

SCIENCE

Year	Subject	AP	Band A	Band B	Band C
7	Science	AP1	<p>Students can:</p> <p>Demonstrate accurate and relevant knowledge and understanding, for example when explaining antagonistic muscles.</p> <p>Apply knowledge and understanding mostly correctly to both familiar and unfamiliar contexts using accurate scientific terminology, for example when evaluating the impact of balanced and unbalanced forces.</p> <p>Develop accurate, logical and detailed descriptions and straightforward explanations, for example when explaining the functions of cell organelles.</p> <p>Analyse qualitative and quantitative data and draw logical conclusions, supported by evidence, for example when explaining energy transfers.</p>	<p>Students can:</p> <p>Demonstrate some accurate and appropriate knowledge and understanding, for example by describing how muscles move the skeleton.</p> <p>Apply knowledge and understanding to some familiar and unfamiliar contexts, using some accurate scientific terminology, for example by identifying when forces are balanced or unbalanced.</p> <p>Develop some logical descriptions, which include some accurate and relevant detail, for example describing the types of organelles in cells.</p> <p>Interpret qualitative and quantitative data and draw conclusions supported by some evidence, for example when describing energy transfers.</p>	<p>Students can:</p> <p>Demonstrate some relevant scientific knowledge and understanding using limited scientific terminology, using prompts and scaffolding when needed, for example knowing the particle model for solids, liquids and gases.</p> <p>Descriptions can be partial and lacking relevant detail, for example knowing the difference between elements and compounds.</p> <p>More likely to address familiar contexts than unfamiliar contexts</p> <p>Draw simple conclusions from qualitative or quantitative data, but supporting evidence may not be clear or present, for example when measuring the size of a force.</p>
7	Science	AP2	<p>Students can:</p> <p>Demonstrate accurate and relevant knowledge and understanding, for example when describing aerobic respiration.</p>	<p>Students can:</p> <p>Demonstrate some accurate and appropriate knowledge and</p>	<p>Students can:</p> <p>Demonstrate some relevant scientific knowledge and understanding using limited scientific terminology, using</p>

			<p>Apply knowledge and understanding mostly correctly to both familiar and unfamiliar contexts using accurate scientific terminology, for example when evaluating the impact of changes to a food web.</p> <p>Develop accurate, logical and detailed descriptions and straightforward explanations, for example when explaining the pattern of current in circuits</p> <p>Analyse qualitative and quantitative data and draw logical conclusions, supported by evidence, for example when explaining differences in solubility</p>	<p>understanding, for example by knowing the equation for aerobic respiration.</p> <p>Apply knowledge and understanding to some familiar and unfamiliar contexts, using some accurate scientific terminology, for example by identifying the effect of a change to a food web.</p> <p>Develop some logical descriptions, which include some accurate and relevant detail, for example describing the flow of current in circuits.</p> <p>Interpret qualitative and quantitative data and draw conclusions supported by some evidence, for example when deciding on the solubility of a substance.</p>	<p>prompts and scaffolding when needed, for example knowing the reactants cells use to transfer energy.</p> <p>Descriptions can be partial and lacking relevant detail, for example knowing that current flows around a circuit.</p> <p>More likely to address familiar contexts than unfamiliar contexts.</p> <p>Draw simple conclusions from qualitative or quantitative data, but supporting evidence may not be clear or present, for example how light reflects off a surface.</p>
8	Science	AP1	<p>Students can:</p> <p>Demonstrate accurate and relevant knowledge and understanding, for example when making links between the structure and function of digestive organs.</p> <p>Apply knowledge and understanding mostly correctly to both familiar and unfamiliar contexts using accurate scientific terminology, for example when writing</p>	<p>Students can:</p> <p>Demonstrate some accurate and appropriate knowledge and understanding, for example by describing the process of neutralisation.</p> <p>Apply knowledge and understanding to some familiar and unfamiliar contexts, using some accurate scientific terminology, for example by describing</p>	<p>Students can:</p> <p>Demonstrate some relevant scientific knowledge and understanding using limited scientific terminology, using prompts and scaffolding when needed, for example knowing the names of organs in the digestive system.</p> <p>Descriptions can be partial and lacking relevant detail, for example knowing</p>

			<p>chemical equations about the reactions of acids.</p> <p>Develop accurate, logical and detailed descriptions and straightforward explanations, for example when explaining the factors that affect electromagnetism.</p> <p>Analyse qualitative and quantitative data and draw logical conclusions, supported by evidence, for example when explaining differences in efficiency.</p> <p>Make strong links to past content, such as the link between cell organelles, their functions and their role in specialised cells.</p>	<p>the roles of organs in the digestive system.</p> <p>Develop some logical descriptions, which include some accurate and relevant detail, for example describing how the flow of current in circuits affects magnetism.</p> <p>Interpret qualitative and quantitative data and draw conclusions supported by some evidence, for example when calculating the efficiency of an energy transfer.</p> <p>Make some links to past content, such as the link between the digestive system and the hierarchy of organisation in an organism.</p>	<p>that current flows around a circuit.</p> <p>More likely to address familiar contexts than unfamiliar contexts</p> <p>Draw simple conclusions from qualitative or quantitative data, but supporting evidence may not be clear or present, for example the link between weight, mass and gravity.</p> <p>Make tentative links to past content, such as the link between weight and gravitational force or neutralisation and pH.</p>
8	Science	AP2	<p>Students can:</p> <p>Demonstrate accurate and relevant knowledge and understanding, for example when describing the events of the menstrual cycle.</p> <p>Apply knowledge and understanding mostly correctly to both familiar and unfamiliar contexts using accurate scientific</p>	<p>Students can:</p> <p>Demonstrate some accurate and appropriate knowledge and understanding, for example by knowing when ovulation and menstruation happen during the menstrual cycle.</p> <p>Apply knowledge and understanding to some familiar and unfamiliar contexts, using some accurate scientific</p>	<p>Students can:</p> <p>Demonstrate some relevant scientific knowledge and understanding using limited scientific terminology, using prompts and scaffolding when needed, for example knowing what the menstrual cycle is.</p> <p>Descriptions can be partial and lacking relevant detail, for example knowing</p>

			<p>terminology, for example when explaining how unknown rocks are formed, based on their classification.</p> <p>Develop accurate, logical and detailed descriptions and straightforward explanations, for example when explaining how named features help a plant to photosynthesise.</p> <p>Analyse qualitative and quantitative data and draw logical conclusions, supported by evidence, for example when explaining how resistance affects current.</p> <p>Use a range of mathematical skills to perform multi-step scientific calculations, for example when performing calculations about density and pressure.</p>	<p>terminology, for example by explaining the formation of different rock types.</p> <p>Develop some logical descriptions, which include some accurate and relevant detail, for example describing how a leaf is adapted for photosynthesis.</p> <p>Interpret qualitative and quantitative data and draw conclusions supported by some evidence, for example when deciding how resistance affects the flow of current.</p> <p>Use appropriate mathematical skills to perform calculations, for example when performing calculations about density and pressure.</p>	<p>that there are three main classifications of rock.</p> <p>More likely to address familiar contexts than unfamiliar contexts.</p> <p>Draw simple conclusions from qualitative or quantitative data, but supporting evidence may not be clear or present, for example showing what resistance is.</p> <p>Perform some basic calculations, using scaffolding when needed, for example when performing calculations about density and pressure.</p>
9	Science	AP1	<p>Students can:</p> <p>Demonstrate accurate and relevant knowledge and understanding, for example when making links between the structure and function of respiratory organs.</p> <p>Apply knowledge and understanding mostly correctly to both familiar and unfamiliar</p>	<p>Students can:</p> <p>Demonstrate some accurate and appropriate knowledge and understanding, for example by describing how genetic information is inherited.</p> <p>Apply knowledge and understanding to some familiar and unfamiliar contexts,</p>	<p>Students can:</p> <p>Demonstrate some relevant scientific knowledge and understanding using limited scientific terminology, using prompts and scaffolding when needed, for example knowing the names of organs in the respiratory system.</p>

			<p>contexts using accurate scientific terminology, for example when writing chemical equations about different chemical processes.</p> <p>Develop accurate, logical and detailed descriptions and straightforward explanations, for example when explaining the movement of thermal energy.</p> <p>Analyse qualitative and quantitative data and draw logical conclusions, supported by evidence, for example when explaining the concept of moments.</p> <p>Make strong links to past content, such as the link between moments and balanced and unbalanced forces.</p>	<p>using some accurate scientific terminology, for example by describing the roles of organs in the respiratory system.</p> <p>Develop some logical descriptions, which include some accurate and relevant detail, for example describing how one element can displace another.</p> <p>Interpret qualitative and quantitative data and draw conclusions supported by some evidence, for example when interpreting distance graphs.</p> <p>Make some links to past content, such as the link between force and motion and cell specialisation and embryo development.</p>	<p>Descriptions can be partial and lacking relevant detail, for example knowing that thermal energy can move.</p> <p>More likely to address familiar contexts than unfamiliar contexts.</p> <p>Draw simple conclusions from qualitative or quantitative data, but supporting evidence may not be clear or present, for example the link between distance graphs and speed.</p> <p>Make tentative links to past content, such as the link between chemical processes and writing chemical equations.</p>
9	Science	AP2	<p>Students can:</p> <p>Demonstrate accurate and relevant knowledge and understanding, for example when explaining the patterns of reactivity in the periodic table.</p> <p>Apply knowledge and understanding mostly correctly to both familiar and unfamiliar</p>	<p>Students can:</p> <p>Demonstrate some accurate and appropriate knowledge and understanding, for example by knowing the pattern of reactivity in groups 1 and 7 of the periodic table.</p> <p>Apply knowledge and understanding to some familiar and unfamiliar contexts,</p>	<p>Students can:</p> <p>Demonstrate some relevant scientific knowledge and understanding using limited scientific terminology, using prompts and scaffolding when needed, for example knowing the names and simple properties of group 1 and 7 in the periodic table.</p>

			<p>contexts using accurate scientific terminology, for example when explaining how substances move by diffusion, osmosis and active transport.</p> <p>Develop accurate, logical and detailed descriptions and straightforward explanations, for example when explaining how cells follow the cell cycle.</p> <p>Analyse qualitative and quantitative data and draw logical conclusions, supported by evidence, for example when analysing the subatomic particles within an atom.</p> <p>Use a range of mathematical skills to perform multi-step scientific calculations, for example when performing calculations about energy transfer.</p>	<p>using some accurate scientific terminology, for example when explaining how substances move by diffusion, osmosis and active transport.</p> <p>Develop some logical descriptions, which include some accurate and relevant detail, for example describing the stages of the cell cycle.</p> <p>Interpret qualitative and quantitative data and draw conclusions supported by some evidence, for example when deciding how many protons, neutrons and electrons an atom has.</p> <p>Use appropriate mathematical skills to perform calculations, for example when performing calculations about energy transfer.</p>	<p>Descriptions can be partial and lacking relevant detail, for example knowing definition of diffusion, osmosis and active transport.</p> <p>More likely to address familiar contexts than unfamiliar contexts.</p> <p>Draw simple conclusions from qualitative or quantitative data, but supporting evidence may not be clear or present, for example showing how many protons and electrons an atom has.</p> <p>Perform some basic calculations, using scaffolding when needed, for example when performing calculations about energy transfer.</p>
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