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 working beyond the expected progress for this point within the course.
Year 9 AQA Biology <u>Autumn term</u> Cell Biology: microscopy, eukaryotic and prokaryotic cell structures, cell differentiation, mitosis and the cell cycle, stem cells, diffusion, active transport, exchange surfaces, osmosis. <u>Spring term</u> Cell Biology: osmosis. Organisation: organisation, food tests and digestion, enzymes, plant tissues and structures, transpiration, respiratory system, blood and the circulatory system, <u>Summer Term</u> Organisation: the heart on-communicable disease.	Students working **towards** expected outcomes in Year 9 can: **Understanding knowledge** • demonstrate developing 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 9 can: **Understanding knowledge** • demonstrate accurate and pertinent knowledge and understanding in many of the 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 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 9 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 the course so to formulate concise answers. This will be in both familiar and unfamiliar contexts using accurate biological terminology. • develop accurate, logical explanations and arguments during extended writing. The biological terminology used will be fully relevant to the question. • make clear links between concepts from various sections of the Year 9 course within your answers to provide comprehensive and well-rounded explanations to problems.

Infection and response: communicable disease.	**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 investigative methods. Any improvements suggested would give precise data with high levels of repeatability. • judge the validity of scientific conclusions accurately.