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STRIDE INTO *THE FUTURE* OF ASSESSMENT

Teacher Companion Guide

Graphs



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Overview

Stride is a new offering from AQA which is designed to empower students and quickly identify and close their knowledge gaps in mathematics. Designed to help students starting their GCSEs – either for the first time or as a resit – the tests are accessible for all and adapt to students' knowledge, delivering the right amount of challenge.

Our new maths tests will allow teachers to pinpoint gaps in their students' conceptual knowledge - saving them time and empowering students, who will understand how to improve. They're fully funded for schools and colleges, easy to use for teachers and engaging for students.

The five short tests, created with the [Key Stage 1 and 2](#) and [Key Stage 3](#) guidance in mind, focus on key areas of maths that experts have identified as the most impactful for GCSE success. They come with personalised learning and next steps to allow students to develop in both knowledge and confidence.

Rationale

We know that maths is a hierarchical subject, with knowledge being built upon foundational maths which underpins the new concept. We have analysed data from hundreds of thousands of exam questions and found that even though content is first encountered in the early stages of a learner's schooling, a significant proportion of learners answer questions on the foundations of maths incorrectly.

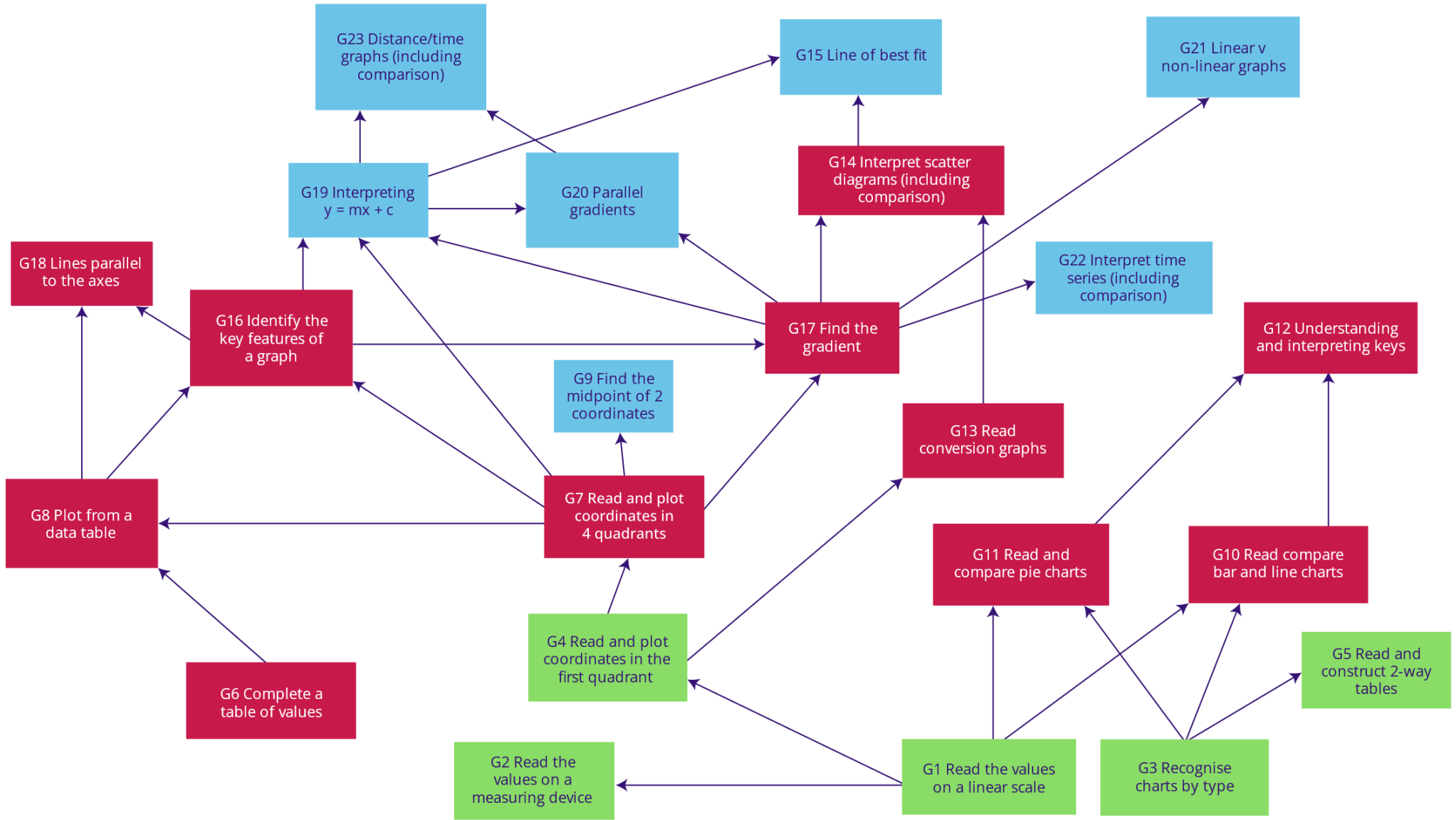
With this in mind, we want to empower teachers to take control of their classrooms and provide a nurturing environment in which gaps within key prerequisite understanding are identified and corrective instruction is deployed, filling the gaps and ensuring that more complex content can be taught, safe in the knowledge that learners have the underlying knowledge required to be successful in their lessons, and thrive in the GCSE examinations.

Key features

The Concept Map, shown on the next page, shows that the key foundational knowledge for success with Graphs is the ability to read and plot coordinates in all four quadrants of the Cartesian plane, as well the ability to interpret scales in a variety of graduations, finding values which aren't provided on the scales.

It can also be seen that the gatekeeper to greater success is G17 Find the Gradient, which is a predecessor to five other areas including G19 Interpreting $y = mx + c$ and G21 Linear v Non-linear Graphs. Understanding the concept of gradient is a key development to success with the Higher tier of GCSE mathematics.

4. Graphs



G1 Read the values on a linear scale

What is being tested	Learners are being tested on their understanding of the number line and reading scales given with different graduations.
Learning Objectives	<p>G1.1 Input the missing values on the number line (decimals tenths)</p> <p>G1.2 Input the missing values on the number line (decimals hundredths)</p> <p>G1.3 Read an integer scale on a line</p> <p>G1.4 Read an integer scale on a vertical line</p> <p>G1.5 Read a decimal scale on a line</p> <p>G1.6 Input the numbers on a number line (integers)</p>
Predecessors	None
Successors	<p>G2 Read the values on a measuring device</p> <p>G4 Read and plot coordinates in the first quadrant</p> <p>G10 Read compare bar and line charts</p> <p>G11 Read and compare pie charts</p>
KS2 & KS3 Guidance	Learners are introduced to the number line in Year 1 (page 18, KS1 and KS2 guidance) and improve their understanding through KS1 and KS2.
<i>Oxford Smart Mosaic</i> Textbook References	<p>Student Book 1 Section 1.3.1 Placing integers and decimals on number lines</p> <p>Student Book 1 Section 1.4.1 The metric system</p>

G2 Read the values on a measuring device

What is being tested	Learners are being tested on their ability to read values from different scales.
Learning Objectives	G2.1 Recognise the correct value displayed on speedometer G2.2 Recognise the correct value displayed on the weighing scale G2.3 Recognise the correct value displayed on thermometer
Predecessors	G1 Read the values on a linear scale
Successors	None
KS2 & KS3 Guidance	Learners begin to read values from measuring devices in Year 3 (page 91, KS1 and KS2 guidance).
<i>Oxford Smart Mosaic Textbook</i> References	Student Book 1 Section 1.4.1 The metric system

G3 Recognise charts by type

What is being tested	Learners are being tested on their ability to recognise different types of charts.
Learning Objectives	G3.1 Identify a pictogram G3.2 Identify a bar chart G3.3 Identify a pie chart G3.4 Identify a line graph
Predecessors	None
Successors	G5 Read and construct 2-way tables G10 Read compare bar and line charts G11 Read and compare pie charts
KS2 & KS3 Guidance	Learners begin to encounter basic charts in Year 2 (page 53, KS1 and KS2 guidance).
<i>Oxford Smart Mosaic Textbook</i> References	Student Book 2 Section 6.1.3 Constructing bar charts Student Book 2 Section 6.1.5 Pictograms Student Book 2 Section 6.2.3 Constructing pie charts

G4 Read and plot coordinates in the first quadrant

What is being tested	Learners are being tested on their ability to describe positions in the first quadrant of the Cartesian plane using coordinate notation.
Learning Objectives	<p>G4.1 Plot coordinates in the first quadrant (integers)</p> <p>G4.2 Plot coordinates in the first quadrant (decimals)</p> <p>G4.3 Identify coordinates in the first quadrant (integers)</p> <p>G4.4 Identify coordinates in the first quadrant (decimals)</p> <p>G4.5 Plot coordinates when axes are spaced differently</p> <p>G4.6 Plot 2 variables (x, y) on scatter graph</p> <p>G4.7 Plot a point with coordinates in the first quadrant</p> <p>G4.8 Identify coordinates of a given point in the first quadrant</p>
Predecessors	G1 Read the values on a linear scale
Successors	<p>G7 Read and plot coordinates in four quadrants</p> <p>G13 Read conversion graphs</p>
KS2 & KS3 Guidance	Learners begin to use coordinate notation to describe positions in Year 4 (page 193, KS1 and KS2 guidance).
<i>Oxford Smart Mosaic Textbook</i> References	<p>Student Book 1 Section 5.1.1 Coordinates in all four quadrants</p> <p>Student Book 2 Section 6.1.6 Constructing scatter graphs</p>

G5 Read and construct 2-way tables

What is being tested	Learners are being tested on their ability to interpret and construct two-way tables.
Learning Objectives	<p>G5.1 Categorise data using a Carroll diagram</p> <p>G5.2 Interpret Carroll diagrams</p> <p>G5.3 Interpret 2-way tables</p> <p>G5.4 Complete a 2-way table using existing values</p> <p>G5.5 Construct a 2-way table from a set of data</p> <p>G5.6 Construct a simple frequency table for a discrete data set</p>
Predecessors	G3 Recognise charts by type
Successors	None
KS2 & KS3 Guidance	2-way tables are a method for sorting information which learners begin to use in Key Stage 2.
<i>Oxford Smart</i> Mosaic Textbook References	

G6 Complete a table of values

What is being tested	Learners are being tested on their ability to construct a table of values to identify coordinates which lie on a specified graph, drawing on their understanding of substitution.
Learning Objectives	<p>G6.1 Construct a table of values for x and y</p> <p>G6.2 Construct a table of values for x and y for $y = x^2$ including negative values of x</p> <p>G6.3 Construct a table of values for x and y for $y = x^2 + c$ including negative values of x</p>
Predecessors	None
Successors	G8 Plot from a data table
KS2 & KS3 Guidance	Learners begin to plot linear graphs in Year 8 (page 137, KS3 guidance).
<i>Oxford Smart Mosaic Textbook</i> References	<p>Student Book 1 Section 5.2.3 Representing relationships algebraically and graphically</p> <p>Student Book 2 Section 4.1.2 Using a rule to find coordinates</p> <p>Student Book 3 Section 8.3.1 Drawing quadratic graphs</p>



G7 Read and plot coordinates in four quadrants

What is being tested	Learners are being tested on their ability to describe positions in all four quadrants of the Cartesian plane using coordinate notation.
Learning Objectives	<p>G7.1 Plot coordinates in four quadrants (integers)</p> <p>G7.2 Plot coordinates in four quadrants (decimals)</p> <p>G7.3 Identify coordinates in the fourth quadrant (integers)</p> <p>G7.4 Identify coordinates in the third quadrant (integers)</p> <p>G7.5 Identify coordinates in the second quadrant (decimals)</p> <p>G7.6 Identify coordinates in the fourth quadrant (decimals)</p>
Predecessors	G4 Read and plot coordinates in the first quadrant
Successors	<p>G8 Plot from a data table</p> <p>G9 Find the midpoint of 2 coordinates</p> <p>G16 Identify the key features of a graph</p> <p>G17 Find the gradient</p> <p>G19 Interpreting $y=mx+c$</p>
KS2 & KS3 Guidance	Learners begin to use coordinate notation to describe positions in Year 4 (page 193, KS1 and KS2 guidance).
<i>Oxford Smart Mosaic</i> Textbook References	Student Book 1 Section 5.1.1 Coordinates in all four quadrants

G8 Plot from a data table

What is being tested	Learners are being tested on their understanding that pairs of numbers from a table of values represent coordinates, plotting these points to construct the graph of a specified equation.
Learning Objectives	G8.1 Plot (x,y) values on a graph from a table G8.2 Plot (x,y) values for $y = x^2$ on a graph from a table G8.3 Plot (x,y) values for $y = ax^2 + bx + c$ on a graph from a table
Predecessors	G6 Complete a table of values G7 Read and plot coordinates in four quadrants
Successors	G16 Identify the key features of a graph G18 Lines parallel to the axes
KS2 & KS3 Guidance	Learners begin to plot non-linear graphs in Year 8 (page 258, KS3 guidance).
<i>Oxford Smart Mosaic Textbook</i> References	Student Book 1 Section 5.2.3 Representing relationships algebraically and graphically Student Book 2 Section 4.1.2 Using a rule to find coordinates Student Book 3 Section 8.3.1 Drawing quadratic graphs Student Book 2 Section 6.1.6 Constructing scatter graphs

G9 Find the midpoint of 2 coordinates

What is being tested	Learners are being tested on their ability to find the midpoint of two coordinates on the Cartesian plane.
Learning Objectives	G9.1 Identify the midpoint of a line segment with two coordinates in the first quadrant G9.2 Find the midpoint of a line segment with two coordinates in the first quadrant G9.3 Find the midpoint of a line segment with coordinates in the first and third quadrant
Predecessors	G7 Read and plot coordinates in four quadrants
Successors	None
KS2 & KS3 Guidance	Learners begin to use coordinate notation to describe positions in Year 4 (page 193, KS1 and KS2 guidance).
<i>Oxford Smart Mosaic Textbook</i> References	Student Book 1 Section 5.1.2 Points and midpoints on coordinate grids

G10 Read and compare bar and line charts

What is being tested	Learners are being tested on their ability to interpret data represented in bar and line charts.
Learning Objectives	G10.1 Match discrete data to bar charts G10.2 Interpret data displayed in a bar chart G10.3 Compare data displayed in 2 bar charts
Predecessors	G1 Read the values on a linear scale G3 Recognise charts by type
Successors	G12 Understanding and interpreting keys
KS2 & KS3 Guidance	Learners begin to encounter basic charts in Year 2 (page 53, KS1 and KS2 guidance).
<i>Oxford Smart Mosaic Textbook</i> References	Student Book 2 Section 6.1.4 Interpreting bar charts Student Book 2 Section 6.4.5 Using charts and graphs to compare sets of data

G11 Read and compare pie charts

What is being tested	Learners are being tested on their ability to interpret data represented in pie charts.
Learning Objectives	G11.1 Compare 2 pie charts G11.2 Describe the data presented on a pie chart G11.3 Compare data displayed in 2 pie charts G11.4 Compare 2 pie charts (different population size)
Predecessors	G1 Read the values on a linear scale G3 Recognise charts by type
Successors	G12 Understanding and interpreting keys
KS2 & KS3 Guidance	Learners encounter pie charts in KS2 and build upon this knowledge in Year 8 (page 160, KS3 guidance).
Oxford Smart Mosaic Textbook References	Student Book 2 Section 6.2.4 Interpreting pie charts Student Book 2 Section 6.4.5 Using charts and graphs to compare sets of data

G12 Understanding and interpreting keys

What is being tested	Learners are being tested on their ability to interpret data represented in various charts.
Learning Objectives	G12.1 Describe a pictogram based on its key G12.2 Describe the data presented on a bar graph G12.3 Describe the data presented on a line graph
Predecessors	G10 Read compare bar and line charts G11 Read and compare pie charts
Successors	None
KS2 & KS3 Guidance	Learners begin to encounter basic charts in Year 2 (page 53, KS1 and KS2 guidance).
Oxford Smart Mosaic Textbook References	Student Book 2 Section 6.1.5 Pictograms Student Book 2 Section 6.1.4 Interpreting bar charts

G13 Read conversion graphs

What is being tested	Learners are being tested on their ability to interpret a linear graph, converting between units of measure.
Learning Objectives	<p>G13.1 Estimate an x-value for a corresponding y-value using a graph representing linear rates of change</p> <p>G13.2 Estimate a y-value for a corresponding x-value using a graph representing linear rates of change</p> <p>G13.3 Estimate an x-value for a corresponding y-value using a graph representing non-linear rates of change</p> <p>G13.4 Estimate a y-value for a corresponding x-value using a graph representing non-linear rates of change</p>
Predecessors	G4 Read and plot coordinates in the first quadrant
Successors	G14 Interpret scatter diagrams (including comparison)
KS2 & KS3 Guidance	Learners encounter linear graphs for conversion in Year 7 as part of their study of multiplicative relationships (KS3, page 104).
<i>Oxford Smart Mosaic</i> Textbook References	<p>Student Book 1 Section 8.4.5 Using ratios to describe rates</p> <p>Student Book 3 Section 8.2.1 Linear graphs in context</p> <p>Student Book 3 Section 8.3.3 Problem-solving with non-linear graphs</p>

G14 Interpret scatter diagrams (including comparison)

What is being tested	Learners are being tested on their ability to identify a relationship between two variables using a scatter diagram.
Learning Objectives	<p>G14.1 Describe the relationship that a linear graph shows</p> <p>G14.2 Categorise graphs based on the strength of their linear relationship</p> <p>G14.3 Match scenarios to their descriptions</p> <p>G14.4 Categorise scatter diagrams based on the correlation of their points</p>
Predecessors	<p>G13 Read conversion graphs</p> <p>G17 Find the gradient</p>
Successors	G15 Line of best fit
KS2 & KS3 Guidance	Learners encounter scatter diagrams for the first time in Year 8 (page 167, KS3 guidance).
<i>Oxford Smart Mosaic Textbook</i> References	Student Book 2 Section 6.1.7 Interpreting scatter graphs

G15 Line of best fit

What is being tested	Learners are being tested on their ability to describe a relationship between two variables on a scatter diagram using a straight line.
Learning Objectives	<p>G15.1 Match scatter diagrams to their lines of best fit</p> <p>G15.2 Draw a line of best fit</p> <p>G15.3 Identify the correct line of best fit of given data in a scatter plot (positive)</p> <p>G15.4 Identify the correct line of best fit of given data in a scatter plot (negative)</p>
Predecessors	<p>G14 Interpret scatter diagrams (including comparison)</p> <p>G19 Interpreting $y = mx + c$</p>
Successors	none
KS2 & KS3 Guidance	Learners encounter scatter diagrams for the first time in Year 8 (page 167, KS3 guidance).
<i>Oxford Smart Mosaic Textbook</i> References	Student Book 2 Section 6.1.7 Interpreting scatter graphs

G16 Identify the key features of a graph

What is being tested	Learners are being tested on their understanding of the gradient of a graph and the point that it intercepts the axes.
Learning Objectives	<p>G16.1 Identify the y-intercept</p> <p>G16.2 Identify the x-intercept</p> <p>G16.3 Recognise a gradient in a coordinate system</p> <p>G16.4 Match graphs to their equations</p> <p>G16.5 Label the x and y axes, the intercepts and the line</p>
Predecessors	<p>G7 Read and plot coordinates in four quadrants</p> <p>G8 Plot from a data table</p>
Successors	<p>G17 Find the gradient</p> <p>G18 Lines parallel to the axes</p> <p>G19 Interpreting $y = mx + c$</p>
KS2 & KS3 Guidance	Learners explore graphs in Year 8 (page 141, KS3 guidance).
<i>Oxford Smart Mosaic</i> Textbook References	<p>Student Book 2 Section 4.2.1 Finding the gradient of a line</p> <p>Student Book 2 Section 4.2.2 The gradient and y-intercept</p>

G17 Find the gradient

What is being tested	Learners are being tested on their understanding of gradient, and their ability to calculate the gradient of a straight line.
Learning Objectives	<p>G17.1 Recall that gradient of a straight line is constant</p> <p>G17.2 Recall that gradient is change in y/change in x</p> <p>G17.3 Identify a straight line with a given gradient</p> <p>G17.4 Calculate a positive gradient from 2 points (first quadrant) with diagram</p> <p>G17.5 Calculate a negative gradient from 2 points (first quadrant) without diagram</p>
Predecessors	<p>G7 Read and plot coordinates in four quadrants</p> <p>G16 Identify the key features of a graph</p>
Successors	<p>G14 Interpret scatter diagrams (including comparison)</p> <p>G19 Interpreting $y = mx + c$</p> <p>G20 Parallel gradients</p> <p>G21 Linear v non-linear graphs</p> <p>G22 Interpret time series (including comparison)</p>
KS2 & KS3 Guidance	Learners explore graphs in Year 8 (page 141, KS3 guidance).
<i>Oxford Smart Mosaic Textbook</i> References	<p>Student Book 2 Section 4.2.1 Finding the gradient of a line</p> <p>Student Book 2 Section 4.2.2 The gradient and y-intercept</p>

G18 Lines parallel to the axes

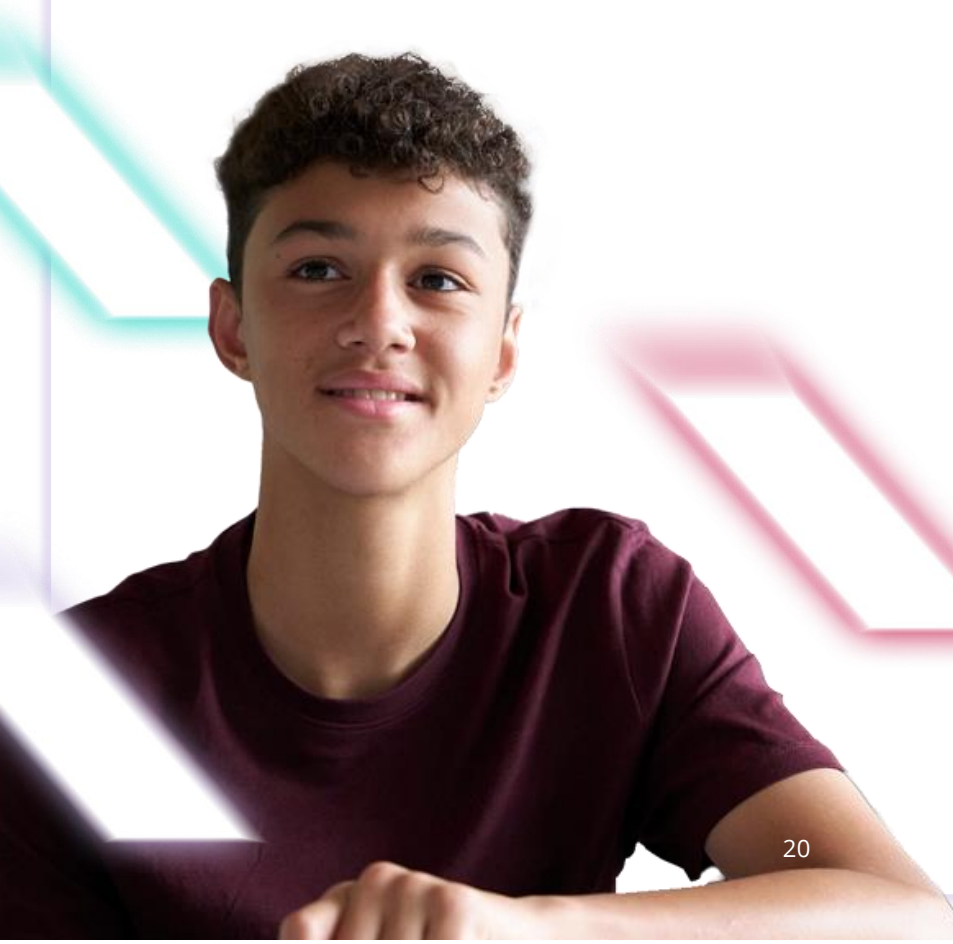
What is being tested	Learners are being tested on their ability to recognise graphs of straight lines which are parallel to the axes in the Cartesian plane.
Learning Objectives	<p>G18.1 Recognise a vertical line in a coordinate system</p> <p>G18.2 Recognise a horizontal line in a coordinate system</p> <p>G18.3 Identify straight lines of $x = 0$</p> <p>G18.4 Identify straight lines of $x = a$ where a, b are integers constant</p> <p>G18.5 Identify straight lines of $y = b$ where a, b are integers constant</p> <p>G18.6 Identify straight lines of $y = 0$</p>
Predecessors	<p>G8 Plot from a data table</p> <p>G16 Identify the key features of a graph</p>
Successors	None
KS2 & KS3 Guidance	Learners investigate the graphs of lines parallel to the axes in Year 7 (page 67, KS3 guidance).
<i>Oxford Smart Mosaic</i> Textbook References	Student Book 1 Section 5.2.1 Horizontal and vertical lines

G19 Interpreting $y = mx + c$

What is being tested	Learners are being tested on their understanding of the general form of a linear graph, drawing on their knowledge of the gradient.
Learning Objectives	<p>G19.1 Match straight line graphs with their equations</p> <p>G19.2 Identify the gradient in $y = mx + c$</p> <p>G19.3 Know that m is the gradient in $y = mx + c$</p> <p>G19.4 Identify the intercept in $y = mx + c$</p> <p>G19.5 Categorise lines with positive and negative gradients given in the form $y = mx + c$</p> <p>G19.6 Identify the y intercept of a straight line</p>
Predecessors	<p>G7 Read and plot coordinates in four quadrants</p> <p>G16 Identify the key features of a graph</p> <p>G17 Find the gradient</p>
Successors	<p>G15 Line of best fit</p> <p>G20 Parallel gradients</p> <p>G23 Distance/time graphs (including comparison)</p>
KS2 & KS3 Guidance	Learners explore graphs in Year 8 (page 141, KS3 guidance).
<i>Oxford Smart Mosaic</i> Textbook References	<p>Student Book 2 Section 4.2.1 Finding the gradient of a line</p> <p>Student Book 2 Section 4.2.2 The gradient and y-intercept</p> <p>Student Book 2 Section 4.2.3 $y = mx + c$ form of linear graphs</p>

G20 Parallel gradients

What is being tested	Learners are being tested on their understanding of the relationship between the gradients of two parallel lines.
Learning Objectives	G20.1 Recognise parallel lines in a coordinate system G20.2 Identify parallel lines from their equations G20.3 Match parallel lines from their equations G20.4 Know that parallel lines have the same gradient
Predecessors	G17 Find the gradient G19 Interpreting $y = mx + c$
Successors	G23 Distance/time graphs (including comparison)
KS2 & KS3 Guidance	Learners explore the gradient of parallel lines in Year 8 (page 145, KS3 guidance).
<i>Oxford Smart</i> Mosaic Textbook References	



G21 Linear v non-linear graphs

What is being tested	Learners are being tested on their ability to distinguish between linear, and non-linear, graphs.
Learning Objectives	<p>G21.1 Categorise linear and non-linear graphs</p> <p>G21.2 Identify diagrams that represent linear rates of change</p> <p>G21.3 Identify diagrams that represent non-linear rates of change</p> <p>G21.4 Match graphs to scenarios</p>
Predecessors	G17 Find the gradient
Successors	None
KS2 & KS3 Guidance	Learners begin to distinguish between linear and non-linear rates of change in Year 9 as part of their study of real-world graphs (KS3, page 258).
<i>Oxford Smart Mosaic Textbook</i> References	<p>Student Book 1 Section 8.4.5 Using ratios to describe rates</p> <p>Student Book 3 Section 8.2.1 Linear graphs in context</p> <p>Student Book 3 Section 8.3.1 Drawing quadratic graphs</p> <p>Student Book 3 Section 8.3.2 Recognising simple quadratic graphs</p> <p>Student Book 3 Section 8.3.3 Problem-solving with non-linear graphs</p>

G22 Interpret time series (including comparison)

What is being tested	Learners are being tested on their ability to interpret data represented as a time series graph.
Learning Objectives	<p>G22.1 Estimate a y-value for a corresponding x-value using a trend line on a time series graph</p> <p>G22.2 Estimate a x-value for a corresponding y-value using a trend line on a time series graph</p> <p>G22.3 Estimate a y-value for a corresponding x-value not displayed using a trend line on a time series graph (extrapolation)</p> <p>G22.4 Use a trend line to estimate y-values, given an x-value</p> <p>G22.5 Compare 2 time series graphs</p> <p>G22.6 Interpret the features of a time series graph</p>
Predecessors	G17 Find the gradient
Successors	None
KS2 & KS3 Guidance	Learners begin to work with non-linear graphs in Year 8 (page 258, KS3 guidance).
<i>Oxford Smart</i> Mosaic Textbook References	

G23 Distance/time graphs (including comparison)

What is being tested	Learners are being tested on their ability to interpret data represented as a distance-time graph, as well as calculating speed from a specified graph.
Learning Objectives	<p>G23.1 Know that a horizontal line on a distance/time graph represents zero speed</p> <p>G23.2 Know that the gradient of a distance/time graph represents speed</p> <p>G23.3 Compare 2 distance/time graphs</p> <p>G23.4 Interpret distance/time graphs</p> <p>G23.5 Calculate the speed from a distance/time graph</p>
Predecessors	<p>G19 Interpreting $y = mx + c$</p> <p>G20 Parallel gradients</p>
Successors	None
KS2 & KS3 Guidance	Learners work with distance-time graphs in Year 9 (page 258, KS3 guidance).
<i>Oxford Smart Mosaic Textbook</i> References	<p>Student Book 3 Section 8.2.3 Interpreting distance-time graphs</p> <p>Student Book 3 Section 8.2.4 Drawing distance-time graphs</p>



Contributors

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