore a situation, pupils record results in simple lists, tables, diagrams and block graphs, in order to communicate their findings.

Level 3 : Statistics

Pupils extract and interpret information presented in simple tables and lists. They construct charts

and diagrams to communicate information they have gathered for a purpose, and they interpret information presented to them in this form.

Level 4 : Statistics

Pupils generate and answer questions that require the collection of discrete data which they record using a frequency table. They understand and use an average and range to describe sets of data. Using technology where appropriate, they group data in equal class intervals if necessary, represent collected data in frequency diagrams and interpret such diagrams. They construct and interpret simple line graphs.

Level 5 : Statistics

Pupils understand and use the mean of discrete data. They compare two simple distributions using the range and with mode, median or mean. They interpret graphs and diagrams, including pie charts, and draw conclusions. They understand and use the probability scale from 0 to 1. They find and justify probabilities and approximations to these by selecting and using methods based on equally likely outcomes and experimental evidence, as appropriate. They understand that different outcomes may result from repeating an experiment.

Level 6 : Statistics

Pupils collect and record continuous data, choosing appropriate equal class intervals over a sensible range to create frequency tables. They construct and interpret frequency diagrams. They construct pie charts. They draw conclusions from scatter diagrams, and have a basic understanding of correlation. When dealing with a combination of two experiments, they identify all the outcomes. When solving problems, they use their knowledge that the total probability of all the mutually exclusive outcomes of an experiment is 1.

Level 7 : Statistics

Pupils specify hypotheses and test them by designing and using appropriate methods that take account of variability or bias. They determine the modal class and estimate the mean, median and range of sets of grouped data, selecting the statistic most appropriate to their line of enquiry. They use measures of average and range, with associated frequency polygons, as appropriate, to compare distributions and make inferences. They understand relative frequency as an estimate of probability and use this to compare outcomes of experiments.

Level 8 : Statistics

Pupils interpret and construct cumulative frequency tables and diagrams. They estimate the median and interquartile range and use these to compare distributions and make inferences. They understand how to calculate the probability of a compound event and use this in solving problems.

Exceptional Performance : Statistics

Pupils interpret and construct histograms. They understand how different methods of sampling and different sample sizes may affect the reliability of conclusions drawn. They select and justify a sample and method to investigate a population. They recognise when and how to work with probabilities associated with independent, mutually exclusive events.

SCIENCE

How Science Works

Level 1 : How Science Works

Pupils respond to prompts to suggest practical ways to find answers to questions. They make observations about features of objects, living things and events. They communicate their findings in ways such as talking about their work in everyday terms, or through drawings or by completing pictograms.

Level 2 : How Science Works

Pupils respond to suggestions and make their own suggestions, with help, about how to collect relevant data and answer questions. They find information by using texts, with help. They follow direct instructions in order to stay safe. They make observations and measurements to compare living things, objects and events, using equipment provided for them. They record findings using prepared tables and communicate observations using scientific vocabulary. They say whether what happened was what they expected and, when prompted, suggest different ways they could have done things.

Level 3 : How Science Works

Pupils respond to suggestions and put forward their own ideas about how to investigate an idea or find answers to questions. They recognise why it is important to collect data to investigate ideas and answer questions, and use texts to find information. They begin to recognise risks with help. They make relevant observations and measure quantities, such as length or mass, selecting and using a range of simple equipment. They carry out fair tests with some help, recognising and explaining what makes them fair. They record findings in a variety of ways, including tables or charts. They give explanations for observations and for patterns in measurements they have made and recorded. They communicate in a scientific way what they have found out and suggest improvements in their work.

Level 4 : How Science Works

Pupils decide on an appropriate approach, including using a fair test to answer a question, and select suitable equipment and information from that provided. They select and use methods that are adequate for the task. Following instructions, they take action to control obvious risks to themselves. They make a series of observations and measurements and vary one factor while keeping others the same. They record their observations, comparisons and measurements using tables and bar charts and begin to plot points to form simple graphs. They interpret data containing positive and negative numbers. They begin to relate their conclusions to patterns in data, including graphs, and to scientific knowledge and understanding. They communicate their conclusions using appropriate scientific language. They suggest improvements in their work, giving reasons.

Level 5 : How Science Works

Pupils decide appropriate approaches to a range of tasks, including selecting sources of information and apparatus. They select and use methods to obtain data systematically. They recognise hazard symbols and make, and act on, simple suggestions to control obvious risks to themselves and others. They use line graphs to present data, interpret numerical data and draw conclusions from them. They analyse findings to draw scientific conclusions that are consistent with the evidence. They communicate these using scientific and mathematical conventions and terminology. They evaluate their working methods to make practical suggestions for improvements.

Level 6 : How Science Works

Pupils identify an appropriate approach in investigatory work, selecting and using sources of information, scientific knowledge and understanding. They select and use methods to collect adequate data for the task, measuring with precision, using instruments with fine scale divisions, and identify the need to repeat measurements and observations. They recognise a range of familiar risks and take action to control them. They record data and features effectively, choosing scales for graphs and diagrams. They 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. They manipulate numerical data to make valid comparisons and draw valid conclusions. They communicate qualitative and quantitative data effectively, using scientific conventions and terminology. They evaluate evidence, making reasoned suggestions about how their working methods could be improved.

Level 7 : How Science Works

Pupils 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. They select and use methods to obtain reliable data, including making systematic observations and measurements with precision, using a range of apparatus. They recognise the need for a risk assessment and consult appropriate sources of information, which they follow. They record data in graphs, using lines of best fit. They 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. They use quantitative relationships between variables. They communicate effectively, using a wide range of scientific and technical conventions and terminology, including symbols and flow diagrams. They begin to consider whether the data they have collected are sufficient for the conclusions they have drawn.

Level 8 : How Science Works

Pupils 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, such as speed, appropriately. They communicate findings and arguments, showing awareness of a range of views. They evaluate evidence critically and suggest how inadequacies can be remedied.

Exceptional Performance : How Science Works

Pupils recognise that different approaches are required to investigate different kinds of scientific questions, and use scientific knowledge and understanding to select appropriate strategies. They 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. They make records of relevant observations and comparisons, clearly identifying points of particular significance. They decide the level of precision needed for measurements and collect data that satisfy these requirements. They analyse findings to interpret trends and patterns and draw conclusions from their evidence. They make effective use of a range of quantitative relationships between variables in calculations or when using data to support evidence. They communicate findings and arguments, showing their awareness of the degree of uncertainty and a range of alternative views. They evaluate evidence critically and give reasoned accounts of how they could collect additional evidence.

Organisms, Their Behaviour and the Environment

Level 1 : Organisms, Their Behaviour and the Environment

Pupils 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. They name and describe external parts or features of plants, such as leaf colour; humans, such as head, arm; and other animals, such as coat colour. They use that evidence to identify plants or animals and make links between science and everyday objects and experiences.

Level 2 : Organisms, Their Behaviour and the Environment

Pupils 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. They recognise and describe similarities and differences between the plants, humans and other animals they observe, using these to sort them into groups. They use questions based on their own ideas and evidence such as finding different types of plants and animals in different places. They identify science in everyday contexts and say whether it is helpful, for example ways of growing vegetables for food.

Level 3 : Organisms, Their Behaviour and the Environment

Pupils use knowledge and understanding of organisms, their behaviour and the environment, such as the basic life processes of growth and reproduction, to describe similarities, differences and changes in the plants, animals, and non-living things they observe. They use simple scientific ideas with evidence they have collected to give explanations of their observations, linking cause and effect, for example lack of light or water affecting plant growth and the ways in which animals or plants are suited to their environments. They recognise and explain the purpose of a variety of scientific and technological developments in their everyday lives, for example medicines helping people get better when they are ill.

Level 4 : Organisms, Their Behaviour and the Environment

Pupils describe some processes and phenomena related to organisms, their behaviour and the environment, drawing on scientific knowledge and understanding and using appropriate terminology, for example using food chains to describe feeding relationships between plants and animals in a habitat. They recognise that evidence can support or refute scientific ideas, such as in the identification and grouping of living things. They recognise some applications and implications of science, such as the use of predators to control pest populations.

Level 5 : Organisms, Their Behaviour and the Environment

Pupils describe processes and phenomena related to organisms, their behaviour and the environment, drawing on abstract ideas and using appropriate terminology, for example the main functions of plant and animal organs and how these functions are essential. They explain processes and phenomena, in more than one step or using a model, such as the main stages of the life cycles of humans and flowering plants. They apply and use knowledge and understanding in familiar contexts, such as different organisms being found in different habitats because of differences in environmental factors. They recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as the classification of living things. They describe applications and implications of science, such as solving some of the health problems that arise when organ damage occurs.

Level 6 : Organisms, Their Behaviour and the Environment

Pupils describe processes and phenomena related to organisms, their behaviour and the environment, using abstract ideas and appropriate terminology, for example simple cell structure and

function. They take account of a number of factors or use abstract ideas or models in their explanations of processes and phenomena, such as environmental factors affecting the distribution of organisms in habitats. They apply and use knowledge and understanding in unfamiliar contexts, such as a food web in a habitat. They describe some evidence for some accepted scientific ideas, such as the causes of variation between living things. They explain the importance of some applications and implications of science, such as the use of selective breeding.

Level 7 : Organisms, Their Behaviour and the Environment

Pupils 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, for example respiration and photosynthesis, or pyramids of biomass. They make links between different areas of science in their explanations. They apply and use more abstract knowledge and understanding, in a range of contexts, such as inherited and environmental variation. They explain how evidence supports some accepted scientific ideas, such as the structure and function of cells. They explain, using abstract ideas where appropriate, the importance of some applications and implications of science, such as the uses of cells in stem cell research.

Level 8 : Organisms, Their Behaviour and the Environment

Pupils demonstrate extensive knowledge and understanding related to organisms, their behaviour and the environment. They use and apply this effectively in their descriptions and explanations, identifying links between topics, for example relating cellular structure of organs to their associated life processes. They interpret, evaluate and synthesise data from a range of sources and in a range of contexts, for example environmental data from fieldwork. They show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed, for example the short-term and long-term effects of environmental change on ecosystems. They describe and explain the importance of a wide range of applications and implications of science, such as relating photosynthesis and respiration to changes in the atmosphere and growth of crops.

Exceptional Performance : Organisms, Their Behaviour and the Environment

Pupils demonstrate both breadth and depth of knowledge and understanding of organisms, their behaviour and the environment. They apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics, for example linking internal and external cell structures to life processes. They 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. They demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence-gathering, for example in the study of global climate change. They describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts, such as addressing problems arising from global climate change.

Materials, Their Properties and the Earth

Level 1 : Materials, Their Properties and the Earth

Pupils use their knowledge related to materials, their properties and the Earth, to recognise, and describe some common materials, and their sensory properties, such as the texture and appearance of soils. They communicate their descriptions and observations in terms of these properties. They recognise evidence that has been used to answer a question such as identifying similar materials and

make links between science and everyday objects and experiences such as waterproof materials being used to keep things dry.

Level 2 : Materials, Their Properties and the Earth

Pupils use their knowledge related to materials, their properties and the Earth to identify a range of common materials and some of their properties. They recognise, and describe similarities and differences between the materials they observe, using these to sort them into groups. They recognise and describe ways in which some materials are changed by heating or cooling or by processes such as bending or stretching. They suggest answers to questions, such as the best material to reflect light, based on their own ideas and evidence. They identify science in everyday contexts and say whether it is helpful, for example ice melting.

Level 3 : Materials, Their Properties and the Earth

Pupils 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. They explain the ways in which some materials are suited to specific purposes such as glass for windows or copper for electrical cables. They classify changes in materials as reversible, such as water freezing, and non-reversible, such as baking of cakes. They use simple scientific ideas with evidence they have collected to give explanations of their observations, linking cause and effect, for example the evaporation of water. They recognise and explain the purpose of a variety of scientific and technological developments in their everyday lives, for example sustainable packaging.

Level 4 : Materials, Their Properties and the Earth

Pupils describe some processes and phenomena related to materials, their properties and the Earth, drawing on scientific knowledge and understanding and using appropriate terminology, for example separation methods. They recognise that evidence can support or refute scientific ideas, such as the classification of reactions as reversible and irreversible. They recognise some applications and implications of science, such as the safe use of acids and alkalis.

Level 5 : Materials, Their Properties and the Earth

Pupils describe processes and phenomena related to materials, their properties and the Earth, drawing on abstract ideas and using appropriate terminology, for example the weathering of rocks. They explain processes and phenomena, in more than one step or using a model, such as the deposition of sediments and their formation into rocks. They apply and use knowledge and understanding in familiar contexts, such as identifying changes of state. They recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as basing separation methods for mixtures on physical and chemical properties. They describe applications and implications of science, such as the uses of metals based on their specific properties or the benefits and drawbacks of the use of fossil fuels.

Level 6 : Materials, Their Properties and the Earth

Pupils describe processes and phenomena related to materials, their properties and the Earth, using abstract ideas and appropriate terminology, for example the particle model applied to solids, liquids and gases. They take account of a number of factors or use abstract ideas or models in their explanations of processes and phenomena, such as word equations. They apply and use knowledge and understanding in unfamiliar contexts, such as relating changes of state to energy transfers in a range of contexts such as the formation of igneous rocks. They describe some evidence for some accepted scientific ideas, such as the patterns in the reactions of acids with metals and the reactions

of a variety of substances with oxygen. They explain the importance of some applications and implications of science, such as the production of new materials with specific desirable properties.

Level 7 : Materials, Their Properties and the Earth

Pupils 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, for example the rock cycle. They make links between different areas of science in their explanations, such as between the nature and behaviour of materials and their particles. They apply and use more abstract knowledge and understanding, in a range of contexts, such as the particle model of matter, and symbols and formulae for elements and compounds. They explain how evidence supports some accepted scientific ideas, such as the reactivity series of metals. They explain, using abstract ideas where appropriate, the importance of some applications and implications of science, such as the need to consider the availability of resources, and environmental effects, in the production of energy and materials.

Level 8 : Materials, Their Properties and the Earth

Pupils demonstrate extensive knowledge and understanding related to materials, their properties and the Earth. They use and apply this effectively in their descriptions and explanations, identifying links between topics, for example relating mode of formation of rocks to their texture and mineral content. They represent common compounds by chemical formulae and use these formulae to form balanced symbol equations for reactions. They interpret, evaluate and synthesise data from a range of sources and in a range of contexts, such as describing chemical reactions, classifying them and suggesting how new substances could be made. They show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. They describe and explain the importance of a wide range of applications and implications of science.

Exceptional Performance : Materials, Their Properties and the Earth

Pupils demonstrate both breadth and depth of knowledge and understanding of materials, their properties and the Earth, for example the different timescales over which rock formation and deformation take place. They apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics, for example relating the properties of materials to the nature of their constituent particles. They 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, such as explaining chemical behaviours that do not fit expected patterns. They demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence-gathering. They describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts.

Energy, Forces and Space

Level 1 : Energy, Forces and Space

Pupils use their knowledge related to energy, forces and space to describe some changes in light, sound or movement, that result from actions, such as those caused by pushing and pulling objects or switching on an electrical circuit. They recognise that light and sound come from a variety of sources, such as the Sun or a musical instrument. They recognise evidence that has been used to answer a question, such as how a musical instrument makes a noise, and make links between science and everyday objects and experiences such as the Sun being a light source.

Level 2 : Energy, Forces and Space

Pupils 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, such as the ways in which devices work in different electrical circuits, the brightness or colour of lights, the loudness of sounds or the speed or direction of different objects. They suggest answers to questions such as which sound is loudest based on their own ideas and evidence. They identify science in everyday contexts and say whether it is helpful, for example electricity in domestic appliances.

Level 3 : Energy, Forces and Space

Pupils 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, such as a bulb failing to light because of a break in an electrical circuit, or a push or pull changing the speed or direction of a moving object. They begin to make generalisations such as sounds getting fainter the further the listener is from the source. They use simple scientific ideas with evidence they have collected to give explanations of their observations, linking cause and effect, for example using a switch to turn off a light bulb in an electrical circuit. They recognise and explain the purpose of a variety of scientific and technological developments in their everyday lives, for example streamlining and air resistance.

Level 4 : Energy, Forces and Space

Pupils describe some processes and phenomena related to energy, forces and space, drawing on scientific knowledge and understanding and using appropriate terminology, for example the observed position of the sun in the sky over the course of a day. They recognise that evidence can support or refute scientific ideas, such as sounds being heard through a variety of materials. They recognise some applications and implications of science, such as the use of electrical components to make electrical devices.

Level 5 : Energy, Forces and Space

Pupils describe processes and phenomena related to energy, forces and space, drawing on abstract ideas and using appropriate terminology, for example 'balanced forces'. They explain processes and phenomena, in more than one step or using a model, such as the length of a day or a year. They apply and use knowledge and understanding in familiar contexts. They recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as objects being seen when light from them enters the eye. They describe applications and implications of science, such as the ways sound can be produced and controlled, for example in musical instruments.

Level 6 : Energy, Forces and Space

Pupils describe processes and phenomena related to energy, forces and space, using abstract ideas and appropriate terminology, for example electric current as a way of transferring energy. They take account of a number of factors in their explanations of processes and phenomena, for example in the relative brightness of stars and planets. They also use abstract ideas or models, for example sustainable energy sources and the refraction of light. They apply and use knowledge and understanding in unfamiliar contexts. They describe some evidence for some accepted scientific ideas, such as the transfer of energy by light, sound or electricity, and the refraction and dispersion of light. They explain the importance of some applications and implications of science, such as the

responsible use of unsustainable sources of energy.

Level 7 : Energy, Forces and Space

Pupils 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, for example how energy is transferred by radiation or by conduction. They make links between different areas of science in their explanations, such as between electricity and magnetism. They apply and use more abstract knowledge and understanding in a range of contexts, such as the appearance of objects in different colours of light. They explain how evidence supports some accepted scientific ideas, such as the role of gravitational attraction in determining the motion of bodies in the solar system. They explain, using abstract ideas where appropriate, the importance of some applications and implications of science, such as the uses of electromagnets.

Level 8 : Energy, Forces and Space

Pupils demonstrate extensive knowledge and understanding related to energy, forces and space, for example the passage of sound waves through a medium. They use and apply this effectively in their descriptions and explanations, identifying links between topics. They interpret, evaluate and synthesise data from a range of sources and in a range of contexts. They show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed, such as the developing understanding of the structure of the solar system. They describe and explain the importance of a wide range of applications and implications of science, such as relating the dissipation of energy during energy transfer to the need to conserve limited energy resources.

Exceptional Performance : Energy, Forces and Space

Pupils demonstrate both breadth and depth of knowledge and understanding of energy, forces and space. They apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics, for example understanding how models like the particle model are useful in explaining physical phenomena, such as how sweating causes cooling. They 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. They demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence gathering, for example through the role of artificial satellites and probes in communications and space exploration. They describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts, such as alternative methods of electricity generation.

HUMANITIES

Level 1

Learners ask questions about issues that are suggested to them. They share their ideas about these issues with others. They take part in some of the decisions that affect them and their communities. They recognise and make observations about physical and human features of localities. They express their views on features of the environment of a locality. They use resources that are given to them, and their own observations, to ask and respond to questions about places and environments. They show their emerging knowledge and understanding of the past by recognising the distinction between present and past, by placing a few events and objects in order, by using common words and phrases about the passing of time and by recounting episodes from stories about the past. They use sources in a simple way to answer questions about the past.

Level 2

Learners ask questions to find out about the different groups and communities they belong to. They select information from given sources to find answers to these and other questions. They discuss what is fair and unfair in different situations and identify the difference between people's needs and wants. They identify similarities and differences between themselves and between the communities to which they belong. They give opinions about issues that affect them and suggest how things might be improved in their community through the actions that they or others take. They describe physical and human features of places, and recognise and make observations about those features that give places their character. They show an awareness of places beyond their own locality. They express views on the environment of a locality and recognise how people affect the environment. They carry out simple tasks and select information using resources that are given to them. They begin to use appropriate geographical vocabulary. They show their developing knowledge and understanding of the past by using common words and phrases about the passing of time, by placing events and objects in order, by recognising that their own lives are different from the lives of people in the past and by describing some of the topics, events and people they have studied. They are beginning to identify some of the different ways in which the past has been represented. They used sources to find answers to questions about the past by relevantly summarising the sources.

Level 3

Learners begin to explore issues that affect people in their neighbourhood and wider communities in different ways. They find answers to questions using different sources. They discuss issues and communicate their ideas to others and begin to acknowledge different viewpoints. They identify what could be done to change things in communities, plan some action and take part in decision-making activities with others, in familiar contexts. They show their developing knowledge and understanding of places by describing the physical and human features of different localities and offering explanations for the location of some of those features. They recognise that people seek to improve and sustain environments. They use skills and sources of evidence to respond to a range of geographical questions, and begin to use appropriate vocabulary to communicate their findings. They show their increasing knowledge and understanding of the past by using dates and terms, by describing some of the main events, people and periods they have studied and by placing them into different periods of time. They begin to recognise some of the similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes. They identify some of the different ways in which the past has been represented. They use sources to find answers to questions about the past by relevantly summarising in detail.

Level 4

Learners investigate issues affecting communities using a range of sources. They identify different viewpoints involved. They make informed contributions to discussions and debates giving some reasons for their view. They work with others to plan and carry out a course of action to address issues that they feel are significant in their communities. They describe how physical and human processes can change the features of places and how these changes affect the lives and activities of people living there. They recognise and describe simple geographical patterns. They understand that people can both improve and damage the environment. Drawing on their knowledge and understanding, they begin to suggest suitable geographical questions, and use a range of geographical skills to investigate places and environments. They use primary and secondary sources of evidence in their investigations and communicate their findings using appropriate vocabulary. They describe characteristic features of past societies and periods to identify change and continuity within and across different periods and to identify some causes and consequences of the main events and changes. They identify and describe different ways in which the past has been interpreted. They begin to produce structured work, making appropriate use of dates and terms. They use sources to find answers to questions about the past and begin to analyze sources in a critical manner.

Level 5

Learners use different methods of enquiry and sources of information to investigate issues. They identify a range of viewpoints, weighing up different ideas and draw some conclusions. They describe how physical and human processes can lead to similarities and differences in the environments of different places and in the lives of people who live there. They begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes. They understand some ways that human activities cause environments to change. They demonstrate an awareness of sustainable development and recognise the range of views held about environmental interaction and change. They suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more significant than others. They discuss their arguments clearly, giving relevant reasons for their views. They work with others to plan and carry out actions aimed at making a difference to the lives of others. They select and begin to evaluate sources to establish evidence for their investigations. They investigate problems and issues and begin to ask their own questions. They explain the impact of actions taken. They present their findings in writing using appropriate vocabulary. They suggest plausible conclusions to their investigations and select and deploy information and make appropriate use of terminology to support and structure their work. They use sources to find answers to questions about the past and appropriately analyze sources in a critical manner.

Level 6

Learners decide on appropriate questions and research strategies to investigate issues affecting society. They interpret different sources of information and begin to assess these for validity. They are aware of the diversity of viewpoints and describe some of the influences that shape these. They explain physical and human processes and recognise that these interact to produce the distinctive characteristics of places. They begin to explain the ways in which physical and human processes lead to diversity and change in places. They begin to explain relationships between causes. They begin to explain how and why different interpretations of the past have arisen or been constructed. They recognise how conflicting demands on the environment may arise and compare sustainable and other approaches to managing environments. They explore criteria for making judgements about the significance of events, people and changes. They develop structured and balanced arguments, challenging others' assumptions or ideas. They explain how different rights need to be protected, supported and balanced, drawing on examples from local to global contexts. They appreciate that

different values and attitudes, including their own, result in different approaches to environmental interaction and change. They present a persuasive argument for a particular course of action, giving reasons for their view. They evaluate sources to establish evidence for their investigations and enquiries. They produce structured work in a coherent way using appropriate methods and vocabulary and reach conclusions that are consistent. They use sources to find answers to questions about the past and analyze sources in a critical manner.

Level 7

Learners use a range of research strategies and sources with confidence to explore issues affecting society. They show understanding of the complexity of issues affecting different stakeholders in communities. They make reasoned and persuasive arguments, representing the different viewpoints, including those they do not agree with. They begin to evaluate the roles citizens can take in shaping decisions and holding those in power to account. They work with others to initiate, negotiate, plan and carry out appropriate courses of action in the local and wider community to bring about change for the common good. They evaluate the impact of their actions and suggest alternate approaches. They explain interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments. They identify and analyse the geographical patterns that result from these interactions at a range of scales. They recognise that human actions, including their own, may have unintended environmental consequences and that change sometimes leads to conflict. Drawing on their knowledge and understanding, they plan their own sequences of investigation into relevant geographical questions and issues and use a wide range of geographical skills accurately when carrying these out. They evaluate sources by considering critically their origin, nature and purpose, present well argued summaries of their investigations, use accurate geographical vocabulary and begin to reach substantiated conclusions. They show their knowledge and understanding of local, national and international history by analysing historical change and continuity, diversity and causation. They explain how and why different interpretations of the past have arisen or been constructed. They begin to explain how the significance of events, people and changes has varied according to different perspectives. They select, organise and use relevant information and make appropriate use of historical terminology to produce well-structured work. When establishing the evidence for a particular enquiry, Learners consider critical issues surrounding the origin, nature and purpose of sources.

Level 8

Learners carry out different types of research into a range of issues, problems and events and analyse how these affect groups and communities in different parts of the world. They make connections between information derived from different sources and their own experience in order to make perceptive observations and coherent arguments. They explore and question the ways in which justice, laws and governments operate in different places and evaluate how citizens use democratic processes and the actions they can take to bring about or resist change in society. They explain changes in the characteristics of places over time by drawing on their knowledge and understanding of a wide range of locations, contexts and scales. They analyse the interactions within and between physical and human processes and show how these interactions create diversity and interdependence and help change places and environments. They describe and analyse the geographical patterns these interactions create at a range of scales and the changes that result. They analyse different approaches to developing places and environments and explain the causes and consequences of environmental change. They show how the interaction between people and environments can result in complex and unintended changes. Drawing on their knowledge and understanding, they show independence in identifying appropriate geographical questions and issues, and in using an effective sequence of investigation. They evaluate critically a range of

sources, they present full and coherently argued summaries of their investigations and reach substantiated conclusions. They show their knowledge and understanding of local, national and international history, constructing substantiated analyses about historical change and continuity, diversity and causation. They analyse and explain a range of historical interpretations and different judgements about historical significance. They suggest lines of enquiry into historical problems and issues, refining their methods of investigation. They use historical terminology confidently, reflecting on the way in which terms can change meaning according to context. They produce precise and coherent work. They evaluate critically a range of sources and reach substantiated conclusions independently.

Exceptional Performance

Learners research complex issues and challenges facing society, selecting appropriate methodologies and drawing on their own and others' experience of taking action. They assess and evaluate the validity of a wide range of viewpoints and evidence, synthesising them to draw clear conclusions. They present coherent, perceptive and compelling arguments. They evaluate the approaches citizens can take to improve society through individual and collective actions, and democratic processes. They take a leading role in defining, negotiating and undertaking courses of action with others to address issues and problems in society. They explain complex interactions within and between physical and human processes and show how these interactions help change places and environments. They analyse complex geographical patterns. They understand alternative approaches to development and their implications for the quality of life in different places. They show how considerations of sustainable development can affect their own lives as well as the planning and management of environments and resources. They draw selectively on geographical ideas and theories, and use accurately a wide range of appropriate skills and sources of evidence. They carry out geographical investigations independently at different scales. They evaluate a wide range of sources critically and present coherent arguments and effective, accurate and well-substantiated conclusions. They show a confident and extensive knowledge and understanding of local, national and international history. They use this to frame and pursue enquiries about historical change and continuity, diversity and causation, constructing well-substantiated, analytic arguments within a wide frame of historical reference. They analyse links between events and developments that took place in different countries and in different periods. When exploring historical interpretations and judgements about significance, Learners construct convincing and substantiated arguments and evaluations based on their understanding of the historical context. They use historical terminology confidently, reflectively and critically. They consistently produce precise and coherent narratives, descriptions and explanations. They evaluate critically a wide range of sources, reaching substantiated conclusions independently.

LANGUAGES OTHER THAN ENGLISH

FRENCH AND CHINESE LANGUAGE ACQUISITION

Listening and Responding

Level 1 : Listening and Responding

Pupils show that they understand a few familiar spoken words and phrases. They understand speech spoken clearly, face to face or from a good quality recording. They may need a lot of help, such as repetition or gesture.

Level 2 : Listening and Responding

Pupils show that they understand a range of familiar spoken phrases. They respond to a clear model of standard language, but may need items to be repeated.

Level 3 : Listening and Responding

Pupils show that they understand the main points from short spoken passages made up of familiar language. They identify and note personal responses. They may need short sections to be repeated.

Level 4 : Listening and Responding

Pupils show that they understand the main points and some of the detail from spoken passages made up of familiar language in simple sentences. They may need some items to be repeated.

Level 5 : Listening and Responding

Pupils show that they understand the main points and opinions in spoken passages made up of familiar material from various contexts, including present and past or future events. They may need some repetition.

Level 6 : Listening and Responding

Pupils show that they understand the difference between present, past and future events in a range of spoken material that includes familiar language in less familiar contexts. They identify and note the main points and specific details. They need little repetition.

Level 7 : Listening and Responding

Pupils show that they understand longer passages and recognise people's points of view. The passages cover a range of material that contains some complex sentences and unfamiliar language. They understand language spoken at near normal speed, and need little repetition.

Level 8 : Listening and Responding

Pupils show that they understand passages including some unfamiliar material and recognise attitudes and emotions. These passages include different types of spoken material from a range of sources. When listening to familiar and less familiar material, they draw inferences, and need little repetition.

Exceptional Performance : Listening and Responding

Pupils show that they understand the gist of a range of authentic passages in familiar contexts. These passages cover a range of factual and imaginative speech, some of which expresses different points of view, issues and concerns. They summarise, report, and

Speaking

Level 1 : Speaking

Pupils say single words and short, simple phrases in response to what they see and hear. They may need considerable support from a spoken model and from visual clues. They imitate correct pronunciation with some success.

Level 2 : Speaking

Pupils answer simple questions and give basic information. They give short, simple responses to what they see and hear, and use set phrases. Their pronunciation shows an awareness of sound patterns and their meaning is clear.

Level 3 : Speaking

Pupils ask and answer simple questions and talk about their interests. They take part in brief prepared tasks, using visual or other clues to help them initiate and respond. They use short phrases to express personal responses. Although they use mainly memorised language, they occasionally substitute items of vocabulary to vary questions or statements.

Level 4 : Speaking

Pupils take part in simple conversations, supported by visual or other cues, and express their opinions. They begin to use their knowledge of grammar to adapt and substitute single words and phrases. Their pronunciation is generally accurate and they show some consistency in their intonation.

Level 5 : Speaking

Pupils give a short prepared talk that includes expressing their opinions. They take part in short conversations, seeking and conveying information, opinions and reasons in simple terms. They refer to recent experiences or future plans, as well as everyday activities and interests. They vary their language and sometimes produce more extended responses. Although there may be some mistakes, pupils make themselves understood with little or no difficulty.

Level 6 : Speaking

Pupils give a short prepared talk, expressing opinions and answering simple questions about it. They take part in conversations, using a variety of structures and producing more detailed or extended responses. They apply their knowledge of grammar in new contexts. Although they may be hesitant at times, pupils make themselves understood with little or no difficulty and with increasing confidence.

Level 7 : Speaking

Pupils answer unprepared questions. They initiate and develop conversations and discuss matters of personal or topical interest. They improvise and paraphrase. Their pronunciation and intonation are good, and their language is usually accurate.

Level 8 : Speaking

Pupils narrate events, tell a story or relate the plot of a book or film and give their opinions. They justify their opinions and discuss facts, ideas and experiences. They use a range of vocabulary, structures and time references. They adapt language to deal with unprepared situations. They speak confidently, with good pronunciation and intonation. Their language is largely accurate, with few mistakes of any significance.

Exceptional Performance : Speaking

Pupils take part in discussions covering a range of factual and imaginative topics. They give, justify and seek personal opinions and ideas in informal and formal situations. They deal confidently with unpredictable elements in conversations, or with people who are unfamiliar. They speak fluently, with consistently accurate pronunciation, and can vary intonation. They give clear messages and make few errors.

Reading

Level 1 : Reading

Pupils recognise and read out a few familiar words and phrases presented in clear script in a familiar context. They may need visual clues.

Level 2 : Reading

Pupils show that they understand familiar written phrases. They match sound to print by reading aloud familiar words and phrases. They use books or glossaries to find out the meanings of new words.

Level 3 : Reading

Pupils show that they understand the main points and personal responses in short written texts in clear printed script made up of familiar language in simple sentences. They are beginning to read independently, selecting simple texts and using a bilingual dictionary or glossary to look up new words.

Level 4 : Reading

Pupils show that they understand the main points and some of the detail in short written texts from familiar contexts. When reading on their own, as well as using a bilingual dictionary or glossary, they begin to use context to work out the meaning of unfamiliar words.

Level 5 : Reading

Pupils show that they understand the main points and opinions in written texts from various contexts,

including present, past or future events. Their independent reading includes authentic materials. They are generally confident in reading aloud, and in using reference materials.

Level 6 : Reading

Pupils show that they understand the difference between present, past and future events in a range of texts that include familiar language in less familiar contexts. They identify and note the main points and specific details. They scan written material for stories or articles of interest and choose books or texts to read independently, at their own level. They are more confident in using context and their knowledge of grammar to work out the meaning of unfamiliar language.

Level 7 : Reading

Pupils show that they understand longer texts and recognise people's points of view. These texts cover a range of imaginative and factual material that contains some complex sentences and unfamiliar language. Pupils use new vocabulary and structures found in their reading to respond in speech or writing. They use reference materials when these are helpful.

Level 8 : Reading

Pupils show that they understand texts including some unfamiliar material and recognise attitudes and emotions. These texts cover a wide variety of types of written material, including unfamiliar topics and more complex language. When reading for personal interest and for information, pupils consult a range of reference sources where appropriate.

Exceptional : Reading

Performance Pupils show that they understand a wide range of authentic texts in familiar contexts. These texts include factual and imaginative material, some of which express different points of view, issues and concerns, and which include official and formal texts. Pupils summarise, report, and explain extracts, orally or in writing. They develop their independent reading by choosing and responding to stories, articles, books and plays, according to their interests.

Writing

Level 1 : Writing

Pupils write or copy simple words or symbols correctly. They label items and select appropriate words to complete short phrases or sentences.

Level 2 : Writing

Pupils write one or two short sentences, following a model, and fill in the words on a simple form. They label items and write familiar short phrases correctly. When they write familiar words from memory, their spelling may be approximate.

Level 3 : Writing

Pupils write a few short sentences, with support, using expressions that they have already learnt. They express personal responses. They write short phrases from memory and their spelling is readily understandable.

Level 4 : Writing

Pupils write short texts on familiar topics, adapting language that they have already learnt. They draw largely on memorised language. They begin to use their knowledge of grammar to adapt and substitute individual words and set phrases. They begin to use dictionaries or glossaries to check words they have learnt.

Level 5 : Writing

Pupils write short texts on a range of familiar topics, using simple sentences. They refer to recent experiences or future plans, as well as to everyday activities. Although there may be some mistakes, the meaning can be understood with little or no difficulty. They use dictionaries or glossaries to check words they have learnt and to look up unknown words.

Level 6 : Writing

Pupils write texts giving and seeking information and opinions. They use descriptive language and a variety of structures. They apply grammar in new contexts. Although there may be a few mistakes, the meaning is usually clear.

Level 7 : Writing

Pupils write articles or stories of varying lengths, conveying opinions and points of view. They write about real and imaginary subjects and use an appropriate register. They link sentences and paragraphs, structure ideas and adapt previously learnt language for their own purposes. They edit and redraft their work, using reference sources to improve their accuracy, precision and variety of expression.

Level 8 : Writing

Pupils produce formal and informal texts in an appropriate style on familiar topics. They express and justify ideas, opinions or personal points of view and seek the views of others. They develop the content of what they have read, seen or heard. Their spelling and grammar are generally accurate. They use reference materials to extend their range of language and improve their accuracy.

Exceptional Performance : Writing

Pupils communicate ideas accurately and in an appropriate style over a range of familiar topics, both factual and imaginative. They write coherently and accurately.

CHINESE LANGUAGE AND LITERATURE

Speaking and Listening

Level 1 : Speaking and Listening

Pupils talk about matters of immediate interest. They listen to others and usually respond appropriately. They convey simple meanings to a range of listeners, speaking audibly, and begin to extend their ideas or accounts by providing some detail.

Level 2 : Speaking and Listening

Pupils begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary is used.

Level 3 : Speaking and Listening

Pupils talk and listen confidently in different contexts, exploring and communicating ideas. In discussion, they show understanding of the main points. Through relevant comments and questions, they show they have listened carefully. They begin to adapt what they say to the needs of the listener, varying the use of vocabulary and the level of detail. They are beginning to be aware of standard English and when it is used.

Level 4 : Speaking and Listening

Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose – developing ideas thoughtfully, describing events and conveying their opinions clearly. They listen carefully in discussions, making contributions and asking questions that are responsive to others' ideas and views.

Level 5 : Speaking and Listening

Pupils talk and listen with confidence in an increasing range of contexts. Their talk is adapted to the purpose – developing ideas thoughtfully, describing events and conveying their opinions clearly. They begin to vary their expression and vocabulary. They listen carefully in discussions, making contributions and asking questions that are responsive to others' ideas and views.

Level 6 : Speaking and Listening

Pupils adapt their talk to the demands of different contexts, purposes and audiences with increasing confidence. Their talk engages the interest of the listener through the variety and liveliness of both vocabulary and expression. Pupils take an active part in discussions, taking different roles and showing understanding of ideas and sensitivity to others. They demonstrate their knowledge of language variety and usage effectively and use standard Chinese fluently in formal situations.

Level 7 : Speaking and Listening

Pupils are confident in matching their talk to the demands of different contexts, including those that are unfamiliar. They use vocabulary in precise and creative ways and organise their talk to communicate clearly. They make significant contributions to discussions, evaluating others' ideas and varying how and when they participate. They use standard Chinese confidently in situations that require it.

Level 8 : Speaking and Listening

Pupils maintain and develop their talk purposefully in a range of contexts. They structure what they say clearly, using apt vocabulary and appropriate intonation and emphasis. They make a range of contributions that show they have listened perceptively and are sensitive to the development of discussions. They use standard Chinese confidently in a range of situations, adapting as necessary.

Exceptional Performance : Speaking and Listening

Pupils select and use structures, styles and registers appropriately, adapting flexibly to a range of contexts and varying their vocabulary and expression confidently for a range of purposes and audiences. They initiate and sustain discussion through the sensitive use of a variety of contributions. They take a leading role in discussion and listen with concentration and understanding to varied and complex speech. They show assured and fluent use of standard Chinese in a range of situations and for a variety of purposes.

Reading

Level 1 : Reading

Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-fiction by identifying aspects they like.

Level 2 : Reading

Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction.

Level 3 : Reading

Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction in a range of modes they show understanding of the main points and express preferences. They use their knowledge of search techniques to locate sources and find information.

Level 4 : Reading

In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They understand that texts reflect the time and culture in which they were written. They refer to the text when explaining their views and are able to locate and use ideas and information.

Level 5 : Reading

Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They understand that texts fit into historical and literary traditions. They retrieve and collate information from a range of sources.

Level 6 : Reading

In reading and discussing a range of texts, pupils identify different layers of meaning and comment on their significance and effect. They give personal responses to literary texts, referring to aspects of language, structure and themes in justifying their views, and making connections between texts from different times and cultures and their own experiences. They summarise a range of information from different sources.

Level 7 : Reading

Pupils show understanding of the ways in which meaning and information are conveyed in a range of texts. They articulate personal and critical responses to poems, plays and novels, showing awareness of their thematic, structural and linguistic features. They understand why some texts are particularly valued and influential. They select and compare information from a variety of sources.

Level 8 : Reading

Pupils' responses show their appreciation of, and ability to comment on, a range of texts, and they evaluate how authors achieve their effects through the use of linguistic, structural and presentational devices. They select and analyse information and ideas, and comment on how these are conveyed in different texts. They explore some of the ways in which texts from different times and cultures have influenced literature and society.

Exceptional Performance : Reading

Pupils confidently sustain their responses to a demanding range of texts across different times and cultures, developing their ideas and referring in detail to aspects of language, structure and presentation. They make apt and careful comparisons between texts, including consideration of audience, purpose and form. They identify and analyse argument, opinion and alternative interpretations, making cross-references where appropriate.

Writing

Level 1 : Writing

Pupils' writing communicates meaning through simple words and phrases. In their reading or their writing, pupils begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.

Level 2 : Writing

Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate

and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences. Simple Chinese characters are usually written correctly.

Level 3 : Writing

Pupils' writing is often organised, imaginative and clear. The main features of different forms of texts are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The basic grammatical structure of sentences is usually correct. Chinese characters are written correctly. Punctuation to mark sentences – full stops and question marks – is used accurately. Handwriting is legible.

Level 4 : Writing

Pupils' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways, with organisation generally appropriate for purpose. Vocabulary choices are often adventurous and words are used for effect. Pupils are beginning to use grammatically complex sentences, extending meaning. Vocabulary is generally accurate. Full stops and question marks are used correctly, and pupils are beginning to use punctuation within sentences. Handwriting style is fluent, joined and legible.

Level 5 : Writing

Pupils' writing is varied and interesting, conveying meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Sentences, including complex ones, and paragraphs are coherent, clear and well developed. Words with complex regular patterns are usually written correctly. Handwriting is joined, clear and fluent and, where appropriate, is adapted to a range of tasks.

Level 6 : Writing

Pupils' writing is fluent and often engages and sustains the reader's interest, showing some adaptation of style and register to different forms, including using an impersonal style where appropriate. Pupils use a range of sentence structures and varied vocabulary to create effects. Characters are written clearly. Handwriting is neat and legible. A range of punctuation is usually used correctly to clarify meaning, and ideas are organised into paragraphs.

Level 7 : Writing

Pupils' writing is confident and shows appropriate and imaginative choices of style in a range of forms. Characters and settings are developed in their narrative writing. Their non-fiction writing is coherent and gives clear points of view, taking account of different perspectives. Grammatical features and vocabulary are used accurately and effectively. Work is legible and attractively presented. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader.

Level 8 : Writing

Pupils show creativity in the way they select specific features or expressions to convey effects and to interest the reader. Their narrative writing shows control of characters, events and settings, and shows variety in structure. In non-fiction, they express complex ideas clearly and present them coherently, anticipating and addressing a range of different viewpoints. Their use of vocabulary and grammar enables fine distinctions to be made or emphasis achieved. Their writing shows a clear grasp of the use of paragraphing.

Exceptional Performance : Writing

Pupils' writing is original, has shape and impact, shows control of a range of styles and maintains the interest of the reader throughout. Narratives use structure as well as vocabulary for a range of imaginative effects, and non-fiction is coherent, reasoned and persuasive, conveying complex perspectives. A variety of grammatical constructions are used accurately, appropriately and with sensitivity. Paragraphs are well constructed and linked in order to clarify the organisation of the writing as a whole.

ART

Level 1

Pupils respond to ideas. They explore a variety of materials and processes to create their own work. They describe what they think and feel about the work of others and what they have done in their own work.

Level 2

Pupils explore ideas and make some choices about what they will do. They investigate the nature and qualities of different materials and processes, exercising some control over those they use in their work. They describe some of the characteristics of different kinds of art, craft and design. They suggest ways to improve their own work.

Level 3

Pupils explore ideas in different ways, collecting information and practical resources in order to make informed choices about their work. They investigate and use the qualities of materials and processes to develop their own practical skills and communicate their ideas and meanings. They describe the work of others commenting on the ideas and purposes that they encounter. They use this to adapt and improve aspects of their own work when making images and artefacts for different purposes.

Level 4

Pupils use a variety of approaches to explore and experiment with ideas, information and resources in order to develop their intentions. They investigate and develop a range of practical skills and use the qualities of materials and processes purposefully to suit their intentions when designing and making. They compare and comment on differing ideas, methods and approaches used by artists, craftspeople and designers, relating these to the contexts in which the work was made. They discuss their own work and that of others and consider how they might adapt and refine their ideas, skills and processes.

Level 5

Pupils take some creative risks when exploring, experimenting and responding to ideas and selecting information and resources in order to develop their work. When designing and making, they develop and use their technical knowledge and skills to manipulate the qualities of materials, processes and the formal elements appropriately. They consider and discuss the ideas, methods and approaches that are used by artists, craftspeople and designers, relating these to both context and purpose. They evaluate their own work and that of others, reflecting on their own view of its purpose and meaning. They are able to adapt and refine their ideas, processes and intentions.

Level 6

Pupils accept creative risks, exploring and experimenting with ideas independently and inventively and using a range of appropriate resources imaginatively to develop, design and make work. They apply their technical knowledge and skills to realise their intentions, using the qualities of materials, processes and the formal elements effectively. They interpret and explain how ideas and meanings are conveyed by artists, craftspeople and designers, recognising the varied characteristics of different historical, social and cultural contexts. They provide a reasoned evaluation of the purpose and meaning of their own work and that of others. They use their critical understanding to develop their own views and practice.

Level 7

Pupils learn from taking creative risks that help them to form and develop their ideas and to create purposeful, imaginative work with some originality. They demonstrate confident understanding and use of materials, processes and the formal elements, combining these thoughtfully to realise their intentions. They analyse and comment on their own and others' work, appreciating how codes and conventions are used to express ideas in different genres, styles and traditions. They explain how and why their understanding of the work of others affects their own ideas, values and practice.

Level 8

Pupils develop, express and realise ideas in often original ways, confidently exploiting what they learn from taking creative risks and from their understanding of creative processes. They exploit the potential of materials and processes independently, making both intuitive and analytical judgements to develop and realise their intentions. They analyse, engage with, and question critically aspects of their own and others' work, identifying how beliefs, values and meanings are expressed and shared. They confidently express reasoned judgements about their own work and that of others, demonstrating analytical, critical and contextual understanding.

Exceptional Performance

Pupils are in command of their creative practice, recognising and using a variety of strategies to develop ideas that are personal, original and imaginative. They use the differing qualities and potential of materials and processes with deliberation and maturity in order to create work that successfully fulfils their intentions. They critically engage with their own and others' work, identifying why ideas and meanings are subject to different interpretations and using their understanding to extend their thinking and practical work. They extend their ideas and sustain their investigations by responding to new possibilities and meanings. They communicate their own ideas, insights and views.

MUSIC

Level 1

Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting, and perform with awareness of others. They repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points. They respond to different moods in music and recognise well-defined changes in sounds, identify repeated patterns and take account of musical instructions.

Level 2

Pupils recognise and explore how sounds can be organised. They sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse. They choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points. They represent sounds with symbols and recognise how the musical elements can be used to create different moods and effects and communicate ideas. They improve their own work.

Level 3

Pupils recognise and explore the ways sounds can be combined and used expressively. They sing in tune with expression and perform simple melodic and rhythmic parts. They improvise repeated patterns and combine several layers of sound with an awareness of the combined effect. They recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.

Level 4

Pupils identify and explore the relationship between sounds and how music reflects different intentions. While performing by ear and from notations, they maintain their own part with awareness of how the different parts fit together and the need to achieve an overall effect. They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures. They describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. They suggest improvements to their own and others' work, commenting on how intentions have been achieved.

Level 5

Pupils identify and explore musical devices and how music reflects time, place and culture. They perform significant parts from memory and from notations, with awareness of their own contribution such as leading others, taking a solo part or providing rhythmic support. They improvise melodic and rhythmic material within given structures, use a variety of notations, and compose music for different occasions using appropriate musical devices. They analyse and compare musical features. They evaluate how venue, occasion and purpose affect the way music is created, performed and heard. They refine and improve their work.

Level 6

Pupils identify and explore the different processes and contexts of selected musical styles, genres and traditions. They select and make expressive use of tempo, dynamics, phrasing and timbre. They make subtle adjustments to fit their own part within a group performance. They improvise and compose in different styles and genres, using harmonic and non-harmonic devices where relevant, sustaining and developing musical ideas, and achieving different intended effects. They use relevant notations to plan, revise and refine material. They analyse, compare and evaluate how music reflects the contexts in which it is created, performed and heard. They make improvements to their own and others' work in the light of the chosen style.

Level 7

Pupils discriminate between and explore musical conventions in, and influences on, selected styles, genres and traditions. They perform in different styles, making significant contributions to the ensemble and using relevant notations. They create coherent compositions drawing on internalised sounds. They adapt, improvise, develop, extend and discard musical ideas within given and chosen musical structures, styles, genres and traditions. They evaluate, and make critical judgements about, the use of musical conventions and other characteristics and how different contexts are reflected in their own and others' work.

Level 8

Pupils discriminate between and exploit the characteristics and expressive potential of selected musical resources, styles, genres and traditions. They perform, improvise and compose extended compositions with a sense of direction and shape, both within melodic and rhythmic phrases and overall form. They explore different styles, genres and traditions, working by ear and by making accurate use of appropriate notations. They both follow and challenge conventions. They discriminate between musical styles, genres and traditions, commenting on the relationship between the music and its cultural context, and making and justifying their own judgements.

Exceptional Performance

Pupils discriminate between and develop different interpretations. They express their own ideas and feelings in a developing personal style, exploiting instrumental and/or vocal possibilities. They give convincing performances and demonstrate empathy with other performers. They produce compositions that demonstrate a coherent development of musical ideas, consistency of style and a degree of individuality. They discriminate and comment on how and why changes occur within selected traditions, including the particular contribution of significant performers and composers.

DRAMA

Level 1

You struggle with the demands of a performance-based subject that requires you to work successfully in small groups and/or in pairs. You have sometimes demonstrated that you can co-operate with others and plan work with some understanding of dramatic structure but this has been the exception rather than the rule. You have a limited capacity to manipulate drama skills in order to change yourself to suit roles, probably because you lack the confidence to do so. When we talk about drama your comments show that you have listened and watched others.

However, you find it challenging to explain the potential impact of the work on the audience.

Level 2

You have demonstrated that you can, on occasion, co-operate with others and plan work although you rely on others for direction. You have shown a limited ability to manipulate drama skills however with the support of others you have been able to change yourself to suit a number of the roles you have played. You can control and change your voice and the way you move although you need significant instruction to be able to do so. When we talk about drama your comments show that you have listened and watched others however you find it challenging to explain the potential impact of the work on the audience.

Level 3

You are able to give some ideas for scene work. You have demonstrated that you can, in the majority of lessons, co-operate with others and plan work. You show some ability to manipulate drama skills and you can change yourself to suit roles. You can, with encouragement, play different roles and control and change your voice and the way you move. When we talk about drama your comments show that you have listened and watched others with some understanding of the impact of the work on the audience.

Level 4

You give ideas and these ideas are used in scenes. You co-operate, negotiate and you help to plan work. For example, you can work with others to decide on the beginning, middle and the end of a piece of performance work. You control some drama skills and you can change to suit roles. You can play different roles and control and change your voice and the way you move. When we talk about drama your comments show that you have listened and watched others carefully. You can talk about drama skills and how they have been used.

Level 5

Your ideas are used in the work. You can use drama skills with some control.

When planning and rehearsing, you help to keep the work moving forward and you help to structure the work. You can sometimes direct bits of the work.

You can use drama skills and control them in rehearsal and performance. For example, you can use thought-tracking, still-image and narration.

Some thought has gone into your roles. You change yourself to suit roles. You try and vary your voice and movement to suit the roles you play. When we discuss work you use drama language and you show that you have paid close attention to what you have seen or what others have said.

Level 6

You use drama skills effectively, showing that you have thought about them.

You respond to ideas in a creative way and you can direct work.

You are a confident and creative performer who controls the drama skills they use well. You control movement and voice well and can change how you perform to suit your character, the situation the character is in. When we speak about work you take an active part in discussions; you use the correct drama language confidently, and you show that you understand ideas in the work.

Level 7

You can choose and use drama skills well to create effective performance work.

You can organise work very well. You are imaginative and you direct work.

You perform confidently, with control, creativity and with sensitivity.

You can play many roles that are believable. Your movement, voice and language are used creatively, changing to suit different characters and situations.

When discussing work you use drama language accurately, effectively showing a good understanding of ideas and the work presented.

Level 8

You can choose and experiment with many drama skills and performance styles.

You are highly imaginative and show an excellent ability to co-operate, negotiate and to direct performance work. Your performance work is controlled, confident and creative. You play many believable roles. Your work has energy and your voice and movement skills are excellent. When you talk about drama you show a very high level of understanding. You are able to make many contributions which are often very perceptive.

Exceptional Performance

You can choose and experiment with many drama skills and performance styles. You use them in an outstanding way. You show an outstanding creative ability when shaping and directing work. Your performance work is outstanding. You can play and develop a wide range of characters. You use voice and movement in an outstanding way. You vary vocabulary, expression and movement confidently for a range of purposes and audiences. You have an excellent understanding of drama language that you can use fluently.

PHYSICAL AND HEALTH EDUCATION

Level 1

Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these in ways that suit the activities. They describe and comment on their own and others' actions. They talk about how to take part in physical activity safely, and how their bodies feel during an activity. They work with others in practices and suggest some simple ideas on how to make changes. In an aquatic setting learners have no previous swimming experience, they may experience separation anxiety and are not comfortable with having water on their face.

Level 2

Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and their deployment and link them in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to take part in physical activity safely, and describe how their bodies feel during different activities. They work with others, devising simple ideas for practices and rules. In an aquatic setting learners have some previous swimming experience and are comfortable in the water. They do not mind water on their face and are ready to learn the basic skills of swimming.

Level 3

Pupils select and use skills, actions and ideas appropriately, applying them with control and coordination. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important, and why physical activity is good for their health. They are able to take the lead in pairs and small groups when carrying out practices or deciding upon their own games, challenges, tactics and sequences. In an aquatic setting learners are swimming completely on their own and are ready to learn strokes such as the backstroke, freestyle and breaststroke.

Level 4

Pupils link skills, techniques and ideas and apply them accurately and appropriately. When performing, they show precision, control and fluency. They show that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles when preparing for exercise. They describe how exercise affects their bodies, and why regular, safe activity is good for their health and wellbeing. They work with others to plan and lead simple practices and activities for themselves and others. In an aquatic setting learners are familiar with the three basic strokes, can swim a length of the pool but need to learn refine their stroke and breathing skills.

Level 5

Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately in different physical activities. When performing in different physical activities, they consistently show precision, control and fluency. They show that they can draw on what they know about strategy, tactics and composition to produce effective outcomes. They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances. They analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work. They explain how the body reacts during different types of activity, and why physical activity is an essential component of a healthy lifestyle. They plan, organise and lead practices and activities safely, helping others to improve their performance. In an aquatic setting learners are familiar with the three basic strokes, can swim 25 meters or longer but need to improve endurance and stroke technique.

Level 6

Pupils select and combine skills, techniques and ideas and use them in a widening range of familiar and unfamiliar physical activities and contexts, performing with consistent precision, control and fluency. They use imaginative ways to solve problems, overcome challenges and entertain audiences. When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses. They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance. They suggest ways to improve. They understand how the different components of fitness affect performance and explain how different types of exercise contribute to their fitness and health. They describe their involvement in regular, safe physical activity for the benefit of their health and wellbeing. When leading practices and activities, they apply basic rules, conventions and/or compositional ideas consistently. In an aquatic setting learners are familiar with the backstroke, freestyle, breaststroke, and butterfly stroke. They can swim 200 meters but need to improve stroke mechanics and endurance.

Level 7

Pupils select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to meet the demands of increasingly complex situations. They consistently show precision, control, fluency and originality. They apply the principles of advanced strategies, tactics and compositional ideas in their own and others' work, and modify them in response to changing circumstances and other performers. They analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics, composition and fitness relate to the quality of the performance. They plan ways to improve their own and others' performance and act on these decisions in order to bring about the improvements. They explain the principles of practice and training, and apply them effectively. They explain the benefits of regular, safe and planned physical activity on physical, mental and social wellbeing, and carry out their own physical activity programmes based on their choices and preferences of activities and roles within activities. They take on different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities. In an aquatic setting learners have previous experience or have completed the learn to swim programme (levels 1 : 6) and will be considered for selection of school swim team to develop their fundamental sport skills.

Level 8

Pupils consistently distinguish between and apply advanced skills, techniques and ideas, always showing high standards of precision, control, fluency and originality. Drawing on what they know of the principles of advanced strategies, tactics or composition, they apply them with proficiency, flair and originality in their own and others' work. When adapting and responding to changing circumstances and other performers, they maintain the quality of a performance. They critically evaluate their own and others' work, showing that they understand the impact of skills, strategy, tactics or composition and fitness on the quality and effectiveness of performance. They use this information to plan and monitor ways in which their own and others' performance could be improved, acting on these decisions to bring about the improvements. They use their knowledge of health, fitness and social wellbeing to plan and evaluate their own and others' exercise and physical activity programmes. They take on different roles within an activity and plan pathways into performance, leadership or officiating based on their choices and preferences. In an aquatic setting learners will have previous competitive experience or will have trained at level 7 and shown commitment to the sessions set by the teacher or coach.

Exceptional Performance

Pupils consistently use advanced skills, techniques and ideas with precision, control, fluency and originality. Drawing on what they know of the principles of advanced strategies, tactics or composition, they consistently apply these principles with originality, proficiency and flair in their own and others' work. They are increasingly independent in finding imaginative, novel and different solutions to problems posed by themselves and others. They critically analyse and judge their own and others' work, showing that they understand how skills, strategy, tactics or composition and fitness relate to and affect the quality and originality of performance in different physical activities. They reach judgements independently about how their own and others' performance could be improved, prioritising aspects for further development. They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work. They understand the contribution physical activity makes to their physical, mental and social wellbeing and participate regularly in physical activity both in and out of school for the benefit of their health and wellbeing. In an aquatic setting learners will have previous competitive experience or will have trained at level 8 and shown commitment to the sessions set by the teacher or coach. If not already, the learner will be offered the opportunity to become a permanent member of the school swim team and given the opportunity to train four times a week.

DIGITAL INTEGRATION

Level 1

Pupils navigate on-screen resources to explore and locate information. They investigate imaginary and virtual worlds and explore options. They capture information and share their work with others. They work with text, images and sound to explore and share their ideas. They explore how devices respond to commands. They use IT safely by following instructions. They understand that work can be saved and retrieved for later use. They talk about their use of IT.

Level 2

Pupils find and use information to answer questions. They sort and organise information and present it in different forms. They use simple editing and formatting techniques to develop their work. They use IT to communicate with others following instructions on safe use. They plan and give instructions to make things happen or to control devices and describe the effects. They make informed choices when using IT to explore what happens in real and imaginary situations. They describe how they use IT to develop their work.

Level 3

Pupils search for and use information from a range of sources and make judgements about its usefulness when following straightforward lines of enquiry. They collect, record and organise data to answer questions and present findings. They use editing and formatting techniques to develop and refine their work to improve its quality and presentation. They use sequences of instructions to control devices and achieve specific outcomes. They answer questions when using IT models and simulations. They use communication tools to share and exchange their ideas with others, and follow strategies for staying safe. They describe their use of IT inside and outside school.

Level 4

Pupils refine searches to find, select and use information, questioning its reliability. Pupils understand the need for collecting information in a format that is suitable for processing. They interpret their findings, question plausibility and recognise that poor quality information leads to unreliable results. They develop simple IT based models to explore patterns and relationships, and make predictions about the consequences of their decisions. They plan, test and refine sequences of instructions. They capture data using sensors to support investigations. They create and combine different forms of information, refining and presenting it for a particular purpose, showing an awareness of audience and the need for quality. They communicate and exchange information and ideas with others, collaborating to develop and improve work. They understand the benefits of online communication and can manage some of the risks associated with the digital environment. They compare their use of IT with other methods and with its use outside school.

Level 5

Pupils combine IT tools within the overall structure of an IT solution. They select the information they need for different purposes, check its accuracy and organise it in a form suitable for processing. They use IT to structure, refine and present information in different forms and styles for specific purposes and audiences. They exchange information and ideas with others in a variety of ways, including using digital communications. They create sequences of instructions and understand the need to be precise when framing and sequencing instructions. They are systematic in changing the variables in an IT based model and explain the impact of the changes. They use IT to organise, store and retrieve information using logical and appropriate structures. They use IT safely and responsibly. They discuss their knowledge and experience of using IT and their observations of its use outside school. They assess the use of IT in their work and are able to reflect critically in order to make improvements in subsequent work. They use appropriate evaluation criteria to critically evaluate the fitness for purpose of their work as it progresses.

Level 6

Pupils plan and design IT based solutions to meet a specific purpose and audience, demonstrating increased integration and efficiency in their use of IT tools. They develop and refine their work to enhance its quality, using a greater range and complexity of information. Where necessary, they use complex lines of enquiry to test hypotheses. They present their ideas in a variety of ways and show a clear sense of audience. They develop, try out and refine sequences of instructions and show efficiency in framing these instructions, using sub-routines where appropriate. They use IT based models to make predictions and vary the rules within the models. They assess the validity of these models by comparing their behaviour with information from other sources. They plan and review their work, creating a logically structured portfolio of digital evidence of their learning. They discuss the impact of IT on society.

Level 7

Pupils design and implement systems. They are able to scope the information flow required to develop an information system. They combine information from a variety of IT based and other sources for presentation to different audiences. They identify the advantages and limitations of different information-handling applications. They select and use information to develop systems suited to work in a variety of contexts, translating enquiries expressed in ordinary language into the form required by the system. They develop, test and refine sequences of instructions as part of an IT system to solve problems. They design IT based models and procedures with variables to meet particular needs. They consider the benefits and limitations of IT tools and information sources and of the results they produce, and they use these results to inform future judgements about the quality of their work. They make use of audience and user feedback to refine and enhance their IT solutions. They take part in informed discussions about the use of IT and its impact on society.

Level 8

Pupils independently select appropriate information sources and IT tools for specific tasks, taking into account ease of use and suitability. They design successful ways to collect and prepare information for processing. They design and implement systems for others to use. They take part in informed discussions about the social, economic, ethical and moral issues raised by IT.

Exceptional Performance

Pupils evaluate software packages and IT based models, analysing the situations for which they were developed and assessing their efficiency, ease of use and appropriateness. They suggest refinements to existing systems and design, implement and document systems for others to use, predicting some of the consequences that could arise from the use of such systems. When discussing their own and others' use of IT, they use their knowledge and experience of information systems to inform their views on the social, economic, ethical and moral issues raised by IT.