



GRADE		DESCRIPTION
<p data-bbox="170 419 192 443">9</p> <p data-bbox="91 499 259 775">Pupils will achieve 95%+ in a GCSE exam when converted from a raw score to a UMS score.</p>	<p data-bbox="304 408 510 596">Mastering</p> <p data-bbox="304 596 510 769">Secure</p> <p data-bbox="304 769 510 954">Developing</p>	<p data-bbox="633 448 2136 1182">HSW – Level 9/Exceptional performance Pupils recognise that different approaches are required to investigate different kinds of scientific questions, and use scientific knowledge and understanding to select appropriate strategies. They readily identify hazards, seek appropriate risk assessment information and advice, select that which is relevant and, in consultation with their teacher, adjust practice as required. They make records of relevant observations and comparisons, clearly identifying points of particular significance. They decide the level of precision needed for measurements and collect data that satisfy these requirements. They analyse findings to interpret trends and patterns and draw conclusions from their evidence. They make effective use of a range of quantitative relationships between variables in calculations or when using data to support evidence. They communicate findings and arguments, showing their awareness of the degree of uncertainty and a range of alternative views. They evaluate evidence critically and give reasoned accounts of how they could collect additional evidence</p> <p data-bbox="633 839 2136 1182">Level9/Exceptional performance Chemists demonstrates breadth and depth of knowledge and understanding of materials, their properties and the Earth, for example the different timescales over which rock formation and deformation take place. They apply this effectively in their descriptions and explanations, identifying links and patterns within and between topics, for example relating the properties of materials to the nature of their constituent particles. They interpret, evaluate and synthesise data from a range of sources in a range of contexts, and apply their understanding to a wide range of chemical systems, such as explaining chemical behaviours that do not fit expected patterns. They demonstrate an understanding of how scientific knowledge and understanding changes, building on processes such as questioning, investigating and evidence-gathering. They describe and explain the importance of a wide range of applications and implications of science in familiar and unfamiliar contexts.</p>



<p><b>8</b></p> <p><b>Pupils will achieve 85%+ in a GCSE exam when converted from a raw score to a UMS score.</b></p>	<p><b>Mastering</b></p> <p><b>Secure</b></p> <p><b>Developing</b></p>	<p>HSW - Level 8 Pupils recognise that different strategies are required to investigate different kinds of scientific questions, and use scientific knowledge and understanding to select an appropriate strategy. In consultation with their teacher they adapt their approach to practical work to control risk. They record data that are relevant and sufficiently detailed, and choose methods that will obtain these data with the precision and reliability needed. They analyse data and begin to explain, and allow for, anomalies. They carry out multi-step calculations and use compound measures, such as speed, appropriately. They communicate findings and arguments, showing awareness of a range of views. They evaluate evidence critically and suggest how inadequacies can be remedied.</p> <p>Level 8 Chemists demonstrate extensive knowledge and understanding related to materials, their properties and the Earth. They use and apply this effectively in their descriptions and explanations, identifying links between topics, for example relating mode of formation of rocks to their texture and mineral content. They represent common compounds by chemical formulae and use these formulae to form balanced symbol equations for reactions. They interpret, evaluate and synthesise data from a range of sources and in a range of contexts, such as describing chemical reactions, classifying them and suggesting how new substances could be made. They show they understand the relationship between evidence and scientific ideas, and why scientific ideas may need to be changed. They describe and explain the importance of a wide range of applications and implications of science.</p>



<p>7</p> <p>Pupils will achieve 80%+ in a GCSE exam when converted from a raw score to a UMS score.</p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>HSW - Level 7 Pupils plan appropriate approaches and procedures, by synthesising information from a range of sources and identifying key factors in complex contexts and in which variables cannot readily be controlled. They select and use methods to obtain reliable data, including making systematic observations and measurements with precision, using a range of apparatus. They recognise the need for a risk assessment and consult appropriate sources of information, which they follow. They record data in graphs, using lines of best fit. They analyse findings to draw conclusions that are consistent with the evidence and use scientific knowledge and understanding to explain these conclusions and identify possible limitations in primary and secondary data. They use quantitative relationships between variables. They communicate effectively, using a wide range of scientific and technical conventions and terminology, including symbols and flow diagrams. They begin to consider whether the data they have collected are sufficient for the conclusions they have drawn.</p> <p>Level 7 Chemists describe a wide range of processes and phenomena related to materials, their properties and the Earth, using abstract ideas and appropriate terminology and sequencing a number of points, for example the rock cycle. They make links between different areas of science in their explanations, such as between the nature and behaviour of materials and their particles. They apply and use more abstract knowledge and understanding, in a range of contexts, such as the particle model of matter, and symbols and formulae for elements and compounds. They explain how evidence supports some accepted scientific ideas, such as the reactivity series of metals. They explain, using abstract ideas where appropriate, the importance of some applications and implications of science, such as the need to consider the availability of resources, and environmental effects, in the production of energy and materials.</p>



<p><b>6</b></p> <p><b>Pupils will achieve 75%+ in a GCSE exam when converted from a raw score to a UMS score.</b></p>	<p><b>Mastering</b></p> <p><b>Secure</b></p> <p><b>Developing</b></p>	<p>HSW - Level 6 Pupils identify an appropriate approach in investigatory work, selecting and using sources of information, scientific knowledge and understanding. They select and use methods to collect adequate data for the task, measuring with precision, using instruments with fine scale divisions, and identify the need to repeat measurements and observations. They recognise a range of familiar risks and take action to control them. They record data and features effectively, choosing scales for graphs and diagrams. They analyse findings to draw conclusions that are consistent with the evidence and use scientific knowledge and understanding to explain them and account for any inconsistencies in the evidence. They manipulate numerical data to make valid comparisons and draw valid conclusions. They communicate qualitative and quantitative data effectively, using scientific conventions and terminology. They evaluate evidence, making reasoned suggestions about how their working methods could be improved.</p> <p>Level 6 Chemists describe processes and phenomena related to materials, their properties and the Earth, using abstract ideas and appropriate terminology, for example the particle model applied to solids, liquids and gases. They take account of a number of factors or use abstract ideas or models in their explanations of processes and phenomena, such as word equations. They apply and use knowledge and understanding in unfamiliar contexts, such as relating changes of state to energy transfers in a range of contexts such as the formation of igneous rocks. They describe some evidence for some accepted scientific ideas, such as the patterns in the reactions of acids with metals and the reactions of a variety of substances with oxygen. They explain the importance of some applications and implications of science, such as the production of new materials with specific desirable properties.</p>



<p><b>5</b></p> <p><b>Pupils will achieve 65%+ in a GCSE exam when converted from a raw score to a UMS score.</b></p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>HSW - Level 5 Pupils decide appropriate approaches to a range of tasks, including selecting sources of information and apparatus. They select and use methods to obtain data systematically. They recognise hazard symbols and make, and act on, simple suggestions to control obvious risks to themselves and others. They use line graphs to present data, interpret numerical data and draw conclusions from them. They analyse findings to draw scientific conclusions that are consistent with the evidence. They communicate these using scientific and mathematical conventions and terminology. They evaluate their working methods to make practical suggestions for improvements.</p> <p>Level 5 Chemists describe processes and phenomena related to materials, their properties and the Earth, drawing on abstract ideas and using appropriate terminology, for example the weathering of rocks. They explain processes and phenomena, in more than one step or using a model, such as the deposition of sediments and their formation into rocks. They apply and use knowledge and understanding in familiar contexts, such as identifying changes of state. They recognise that both evidence and creative thinking contribute to the development of scientific ideas, such as basing separation methods for mixtures on physical and chemical properties. They describe applications and implications of science, such as the uses of metals based on their specific properties or the benefits and drawbacks of the use of fossil fuels.</p>
<p><b>4</b></p> <p><b>Pupils will achieve 60%+ in a GCSE exam when converted from a raw score to a UMS score.</b></p>	<p>Mastering</p> <p>Secure</p> <p>Developing</p>	<p>HSW - Level 4 Pupils decide on an appropriate approach, including using a fair test to answer a question, and select suitable equipment and information from that provided. They select and use methods that are adequate for the task. Following instructions, they take action to control obvious risks to themselves. They make a series of observations and measurements and vary one factor while keeping others the same. They record their observations, comparisons and measurements using tables and bar charts and begin to plot points to form simple graphs. They interpret data containing positive and negative numbers. They begin to relate their conclusions to patterns in data, including graphs, and to scientific knowledge and understanding. They communicate their conclusions using appropriate scientific language. They suggest improvements in their work, giving reasons.</p> <p>Level 4 Chemists describe some processes and phenomena related to materials, their properties and the Earth, drawing on scientific knowledge and understanding and using appropriate technology, for example separation methods. They recognise that evidence can support or refute scientific ideas, such as the classification of reactions as reversible and irreversible. They recognise some applications and implications of science, such as the safe use of acids and alkalis.</p>



<b>3</b>  Pupils will achieve 70-100% in a KS3 test to achieve levels 3.1/3.2/3.3 with a 10% difference between each level respectively.	<b>Mastering</b>	<p><b>Achievement at KS3 will be capped at 3.1. It is assumed that a KS3 student would not be able to achieve a level 4.3 or above as the subject knowledge to achieve this at GCSE will not have been covered yet and therefore is an unachievable level at this point in their science education.</b></p> <p><b>Pupils will achieve 50%+ in a GCSE exam when converted from a raw score to a UMS score.</b></p> <p>HSW - Level 3 Pupils respond to suggestions and put forward their own ideas about how to find the answer to a question. They recognise why it is important to collect data to answer questions. They use simple texts to find information. They make relevant observations and measure quantities, such as length or mass, using a range of simple equipment. Where appropriate, they carry out a fair test with some help, recognising and explaining why it is fair. They record their observations in a variety of ways. They provide explanations for observations and for simple patterns in recorded measurements. They communicate in a scientific way what they have found out and suggest improvements in their work.</p> <p>Level 3 Chemists use their knowledge and understanding of materials when they describe a variety of ways of sorting them into groups according to their properties. They explain simply why some materials are particularly suitable for specific purposes [for example, glass for windows, copper for electrical cables]. They recognise that some changes</p>
	<b>Secure</b>	
	<b>Developing</b>	



<p><b>2</b></p> <p><b>Pupils will achieve 40-69% in a KS3 test to achieve levels 2.1/2.2/2.3 with a 10% difference between each level respectively.</b></p>	<p><b>Mastering</b></p> <p><b>Secure</b></p> <p><b>Developing</b></p>	<p><b>Pupils will achieve 40%+ in a GCSE exam when converted from a raw score to a UMS score.</b></p> <p>Level 2 Chemists use their knowledge related to materials, their properties and the Earth to identify a range of common materials and some of their properties. They recognise and describe similarities and differences between observations and can sort accordingly. They recognise and describe different responses to processes. They suggest answers to questions based on their own ideas and evidence. They identify science in everyday contexts and say if it is helpful.</p>
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