Biology	**Working towards expected outcomes** Your child is not yet making the expected progress within this course.	**Working at expected outcomes** Your child is achieving the expected progress for this point within the course.	**Working beyond expected outcomes** Your child is exceeding the expected progress.
Year 10 AQA Biology <u>Autumn term</u> Infection and response: immunity, prevention and treatment of disease. Bioenergetics: photosynthesis, aerobic and anaerobic respiration <u>Spring term</u> Bioenergetics: exercise Ecology: feeding relationships, cycles, decay, human impact on the planet, biodiversity, food production, sampling. <u>Summer Term</u> Homeostasis and response: the nervous system. the eye and the brain, homeostasis, the hormonal system.	Students working **towards** expected outcomes in Year 10 can: **Understanding knowledge** • demonstrate developing and relevant knowledge of key concepts covered so far in the topic checklists. **Applying knowledge** • use knowledge, from the topic checklists, in some familiar contexts. • use knowledge in easier unfamiliar contexts with limited use of biological terminology. • begin to develop logical descriptions that include accurate and relevant details, with opportunities to refine focus and minimize less relevant information.	Students working **at** expected in Year 10 can: **Understanding knowledge** • demonstrate accurate and pertinent knowledge and understanding in the majority of concepts addressed thus far in the topic checklists. **Applying knowledge** • use knowledge and understanding, from the topic checklists, in all familiar and some unfamiliar contexts. • develop accurate, straightforward explanations with good use of biological terminology. • begin to make clear links between ideas from different parts of the course in straightforward responses to questions.	Students working **beyond** expected in Year 10 can: **Understanding knowledge** • demonstrate relevant and comprehensive knowledge and understanding of all the concepts covered so far in the topic checklists. **Applying knowledge** • use detailed knowledge and understanding, from all parts of the course so far with no errors. This will be in both familiar and unfamiliar contexts using accurate biological terminology. • develop accurate, logical and detailed descriptions, explanations and arguments during extended writing. The biological terminology used will be complex and fully relevant to the question. • make clear links between concepts from various sections of the course within your answers to provide comprehensive and well-rounded explanations to problems.

	Mathematical skills • use appropriate mathematical skills to perform single step calculations from numerical data. Values may not be recorded to right number of decimal places. **Investigative skills** • interpret qualitative and quantitative data to draw straightforward conclusions supported by relevant evidence. • suggest limited improvements to experimental methods, and comment briefly on the accuracy of scientific conclusions.	**Mathematical skills** • use a range of mathematical skills to perform multi-step scientific calculations with the required level of precision. This data will usually be recorded to the right number of decimal places. **Investigative skills** • analyse qualitative and quantitative data and draw logical conclusions, supported by a variety of relevant evidence. • evaluate and suggest improvements and developments to experimental methods, and can comment on the accuracy and validity of scientific conclusions.	**Mathematical skills** • use a range of mathematical skills to perform complex, multi-step scientific calculations with the required level of precision. These complex calculations may involve using data from graphs or from previously calculated data. **Investigative skills** • critically analyse qualitative and quantitative data and draw logical, well evidenced conclusions that fully explain the results. • critically evaluate and refine methods and judge the validity of scientific conclusions. Any improvements suggested would give precise data with high levels of repeatability.