St Katherine's School

Progress Grids

Art - Progress Grid

GRADE	Investigate	Experiment	Record	Present
9	You can show critical analysis of an artists work and use the formal elements to justify your opinion. In written or spoken formats. You show clear understanding of artists work and why they made different decisions. Your work shows extended development from the inspiration of artists work.	You can use advanced and challenging techniques with highly developed skills in various materials. You try out multiple ideas to develop your work. You show highly developed skill when refining and making improvements to your work. You show highly developed ability when making choices about the direction of your work. You can make highly informed choices about formal elements within your work.	You show highly developed skill when drawing from observation with detail, proportion, accuracy and scale. Mark making is used to great effect. Your ideas are presented neatly. You show highly developed skill in your presentation. You have taken a range of your own photographs which have been used effectively throughout your work. Photographs show clear skill and reference elements. A variety of tone is added skilfully.	You show highly developed skills when modifying and refining your work in order to realise your intentions. You show highly developed skill when taking ideas from sources of inspiration. Your work shows clear and skilful links between the recording of your ideas and the development towards your final piece.
8	Your artist analysis makes reference to why you like or dislike something, with in depth reference to the formal elements. In written and spoken formats. You show understanding of the artists work and why they made certain decisions. You can link their work to art movements/styles. You can make connections between your work and that of the artists. Your work shows clear inspiration in the development of ideas.	You can use advanced techniques confidently with various materials. You try out several different ideas to develop your work. You can confidently refine and make improvements to your work. You can make confident choices about the direction of your work and about the formal elements within your work.	You can draw from observation confidently adding detail and using proportion, accuracy and scale. Mark making is used effectively. Your ideas are presented confidently with careful thought to your presentation. You have taken a large range of your own photographs, using photography elements. Photos have been used well throughout your work. A variety of tones are added confidently.	You can modify and refine your work confidently in order to realise your intentions convincingly. You work shows clear and confident links between the recording of your ideas and the development towards your final piece. You can confidently develop your work by taking ideas from sources of inspiration.
7	You can consistently use the formal elements to analyse art. You can consistently express your opinion about an artists work. You can show some understanding of why the artist made certain decisions. You can choose artists inspired by your work, make some connections between your work and that of the artists.	You can use advanced techniques consistently with various materials. You try out some different ideas. You can consistently refine and make improvements to your work. You can make consistently considered choices about the direction of your work. You can make consistently informed choices about the formal elements within your work.	You can draw consistently from observation adding detail and using proportion, accuracy and scale. Mark making is used to good effect. Your ideas are presented neatly consistently. The presentation of your work has been carefully thought about. You have taken a range of your own good quality photographs which have been used throughout your work. You consistently add a range of tones to your work.	You work shows consistent links between the recording of your ideas and the development towards your final piece. You can modify and refine your work consistently in order to realise your intentions clearly. You can consistently develop your work well by taking ideas from sources of inspiration.

6	You can confidently use the formal elements in your analysis of art. You understand how to use subject specific vocabulary in this. You show basic understanding of why the artists studied make certain decisions. You can express your opinion about a piece of art and show understanding of connections to your own work.	You can use more advanced techniques well with various materials. You can refine and make improvements throughout a piece of work. You can make good decisions about the direction of your work. You can make well informed choices about the formal elements in your work.	You can draw from observation using good proportion, accuracy and scale. Mark making is used well within your work. Your work is presented well, with attention to detail. You have taken your own good quality photographs which have been used in your work. You can use a good range of tones within your work.	You can modify and refine your work well in order to realise your intentions adequately. You can record your ideas well and show development towards your final piece. You can develop your work well by taking ideas from sources of inspiration.
5	You can reference the formal elements in your analysis of art and make connections to other pieces of work. You use keywords. You can begin to understand why an artist might make different decisions. You can begin to make decisions about whether your like of dislike a piece of art with careful reasoning. You can choose artists to be inspired by.	You can use basic and more advanced techniques with various materials. You can use WWW and EBI to peer and self assess, and begin to make improvements throughout a piece of work. You can make decisions about the direction of your work. You can make choices about the formal elements in your work.	You can draw from observation using proportion, accuracy and scale. Mark making is used within your work. Your work is carefully presented, with some attention to detail. You have taken some of your own photographs to use in your work. You use a range of tones in your work.	You can modify and refine your work in order to realise your intentions. You can record your ideas and show development towards your final piece. You can develop your work by taking ideas from a source of inspiration.
4	You can describe a piece of artwork. You can complete basic analysis using the formal elements. You understand the key words. You show understanding of the different influences an artist might have. You can collect relevant images of artists work. Making basic links between your own and their work.	You can use some of the basic techniques that could be used with various materials. You can use WWW and EBI to self assess against the success criteria. You can make basic decisions based on the direction of your work. You can choose from a selection of choices.	You can draw from observation with some use of proportion, accuracy and scale. Some mark making is used. Your work is presented with some thought. You have taken you own photographs, but have also worked from internet images. You add some dark and light tones to your work.	You can make some attempts to modify and refine your work in order to realise your intentions. You can make some links between recording and developing ideas towards a final piece. You can make some attempt to develop your work by taking ideas from a source of inspiration.

Design Technology - Progress Grid

GRADE	Investigation	Designing	Manufacturing	Testing & Evaluating
9	A concise investigation of the user/client, with clear explanation of all aspects of the client's needs and wants.	Creative, imaginative and innovative ideas that are accurate and which have considered functionality, aesthetics and innovation.	An exceptionally high level of making and finishing skills that are consistent, appropriate and within all tolerances.	Testing against design brief and specification completed throughout the making process ensuring fitness for purpose.
8	Relevant and comprehensive investigation of the work of others that clearly informs ideas. Relevant design focus and clear understanding of the impact on society including economic and social effects. Continuous investigation throughout with excellent justification and understanding An investigation of the user/client, with explanation of all aspects of the client's needs and wants. Specification points are measurable .	Developed ideas taking into account ongoing research that is relevant and focused. Extensive experimentation and development work using a wide range of 2D & 3D techniques including CAD. Developing using a variety of modelling methods to make sure the prototype meets it purpose. Creative, imaginative and innovative ideas which have considered functionality, aesthetics and innovation. Developed ideas taking into account ongoing research that is relevant.	Worked independently to select, prepare and work with a range of relevant tools, materials and equipment. A high level of quality control techniques are used throughout preparation and making to ensure that all aspects of the specification are met and the final product is suitable for industrial production. Detailed evidence of planning (including working drawings and cutting list) and stage of making with consideration given to industrial skills and processes. A high level of making and finishing skills that are consistent, appropriate and within all tolerances. There are no mistakes. Worked independently to select, prepare and work with a range of relevant tools, materials and equipment.	Very detailed evaluation of making process including justification of all changes throughout Full details of possible modifications to improve the product All aspects of the final product tested by a third party Clear evidence showing how the product could be scaled up for commercial production Most aspects of specification and design brief tested throughout making process ensuring fitness for purpose Detailed evaluation of making process including justification of most changes.
7	Detailed analysis of the work of others and reference to this in your design ideas You have considered the environmental, economic and social impact of your designs An investigation of the client/user, with in-depth explanation of the majority of the clients needs and wants. Have investigated the work of others and the results of this can be seen to have influenced your ideas.	Extensive experimentation and development work using a wide range of 2D & 3D techniques including CAD. Developing using a variety of modelling methods to make sure the prototype meets it purpose. Appropriate materials/components selected with extensive research into their working properties. Creative and imaginative ideas which have considered functionality, aesthetics and innovation. Developed ideas taking into account ongoing research.	A high level of quality control techniques are used throughout preparation and making to ensure that all aspects of the specification are met and the final product is suitable for industrial production. Detailed evidence of planning (including working drawings and cutting list) and stage of making with consideration given to industrial skills and processes. A high level of making and finishing skills that are appropriate and the majority are within tolerances. Mistakes are hard to see. Worked independently to select, prepare and work with a range of relevant tools, materials and equipment.	Justified details of future improvements to the product Some aspects of the final product tested by a third party suggestions made for any possible changes to increase commercial viability Most aspects of design brief and spec tested throughout making process Evaluation of making process including reference to all changed features.

6	Have looked at how you could be impacting society and how negative effects could be minimised. Specification points are detailed and realistic You have analysed and justified a couple of types of research and shown your understanding of how it could be used to support you designing. An investigation of the client/user, with explanation of the majority of the clients needs and wants. Have looked at the work of others to help you in your designing.	Experimentation and development work using a wide range of 2D & 3D techniques including CAD. Development of at least one model, that is mainly fit for purpose and influences development. Appropriate materials/components selected with Suitable research into their working properties. Imaginative ideas which have considered functionality, aesthetics and innovation. Further development made that takes into account some ongoing research.	The use of quality control is evident ensuring the prototypes is accurate and meets the specification. Detailed evidence of planning (including working drawings and cutting list) and stages of making with consideration given to industrial skills and processes. A high level of making and finishing skills that are appropriate. Mistakes are hard to see. On the whole worked independently to select, prepare and work with a range of relevant tools, materials and equipment.	Some consideration of the needs of the intended user evidenced full details of suggested improvements including reference to commercial viability Most aspects of brief and all aspects of the specification tested Detailed evaluation of making with details of most changes made.
5	Have looked at how you could be impacting society. You have analysed and justified your research. You have looked at the user or clients needs and wants, (essential and desirable). You create justified ACCESSFM specification points.	Some experimentation and development work using at least 3 different 2D & 3D techniques including CAD. Development of at least one full model. Materials/components selected with some research into their working properties. Imaginative ideas which have considered functionality, aesthetics and innovation. Further development made that takes into account some ongoing research.	Quality control techniques are used throughout preparation and making to ensure that the majority of the specification is met. Detailed evidence of planning (including working drawings and cutting list) and stage of making with consideration given to industrial skills and processes. Produce an accurate practical that is largely suitable for the intended purpose. Worked with some prompting to select and prepare relevant tools, materials and equipment.	Evaluation refers to the intended user. Improvements to make the product more commercially viable suggested and justified. Testing addresses all aspects of the specification. Detailed evaluation of making including details of some changes made.
4	Some analysis work covering most of ACCESSFM. Justifying your research and what you have learnt from it. You have looked at the user or client needs and wants, (essential and desirable).	Quality development of some parts using CAD and physical models. Materials and component choices clearly considered and justified. Ideas which have looked at functionality, aesthetics and innovation. Some extra research done to help you in your development.	The use of quality control is evident but is not always appropriate and there are flaws and blemishes. A plan (including a cutting list of major parts) and stage of making that that identifies the majority of the process. Consideration given to some industrial processes. Tools, materials and equipment have been operated correctly and safely but help needed. marked out materials with help but is inaccurate.	Limited consideration of the intended user included in evaluation. A number of improvements detailed with reference to commercial production. Testing reflects most aspects of the specification. Basic evaluation of making process with reference to areas of weakness.

3	Some analysis work using ACCESSFM. You can create a specification linked with ACESSFM Talked about user or client. You have Identified, described and analysed others work using WWW and EBI.	Developed using some different 2D & 3D techniques including CAD and a model. Ideas with clear consideration of function A number of developments from the original idea.	Quality control is good in parts and on the whole is appropriate. A plan and stage of making that that identifies the majority of the process. Worked with guidance to produce a practical with skill that are not always appropriate. Quality control is of a basic quality and there are issues with the finish of the final product.	A number of improvements justified. Reference made to any features that could be improved upon. Testing reflects some aspects of the specification. Making evaluated in descriptive format.
2	You can follow a specification You have considered the environment. Talked about user or client.	Developed using 2D and 3D models. Materials are selected with some explanation of choices made. Ideas drawn with limited reference to the function. Idea has some changes made to improve it.	Evidence of stages of making with materials and resources included. You require assistance to mark out and work with materials and a number of errors are made. Tool and equipment have been used but needed close supervision and guidance.	Some improvements suggested. Some consideration of industrial processes. Some testing against specification. Some aspects of making evaluated in descriptive format.
1	You have Identified and described others work. You have stated who your client is.	Some parts may have been modelled. Ideas drawn. Have a final idea Materials mentioned.	You have worked out basic stages of making. Practical is incomplete . Tools and equipment used incorrectly.	An improvement suggested. Some testing completed. Minimal evaluation of making.

Drama - Progress Grid

	Creating and Developing Ideas	Performing to an Audience	Analysing and Evaluating	Design and Technical
9	I can create **outstanding** performance showing high levels of originality and complete control of the techniques, style and / or genre studied. I can select a large range of techniques and apply them with interest to my final piece. I can create **impressive, original characters** and / or narratives with depth and success considering a variety of vocal skills and physicality. I consider how to communicate to an audience. I can work with anyone and demonstrate outstanding rehearsal and leadership skills. I can contribute outstanding ideas that are highly relevant to shape, develop and refine using a variety of rehearsal skills.	I can use a variety of techniques in performance with **originality**, making original choices in terms of style and / or genre. I perceptively consider the desired effect on the audience in terms of communicating narrative, theme, mood and / or atmosphere. I can stay in role throughout for over 8 minutes **delivering a faultless performance** with excellent consideration of voice and physicality. All lines are accurate and I demonstrate outstanding interaction with others on stage.	I can provide **detailed verbal / written feedback** with multiple points, including examples and analysis. I show an outstanding awareness of intention and audience and can use drama terminology effectively. I can create homework projects that show **outstanding** thought in terms of content and presentation, with excellent creativity, justifications, language and 'going green'. I meet all deadlines. I can research independently and apply this to my work.	I can **design / apply confident** detailed design and / or technical ideas that adds imaginative and original meaning to the piece in terms of meaning, context and / or mood and atmosphere. I show an outstanding awareness for theatrical production and its impact upon performance and audience.
8	I can create an **stimulating** performance showing originality and an excellent understanding of the techniques, style and / or genre studied. I can select a range of techniques and apply them well to my final piece. I can work with anyone and demonstrate **commitment** in rehearsal and leadership skills. I can generate ideas, shape, develop and refine using a variety of rehearsal techniques for both my own work and that of others.	I can use a **variety of techniques** in performance with originality, making original choices in terms of style and / or genre. I can effectively consider the desired effect on the audience in terms of communicating narrative, theme, mood and / or atmosphere. I can stay in role throughout for over 5 minutes delivering a nearly faultless performance with **excellent** consideration of voice and physicality. All lines are accurate and I demonstrate excellent interaction with others on stage.	I can provide **detailed verbal / written feedback** with multiple points, including examples and analysis. I show an excellent awareness of intention and audience and can use drama terminology effectively. I can create homework projects that show excellent thought in terms of content and presentation, with **excellent** creativity, justifications, language. I meet all deadlines. I can research independently & apply this to my work.	I can **design / apply confident** and detailed design and / or technical ideas that add imaginative and original meaning to the piece in terms of meaning, context and / or mood and atmosphere.
7	I can create an effective performance showing originality and an excellent understanding of the techniques, style and / or genre studied. I can select a range of techniques and apply them well to my final piece. I can create interesting and original characters and / or narratives with success considering both vocal skills and physicality in detail. I consider how to communicate to an audience with effect.	I can use a variety of techniques in performance with originality, making effective choices in terms of style and / or genre. I consider the desired effect on the audience in terms of communicating narrative, theme, mood and / or atmosphere. I can stay in an engaging role throughout for over 4 minutes with excellent consideration of voice and physicality. All lines are accurate and I can demonstrate excellent interaction with others on stage with effect.	I can provide detailed verbal / written feedback with multiple points, including examples and analysis. I show an awareness of intention and audience and can use drama terminology effectively. I can create homework projects that show excellent thought in terms of content and presentation, with good creativity and effect. I meet all deadlines. I can research independently and apply this to my work.	I can design / apply an effective and detailed design and / or technical ideas that add good meaning to the piece in terms of meaning, context and / or mood and atmosphere.

6	I can create a confident performance showing creativity and a **good** understanding of the techniques, style and / or genre studied. I can select a range of techniques and apply them well to my final piece. I can create interesting and convincing characters and / or narratives with some originality. I make **good** choices in terms of voice and physicality and these are consistently applied. I can work with anyone and demonstrate commitment in rehearsal, often with leadership skills. I can generate ideas for my own / my group's work and realise these to a **good** standard through rehearsal techniques.	I can use multiple techniques in performance, choosing appropriately for the style and / or genre with **good** success. I consider the desired effect on the audience in terms of communicating narrative, theme, mood and / or atmosphere. I can stay in a convincing role throughout for over 3 minutes with **good** consideration of voice and physicality. All lines are secure and I can demonstrate good interaction with others on stage.	I can give **good** specific verbal / written feedback with three or more points, including examples and analysis. I show a good awareness of intention and audience and can use drama terminology well. I can create homework projects that show very **good** thought in terms of content and presentation, with some creativity and 'going green'. I meet all deadlines. I can research independently and apply this to my work.	I can design / apply detailed design and / or technical ideas that add **good** meaning to the piece in terms of meaning, context and / or mood and atmosphere.
5	I can create a piece of work showing creativity and an understanding of all techniques, style and genre studied. I can select a combination of techniques and apply them to my final piece. I can create clear characters and / or narratives that are fully appropriate. I can use consistent and appropriate voice and physicality. I can work well with all my peers and listen and remain on task. I use rehearsal time effectively all the time and can give ideas to the group.	I can use two or more appropriate techniques in performance usually with success creating the desired effect on the audience to communicate narrative, theme, style, genre mood and / or atmosphere. I can stay in role all the time with consideration of voice and physicality for over 2 minutes. I can learn all lines and show an awareness of other performers on stage.	I can give specific verbal / written feedback with at least two relevant examples of strength and weakness and an attempt to analyse the impact of these. I use appropriate drama terminology correctly. I can create homework that shows good thought in terms of content and presentation. I meet all deadlines and can do independent research.	I can design / apply at least three good ideas for lighting, sound, set, costume or props that are sound in adding meaning, context or mood and atmosphere to the piece.
4	I can create a thoughtful piece of work mostly in keeping with the techniques and / or style covered. I can independently create appropriate characters and / or narratives. I use voice and physicality, mostly with success. I can work well with most people, listen and remain on task most of the time. I help to make rehearsal effective most of the time and can offer ideas.	I can use at least two appropriate techniques in performance. Mostly achieving success. I can stay in role most of the time with consideration of voice and / or physicality for at least 2 minutes. I can commit most of my lines to memory.	I can give specific verbal / written feedback with at least one relevant example of strength and weakness. I attempt to use drama terminology, mostly with accuracy. I can create homework with thought in terms of content and presentation. This is mostly appropriate. I can do some independent research.	I can design / apply at least two ideas for lighting, sound, set, costume or props that are mostly sound in adding meaning, context or mood and atmosphere to the piece.

3	I can create a suitable piece of work using some of the techniques studied with some success. I can create simple characters and / or narratives with some use of voice and / or physicality. I can listen to others in my group and offer simple suggestions. I can work well with most people. I can lose focus on occasions.	I can attempt at least one, maybe a couple of techniques in performance with some success. I can stay in role some of the time and perform with some attention to voice and / or physicality for at least 2 minutes. I can commit some dialogue to memory.	I can give general verbal / written feedback on what went well and areas for improvement for my own work and the work of others. I can use some, basic drama terminology. I can create homework that has some good thought in terms of content and presentation. I can do basic research.	I can design / apply at least two ideas for lighting, sound, set, costume or props that add some meaning to the piece.
2	I can create a basic piece of work attempting some of the techniques studied. I can work with most people, however struggle to give ideas or only offer basic suggestions. I can lose focus. I can use basic ideas of my own and / or those of others to create a simple character and / or narrative. These are sometimes unclear.	I can attempt at least one suitable technique in performance to a basic level or with occasional success. I can perform a basic character and / or narrative and stay in role some of the time. I can commit a small amount of dialogue to memory.	I can give basic verbal / written feedback on what went well and even better if for my own work and the work of others. I can hand-in basic homework and / or research. I sometimes miss deadlines.	I can give / apply one idea for lighting, sound, set, costume or props that has limited relevance.
1	I can create a limited piece of work attempting at least one technique studied. I can use other student's ideas to help me create a basic character and / or narrative. These are often unclear. I can work with a group sometimes, however can struggle if they are not friends. I can lose focus in rehearsal.	I can attempt to use one technique in performance with limited success. I find it difficult to perform and / or stay in role and often need prompts or a script for lines.	I can give basic verbal / written feedback when prompted. I can fail to complete my homework or have limited attention to detail.	I can give one idea for lighting, sound, set, costume or props when prompted. It may have limited / no relevance to the piece.

English Language - Progress Grid

	Communication & organisation.	Vocabulary, sentence structure, spelling and punctuation.
Grade 7, 8 & 9	• shows sophisticated understanding of the purpose and format of the task • shows sustained awareness of the reader / intended audience appropriate register is confidently adapted to purpose / audience • content is ambitious, pertinent and sophisticated • ideas are convincingly developed and supported by a range of relevant details • there is sophistication in the shape and structure of the writing • communication has ambition and sophistication	• there is appropriate and effective variation of sentence structures • virtually all sentence construction is controlled and accurate • a range of punctuation is used confidently and accurately • virtually all spelling, including that of complex irregular words, is correct • control of tense and agreement is totally secure • a wide range of appropriate, ambitious vocabulary is used to create effect or convey precise meaning
Grade 5 & 6	• shows consistent understanding of the purpose and format of the task • shows secure awareness of the reader/intended audience • register is appropriately and consistently adapted to purpose/audience • content is well-judged and detailed • ideas are organised and coherently developed with supporting detail • there is clear shape and structure in the writing (paragraphs are used effectively to give sequence and organisation) • communication has clarity, fluency and some ambition	• sentence structure is varied to achieve particular effects • control of sentence construction is secure • a range of punctuation is used accurately • spelling, including that of irregular words, is secure • control of tense and agreement is secure • vocabulary is ambitious and used with precision
Grade 3 & 4	• shows clear understanding of the purpose and format of the task • shows clear awareness of the reader / intended audience • register is appropriately adapted to purpose / audience content is developed and appropriate reasons are given in support of opinions / ideas • ideas are organised into coherent arguments there is some shape and structure in the writing (paragraphs are used to give sequence and organisation) • communication has clarity and fluency	• there is variety in sentence structure control of sentence construction is mostly secure • a range of punctuation is used, mostly accurately • most spelling, including that of irregular words, is correct • control of tense and agreement is mostly secure • vocabulary is beginning to develop and is used with some precision
Grade 2	• shows some awareness of the purpose and format of the task • shows awareness of the reader / intended audience • a clear attempt to adapt register to purpose / audience • some reasons are given in support of opinions and ideas • limited development of ideas • some sequencing of ideas into paragraphs (structure / direction may be uncertain) • communication has some clarity and fluency	• some variety of sentence structure • there is some control of sentence construction • some control of a range of punctuation • the spelling is usually accurate • control of tense and agreement is generally secure • there is some range of vocabulary
Grade 1	• basic awareness of the purpose and format of the task • some basic awareness of the reader / intended audience • some attempt to adapt register to purpose / audience (e.g. degree of formality) • some relevant content despite uneven coverage of the topic content may be thin and brief • simple sequencing of ideas (paragraphs may be used to show obvious divisions or group ideas into some order) • there is some basic clarity but communication of meaning is limited	• limited range of sentence structure • control of sentence construction is limited • there is some attempt to use punctuation some spelling is accurate • control of tense and agreement is limited • limited range of vocabulary

English Literature - Progress Grid

Grade	AO1	AO2	AO3
9,8 & 7	Candidates: sustain focus on the task, including overview, convey ideas with consistent coherence and use an appropriate register; use a sensitive and evaluative approach to the task and analyse the extract and wider text critically; show a perceptive understanding of the extract and wider text, engaging fully, perhaps with some originality in their personal response; their responses include pertinent, direct references from across the extract and wider text, including quotations.	Candidates: analyse and appreciate writers' use of language, form and structure; make assured reference to meanings and effects exploring and evaluating the way meaning and ideas are conveyed through language structure and form; use precise subject terminology in an appropriate context.	Candidates: show an assured understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
5 & 6	Candidates: sustain focus on the task, convey ideas with considerable coherence and use an appropriate register; use a thoughtful approach to the task; show a secure understanding of key aspects of the extract and wider text, with considerable engagement; support and direct reference to the extract and wider text, including quotations.	Candidates: discuss and increasingly analyse writers' use of language, form and structure; make thoughtful reference to the meanings and effects of stylistic features used by the writer; use apt subject terminology.	Candidates: show a secure understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by justify their responses by well-chosen different audiences.
3 & 4	Candidates: focus on the task, convey ideas with general coherence and use a mostly appropriate register; use a straightforward approach to the task; show an understanding of key aspects of the extract and wider text, with engagement; support and justify their responses by appropriate direct reference to the extract and wider text, including quotations.	Candidates: comment on and begin to analyse writers' use of language, form and structure; make some reference to meanings and effects; use relevant subject terminology.	Candidates: show an understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
2	Candidates: have some focus on the task, convey ideas with some coherence and sometimes use an appropriate register; use a limited approach to the task; show some understanding of key aspects of the extract and wider text, with some engagement; support and justify their responses by some direct reference to the extract and wider text, including some quotations.	Candidates: recognise and make simple comments on writers' use of language, form and structure; may make limited reference to meanings and effects; may use some relevant subject terminology.	Candidates: show some understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.
1	Candidates: have limited focus on the task, convey ideas with occasional coherence and may sometimes use an appropriate register; use a simple approach to the task; show a basic understanding of some key aspects of the extract and wider text, with a little engagement; may support and justify their responses by some general reference to the extract and wider text, perhaps including some quotations.	Candidates: may make generalised comments on writers' use of language, form and structure; may make basic reference to meanings and effects; may use some subject terminology but not always accurately.	Candidates: show limited understanding of the relationships between texts and the contexts in which they were written, including, where relevant, those of period, location, social structures and literary contexts such as genre, and the contexts in which texts are engaged with by different audiences.

Food - Progress Grid

GRADE	Research and Investigation into Food Safety	Planning, Preparing and Cooking Food	Evaluation and Nutritional Analysis of Food	Working Skills and Personal Qualities
9	Carry out detailed and concise research when selecting and acquiring information on food safety, controls and monitoring procedures with a clear link to the hypothesis or prediction. Analyse the benefits and potential consequences of not complying with appropriate procedures for food safety giving examples from two actual food businesses.	Produce a highly detailed plan including a full justification of your choice of final dishes and cooking methods. You must also explain the effects of essential nutrients on the human body Demonstrate competency in a wide range of complex technical skills when producing your three dishes to an exceptional standard. Dishes should contain a high level of complexity and challenge.	Produce a detailed and accurate evaluation report and analysis of the quality of your dishes with justified conclusions for how effectively you worked. Demonstrate an exceptional knowledge of nutrition by producing a detailed analysis of data for your dishes including conclusions and recommendations for future improvements.	Evaluate the consequences of poor working skills on the two contrasting catering businesses including quotes from any interviews conducted. Evaluate the importance of maintaining standards and quality within catering businesses and the consequences of them not maintaining standards.
8	Plan, carry out and record a highly detailed investigation with a clear and focused hypothesis and meticulous explanation including a record of a wide range of sources of information. Analyse the benefits and potential consequences to businesses of not complying with appropriate procedures for food safety.	Produce a logical plan with a high level of detail and accuracy, including the selection of appropriate techniques for making your three dishes and an explanation of the importance of a balanced diet. Follow a time plan and consistently and apply food safety principles when demonstrating a wide range of advanced techniques to produce and finish your three dishes to an excellent standard.	Produce an evaluation report which demonstrates an in-depth understanding of how ingredients work and reflects upon how effectively you used technical skills to produce your dishes. Produce a detailed nutritional analysis and evaluation of sensory testing for your dishes which have been costed with the results of this costing analysed and explained.	Evaluate the consequences of poor working skills on an actual catering business. Evaluate the effectiveness of your own communication and team working skills and justify areas for improvement.
7	Plan, carry out and record a detailed investigation with a clear and focused hypothesis and meticulous explanation. Explain the importance of following appropriate procedures to maintain food safety when storing, preparing, cooking and presenting food.	Provide a highly detailed plan for your menu, including references to food safety points, time plan with accurate dovetailing and a description of the benefits of your chosen methods of cooking. Select a range of appropriate equipment and use it accurately to demonstrate competent execution of a range of complex technical skills in the making of your three dishes to a very high standard.	Produce a structured and coherent report which contains accurate use of technical language to evaluate the effectiveness of your own working practices when preparing and cooking food. Demonstrate an exceptional knowledge of food nutrition by providing a detailed analysis which contains logical conclusions and justified recommendations for improvements.	Analyse the benefits of effective working skills to customers, staff and businesses including actual examples from an actual catering businesses. Demonstrate communication and team working skills in order to deal with a work-related problem and provide a justification of the actions you took.
6	Carry out relevant research related to food safety controls and monitoring procedures and explain your findings. Describe examples of controls and monitoring procedures used to eliminate potential food safety hazards	Review and explain the appropriateness of your choice of dishes including a justification of ingredients used based on their nutritional benefits. Demonstrate very good time-management and apply accurate food safety principles to present your three dishes to a high standard using a range of appropriate finishing techniques.	Evaluate the effectiveness of your own working practices when preparing and cooking food. Provide costings for your final three dishes and evidence of thorough nutritional analysis and sensory testing.	Analyse the benefits of effective working skills to customers, staff and catering businesses. Demonstrate communication and team working skills in order to deal with a work-related problem.

5	Explain how carried out your investigation and record your sources of information. Describe examples of potential food safety hazards and procedures to maintain food safety when storing, preparing, cooking and presenting food.	Produce a logical plan that includes appropriate techniques for the making of your three nutritious dishes. Your plan should also include accurate timings, a list of equipment and food safety points. Demonstrate accurate technical skills when making of your three dishes to a high standard. At least two of your dishes should show some demand and challenge and your should work independently.	Demonstrate a good understanding of how ingredients work by assessing how successful your dishes were and how they could have been improved. Demonstrate a good knowledge of nutrition by providing a detailed nutritional analysis and evaluation of how your dishes would contribute to a balanced diet.	Describe the importance of effective working skills to customers, staff and businesses in the catering industry. Demonstrate working skills and effective verbal and nonverbal communication skills when cooking food on more than one occasion.
4	Plan and carry out an investigation into potential food hazards when storing, cooking, preparing and presenting food. Describe examples of potential food safety hazards when storing, preparing, cooking and presenting food.	Produce a plan which includes some reasons for your three choices of dishes, plus timings, some details of nutritional value, safety points and cooking methods. Demonstrate good time management and apply food safety principles to produce your three dishes, using appropriate cooking methods and finishing and presentation techniques.	Produce a detailed evaluation report for your dishes with some use of technical language. Demonstrate a good knowledge of nutrition by providing a nutritional detailed analysis which includes some conclusions for your dishes.	Describe working skills using examples from two hospitality businesses and explain the differences between occupational skills and personal skills. Demonstrate working skills when cooking food on more than one occasion and explain team working skills and their importance in catering businesses.
3	Carry out limited research into potential food hazards and food safety controls. Investigate and identify controls for potential food safety hazards.	Produce a plan for making three nutritious dishes, including references to food safety and some dovetailing in your time plan. Demonstrate safe hygienic working practices to produce your three nutritious dishes using some appropriate processes and equipment.	Provide evidence of sensory testing and evaluate the quality of your dishes, making some suggestions for improvement. Provide some nutritional analysis of your dishes with limited conclusions.	Describe working skills giving examples from an actual catering businesses. Demonstrate the use of verbal and non-verbal communication skills when cooking food.
2	Briefly explain how your research will be used to carry out an investigation. Investigate and identify potential food hazards and procedures that maintain food safety.	Provide a simple plan for making your three dishes which includes correct weights and measurements and some justification for your choice of dishes. Following a time plan, demonstrate safe hygienic working practices and basic technical skills when preparing and cooking your three dishes with some support from a teacher.	Provide some evaluation of your dishes and evidence of sensory testing Provide some nutritional analysis of your dishes.	Identify a range of working skills needed to work in the catering industry. Demonstrate working skills when cooking food and identify skills important to teamwork.
1	Demonstrate a basic approach to your investigation with limited evidence of research and planning. Investigate and identify some potential food hazards.	Provide a simple plan for making your three dishes including a simple list of ingredients, some references to food safety, which may contain several inaccuracies, and a list of some equipment required. Produce your three final dishes to a basic standard using limited finishing and presentation techniques.	Carry out some sensory testing of your dishes. Identify some nutrients essential to health.	Identify a limited range of working skills. Demonstrate a low level of working skills when cooking food.

Geography - Progress Grid

GRADE	How is my Geographical Knowledge progressing?	How is my Geographical Understanding progressing?	How are my Geographical Skills progressing?
9 8	ATLAS: Locate and describe in detail a **wide and diverse** range of human and physical places and spaces CASE STUDIES: Relevant facts and data to support my points VOCABULARY: An **advanced and extensive** range of geographic vocabulary **applied correctly** ISSUES: Current geographical issues in the news and an **informed opinion** on them	PATTERNS: Identify and explain patterns and relationships to an **advanced level** PROCESSES: Appreciate the cause-effect relationship in detail. Correctly explain, **in order**, complex processes CONCEPTS: Using concepts, theories and models to support or challenge information and opinions ISSUES: Aware that the environment is changing through human-physical interactions. Aware that places are linked in **complex** ways SEEP: Aware that these factors are complex and linked	MAPS: Practice map skills with an **advanced** level of accuracy and competency PRESENTATION: Appropriately select, justify, create and analyse a wide range graphs, maps and charts to an **advanced** level ANALYSIS: Appropriately select from, carry out and analyse a wide range of simple, moderate **and complex** statistical techniques ENQUIRY: Create effective geographical enquiry questions drawn from theory CONCLUSIONS: Make **valid and supported** conclusions
7 6	ATLAS: Locate and describe a **wide** range of human and physical places and spaces CASE STUDIES: A **detailed** "what, when, where, why?" account VOCABULARY: **Appropriate** geographic vocabulary **applied correctly** ISSUES: World news and current events that I can accurately link to my geography	PATTERNS: Identify and explain patterns and relationships in **detail** PROCESSES: Awareness of cause-effect relationship. Explain complex processes in **detail.** CONCEPTS: Using theories and models to support ideas ISSUES: **Explain** the relationships between humans and the environment in **detail.** SEEP: Use categories to investigate, explain and rank causes and impacts of geographical changes	MAPS: Practice map skills to a high level of accuracy and competency PRESENTATION: Select, justify, create and analyse a range of graphs, maps and charts to a **detailed** standard ANALYSIS: Carry out and analyse a range of simple **and moderate** statistical techniques ENQUIRY: **Create** effective geographical enquiry questions CONCLUSIONS: Make **detailed** conclusions
5 4	ATLAS: Locate and describe **major** human and physical places and spaces CASE STUDIES: A **clear** "what, when, where, why?" account, with **SEEP** categories used VOCABULARY: A **range** of geographical terms are used ISSUES: World news and current events that are linked to my Geography	PATTERNS: Identify and explain patterns and relationships to a **clear** standard PROCESSES: Explain processes to a **clear** standard, with some idea of correct ordering CONCEPTS: A **clear** understanding of geographical models and theories ISSUES: Describes and explain human and environmental issues **clearly** SEEP: Geographical categories are used	MAPS: Practice map skills with a **clear** level of accuracy and competency PRESENTATION: Create and analyse graphs, maps and charts to a **clear** standard ANALYSIS: Carry out **and analyse** simple statistical techniques ENQUIRY: **Follow** a set enquiry successfully CONCLUSION: Make **clear** conclusions from data
3 2 1	ATLAS: Locate and name the seven continents and five oceans. Locate a range of local and global places CASE STUDIES: **Some** details of real examples VOCABULARY: **Some** geographical words are used correctly	PATTERNS: **Some** understanding of patterns PROCESSES: **Describing** processes with accuracy ISSUES: **Some** awareness of how humans and the environment affect each other SEEP: **Some** use of categorise to make sense of issues	MAPS: Practice map skills with **some** accuracy PRESENTATION: Complete graphs, maps and charts with **some** accuracy ANALYSIS: Carry out **simple** statistical techniques ENQUIRY: **Follow** a set enquiry with some success CONCLUSION: Make **some** comments on data

History - Progress Grid

GRADE	AO2. How well can I examine causes of events?	AO2. How well can I examine change and continuity over time?	A02. How well can I examine significant people/events in history?	AO3. How developed are my source skills?	AO4. How well can I examine different interpretations of people/events in history?
9	I can evaluate different views about the causes for events in history depending on the time, class or location	I can evaluate different views about change and continuity depending on the time, class or location	I can evaluate different views about the importance of people and events depending on the time, class or location	I can evaluate the differing perspectives of a source	I can evaluate interpretations depending on the evidence chosen, time, religion and politics
8	I can use terms such as catalyst, long-term and short-term	I can analyse a period of history to explain periods of change and continuity	I can analyse the significance of an event/person through making links between factors	I can examine the strengths and weaknesses of sources I can interrogate a source and use it critically to carry out historical research	I can analyse the strengths and weaknesses of different interpretations
6-7	I can explain how long-term and short-term causes interplay to explain events in history I can explain how different causes are linked together	I can analyse a period of history to explain periods of changeI can identify how rates of change can be different for different groups	I can analyse the importance of people and events using terms such as short-term, medium-term and long-term impact I can compare reasons for and against why people or events are important	I can analyse the content of sources using my own knowledge of the time period I can examine the nature, origin and purpose of a source to evaluate a source	I can explain the purpose of interpretations I can explain key reasons for different interpretations
4-5	I can explain why some causes are more important I can begin to think about which reason is more important than others	I can use and analyse 'turning-points' across time periods I can describe in more detail things which changed or stayed the same	I can explain in detail the significance of several factors/people/events I can explain in detail the significance of people/events	I can examine the nature, origin and purpose of a source I can compare sources and use them to create an argument	I can consider the purpose of different types of interpretations (educational/fictional) I can begin to give reasons for different opinions
2-3	I can explain different causes for events in history I can describe different causes or events in history	I can put things in chronological order when explaining how things have changed I can describe things that changed or stayed the same	I can give a number of reasons why some people or events are important I can describe an important event, person or factor	I can explain the message of a source using details from it I can describe details from a source to describe the past	I can describe different opinions about people or events I understand that different people can have different opinions about people or events
1	I can give basic facts about events in history	I can identify things that changed or stayed the same	I can give a basic opinion why some people or events are important	I can select details (surface level) from a source	I can identify that there are different opinions of events in the past

Maths - Progress Grids

Number	Read, write and order integers, up to and including 4 digit numbers Use mental methods to add and subtract positive and negative integers Use written methods to multiply & divide up to 3-digit numbers by a single-digit number Multiply and divide whole numbers by powers of 10 Understand and apply BIDMAS Understand and use inverse operations Identify square numbers, up to 144 Recognise odd and even numbers Know the definition of a prime number and be able to list the first 10 prime numbers Know the definition of multiples and factors and to be able to list them Round whole numbers to the nearest 10, 100 and 1000 Use vocabulary associated with fractions such as numerator and denominator Understand and use fraction notation Use diagrams to find equivalent fractions and to make comparisons Convert simple fractions into decimals, such as tenths and hundredths Read from scales and measures Use the 'less than' and 'greater than' symbols
Algebra	Write and plot coordinates in the positive quadrant Multiply, divide, add and subtract basic algebra e.g.: a + a, 2 x a, $\frac{a}{2}$, 3a – a Write expressions using algebraic notation e.g.: I think of a number times it by 2 and add 5
Ratio & Proportion	Convert fractions to a ratio, e.g. $\frac{1}{3}$ and $\frac{2}{3}$ shown in the ratio 1:2 Write ratios in their simplest form Solve simple problems involving direct proportion
Geometry	Know the definition of regular and irregular polygon Know the names of regular polygons up to decagon Name the different angles, acute, obtuse, right-angle and reflex Understand the definition of parallel and perpendicular lines Understand the properties of different quadrilaterals and triangles Understand the definition of line symmetry and rotational symmetry Draw lines of symmetry on basic shapes as well as give order of rotational symmetry Understand the definition of congruency and draw tessellations
Statistics	Collect discrete data and record results using a frequency table Draw a bar chart for discrete data Calculate the total population from a bar chart or table Find greatest and least values from a bar chart or table Use the mode and range to describe sets of data Read information and work out totals from a pictogram Represent information as a pictogram (where the symbol represents1 or 2 units)
Probability	Discuss events using words such as likely, unlikely, certain and impossible Place the probability of events on a scale from impossible to certain Find probabilities based on equally likely outcomes in simple contexts List all outcomes for single events systematically

Number	Order, add and subtract positive and negative integers within contexts Round decimals to the nearest integer Multiply & divide any integer or decimal by powers of 10 Understand and use decimal notation and place value Add and subtract decimals, including those with differing number of decimal places Use written methods to multiply & divide up to three-digit numbers by a two-digit number Multiply & divide decimals with up to two places by single-digit whole numbers Use a calculator to calculate square and cube roots Identify and calculate highest common factors and lowest common multiples in contexts List and simplify equivalent fractions Express one number as a fraction of another and simplify Convert between fractions, decimals and percentages Calculate percentages of amounts
Algebra	Plot coordinates in all four quadrants Identify, expressions, terms, equations and formulae Simplify linear expressions Multiply terms including single brackets by a positive integer Calculate a term-to-term rule and continue a sequence Generate sequences from patterns Show inequalities on a number line Give numbers that satisfy inequalities Calculate the input and output of function machines (positive integers only)
Ratio & Proportion	Convert between metric units Write and interpret a ratio given a diagram or context Solve proportion problems using the unitary method Compare products to work out best buy using simple proportions Calculate speed, distance and time given situations Solve ratio problems involving recipes
Geometry	Identify and calculate angles on a straight line, around a point and vertically opposite Measure and draw angles to nearest degree Construct a triangle given sides and angles Calculate missing angles in triangles and quadrilaterals Identify properties of 3D shapes Identify and construct nets of common 3D shapes Draw plans and elevations of 3D shapes Draw a 3D shape from plans and elevations Reflect, translate and rotate a shape Classify quadrilaterals and triangles given their properties Calculate the area and perimeter of rectangles/squares/triangles Calculate area and perimeter of compound shapes involving rectangles
Statistics	Draw and interpret frequency diagrams for discrete and continuous data Calculate the mode, median, mean and range from sets of data Draw and interpret line graphs
Probability	Understand and use the probability scale from 0 to 1 Write probabilities in words or fractions, decimals and percentages Calculate the probability of an event happening using theoretical probability List all outcomes using dice, spinners and coins Calculate the probability of an event happening using relative frequency

Number	Round decimals to one and two decimals places Round to a given significant figures Multiply and divide integers and decimals by 0.1 and 0.01 Multiply and divide decimals Convert integers into standard form Use positive and negative square roots, cube and cube roots Use index notation for small positive integer powers Write an integer as a product of its prime factors Convert between improper and mixed fractions Use written division methods to convert a fraction to a decimal Multiply integers by fractions Compare & Order fractions, including those with different denominators Add and subtract fractions by converting one fraction Order decimals, including those which have a different number of decimal places Use inequality signs to show comparisons between two fractions, or decimals Calculate percentages of amounts, using multipliers Increase and decrease an amount by a given percentage Solve reverse percentage problems
Algebra	Expand, factorise and simplify a single bracket Substitute positive and negative integers into expressions and formulae Calculate inputs and outputs from function machines, including negatives Generate a sequence from the $n^{th} term$ Calculate the $n^{th}\ term$ Know the first five triangular numbers and to be able to continue the sequence Calculate the midpoint of a line on a coordinate grid Solve problems involving shapes on coordinate grid Plot equations of line in form $y = mx + c$ and identify the gradient
Ratio & Proportion	Convert between miles and kilometres Convert between imperial units and currencies when conversions are given Share an amount in a given ratio Use ratio to compare scale drawings to real life Use equivalent fractions/decimals and percentages to compare proportions Express a number as a percentage of another
Geometry	Calculate the volume of a prism and cuboid Calculate the surface area of prism Calculate the area of a trapezium Identify and name parts of circle Calculate the circumference and area of a circle Identify and calculate angles in parallel lines e.g.: alternate, corresponding & allied Calculate angles in isosceles and equilateral triangles Draw and find bearings Describe rotations, translations and reflections Identify congruent shapes
Statistics	Draw and interpret scatter graphs including line of best fit Calculate the modal class from grouped data Plan and construct two-way tables
Probability	Understand that the sum of probabilities of all mutually exclusive outcomes is 1 List all outcomes systematically Draw sample space diagrams for two events Add simple probabilities Estimate the number of times an event will occur Interpret results of an experiment using the language of probability Compare estimated experimental probabilities with theoretical probabilities Work out probabilities from Venn diagrams

Number	Round decimals to any given accuracy Recognise equivalences and perform calculations with powers of 10 e.g.: $0.1, \frac{1}{10}, 10^{-1}$ Recall from memory the cubes of 1,2,3,4,5 & 10 Know and use the laws of indices e.g.: $a^m \times a^n, \frac{a^m}{a^n}, (a^m)^n, a^0, a^1$ Calculate the Lowest Common Multiple(LCM) & Highest Common Factor(HCF) using Venn diagrams Convert between ordinary numbers and numbers in standard form Add, subtract, multiply and divide numbers that are written in standard form Divide any integer by a decimal by converting to division by an integer e.g.: $6 \div 0.2 = \frac{6}{0.2} = \frac{60}{2}$ Add, subtract, multiply and divide fractions; including different denominators Understand the term reciprocal and calculate reciprocals of any integer, decimal or fraction Convert simple fractions into recurring decimals using bus-stop method Calculate percentage increase and decrease Calculate simple interest
Algebra	Expand and simplify brackets including with negatives e.g.: $3(x+4)-(x+5)$ Construct and solve linear equations, including unknowns on both sides Construct, use and rearrange simple formulae Plot and solve inequalities on a number line Solve simultaneous equations graphically Identify and continue the Fibonacci sequence Add and subtract simple algebraic fractions e.g.: $\frac{2}{x}+\frac{1}{3x}$ Plot quadratic functions with and without a calculator
Ratio & Proportion	Calculate density, mass, volume, speed, time and distance Calculate the linear scale factor of similar shapes Use proportional reasoning to compare proportions Compare two ratios Calculate the percentage increase or decrease
Geometry	Construct triangles accurately given SSS, ASA, SAS Use a ruler and compasses to bisect an angle Construct perpendicular lines Enlarge any shape given a positive scale factor Describe a rotation, reflection and translation on a co-ordinate grid Calculate the circumference and area of a semi-circle and quarter of a circle Calculate missing lengths using Pythagoras' Theorem Calculate interior, exterior and the sum of angles in polygons
Statistics	Apply and work out the fraction of each sector on a pie chart Draw and interpret distance-time graphs Calculate averages from frequency tables
Probability	Use 1 – p to calculate the probability of an event not occurring Calculate a missing probability from a list or table including algebraic terms Use a numerical scale from 0 to 1 to express and compare experimental and theoretical probabilities in a range of contexts. Compare relative frequencies from samples of different sizes Complete Venn diagrams and use union and intersection notation

Number	Use index notation, including the use of negative integer powers Estimate the answer to square roots & cube roots e.g.: $\sqrt{70}$ must lie between 8 and 9 Calculate the LCM and HCF of a number when given the prime factorisation of each number Calculate the upper and lower bounds of a number to a given degree of accuracy Use upper and lower bounds for addition and subtraction calculations Estimate answers to calculations with the use of rounding numbers Multiply & divide integers and decimals by a number between 0-1 Add, subtract, multiply and divide mixed numbers
Algebra	Construct and solve linear equations that involve fractions and fractional answers Construct and solve linear inequalities Expand and factorise single and double brackets, including difference of two squares Substitute fractional and negative values into expressions Rearrange formulae and use to solve problems Calculate the equation of a line in the form $y = mx + c$
Ratio & Proportion	Calculate missing dimensions in similar shapes Calculate compound interest and depreciation after 2-5 years Write, simplify and divide a ratio given situations Convert between currencies Interpret and solve best buy deals
Geometry	Calculate the area and arc length of a sector Calculate the length of a line given two coordinates Define a geometric progression and continue a sequence Use and apply trigonometry to right-angled triangle, including worded problems Identify roots and turning points on a quadratic graph Calculate volumes of 3D shapes and prisms Transform shapes by reflecting, rotating, enlarging and translating (using column vectors) Use constructions to solve loci problems
Statistics	Construct and interpret pie charts Construct and interpret composite bar charts Display data with an appropriate graph Construct and interpret real-life graphs (including speed/distance/velocity graphs)
Probability	Write probabilities using fractions, percentages or decimals Use tree diagrams to calculate the probabilities of two dependant events Understand and use experimental and theoretical probability to calculate estimated outcomes Work out probabilities from Venn diagrams to represent real-life situations and also 'abstract' sets of numbers/values

Number	Recall index laws such as $n^0 = 1$ and involving fractional powers ($9^{\frac{1}{2}}$ and $8^{\frac{1}{3}}$) Understand the definition of a surd and perform calculations involving roots e.g.: $\sqrt{16} \times \sqrt{4} = 8$ Simplify surds e.g.: $\sqrt{12} = 2\sqrt{3}$ Convert a fraction to a recurring decimal and vice versa Solve problems involving standard form
Algebra	Use iterative processes to generate sequences Use iterative methods to calculate solutions. Multiply three binomials e.g.: $(x+5)(x+2)(x-3)$ Identify linear, quadratic, cubic, reciprocal and exponential graphs Solve quadratics graphically and by factorising Solve and simplify algebraic fractions Construct and solve simultaneous linear equations Calculate the equation of a linear function given two coordinates
Ratio & Proportion	Calculate reverse and compound percentage Construct and solve equations involving direct and inverse proportion. Use kinematics formulae to calculate speed and acceleration from worded and graphical situations
Geometry	Enlarge a shape given a negative integer scale factor Describe fully a single transformation Describe the changes and invariance achieved by transformations Calculate and solve vector problems involving ratio Calculate the number of sides on a regular polygon given the interior and exterior angles. Understand and use the formulae $(n-2) \times 180 = Sum\ of\ Degrees\ in\ a\ Polygon\ \ and\ \frac{360}{n} = exterior\ angle$ Recall and use the formulae for volume and surface area for pyramids, frustums and cones. Calculate the dimensions given the volume or surface area
Statistics	Plot and interpret cumulative frequency graphs Plot and interpret boxplots Plot a time-series graph Construct and interpret tables and calculate averages from continuous data
Probability	Calculate the outcomes of two or more events by using the product rule Calculate a missing probability from a list or two-way table, including algebraic terms Use a two-way table to calculate conditional probability Compare relative frequency and theoretical probabilities including from different sample sizes

Number	Solve complex problems involving index laws Evaluate numbers with positive, fractional and negative indices Rationalise simple fractions with a surd as the denominator e.g.: $\frac{3}{\sqrt{3}}$ Write the denominator in terms of its prime factors, determine whether a fraction can be expressed as a recurring or terminating decimal. Calculate limits using upper and lower bounds
Algebra	Rearrange formulae with same variable on both sides Solve Quadratics using the formula, factorising and including completing the square Recognise the difference of two squares Algebraic proof – to show algebraic expressions are equivalent, and use algebra to support and construct arguments and proofs. e.g.: explain why (n+1)(n+20) is an even number Plot and find the equation of a circle Calculate the equation of a line given two points and the equations of a perpendicular line Solve inequalities algebraically and graphically
Ratio &	Solve problems involving inverse and direct proportion including squares, square roots Plot and interpret exponential functions ($y=k^x$) for positive values of k Use similarity in length, area and volume to calculate scale factors and vice versa
Geometry	Identify trigonometric graphs Use and apply Pythagoras in 3D situations e.g.: diagonal lengths in cuboid and lengths of lines given 3D coordinates Calculate the area of any given triangle using $\frac{1}{2}abSinC$ Use and apply both sine and cosine rule to triangles and apply to bearing questions Enlarge a shape given a negative fractional scale factor Use and apply all circle theorems Use graphs to solve problems involving distance, speed and acceleration
Statistics	Construct and interpret histograms Use moving averages to identify seasonality and trends in time series data and use them to make predictions Understand the structure of a stratified sample and calculate the proportion
Probability	Use a tree diagram to calculate conditional probability

Number	Solve and calculate the value of complex indices including surds Rationalise more complex denominators e.g. $\frac{1}{2+\sqrt{3}}$ Understand and use rational and irrational numbers
Algebra	Calculate the $n^{th} term$ of a quadratic sequence Solve simultaneous equations with one linear and one quadratic function Use the equation of a circle to find points of intersection with a line Calculate the equation of a circle given the centre and a point on the circumference Estimate area under a quadratic or other graph by dividing it into trapezia Calculate the acceleration and distance from velocity-time graphs Simplify and solve algebraic fractions Calculate the inverse function and construct and use composite functions e.g.: $f(x) = 5x$ and $g(x) = x^2 + 3$. Write down the value of $f(5)$ Write down the inverse of $g(x)$ Write down the composite function of $fg(x)$
Ratio & Proportion	Set up, solve and interpret the answers in growth and decay problems
Geometry	Transform both trigonometric and other functions. e.g.: Show y = –f(x), y = f(–x), y=f(x+a), y=f(x)+a Sketch quadratic functions; identifying y and x-axis intercepts and turning points Use the sine and cosine rule in 3 dimensions Prove all circle theorems algebraically Use and apply vectors to prove lines are collinear or parallel
Probability	Use a Venn diagram to calculate conditional probability

MFL - Progress Grid

GRADE	LISTENING	SPEAKING	READING AND TRANSLATION	WRITING AND TRANSLATION
9	I can extract and evaluate information in extended passages or dialogues spoken clearly at near-normal speed. I can deduce unknown word meaning by listening to a whole passage and the context. I can always understand passages in a variety of different time frames and a range of complex structures.	I can ask an extended range of questions confidently and spontaneously, including more complex questions involving different time frames. I can take part in unplanned conversation on familiar topics and can cope with unexpected questions. I can use familiar language fluently and accurately across the full range of topics. My pronunciation and intonation are consistently of a very high standard and I rarely hesitate.	I can understand extended texts which contain unpredictable elements – these may include different time frames, points of view (opinions, reasons and justifications) drawn from a range of topic areas I can understand a range of unfamiliar language and translate suitable extracts. Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, descriptive. I can differentiate between several possible meanings to select the most appropriate dictionary translation with consistent success.	I can write a long sequence of mainly fluent extended writing (several paragraphs) from memory, drawing on several familiar topic areas, and using a range of vocabulary, structures and tenses. I can generate my own language rather than that of the teacher/textbook, and can express my own ideas and opinions, and those of others, with accuracy. I can translate a paragraph, drawing on language all KS4 topic areas
8	I can understand longer passages or dialogues which might contain a few unpredictable words, a little slower than normal native speaker speed. I can deduce the meaning from context or tone of voice of some of unfamiliar words. I can generally understand passages in a variety of time frames and a range of complex structures.	I can ask a range of questions confidently and appropriately to extend conversations I can give and understand more developed responses on a range of topics with little to no hesitation. I can use a variety of structures with mostly good pronunciation and intonation when reading aloud I can sustain and interact naturally.	I can understand longer texts which may contain some unpredictable elements – these may include different time frames and a range of structures I can understand and draw inference from some unfamiliar language, using context and surrounding language, and translate suitable extracts. I am able to decide between several possible meanings for translation purposes with overall success	I can write extended pieces (several paragraphs) from memory drawing on a greater variety of topic areas clearly and coherently with a convincing narrative. I am able to write using more complex sentences to express my own ideas and opinions clearly with confidence and in a varied and interesting way. Can translate a paragraph, drawing on language from previous topic areas, as well as the most recent with complex language structures. I can form the correct tense with learnt and researched language. The meaning is generally clear.
7	I can understand longer passages or dialogues which may contain a couple of unpredictable elements, but are delivered clearly and at slower than normal native speaker speed. I can understand the meaning of individual unfamiliar words. Passages may include several topics, in a variety of different time frames. I can understand less familiar vocab and more complex grammar.	I can take part in multi-exchange conversations and discussions.. I can construct responses independently, using a variety of vocabulary and structures. My pronunciation is consistently good when reading aloud, including unfamiliar language. I may sometimes hesitate but this does not affect the flow of a conversation. I can use more complex grammar.	I can understand longer texts which may contain a few unpredictable elements - these may include a range of time frames and other key structures and a combination of complex tenses. I can cope with some unfamiliar language, using context to figure out the overall meaning I can translate longer and more complex phrases . I can understand and translate more complex grammar.	I can write learned paragraphs from memory, using a variety of structures to express facts, ideas, opinions, reasons and justifications, and ask questions. I can manipulate language structures encountered in the lesson accurately, and combine those with new elements to produce new meanings. I can translate longer complex passages with almost accuracy. When I write to express my own ideas and opinions, the meaning is almost always clear.

6	I can understand and extract essential information from longer passages or dialogues, spoken clearly and more slowly than normal native speaker speed, containing predictable information. Passages may include a range of structures including several time frames, and vocabulary from several familiar topics and some authentic texts.	I can interact confidently with familiar topics covered, including asking a range of questions independently. I can make myself understood in straightforward, spontaneous interactions. I can develop conversations confidently and clearly with a variety of topics with unexpected elements. My pronunciation is good but I sometimes still hesitate which may sometimes hinder the overall flow of conversation. I can understand more complex grammar.	I can understand longer texts containing predictable information; these may include a range of structures including a range of 3 time frames, and vocabulary from several familiar topics. I can pick out and translate longer phrases with ease. Can identify the tense of verbs within a text, convert them to their infinitive form and use a dictionary to find their meaning I can understand and translate more complex structures.	I can write from memory at greater length on one or more topic. I am able to use more than one time frame producing extended sentences that follow logically. I can translate longer complex passages with little error. I can successfully recycle learnt language, and combine with a limited number of new elements with some success to express my own ideas and opinions.
5	I can understand longer passages or dialogues spoken clearly and more slowly than normal native speaker speed, containing predictable information and some less familiar vocab. Passages draw on a range of vocabulary in familiar topics, which could include three time frames (present and past and future).	I can use key high-frequency verb forms with a combination of different question words to produce new questions spontaneously. I can develop simple conversations using 3 time frames. I can read phrases and short texts aloud, slowly and carefully, with overall accurate pronunciation. I may still show signs of hesitation but this does not hinder theconversation.	I can understand a range of texts containing predictable information at times from authentic literature. I can figure out the meaning from context or the surrounding language of some unfamiliar language in more challenging texts. I can understand 3 time frames (present, past and future). I can pick out and translate longer phrases / short passages with some teacher input. I can understand text with occasional complex structures.	I can write longer texts from memory on two-three topics with good accuracy. I can adapt known structures to add own elements, which may produce more inaccuracy, to express a range of simple, yet personal, ideas and opinions. I can translate longer sentences confidently. I can use 3 different time frames (present, past and future). I can use a dictionary mainly with success to add new language.
4	I can understand the details in a short passage or dialogue on a few familiar topics in simple sentences, spoken slowly and clearly. I am beginning to require less repetition. I can identify and understand the meaning of a passage which could include two time frames (present and past or future). I can understand opinions and basic reasons. .	I can ask and answer pre-learned, memorised questions, which may involve formal and informal modes of address. I can express justified opinions in longer conversations. I can understand reference to 3 time frames. I can adapt familiar question forms to vary questions, with some hesitation which interrupts flow. I am able to pronounce known language well, and can read unknown words aloud coherently.	I can understand the main details in short factual texts on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. Texts may include a weather report, personal account or short letter. Responses are likely to include true / false statements, multiple choice, table competition, gap-fill or question and answer. I can understand some reference to present, past and future. I am able to translate short phrases with more ease.	I can write texts from memory made up of short sentences using taught language on a few topics and this may include an example of a negative. I am familiar with different time frames (present, past and future). My spelling from memory still may have some inaccuracy. I can translate longer sentences confidently. I am understanding grammatical structures to manipulate the language to make my own written pieces.

3	I can understand short passages made up of familiar words and basic phrases when people speak slowly and clearly, in up to two time frames (present and past or future). I may need to ask for things to be repeated from time to time.	I can ask and answer simple questions I can adapt models successful to give my own simple opinions. I can use present and past OR future. I can use several short phrases and questions. I can produce some short phrases independently with overall good pronunciation.	I can understand a short text made up of short sentences with familiar language on a familiar topic. I am able to spot new words introduced into a short text made up of familiar material and use the surrounding words to guess their meaning. I can understand reference to present and past OR future. I can translate short phrases that have been taught with input from my teacher.	I can write a short, simple text from memory, using simple sentences from a familiar topic with fair spelling. I can use 2 different time frame (present and past or future). I can write sentences on a few topics using a model, e.g. a writing frame. I write my opinion and use basic connectives as standard when I write.
2	I can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly, in one time frame. I can understand basic opinions. I can transcribe simple short sentences. More often than not I will need to ask for repetition to understand things.	I can rehearse and perform short sentences in a simple conversation. I can use the present OR the future. I may still not understand how to form questions / answers independently. I can produce short pre-prepared phrases on a familiar topic with some accurate pronunciation.	Can understand main points from familiar words and very simple sentences. I can recognise and use the main dictionary codes for nouns and can find the, meanings of new nouns. I understand that there may be more than one entry for each word. I can translate one or two basic phrases that have been taught.	I can write some single words from memory, though my spelling might not always be accurate. I understand basic word order and can write a simple opinion. I can identify masculine and feminine nouns, some plurals and demonstrate the use of a connective.
1	I can understand a few familiar spoken words and short phrases, spoken very slowly and clearly. I can follow along and repeat key words from a passage or dialogue, in one time frame. I always need to ask for things to be repeated to understand.	I can ask and answer simple pre-learned questions from memory. I may be restricted to a couple of topics covered in class. I may not understand the formation of questions and answers. I can repeat familiar words and simple phrases but my pronunciation is not always understandable.	I can understand some familiar written words and short phrases. I can use visual cues and context to follow the gist of a short text. I can use a word list to locate and understand specific words. I can translate individual words that have been taught.	I can write some single words from memory, though my spelling might not always be accurate. I understand basic word order and can write a simple opinion. I can identify masculine and feminine nouns, some plurals and demonstrate the use of a connective.

PE - Progress Grid

Category	Essentials This area is all about the basic things that students need to get right in order to make progress in PE	Engagement This area is about all of the things students do in PE lessons that are not physical and the way students engage in lessons	Activity This area is all about students' physical skills, techniques, fitness and the effort students put into their PE lessons	Competition This area is all about students appetite for competition and how students apply all of the other areas in competitive situations
1 **EXCELLENT**	· Always arrives with the full & correct kit needed for lessons · Always changes quickly to maximise their activity time · Always warms up and is always ready for activity at the start of a lesson	· Always takes on other roles in lessons i.e. coach, analyst, official etc. · Always makes cognitive contributions and demonstrates excellent knowledge · Always sets an exemplary standard of behaviour acting as a role model	· Always performs skills and techniques competently in a range of activities · Always demonstrates a high level of physical literacy in activities · Always gives maximum physical effort throughout lessons	· Always attends lunch or after school extra-curricular activities · Always participates in house events and / or represents the school · Always has a positive impact on competition during lessons
2 **GOOD**	· Regularly arrives with the full & correct kit needed for lessons · Regularly changes quickly to maximise their activity time · Regularly warms up and is usually ready for activity at the start of a lesson	· Regularly takes on other roles in lessons i.e. coach, analyst, official etc. · Regularly makes cognitive contributions and demonstrates good knowledge · Regularly exhibits a good standard of behaviour	· Regularly performs skills and techniques well in a range of activities · Regularly demonstrates a good level of physical literacy in activities · Regularly puts in good physical effort throughout lessons	· Regularly attends lunch or after school extra-curricular activities · Regularly participates in house events and / or represents the school · Regularly has an impact on competition during lessons
3 **REQUIRES IMPROVEMENT**	· Occasionally arrives with the full & correct kit needed for lessons · Occasionally changes quickly to maximise their activity time · Occasionally warms up and is sometimes ready for activity at the start of a lesson	· Occasionally takes on other roles in lessons but can get distracted · Occasionally makes cognitive contributions but lacks confidence · Occasionally exhibits an acceptable standard of behaviour	· Occasionally performs skills and techniques well but in limited activities · Occasionally demonstrates some physical literacy but in limited activities · Occasionally exerts themselves physically in lessons	· Occasionally attends some lunch or after school extra-curricular activities · Occasionally participates in house events or other school competitions · Occasionally has an impact on competition during lessons
4 **CAUSE FOR CONCERN**	· Rarely arrives with the full & correct kit needed for lessons · Rarely changes quickly to maximise their activity time · Rarely warms up and is often not ready for activity at the start of a lesson	· Rarely takes on other roles in lessons and is often off task and distracted · Rarely makes cognitive contributions and lacks knowledge due to engagement · Rarely exhibits an acceptable standard of behaviour	· Rarely performs skills and techniques other than simple movements · Rarely demonstrates physical literacy in any activities · Rarely exerts themselves physically in lessons and gives little effort	· Rarely attends lunchtime or after school extra-curricular activities · Rarely participates in house events or other school competitions · Rarely has an impact on competition during lessons

Science - Progress Grid

GCSE Grade	KNOWLEDGE	SKILLS		
	Application of Knowledge	**Experimental Skills and Investigations**	**Handling Information and Analysis**	**Concluding and Evaluating Evidence**
9	Analyse and evaluate processes or phenomena logically and in detail. Consistent and correct use of higher level scientific language and the use of abstract ideals and models. Use of complex mathematical equations or calculations, of more that one step, to analyse the merit of a scientific theory.	Justify data collection methods that minimise error and produce precise and reliable data. Adapt their approaches to practical work to control risk by consulting appropriate sources and expert advice.	Process data using multi-step calculations and compound measures to identify complex relationships between variables from both primary and secondary data sources. Rearranging equations from memory without the aid of data sheets. Critically interpret, evaluate and synthesise conflicting evidence. Explain how data can be interpreted in different ways and how unexpected outcomes could be significant. Consider bias of results in both primary and secondary data considering the original source.	Conclusion drawn based on multiple sets of primary and secondary sources. Scientific ideas, concepts and models are used and evaluated to support conclusions and relate back to the hypothesis. Use of data to support reliability and level of uncertainty/error to proving or disproving the hypothesis. Detailed evaluation of the investigation with key strengths and weaknesses identified with linked improvements. Improvements given based on increased reliability of data collection and level of uncertainty/error. Identification of possible systematic and random errors.
8	Explain processes or phenomena, logically and in detail, making use of abstract ideas and models from different areas of science. Adapt or create models to explain processes. Construct balanced symbol chemical equations for abstracts situations.	Suggest the selected method for investigating hypotheses, using scientific knowledge and understanding. Choose and justify equipment that minimise error, and produce and record reliable data. Create a detailed risk assessment when completing a practical investigation.	Process data, including using multi step calculations and compound measures, to identify mathematical relationships between variables. Critically interpret and evaluate conflicting evidence from both primary and secondary sources. Explain how data can be interpreted in different ways and how unexpected outcomes could be significant to conclusions.	Drawing conclusions based on multiple pieces of evidence. Explaining conclusions, and linking to the hypothesis, based on detailed scientific ideas, concepts and models. Demonstrating understanding of complex ideas through interrogation of ideas and assumptions. Propose scientific explanations for unexpected observations or measurements, making allowances for anomalies. Adapt their approaches to Practical work to control risk by Consulting appropriate resources and expert advice. Evaluating the overall investigation to assess the effectiveness in data collection based on depth and strength of conclusion.
7	Make explicit connections between abstract ideas and/or models in explaining processes or phenomena. Construct balanced symbol chemical equations for unfamiliar situations.	Construct questions or ideas that can be investigated by primary data and a range of secondary sources. Identify key variables in complex context, explaining why some cannot be controlled and planning to reasonably minimise the impact. Recognise the need for risk assessments and consult and act on appropriate sources of information.	Suggest and justify improvements to experimental procedures using detailed scientific knowledge and understanding and suggest coherent strategies to take particular investigations further. Identify quantitative relationships between variables, using them to inform conclusions and make further predictions. Assess the strength of evidence, deciding whether it is sufficient to support a conclusion.	Explains the conclusion using relevant scientific ideas, makes links between more than one core principle. Supporting conclusions through additional reading. Makes detailed comparisons between the evidence collected in primary data and presented secondary data, identifying concerns and supporting with possible reasoning. Explain ways of modifying working methods to improve reliability of data. Explain how to take account of sources of error in order to collect reliable data. Analysing and reflecting on others ideas and seeking clarification through questioning.

6	Use abstract ideas, multiple steps or models when describing processes and phenomena and explain and identify the strengths and weaknesses of particular models. Explain relationships between structure and function of microscopic structures. Construct equations.	Apply scientific knowledge and understanding in the planning of investigations, identifying relevant variables and recognising which are independent and which are dependent. Justify their choice of equipment and propose number of observations and measurements. Collect data choosing appropriate ranges, numbers and values for measurements and observations. Independently recognise a range of risks to themselves and others and take time reaction to control them.	Suggest reasons based on scientific knowledge and understanding for any limitations or anomalies in evidence collected. Select and manipulate data and information and use them to contribute to conclusions. Draw valid conclusions that are consistent with the evidence they're collected and explain them using scientific knowledge and understanding.	Makes a relevant conclusion based on the collected evidence, referring to both the hypothesis and two scientific ideas. Attempts to make links between core principles. Make valid comments on the quality of their data. Evaluate the effectiveness of the method. Able to make perceptive contributions to discussion, recognising obvious bias and referring to precise detail. Evaluates the effectiveness of the method and depth of data collection based on the hypothesis and suggest relevant ways to improve. Sources are quoted.
5	Use abstract ideas or multiple steps when describing processes and phenomena and explain those using drawings. Answer questions by drawing on abstract ideas or models. Explain relationships between structure and function of macro and microscopic structures. Construct equations for familiar situations.	Recognise variables in investigations, selecting the most suitable to investigate. Explain why particular pieces of equipment or information sources are appropriate for the questions or ideas under investigation. Repeat sets of observations or measurements were appropriate, selecting ranges and intervals. Independently recognise a range of risks to themselves and others and take action to control them.	Interpret data from more than one form at recognising and justifying anomalies. Provide reasoning for differences and repeated observations or measurements considering the limitations of the experiment. Draw conclusions from numerical data and graphs and reference mathematical relationships from primary data sources. Evaluate the effectiveness of their working methods making practical suggestions for improving in line with identified limitations.	States of relevant conclusion based on their collected evidence and refers to the hypothesis. Makes a relevant comparison between the evidence from primary and secondary sources. Explains the conclusion with scientific reasoning. Evaluate the method relating back to primary data collected. Makes and justifies a sensible suggestion about how the method could be improved and relates to the quality of evidence collected.
4	Use scientific ideas or multiple steps when describing processes and phenomena. Draw an abstract ideas or simple models when answering questions. Explain simple relationships between structure and function of macroscopic structures. Use equations.	Recognise of variables in investigations, selecting the most suitable to investigate. Explain why two pieces of equipment are appropriate for the questions or ideas under investigation. Repeat sets of observations or measurements where appropriate identifying ranges. Independently recognise a range of risks and take action to control them.	Interpret data in a variety of formats (different graphs and tables), recognising anomalies. Provide straightforward explanations for differences in repeated observations on measurements. Draw conclusions from numerical data and graphs and reference mathematical relationships. Evaluate the effectiveness of their working methods, making practical suggestions for improving them.	States irrelevant conclusion using all data and attempts to reason the conclusion with science. Attempt to evaluate the conclusion based on available evidence and relevant scientific ideas. Describe strengths and weaknesses in the method. Suggest I collected evidence can be improved and extended to provide stronger support for the conclusion. States were all results are included or some are excluded.
3	New scientific ideas when describing simple processes or phenomena. Use more than one step to describe scientific ideas. Describe the functions of macroscopic structures. Construct and use simple equations. Match simple chemical symbols and formulae.	Decide what it is appropriate to carry out fair tests in investigations. Select appropriate equipment to address specific questions or ideas under investigation. Make sets of observations or measurements, identify ranges and intervals used. Independently recognise a range of familiar risks.	Identify patterns in data presented in various formats including line graphs and pie charts. Draw straightforward conclusions from data presented in various formats. Identify scientific evidence they've used in drawing conclusions.	Makes relevant conclusion regarding the primary and secondary data in relation to the hypothesis. Describes at least two strengths or two weaknesses in a method. Makes and justifies a sensible suggestion about how the method could be improved and relates to the conclusion.
2	Identify differences, similarities or changes related to Simple scientific ideas, processes and phenomena and use straightforward scientific evidence to answer questions or support findings. State the function of macroscopic structures. Identify changes in substances and processes.	Identify one or more control variables in investigations from those provided. Select equipment or information sources from those provided to address a question or idea under investigation. Make some accurate observations relevant to questions or ideas Andrew investigation. Identify possible risks to themselves or others.	Identify straightforward patterns of relationships in observations or in data presented in various formats, including tables and bar charts. Describe what they have found out in experiments or investigations, Lincoln cause and effect. Use simple scientific language to describe experiments and analyse evidence.	Make a relevant comment about the quality of the primary and secondary evidence. Identifies one strength or one Weakness in the method. Suggest how collected evidence can be improved.
1	State and recall information.	Identify a variable from an investigation. Appropriately use equipment provided to carry out a practical investigation. Make observations or whole number measurements relevant to the investigation. Recognises obvious risks when prompted.	State simple patterns and relationships in data. Present data in simple tables, graphs and charts. Make simple sentence conclusions based on data.	Makes a relevant comment about the quality of the primary evidence. Reference to what went well.