



Lealands
High School
A Specialist Sports College

GCSE Grade Criteria Parent Guide 2021

Mr K Mason

Lealands High School

Art and Design

	AO1 Develop ideas through investigations, demonstrating critical understanding of sources. (25%)	AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (25%)	AO3 Record ideas, observations and insights relevant to intentions as the work progresses. (25%)	AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (25%)
9	Exceptional ability to effectively develop ideas through creative and purposeful investigations. Exceptional ability to engage with and demonstrate critical understanding of sources.	Exceptional ability to thoughtfully refine ideas with discrimination. Exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	Exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	Exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. Exceptional ability to demonstrate understanding of visual language.
8	Highly developed ability to effectively develop ideas through creative and purposeful investigations. Highly developed ability to demonstrate critical understanding of sources.	Highly developed ability to thoughtfully refine ideas. Highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	Highly developed ability to skillfully record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	Highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. Highly developed ability to demonstrate understanding of visual language.
7	Convincingly effective ability to develop ideas through purposeful investigations. Convincingly effective ability to demonstrate critical understanding of sources.	Convincingly effective ability to thoughtfully refine ideas. Convincingly effective ability to select and purposefully experiment with appropriate media, materials, techniques and processes.	Convincingly effective ability to skillfully record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	Convincingly effective ability to competently present a personal and meaningful response and realise intentions. Convincingly effective ability to demonstrate understanding of visual language.
6	Consistent ability to effectively develop ideas through purposeful investigations. Consistent ability to demonstrate critical understanding of sources.	Consistent ability to thoughtfully refine ideas. Consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	Consistent ability to skillfully record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	Consistent ability to competently present a personal and meaningful response and realise intentions. Consistent ability to demonstrate understanding of visual language.
5	Competent ability to effectively develop ideas through purposeful investigations. Competent ability to demonstrate critical understanding of sources.	Competent ability to thoughtfully refine ideas. Competent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	Competent ability to skillfully record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	Competent ability to competently present a personal and meaningful response and realise intentions. Competent ability to demonstrate understanding of visual language.
4	Moderate ability to effectively develop ideas through purposeful investigations. Moderate ability to demonstrate critical understanding of sources.	Moderate ability to thoughtfully refine ideas. Moderate ability to effectively select and purposefully experiment with appropriate media,	Moderate ability to skillfully record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	Moderate ability to competently present a personal and meaningful response and realise intentions. Moderate ability to demonstrate understanding of visual language.

		materials, techniques and processes.		
3	Some ability to develop ideas through purposeful investigations Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas Some ability to select and experiment with appropriate media, materials, techniques and processes.	Some ability to record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
2	Limited ability to develop ideas through investigations Limited ability to demonstrate critical understanding of sources.	Limited ability to refine ideas. Limited ability to select and experiment with appropriate media, materials, techniques and processes.	Limited ability to record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	Limited ability to present a personal and meaningful response and realise intentions. Limited ability to demonstrate understanding of visual language.
1	Minimal ability to develop ideas through investigations Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language.

Citizenship

	AO1 Demonstrate knowledge and understanding of citizenship concepts, terms and issues.	AO2 Apply knowledge and understanding of citizenship concepts, terms and issues to contexts and actions.	AO3 Analyse and evaluate a range of evidence relating to citizenship issues, debates and actions, including different viewpoints, to develop reasoned, coherent arguments and make substantiated judgements.
9	Demonstrate and apply outstanding knowledge and understanding of a wide range of citizenship concepts, terms and issues using detailed and relevant evidence and examples.	Very detailed understanding of how aspects of concepts, terms and issues apply is shown by effective and sustained comparisons between more than one context.	Critically analyse and evaluate accurate and comprehensive research from various sources to inform planned action, forming ambitious lines of questioning. Construct a sustained and convincing argument on citizenship issues, debates and actions based on detailed critical analysis and evaluation of different and opposing viewpoints. Make reasoned, and well substantiated judgements by precise breadth and depth of evidence. Use Citizenship terminology with a high degree of accuracy and precision.
8	Demonstrate and apply relevant and comprehensive knowledge and understanding of a wide range of citizenship concepts, terms and issues using detailed and relevant evidence and examples.	Detailed understanding of how aspects of concepts, terms and issues apply is shown by effective and sustained comparisons between more than one context.	Analyse accurate and comprehensive research from various sources to inform planned action, forming ambitious lines of questioning. Construct perceptive and convincing argument on citizenship issues, debates and actions based on critical analysis of different and opposing viewpoints. Make reasoned, and substantiated judgements supported by a strong breadth and depth of evidence. Use Citizenship terminology with a good degree of accuracy.
7	Demonstrate and apply accurate and comprehensive knowledge and understanding of a wide range of relevant aspects of citizenship concepts, terms and issues using detailed and relevant examples.	Developed understanding of how aspects of concepts, terms and issues apply is shown by beginning to explain comparisons between more than one context.	Begin to analyse accurate and comprehensive research from various sources to inform planned action, forming own line of questioning. Construct well-reasoned argument on citizenship issues, debates and actions based on good analysis of different and opposing viewpoints. Make substantiated judgements supported by a good breadth and depth of evidence. Use Citizenship terminology with a good level of accuracy.
6	Demonstrate and apply accurate and appropriate knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues using well defined and relevant examples.	Developed understanding of how aspects of concepts, terms and issues apply is shown by explaining comparisons between more than one context.	Use accurate and appropriate research from various sources to inform planned action, forming own line of questioning. Construct reasoned argument on citizenship issues, debates and actions based on simple analysis of different and opposing viewpoints. Make overall judgements supported by a breadth and depth of evidence. Use mostly accurate Citizenship terminology.
5	Demonstrate and apply mostly accurate and appropriate knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues using	Some understanding of how aspects of concepts, terms and issues apply is shown by beginning to explain comparisons between more than one context.	Use relevant research from various sources to inform planned action, forming own basic line of questioning. Construct an argument on citizenship issues, debates and actions based on unsubstantiated analysis of different and opposing viewpoints, although may focus mainly on one side.

	<p>well defined and relevant examples.</p> <p>Construct reasoned arguments that consider some differing viewpoints to draw evidence-based conclusions</p>		<p>Make overall judgements supported by good reference to evidence. Not always coherently written.</p> <p>Use mostly accurate Citizenship terminology.</p>
4	<p>Demonstrate and apply mostly accurate knowledge and understanding of a range or relevant aspects of citizenship concepts, terms and issues using relevant examples.</p> <p>Some reasoned and coherent arguments but lack depth.</p> <p>Give an overall judgement</p>	<p>Some understanding of how aspects of concepts, terms and issues apply, is shown by mostly developed comments about one of the contexts or actions.</p>	<p>Use relevant research from various sources to inform planned action.</p> <p>Construct a basic argument on citizenship issues, debates and actions. Some analysis of the views expressed, but consideration of different views is focused mainly on one side of the argument.</p> <p>Make overall judgements with reference to evidence.</p> <p>Not always coherently written.</p> <p>Use mostly accurate Citizenship terminology.</p>
3	<p>Demonstrate and apply simple and generalised knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues using some examples.</p> <p>Some basic arguments given.</p>	<p>Simple understanding of how aspects of concepts, terms and issues apply, is shown by mostly developed comments about one of the contexts or actions.</p>	<p>Find information from own research to answer specific questions on a specific context</p> <p>Construct a basic argument on citizenship issues, debates and actions. Limited analysis of the views expressed, with examples given that support the awareness of differing viewpoints.</p> <p>Make overall judgements with reference to some relevant evidence.</p> <p>Some attempt to use Citizenship terminology.</p>
2	<p>Demonstrate and apply simple and generalised knowledge and understanding of aspects of citizenship concepts, terms and issues – begin using key words.</p> <p>Begin to argue a point of view in basic descriptions.</p>	<p>Limited understanding of how aspects of concepts, terms and issues apply, is shown by simple undeveloped comments about one of the contexts or actions.</p> <p>Use facts to show why an action is taken.</p>	<p>Develop basic research enquiries that lead to a straightforward consideration of citizenship issue.</p> <p>Constructs an opinion on citizenship issues, debates and actions. Produce a basic line of reasoning that demonstrates some awareness of differing viewpoints to reach a judgement, with limited reference to evidence.</p> <p>Make a superficial judgement that is underdeveloped and lacks coherent evidence.</p> <p>Limited attempt to use Citizenship terminology.</p>
1	<p>Demonstrate and apply limited knowledge and understanding of aspects of citizenship concepts, terms and issues.</p> <p>Begin to expand on lists with descriptive words</p>	<p>Very limited understanding of how aspects of concepts, terms and issues apply, is shown by simple undeveloped comments about one of the contexts or actions.</p>	<p>Shows limited research skills that lead to a straightforward consideration of citizenship issue.</p> <p>Gives an opinion on citizenship issues, debates and actions. This is unreasoned and demonstrates limited awareness of differing viewpoints.</p> <p>No overall judgement is given.</p> <p>Very limited attempt to use Citizenship terminology.</p>
WT	<p>List some key aspects</p>	<p>List some contexts and actions.</p>	<p>Can answer basic questions on an issue if given aid finding answers.</p> <p>Gives a basic opinion on citizenship issues, debates and actions. This is unreasoned and demonstrates no awareness of differing viewpoints.</p> <p>No overall judgement is given.</p> <p>No use Citizenship terminology</p>

Community Languages (including Arabic, Polish, Urdu)

	AO1 Listening: Understand and respond to different types of spoken language. (25%)	AO2 Speaking: Communicate and interact in speech. (25%)	AO3 Reading: Understand and respond to different types of written language. (25%)	AO4 Writing: Communicate in writing. (25%)
9	Fully understand spoken texts when delivered at native pace, identifying important themes and evaluating information in order to draw conclusions.	Speak at near native pace, using a wide variety of language and complex structures and a range of idiomatic phrases. Accent and intonation is equivalent to that of a native.	Fully understand authentic literary texts, recognise key themes and scan for information, drawing conclusions. Translate any text into English, with full accuracy.	Write very complex passages with a wide variety of language and complex structures and a range of idiomatic phrases. Translate any text into Community Language with no errors.
8	Understand and identify important themes in extended spoken texts and evaluate information in order to draw conclusions.	Speak using consistently narrated sentences which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time, a variety of verbs and vocabulary, idioms and the subjunctive.	Understand abridged literary texts, recognise key themes and scan for information and draw conclusions. Translate three time frames into English, with full accuracy.	Write very complex passages which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time, a variety of verbs and vocabulary, idioms and the subjunctive. Translate three time frames into Community Language, with full accuracy.
7	Understand authentic passages, including more abstract spoken materials.	Speak using increasingly narrated sentences which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time, a variety of verbs and vocabulary and idioms.	Understand authentic texts, including current affairs and cultural themes. Translate three time frames into English, with nearly full accuracy.	Write increasingly complex passages which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time, a variety of verbs and vocabulary and idioms. Translate three time frames into Community Language, with nearly full accuracy.
6	Understand longer passages, including a combination of different time frames, opinions and more complex sentences, with familiar and unfamiliar vocabulary.	Speak using occasionally narrated sentences which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time and a variety of verbs and vocabulary.	Understand longer texts, including a combination of different time frames, opinions and more complex sentences. Translate three time frames into English, with increased accuracy.	Write occasionally complex passages which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time and a variety of verbs and vocabulary. Translate three time frames into Community Language, with increasing accuracy.
5	Understand passages which include three time frames: the present, the past and the future.	Speak using consistently extended sentences which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time and a variety of verbs.	Understand texts which include three time frames used together: the present, the past and the future. Translate three time frames into English with good accuracy.	Write longer passages which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time and a variety of verbs. Translate three time frames into Community Language, with good accuracy.
4	Understand passages which include two time frames: the present and the past or the future.	Speak using some extended sentences which include two time frames used together: the present and the past or the future. Use connectives and adverbs of time.	Understand texts which include two time frames used together: the present and the past or the future. Translate two time frames into English.	Write longer passages which include two time frames used together: the present and the past or the future. Use connectives and adverbs of time.

				Translate two time frames into Community Language.
3	Understand main points, opinions and some detail in passages in present tense.	Speak using occasionally extended sentences in present tense, including opinions and reasons. Answer unprepared questions.	Understand main points, opinions and some detail in short written texts in present tense. Translate short passages into English.	Write short passages in present tense expressing opinions with reasons and using connectives. Translate short passages into Community Language.
2	Understand main points and opinions from short passages using familiar language in present tense.	Speak using longer sentences in present tense, including opinions.	Understand main points and opinions in short texts using familiar language in present tense. Translate longer sentences into English.	Write longer sentences in present tense, including opinions. Translate longer sentences into Community Language.
1	Understand a range of familiar phrases and opinions, spoken clearly in present tense.	Speak using short sentences in present tense.	Understand a range of familiar written phrases and opinions in present tense. Translate short sentences into English.	Write short sentences in present tense. Translate short sentences into Community Language.
WT	Understand single words and short phrases when spoken slowly.	Speak using single words or short phrases.	Understand single words and short phrases. Translate single words into English.	Write single words or short phrases. Translate single words into Community Language.

Computer Science

	AO1 Demonstrate knowledge and understanding of the key concepts and principles of computer science (30%)	AO2 Apply knowledge and understanding of key concepts and principles of computer science (40%)	AO3 Analyse problems in computational terms: <ul style="list-style-type: none"> • to make reasoned judgements • to design, program, evaluate and refine solution (30%)
9	Demonstrate exceptional relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts	Effectively apply fundamental concepts, principles and mathematical skills, using exceptional sustained analytical, logical and evaluative computational thinking, to a wide range of complex problems	Exceptional ability to develop and refine a complete solution that meets the requirements of a substantial problem.
8	Demonstrate highly developed relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts	Effectively apply fundamental concepts, principles and mathematical skills, using highly developed sustained analytical, logical and evaluative computational thinking, to a wide range of complex problems	Develop and refine a complete solution that meets the requirements of a substantial problem.
7	Demonstrate convincing relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts	Effectively apply fundamental concepts, principles and mathematical skills, using convincing sustained analytical, logical and evaluative computational thinking, to a wide range of complex problems	Convincingly develop and refine a complete solution that meets the requirements of a substantial problem.
6	Demonstrate high levels of accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts	Appropriately apply fundamental concepts, principles and mathematical skills, using high level analytical, logical and evaluative computational thinking, to a range of problems	Produce a working solution that meets the nearly all requirements of a substantial problem.
5	Demonstrate mostly accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts	Appropriately apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems	Produce a working solution that meets most requirements of a substantial problem.
4	Demonstrate moderately accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts	Appropriately apply fundamental concepts, principles and mathematical skills, using moderate analytical, logical and evaluative computational thinking, to a range of problems	Produce a working solution that meets many requirements of a substantial problem.
3	Demonstrate some knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts	Apply fundamental concepts, principles and mathematical skills, using basic analytical and logical computational thinking, to straightforward problems with some accuracy	Produce a partially working solution that meets several requirements of a substantial problem.

2	Demonstrate limited knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts	Apply fundamental concepts, principles and mathematical skills, using basic analytical and logical computational thinking, to straightforward problems with limited accuracy	Produce a partially working solution that meets some requirements of a substantial problem.
1	Demonstrate minimal knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts	Apply fundamental concepts, principles and mathematical skills, using basic analytical and logical computational thinking, to straightforward problems with minimal accuracy	Produce a partially working solution that meets few requirements of a substantial problem.

Drama

	A01: Create and develop ideas to communicate meaning for theatrical performance.	A02: Apply theatrical skills to realise artistic intentions in live performance.	A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed.	A04: Analyse and evaluate their own work and the work of others
9	<p>Give outstanding direction in a way which inspires, motivates and challenges others.</p> <p>Work with sensational commitment and sensitivity both individually and in a group to devise practical work to a highly professional standard.</p> <p>Experiment creatively with drama conventions and techniques, using initiative to develop work with an outstanding degree of originality.</p> <p>Communicate my concepts on the meaning of theatre with complete clarity.</p>	<p>Perform with a very high degree of professionalism.</p> <p>Use a highly extensive and impressive range of vocal and physical skills to portray a highly believable character(s), deeply illustrating depth and motivation.</p> <p>Show an outstanding variety of emotional range in performance and my personal interpretation is entirely sensitive to context.</p> <p>Perform a highly stylised piece of theatre which contains an extensive range of techniques, creating an exceptional performance.</p>	<p>Demonstrate an outstanding understanding of drama genres, styles, conventions and techniques.</p> <p>Demonstrate an outstanding awareness of the importance of the historical, social and political context of a performance and implement this seamlessly in my work.</p> <p>Demonstrate an outstanding and professional understanding of how design and technical elements can enhance a performance.</p>	<p>Critically analyse and evaluate my work and that of others supporting my comments with very strong arguments.</p> <p>Uses a highly extensive range of Drama terminology, and shows excellent knowledge of techniques, skills and practitioners in my writing.</p> <p>Writing is fluid and inspiring, and is of a professional standard.</p> <p>Displays outstanding literacy skills orally and in written work</p>
8	<p>Give outstanding direction in a way which inspires others.</p> <p>Work with sensational commitment and sensitivity in a group to devise practical work to a highly professional standard.</p> <p>Experiment creatively with drama conventions and techniques, using initiative to develop work with an outstanding degree of originality.</p> <p>Communicate my concepts on the meaning of theatre with complete clarity.</p>	<p>Perform with a high degree of professionalism.</p> <p>Use an extensive range of vocal and physical skills to portray a highly believable character(s), considering depth and motivation.</p> <p>Show an excellent variety of emotional range in performance and my personal interpretation is entirely sensitive to context.</p> <p>Perform a stylised piece of theatre which contains a very good range of advanced techniques, creating an excellent performance.</p>	<p>Demonstrate an outstanding understanding of drama genres, styles, conventions and techniques.</p> <p>Demonstrate an outstanding awareness of the importance of the historical, social and political context of a performance.</p> <p>Demonstrate an outstanding understanding of how design and technical elements can enhance a performance</p>	<p>Critically analyse and evaluate my work and that of others and support my comments with strong arguments.</p> <p>Use of extensive range of Drama terminology and show excellent knowledge of techniques, skills and practitioners in writing.</p> <p>Writing is fluid and inspiring and is of a professional standard.</p> <p>Display outstanding literacy skills orally and in written work</p>
7	<p>Demonstrate an outstanding understanding of drama genres, styles, conventions and techniques.</p> <p>Demonstrate an outstanding</p>	<p>Perform and respond in role, spontaneously improvising if something goes wrong and maintain a high level of audience awareness.</p>	<p>Analyse and evaluate play scripts, styles and genres perceptively.</p> <p>Demonstrate an outstanding awareness of the importance</p>	<p>Critically analyse and evaluate my work and that of others supporting my comments with good arguments.</p>

	<p>awareness of the importance of the historical, social and political context of a performance.</p> <p>Demonstrate an outstanding understanding of how design and technical elements can enhance a performance.</p> <p>Ability to communicate concepts of the meaning of theatre with some clarity.</p>	<p>Use a plethora of vocal and physical skills to portray a highly believable character(s).</p> <p>Show a very strong variety of emotional range in performance and my personal interpretation is entirely sensitive to context.</p> <p>Use a plethora of techniques, illustrating style and form to create a very meaningful and informative piece of Drama</p>	<p>of the historical, social and political context of a performance.</p> <p>Demonstrate an outstanding understanding of how design and technical elements can enhance a performance.</p>	<p>Uses a range of Drama terminology, and shows very good knowledge of techniques, skills and practitioners in writing.</p> <p>Extended writing is fluid, consistent and inspiring.</p> <p>Displays very strong level of literacy orally and in written work</p>
6	<p>Demonstrate an ability to move the Drama forward with excellent effort, remaining highly focussed at all times.</p> <p>Keep a positive working atmosphere and make contributions which significantly improve the effectiveness of the work.</p> <p>Develop a wide variety of characters and create and explore drama for a range of purposes.</p> <p>communicate my ideas on the meaning of theatre.</p>	<p>Perform in theatrical experiences which demonstrate insight, originality and inspiration.</p> <p>Use a range of vocal and physical skills to portray a highly believable character(s).</p> <p>Show a strong variety of emotional range in performance and my personal interpretation is entirely sensitive to context.</p> <p>Use an array of techniques in a performance, considering style and form, to create a very good piece of Drama.</p>	<p>Compare drama interpretations, approaches and styles.</p> <p>Demonstrate an excellent awareness of the importance of the historical, social and political context of a performance.</p> <p>Demonstrate an excellent understanding of how design and technical elements can enhance a performance.</p>	<p>Analyse and evaluate own work and that of others with supporting comments using reasoned arguments.</p> <p>Use good use of Drama terminology, and show good knowledge of techniques, skills and practitioners in writing.</p> <p>Extended writing is fluid and consistent.</p> <p>Displays strong level of literacy orally and in written work.</p>
5	<p>Confidently support and direct my group through Drama rehearsals, and I stay completely focussed throughout.</p> <p>Create drama in a variety of styles and devise a range of well-developed characters with extended roles.</p> <p>Use exploratory drama techniques to develop my work and explore scripted work.</p>	<p>Convey well-sustained and convincing characters with confidence and some originality and support others well on stage.</p> <p>Use an array of vocal and physical skills to portray a believable character(s).</p> <p>Show a very good variety of emotional range in performance and my personal interpretation is at times, sensitive to context.</p> <p>Use an array of techniques in a performance, considering style and form, to create a good piece of Drama.</p>	<p>Compare drama interpretations, approaches and styles.</p> <p>Demonstrate a good awareness of the importance of the historical, social and political context of a performance.</p> <p>Demonstrate a good understanding of how design and technical elements can enhance a performance.</p>	<p>Analyse and evaluate own work and that of others using supporting comments with arguments.</p> <p>Use of a range of Drama terminology, and showing some knowledge of techniques, skills and practitioners.</p> <p>Extended writing is fluid and consistent.</p> <p>Displays good level of literacy orally and in written work</p>
4	<p>Confidently lead my group through Drama rehearsals and</p>	<p>Convey sustained and convincing characters with</p>	<p>Write thoughtfully about the skills and processes of drama.</p>	<p>Use some Drama terminology to analyse</p>

	<p>stay completely focussed.</p> <p>Create Drama in a few styles.</p> <p>Create a well-developed character with a viewpoint different from my own and shape work into a good dramatic structure.</p>	<p>confidence and support others on stage.</p> <p>Use at least 2 physical and vocal skills in a performance.</p> <p>Show a good variety of emotional range in performance and my personal interpretation is at times, sensitive to context.</p> <p>Sustain the use of a range of effective techniques in a performance to create an effective piece of Drama.</p>	<p>Demonstrate an adequate awareness of the importance of the historical, social and political context of a performance.</p> <p>Demonstrate an adequate understanding of how design and technical elements can enhance a performance.</p>	<p>and evaluate a performance.</p> <p>Identify strengths and weaknesses in both my work and that of others.</p> <p>Displays reasonable level of literacy orally and in written work.</p>
3	<p>Stay focussed throughout rehearsals and suggest some ideas to develop the work and my role.</p> <p>Create a well-developed character with a viewpoint different from my own and shape work into a satisfactory dramatic structure.</p>	<p>Sustain fairly convincing characters with some confidence use more than 1 physical and vocal skill in a performance.</p> <p>Confidently perform on my own use 2 effective techniques in a performance.</p>	<p>Write thoughtfully about the skills and processes of drama.</p> <p>Demonstrate a limited awareness of the importance of the historical, social and political context of a performance.</p> <p>Demonstrate a limited understanding of how design and technical elements can enhance a performance.</p>	<p>Use limited Drama terminology to analyse and evaluate a performance identify strengths and weaknesses in both own work and that of others.</p> <p>Displays satisfactory level of literacy orally and in written work</p>
2	<p>Stay focussed for most of the time during rehearsals.</p> <p>Ability to listen to and cooperate with others, sometimes suggesting ideas to develop a role.</p> <p>Create a character different from the individual</p>	<p>Able to remember most lines and cooperate with others on stage.</p> <p>Able to use more than 1 physical or vocal skill in a performance perform on my own.</p> <p>Use more than one technique in a group performance.</p>	<p>Identify features of good performance work.</p> <p>Demonstrate a basic awareness of the importance of the historical, social and political context of a performance.</p> <p>Demonstrate a basic understanding of how design and technical elements can enhance a performance.</p>	<p>Use basic Drama terminology to evaluate a performance.</p> <p>Able to write in full sentences about strengths and weaknesses.</p> <p>Can identify targets for improvement.</p> <p>Displays a limited level of literacy orally and in written work</p>
1	<p>Listen to others. share ideas with some confidence.</p> <p>Keep a role going and avoid corpsing-laughing.</p> <p>Present ideas in front of an audience with little confidence.</p>	<p>Take part in small group Drama create a basic character.</p> <p>Be conscious of positioning on stage.</p> <p>Use a prop or costume to develop your character work.</p>	<p>Follow instructions.</p> <p>Demonstrate a very basic awareness of the importance of the historical, social and political context of a performance.</p> <p>Demonstrate a very basic</p>	<p>Uses very basic Drama terms to discuss the effectiveness of a performance.</p> <p>Be able to explain in simple detail the effectiveness of performance.</p>

			<p>understanding of how design and technical elements can enhance a performance.</p> <p>Read and understand very basic texts</p>	<p>Discuss what improvements to their own work and the work of others.</p> <p>Accept the feedback of others and use them to improve performances.</p>
WT	<p>Listen to the ideas of others rehearse safely and sensibly.</p> <p>Present ideas in a small group and in front of others.</p> <p>Present ideas in front of an audience with very little confidence</p>	<p>Take part in small group Drama create a basic character.</p> <p>Be conscious of positioning on stage.</p> <p>Use a prop or costume to develop your character work.</p>	<p>Follow instructions.</p> <p>Demonstrate very basic awareness of the importance of the historical, social and political context of a performance.</p> <p>Demonstrate a very basic understanding of how design and technical elements can enhance a performance.</p> <p>Read and understand very basic texts</p>	<p>Be good audience member accept the feedback of others.</p> <p>Ability to discuss merits of own performances and the performances of others.</p> <p>Displays very basic level of literacy orally and in my writing.</p>

GCSE English Language, Papers 1 and 2, Section A: Reading

	AO1 (5%) Identify and interpret explicit and implicit information and ideas	AO2 (10%) Explain, comment and analyse how writers use language and structure	AO3 (10%) Compare writers' ideas and perspectives, across two or more texts	AO4 (25%) Evaluate texts critically and support this with appropriate textual references
9	Shows perceptive or detailed synthesis and interpretation of texts, throughout Makes judicious references, throughout Use of textual detail relevant to the focus of the question, throughout Shows perceptive similarities between texts, throughout	Analyses the effects of the writer's choices of language, throughout Selects a range of judicious textual detail, throughout Makes sophisticated and accurate use of subject terminology, throughout	Analyses how writers' methods are used, throughout Selects a range of judicious supporting detail from both texts, throughout Shows a detailed and perceptive understanding of the different ideas and perspectives in both texts, throughout	Shows perceptive understanding of writer's methods, throughout Selects a range of judicious textual detail, throughout Develops a convincing and critical response to the focus of the statement, throughout
8	Shows perceptive or detailed synthesis and interpretation of texts Makes judicious references Use of textual detail relevant to the focus of the question Shows perceptive similarities between texts	Analyses the effects of the writer's choices of language Selects a range of judicious textual detail Makes sophisticated and accurate use of subject terminology	Analyses how writers' methods are used Selects a range of judicious supporting detail from both texts Shows a detailed and perceptive understanding of the different ideas and perspectives in both texts	Shows perceptive understanding of writer's methods Selects a range of judicious textual detail Develops a convincing and critical response to the focus of the statement
7	Shows some perceptive or some detailed synthesis and interpretation of texts Makes some judicious references Use of some textual detail relevant to the focus of the question Shows some perceptive similarities between texts	Analyses some of the effects of the writer's choices of language Selects some judicious textual detail Makes some sophisticated and accurate use of subject terminology	Analyses how some of the writers' methods are used Selects some judicious supporting detail from both texts Shows some detailed and perceptive understanding of the different ideas and perspectives in both texts	Shows some perceptive understanding of writer's methods Selects some judicious textual detail Develops some convincing and critical responses to the focus of the statement
6	Makes clear inferences from texts Selects clear references or textual detail relevant to the focus of the question Shows clear similarities between texts	Explains clearly the effects of the writer's choices of language Selects a range of relevant textual detail Makes clear and accurate use of subject terminology	Explains clearly how writers' methods are used Selects relevant detail to support from both texts Shows a clear understanding of the different ideas and perspectives in both texts	Evaluates clearly the effect(s) on the reader Shows clear understanding of writer's methods Selects a range of relevant textual references Makes a clear and relevant response to the focus of the statement
5	Makes some clear inferences from texts Selects some clear references or textual detail relevant to the focus of the question Shows some clear similarities between texts	Explains clearly some of the effects of the writer's choices of language Selects some relevant textual detail Makes some clear and accurate use of subject terminology	Explains clearly how some of the writers' methods are used Selects some relevant detail to support from both texts Shows some clear understanding of the different ideas and perspectives in both texts	Evaluates clearly some of the effect(s) on the reader Shows some clear understanding of writer's methods Selects some relevant textual references Makes some clear and relevant response to the focus of the statement
4	Attempts some inference(s) from one or both texts Selects some appropriate references or textual detail from one or both texts Shows some similarity between texts	Attempts to comment on the effect of language Selects some appropriate textual detail Makes some use of subject terminology, mainly appropriately	Makes some comment on how writers' methods are used Selects some appropriate textual detail or references, not always supporting, from one or both texts	Makes some evaluative comment(s) on effect(s) on the reader Shows some understanding of writer's methods Selects some appropriate textual reference(s)

			Shows some understanding of different ideas and, or, perspectives	Makes some response to the focus of the question
3	Attempts an inference from one or both texts Selects an appropriate reference or textual detail from one or both texts Shows a similarity between texts	Attempts a comment on the effect of language Selects an appropriate textual detail Makes use of some subject terminology	Makes a comment on how writers' methods are used Selects an appropriate textual detail or references, not always supporting, from one or both texts Shows an understanding of different ideas and, or, perspectives	Makes an evaluative comment on an effect on the reader Shows an understanding of writer's methods Selects an appropriate textual reference Makes a response to the focus of the question
2	Selects simple reference(s) or textual detail(s) from one or both texts Shows simple similarity between texts	Offers simple comment on the effect of language Selects simple reference(s) or textual detail(s) Makes simple use of subject terminology, mainly appropriately	Makes simple identification of writers' methods Selects simple reference(s) or textual detail(s) from one or both texts Shows simple awareness of ideas and, or, perspectives	Makes simple, limited evaluative comment(s) on effect(s) on reader Shows limited understanding of writer's methods Selects simple, limited textual reference(s) Makes a simple, limited response to the focus of the statement
1	Selects a simple reference or textual detail from one text Shows a simple similarity between texts	Offers a simple comment on the effect of language Selects a simple reference or a textual detail Makes simple use of subject terminology	Makes a simple identification of writers' methods Selects a simple reference or textual detail from one or both texts Shows a simple awareness of ideas and, or, perspectives	Makes a simple, limited evaluative comment on an effect on the reader Shows a limited understanding of writer's methods Selects a simple, limited textual reference Makes a simple, limited response to the focus of the statement

GCSE English Language Papers 1 and 2, Section B: Writing

	AO5 (15%) Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.	AO5 (15%) Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.	AO6 (20%) Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
9	Student has convincingly matched audience, register and purpose. Student has used extensive and ambitious vocabulary with conscious crafting of linguistic devices.	Student has made varied and effective use of structural features, and has written in fluently linked paragraphs with integrated discourse markers. Student's writing is compelling, with a range of convincing and complex ideas.	Student has used a wide range of punctuation with a high level of accuracy, and a full range of appropriate sentence forms for effect. Student has a high level of accuracy in spelling ambitious vocabulary and used extensive and ambitious vocabulary.
8	Student has matched audience, register and purpose, throughout. Student has used a range of successful linguistic devices and increasingly sophisticated vocabulary, throughout.	Student has made effective use of structural features, and has written in coherent paragraphs with integrated discourse markers, throughout. Student has written engagingly, with a range of connected ideas, throughout.	Student has used a range of punctuation accurately, and a variety of sentence forms for effect, throughout. Student has accurate spelling of complex and irregular words and used increasingly sophisticated vocabulary, throughout.
7	Student has matched audience, register and purpose. Student has used a range of successful linguistic devices and increasingly sophisticated vocabulary.	Student has made effective use of structural features, and has written in coherent paragraphs with integrated discourse markers. Student has written engagingly, with a range of connected ideas.	Student has used a range of punctuation with success, and a variety of sentence forms for effect. Student has mostly accurate spelling of complex and irregular words and used increasingly sophisticated vocabulary.
6	Student has matched audience, register and purpose. Student has mostly used successful linguistic devices and mostly used sophisticated vocabulary.	Student has made effective use of some structural features, and has written in paragraphs with integrated discourse markers. Student has written engagingly, with connected ideas.	Student has used a range of punctuation, mostly with success, and a variety of sentence forms, mostly for effect. Student has generally accurate spelling of complex words and used some increasingly sophisticated vocabulary.
5	Student has matched audience, register and purpose. Student has some successful linguistic devices and some sophisticated vocabulary.	Student has made use of some structural features, and has written in paragraphs with some integrated discourse markers. Student has written engagingly, with a range of ideas.	Student has used punctuation, mostly with success, and sentence forms, mostly for effect. Student has mostly accurate spelling of some complex words and used some increasingly sophisticated vocabulary.
4	Student has attempted to match audience, register and purpose. Student has made conscious use of linguistic devices and vocabulary.	Student has attempted to use structural features, and has written some linked and relevant ideas. Student has attempted to use paragraphs with some discourse markers, but they are not always appropriate.	Student has some control over a range of punctuation and attempted a variety of sentence forms. Student has some accurate spelling of complex words and used varied vocabulary.
3	Student has attempted to match audience, register and purpose. Student has made some conscious use of linguistic devices and vocabulary.	Student has attempted to use a structural feature, and has written some relevant ideas. Student has attempted to use some paragraphs with some discourse markers, but they are not always appropriate.	Student has some control over punctuation and attempted some different sentence forms. Student has some accurate spelling of complex words and used some varied vocabulary.
2	Student has attempted to match audience, register and purpose. Student has an example of a linguistic device and made an attempt at some effective vocabulary.	Student has attempted to use a structural feature, and has attempted some relevant ideas. Student has attempted to use paragraphs.	Student has some limited control over punctuation and a limited range of sentence forms. Student has some accurate spelling and attempted to use some varied vocabulary.

1	Student has simple awareness of audience, register and purpose. Student has used simple linguistic devices and simple vocabulary.	Student may have used simple structural features, and random paragraphs.	Student has used occasional sentence demarcation and a simple range of sentence forms. Student has accurate basic spelling and used simple vocabulary.
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AQA GCSE English Literature

	AO1 Understanding of text (40%)	AO2 Writer's use of language (40%)	AO3 Understanding of context (20%)	A04 SPaG (only applies to questions on modern texts and Shakespeare)
9	Student produced a critical and exploratory response. Student used precise references from the text to support their interpretations.	Student analysed language, form and structure used by a writer in a convincing way making reference to subject terminology. Student explored the effects of language, form and structure used by a writer on the audience or reader.	Student explored the writer's ideas in convincing detail. Student made specific and detailed links between the text studied and the context it is set in.	In the context of the level of demand of the question, students spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning throughout.
8	Student produced a thoughtful and developed response throughout. Student used apt references from the text to support their interpretations throughout.	Student analysed language, form and structure used by a writer in a thoughtful way making reference to subject terminology throughout. Student examined the effects of language, form and structure used by a writer on the audience or reader throughout.	Student explored the writer's ideas in a thoughtful and developed way throughout. Student made considered and developed links between the text studied and the context it is set in throughout.	In the context of the level of demand of the question, students spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
7	Student produced a thoughtful and developed response. Student used apt references from the text to support their interpretations.	Student analysed language, form and structure used by a writer in a thoughtful way making reference to subject terminology. Student examined the effects of language, form and structure used by a writer on the audience or reader.	Student explored the writer's ideas in a thoughtful and developed way. Student made considered and developed links between the text studied and the context it is set in.	In the context of the level of demand of the question, students spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning throughout.
6	Student produced a clear response throughout. Student used effective references from the text to support their interpretations throughout.	Student offered a clear analysis of language, form and structure used by a writer making effective references to subject terminology throughout. Student understood the effects of language, form and structure used by a writer on the audience or reader throughout.	Student understood the writer's ideas throughout. Student made clear links between the text studied and the context it is set in throughout.	In the context of the level of demand of the question, students spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
5	Student produced a clear response. Student used effective references from the text to support their interpretations.	Student offered a clear analysis of language, form and structure used by a writer making effective references to subject terminology. Student understood the effects of language, form and structure used by a writer on the audience or reader.	Student understood the writer's ideas. Student made clear links between the text studied and the context it is set in.	In the context of the level of demand of the question, students spell and punctuate with accuracy, and use a range of vocabulary and sentence structures to achieve general control of meaning.
4	Student offered a clear explanation.	Student made some relevant comments on language, form and	Student showed some understanding of the writer's ideas.	In the context of the level of demand of the question, students spell and

	Student used some references from the text to support their interpretations.	structure used by a writer making some references to subject terminology. Student understood the effects of language, form and structure used by a writer on the audience or reader.	Student made some links between the text studied and the context it is set in.	punctuate, mostly with accuracy, and use a range of vocabulary and sentence structures to achieve general control of meaning.
3	Student made some relevant comments. Student made some relevant references to the text.	Student identified some of language, form and structure used by a writer. Student made some reference to subject terminology	Student showed some awareness of the writer's ideas.	In the context of the level of demand of the question, students spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
2	Student made a relevant comment. Student made a relevant reference to the text.	Student identified one of language, form and structure used by a writer. Student made a reference to subject terminology	Student showed an awareness of the writer's ideas.	In the context of the level of demand of the question, students spell and punctuate with some accuracy, with a limited range of vocabulary and sentence structures.
1	Student offered simple comments. Student made reference to some relevant details in the text.	Student showed awareness of the writer making deliberate choices. Student made some reference to subject terminology.	Student made simple comments about the writer's ideas.	In the context of the level of demand of the question, students spell and punctuate with limited accuracy, with a limited range of vocabulary and sentence structures.

French

	AO1 Listening: Understand and respond to different types of spoken language. (25%)	AO2 Speaking: Communicate and interact in speech. (25%)	AO3 Reading: Understand and respond to different types of written language. (25%)	AO4 Writing: Communicate in writing. (25%)
9	Fully understand spoken texts when delivered at native pace, identifying important themes and evaluating information in order to draw conclusions.	Speak at near native pace, using a wide variety of language and complex structures and a range of idiomatic phrases. Accent and intonation is equivalent to that of a native.	Fully understand authentic literary texts, recognise key themes and scan for information, drawing conclusions. Translate any text into English, with full accuracy.	Write very complex passages with a wide variety of language and complex structures and a range of idiomatic phrases. Translate any text into French with no errors.
8	Understand and identify important themes in extended spoken texts and evaluate information in order to draw conclusions.	Speak using consistently narrated sentences which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time, a variety of verbs and vocabulary, idioms and the subjunctive.	Understand abridged literary texts, recognise key themes and scan for information and draw conclusions. Translate three time frames into English, with full accuracy.	Write very complex passages which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time, a variety of verbs and vocabulary, idioms and the subjunctive. Translate three time frames into French, with full accuracy.
7	Understand authentic passages, including more abstract spoken materials.	Speak using increasingly narrated sentences which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time, a variety of verbs and vocabulary and idioms.	Understand authentic texts, including current affairs and cultural themes. Translate three time frames into English, with nearly full accuracy.	Write increasingly complex passages which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time, a variety of verbs and vocabulary and idioms. Translate three time frames into French, with nearly full accuracy.
6	Understand longer passages, including a combination of different time frames, opinions and more complex sentences, with familiar and unfamiliar vocabulary.	Speak using occasionally narrated sentences which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time and a variety of verbs and vocabulary.	Understand longer texts, including a combination of different time frames, opinions and more complex sentences. Translate three time frames into English, with increased accuracy.	Write occasionally complex passages which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time and a variety of verbs and vocabulary. Translate three time frames into French, with increasing accuracy.
5	Understand passages which include three time frames: the present, the past and the future.	Speak using consistently extended sentences which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time and a variety of verbs.	Understand texts which include three time frames used together: the present, the past and the future. Translate three time frames into English with good accuracy.	Write longer passages which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time and a variety of verbs. Translate three time frames into French, with good accuracy.
4	Understand passages which include two time frames: the present and the past or the future.	Speak using some extended sentences which include two time frames used together: the present and the past or the future. Use connectives and adverbs of time.	Understand texts which include two time frames used together: the present and the past or the future. Translate two time frames into English.	Write longer passages which include two time frames used together: the present and the past or the future. Use connectives and adverbs of time. Translate two time frames into French.

3	Understand main points, opinions and some detail in passages in present tense.	Speak using occasionally extended sentences in present tense, including opinions and reasons. Answer unprepared questions.	Understand main points, opinions and some detail in short written texts in present tense. Translate short passages into English.	Write short passages in present tense expressing opinions with reasons and using connectives. Translate short passages into French.
2	Understand main points and opinions from short passages using familiar language in present tense.	Speak using longer sentences in present tense, including opinions.	Understand main points and opinions in short texts using familiar language in present tense. Translate longer sentences into English.	Write longer sentences in present tense, including opinions. Translate longer sentences into French.
1	Understand a range of familiar phrases and opinions, spoken clearly in present tense.	Speak using short sentences in present tense.	Understand a range of familiar written phrases and opinions in present tense. Translate short sentences into English.	Write short sentences in present tense. Translate short sentences into French.
W T	Understand single words and short phrases when spoken slowly.	Speak using single words or short phrases.	Understand single words and short phrases. Translate single words into English.	Write single words or short phrases. Translate single words into French.

Geography

	A01 Show knowledge and understanding of places, processes and the environment. (15%)	A02 Show knowledge and understanding concepts, process and relationships in the environment. (25%)	A03 Interpret, analyse and evaluate geographical information and issues and to make judgements. (35%)	A04 Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings. (25%)
9	Demonstrate accurate and comprehensive knowledge, understanding of geographical information and issues.	Demonstrate accurate understanding of complex interactions and interrelations between people, the environment and geographical issues. Outstanding use of case studies and named examples.	Construct sustained and very convincing arguments to draw together clear, well evidenced conclusions.	Use a wide range of geographical skills and techniques with accuracy. Make outstanding judgements and conclusions from quantitative and qualitative data.
8	Demonstrate clearly relevant and comprehensive knowledge of geographical information and issues.	Demonstrate perceptive understanding of complex interactions and interrelationships between people and the environment and geographical issues. Use case studies and named examples with excellence.	Construct sustained and convincing arguments to draw well-evidenced conclusions with thorough application of knowledge and understanding.	Effectively interpret and evaluate the use of geographical skills and techniques. Make substantiated judgements and conclusions from quantitative and qualitative data.
7	Demonstrate coherent knowledge and understanding of geographical information and issues.	Demonstrate a comprehensive, relevant, wide range of knowledge and understanding. Have a very good grasp of complex geographical concepts and principles. use of case studies and named examples with excellence.	Demonstrate a comprehensive and evidenced interpretation, analysis, evaluation and judgement through the application of very good knowledge and understanding.	Demonstrate comprehensive and clear use of techniques with accurate manipulation of data. Accurately manipulate data and evaluate a wide range of skills and techniques.
6	Demonstrate a thorough knowledge and understanding of geographical information and issues.	Demonstrate a thorough, relevant, range of accurate knowledge and understanding. communicate effectively, when discussing familiar and unfamiliar contexts. Use accurate case studies in my work.	Demonstrate a very accurate interpretation and analysis with supported evaluation and judgement through the application of good knowledge and understanding	Use a wide range of geographical skills and techniques with accuracy. Be able to manipulate data and evaluate a range of skills and techniques.
5	Demonstrate mostly accurate and appropriate knowledge of geographical information and issues.	Demonstrate a clear understanding of interactions and interrelationships between people and the environments and between geographical issues.	Apply mostly accurate knowledge and understanding to construct arguments to draw conclusions supported by evidence.	Use a range of geographical skills and techniques with good accuracy. Demonstrate mostly accurate analysis of quantitative and qualitative data to draw plausible

		Use some good case studies in work.		judgements and conclusions.
4	demonstrate good knowledge of geographical issues and concepts.	Demonstrate good awareness of interrelationships between people and the environment. A lack of case studies in work.	apply good knowledge and understanding to construct relevant judgements with relevant reference to evidence.	use a good range of geographical skills and techniques with good accuracy. Apply a simple attempt at analysis, conclusion and evaluation.
3	Demonstrate some knowledge of geographical issues and concepts.	Demonstrate some understanding of interactions and interrelationships between people and the environment. A lack of case studies in work.	Apply knowledge and understanding to construct some relevant judgements with some relevant reference to evidence.	Use a range of basic geographical skills and techniques with some accuracy. Apply a basic attempt at analysis, conclusion and evaluation.
2	Demonstrate basic knowledge of geographical issues and concepts.	Demonstrate a basic understanding of interactions and interrelationships between people and the environment.	Apply knowledge and understanding to construct simple judgements based on limited geographical information and evidence.	Demonstrate a basic understanding of geographical skills and techniques. No attempt at analysis, conclusion, and evaluation.
1	Demonstrate limited knowledge of geographical ideas and concepts.	Demonstrate a limited understanding of interactions and interrelationships between people and the environment.	Construct limited judgements based on limited geographical information and limited use of evidence.	Demonstrate limited understanding of geographical skills and techniques. No attempt at analysis, conclusion, and evaluation.

History

	AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	AO2 Explain and analyse historical events and periods studied using second-order historical concepts.	AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
9	demonstrate relevant and comprehensive knowledge, using first order concepts, combined with a very detailed and sophisticated understanding of key features and characteristics.	construct a sustained and sophisticated line of reasoning using second order concepts.	fully analyse and evaluate critically, to reach reasoned, substantiated judgements: a range of sources, in context, to investigate historical issues.	fully analyse and evaluate critically, to reach reasoned and substantiated judgements of interpretations and why they may differ.
8	demonstrate relevant and comprehensive knowledge, using first order concepts, combined with a detailed and sophisticated understanding of key features and characteristics.	construct a convincing line of reasoning using second order concepts.	critically analyse and evaluate, to reach reasoned, substantiated judgement using a range of sources, in context, to investigate historical issues.	critically analyse and evaluate, to reach reasoned and substantiated judgements of interpretations and why they may differ.
7	demonstrate relevant and accurate historical knowledge, using first order concepts, combines with a detailed and clear understanding of key features and characteristics.	construct a somewhat convincing line of reasoning using second order concepts.	begin to critically analyse and evaluate, to reach reasoned, substantiated judgements: a range of sources, in context, to investigate historical issues.	begin to critically analyse and evaluate, to reach reasoned and substantiated judgements of interpretations and why they may differ.
6	demonstrate accurate and appropriate historical knowledge, using first order concepts, combined with a detailed and clear understanding of key features and characteristics.	construct a detailed and coherent line of reasoning using second order concepts.	analyse and evaluate, to reach a reasoned judgment, of a range of sources, in context, to investigate historical issues.	analyse and evaluate, to reach reasoned judgements, of interpretations and why they may differ.
5	demonstrate mostly accurate and appropriate historical knowledge, using first order concepts, combined with a clear understanding of key features and characteristics.	construct a coherent line of reasoning using second order concepts.	analyse and provide some evaluation, to reach reasoned judgements, of a range of sources, in context, to investigate historical issues.	analyse and provide some evaluation, to reach reasoned judgements, of interpretations and why they may differ.
4	demonstrate good accurate historical knowledge, with good understanding of key features and characteristics.	construct a mostly coherent line of reasoning using second order concepts.	provide a basic analysis of sources, in context, to investigate historical issues. reach a basic judgement using the sources.	provide a basic analysis of the interpretations
3	demonstrate some accurate historical knowledge, with some understanding of key features and characteristics.	construct a somewhat coherent line of reasoning with some reference to second order concepts.	understand sources and draw conclusions from them. use the sources to provide some investigation of historical of historical issues.	understand interpretations and draw conclusions from them. identify similarities and differences from interpretations.
2	demonstrate generalised historical knowledge, using everyday language, and basic understanding of key features and characteristics.	construct a basic line of reasoning with some reference to second order concepts.	understand sources and draw simple conclusions from them. use the sources to provide some investigation of historical issues.	understand interpretations and draw simple conclusions from them. identify similarities and differences from interpretations.

1	demonstrate little historical knowledge, using everyday language, and very basic understanding of key features or characteristics.	construct a very basic line of reasoning with some reference to second order concepts	draw simple conclusions from the sources.	draw simple conclusions from interpretations.
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Maths			
	AO1 Use and apply standard techniques Students should be able to: accurately recall facts, terminology and definitions use and interpret notation correctly accurately carry out routine procedures or set tasks requiring multi-step solutions. (H40%, F50%)	AO2 Reason, interpret and communicate mathematically Students should be able to: make deductions, inferences and draw conclusions from mathematical information construct chains of reasoning to achieve a given result interpret and communicate information accurately present arguments and proofs assess the validity of an argument and critically evaluate a given way of presenting information. (H30%, F25%)	AO3 Solve problems within mathematics and in other contexts Students should be able to: translate problems in mathematical or nonmathematical contexts into a process or a series of mathematical processes make and use connections between different parts of mathematics interpret results in the context of the given problem evaluate methods used and results obtained evaluate solutions to identify how they may have been affected by assumptions made. (H30%, F25%)
9	confidently perform intricate procedures and accurately	interpret and communicate intricate information accurately make accurate deductions and inferences and draw conclusions from complex mathematical problems accurately construct substantial chains of reasoning, including convincing arguments and complex formal proofs	generate efficient strategies to solve intricate mathematical and non-mathematical problems by translating them into a series of mathematical processes accurately make and use connections, which may not be immediately obvious, between different parts of complex mathematics critically evaluate complex methods, arguments, results and the assumptions made
8	confidently perform complex procedures accurately	interpret and communicate intricate information accurately make accurate deductions and inferences and draw conclusions accurately construct substantial chains of reasoning, including convincing arguments and formal proofs	generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes accurately make and use connections, which may not be immediately obvious, between different parts of mathematics critically evaluate methods, arguments, results and the assumptions made
7	perform procedures accurately	interpret and communicate complex information accurately make deductions and inferences and draw conclusions construct substantial chains of reasoning, including convincing arguments and formal proofs	generate efficient strategies to solve mathematical and non-mathematical problems by translating them into a series of mathematical processes make and use connections, which may not be immediately obvious, between different parts of mathematics evaluate methods, arguments, results and the assumptions made
6	confidently perform routine single- and multi-step procedures effectively by	confidently interpret and communicate information effectively consistently make deductions, inferences	consistently generate strategies to solve mathematical and non-mathematical problems by translating them into

	recalling, applying and interpreting notation, terminology, facts, definitions and formulae	and draw conclusions confidently construct chains of reasoning, including arguments	mathematical processes, realising connections between different parts of mathematics confidently evaluate methods and result
5	perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae	interpret and communicate information effectively make deductions, inferences and draw conclusions construct chains of reasoning, including arguments	generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics evaluate methods and results
4	perform basic single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae	interpret and communicate information efficiently make basic deductions, inferences and draw conclusions construct basic chains of reasoning, including arguments	generate basic strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics evaluate basic methods and results
3	consistently recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures	confidently interpret and communicate basic information; make deductions and use reasoning to obtain results	confidently solve problems by translating simple mathematical and non-mathematical problems into mathematical processes confidently provide basic evaluation of methods or results consistently interpret results in the context of the given problem
2	recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures	interpret and communicate basic information; make deductions and use reasoning to obtain results	solve problems by translating simple mathematical and non-mathematical problems into mathematical processes provide basic evaluation of methods or results interpret results in the context of the given problem
1	recall and use basic notation, terminology, facts and definitions; perform basic routine procedures, including some multi-step procedures	limited interpretation of basic information; make deductions and use reasoning to obtain results	solve basic problems by translating simple mathematical and non-mathematical problems into mathematical processes provide a limited evaluation of methods or results limited interpretation of results in context of the given problem

Media Studies

	AO1 Component 1: Exploring the Media Written examination: 1 hour 30 minutes 40% of qualification.	AO2 Component 2: Understanding Media Forms and Products Written examination: 1 hour 30 minutes 30% of qualification.	AO3 Component 3: Creating Media Products Non-exam assessment 30% of qualification.
9	Master enquiry/critical thinking/analysis of issues/debates integrating excellent examples.	Master application of media knowledge and understanding to key case studies.	Master a range of print and audio visual formats. Master exceptional targeting, engagement and meaning production for specific audiences. Master exceptional knowledge of a range of media production techniques.
8	Show sophisticated enquiry/critical thinking/analysis of issues/debates using excellent examples	Show sophisticated enquiry/critical thinking/analysis of issues/debates using excellent examples	Develop highly creative and imaginative production work within print and audio visual formats. Demonstrate a sophisticated knowledge of a range of media production techniques.
7	Show excellent enquiry/critical thinking/analysis of media issues/debates with supporting examples	Show excellent enquiry/critical thinking/analysis of media issues/debates with supporting examples	Develop creative and original production work within print and/or audio visual formats. Demonstrate an excellent ability to target, engage/make meaning for identified target audiences.
6	Show confident enquiry/critical thinking of media issues/debates with supporting examples.	Show confident enquiry/critical thinking of media issues/debates with supporting examples.	Demonstrate a confident level of creativity in developing print/audio visual production work. Demonstrate a solid ability to target, engage and make meaning for audiences.
5	Demonstrate good enquiry/critical thinking/analysis of media issues/debates using media examples	Demonstrate good enquiry/critical thinking/analysis of media issues/debates using media examples	Demonstrate a good knowledge of different media production techniques. Demonstrate good/purposeful reinforcement/challenging of the codes/conventions of existing output
4	Show a sound understanding of language, representations, audience/industries in case study texts.	Show sound ability to analyse visual, sound and key technical codes using relevant textual examples.	Engage audiences through creative print and/or audio visual production work. Demonstrate a sound ability to target and make meaning for audiences.
3	Demonstrate some ability to analyse visual, sound and key technical codes using textual examples.	Demonstrate some ability to analyse visual, sound and key technical codes using textual examples.	Demonstrate some creative use of codes and convention in print/audio visual production work. Demonstrates a good ability to maintain key codes and conventions of media products.
2	Demonstrate, both verbally and in written form, a basic knowledge and understanding of Media Language and how producers create meanings	Demonstrate, both verbally and in written form, a basic knowledge and understanding of Media Language and how producers create meanings	Demonstrates a simple ability to work within print and/or audio visual media formats. Produce creative work that is more derivative and demonstrates less original thought.
1	Demonstrate a basic knowledge and understanding of Media Language and how producers create meanings.	Describe media products, with some reference to basic aspects of the theoretical framework, making some straightforward judgements and simple conclusions.	Demonstrate a basic ability to work within print and/or audio visual media formats. Basically apply production techniques within creative work - reliance on peers/teacher.

GCSE Physical Education				
	AO1 (25%) Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	AO2 (20%) Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	AO3 (15%) Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.	AO4 (40%) Demonstrate and apply relevant skills and techniques in physical activity and sport.
9	Demonstrates highly comprehensive knowledge and understanding of a wide range of factors affecting performance and involvement in physical activity and sport using accurate specialist terminology.	Consistently and accurately applies relevant and comprehensive knowledge and understanding of a wide range of factors affecting performance and involvement in physical activity and sport always using accurate specialist terminology.	Critically analyses and evaluates a wide range of information about performance to draw well-evidenced and justified conclusions.	Safely and effectively applies a wide range of appropriate techniques, strategies and/or compositional ideas demonstrating a skilled and controlled performance at all times and to a high performance level (National level representation and beyond). Demonstrates appropriate levels of physical fitness and psychological control to perform very effectively all of the time.
8	Demonstrates comprehensive knowledge and understanding of a wide range of factors affecting performance and involvement in physical activity and sport using accurate specialist terminology.	Applies relevant and comprehensive knowledge and understanding of a wide range of factors affecting performance and involvement in physical activity and sport using consistently accurate specialist terminology.	Critically analyses and evaluates a wide range of information about performance to draw well-evidenced conclusions.	Safely and effectively applies a wide range of appropriate techniques, strategies and/or compositional ideas demonstrating a skilled and controlled performance at all times (County level representation and beyond). Demonstrates appropriate levels of physical fitness and psychological control to perform very effectively nearly all of the time.
7	Demonstrates accurate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using accurate specialist terminology.	Applies relevant and accurate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using accurate specialist terminology.	Critically analyses and evaluates a range of information about performance to draw some well-evidenced conclusions.	Safely and effectively applies a range of appropriate techniques, strategies and/or compositional ideas consistently demonstrating a skilled and controlled performance most of the time (District level representation and beyond). Demonstrates appropriate levels of physical fitness and psychological control to perform very effectively some of the time.
6	Demonstrates mostly accurate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using a range of mostly accurate specialist terminology.	Applies mostly accurate and appropriate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using a range of mostly accurate specialist terminology.	Analyses and evaluates a range of information about performance to draw balanced and reasoned conclusions supported by evidence.	Safely and effectively applies a range of appropriate techniques, strategies and/or compositional ideas demonstrating a skilled and controlled performance. most of the time (District level representation and beyond).

				Demonstrates appropriate levels of physical fitness and psychological control to perform effectively most of the time.
5	Demonstrates some accurate and appropriate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using a range of accurate specialist terminology.	Applies some accurate and appropriate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using a range of accurate specialist terminology.	Analyses and evaluates information about performance to draw reasoned conclusions supported by evidence.	Safely and effectively applies a range of appropriate techniques, strategies and/or compositional ideas demonstrating a skilled and controlled performance in some activity areas (Local club level representation and beyond). Demonstrates appropriate levels of physical fitness and psychological control to perform with a degree of effectiveness.
4	Demonstrates some accurate and appropriate knowledge and understanding of some of the factors affecting performance and involvement in physical activity and sport using some accurate specialist terminology.	Applies some accurate and appropriate knowledge and understanding of some of the factors affecting performance and involvement in physical activity and sport using some accurate specialist terminology.	Analyses and evaluates some information about performance to draw reasoned conclusions.	Safely and effectively applies some appropriate techniques, strategies and/or compositional ideas demonstrating a skilled and controlled performance in some activity areas (School representation and beyond). Demonstrates appropriate levels of physical fitness and psychological control to perform with some degree of effectiveness in some activity areas.
3	Demonstrates basic knowledge and understanding of some factors affecting performance and involvement in physical activity and sport using everyday language.	Applies basic knowledge and understanding of some factors affecting performance and involvement in physical activity and sport using everyday language.	Interprets a range of basic information about performance to draw simple conclusions.	Safely and effectively applies basic techniques, strategies and/or compositional ideas demonstrating a skilled and controlled performance in a limited number of activity areas. Demonstrates sufficient physical fitness and psychological control to perform with some effectiveness in a limited number of activity areas.
2	Demonstrates limited relevant knowledge and understanding of some factors affecting performance and involvement in physical activity and sport using everyday language.	Applies limited relevant knowledge and understanding of some factors affecting performance and involvement in physical activity and sport using everyday language.	Interprets a limited range of information about performance to draw simple conclusions.	Safely applies basic techniques, strategies and/or compositional ideas demonstrating some control in their performance. Demonstrates limited physical fitness and psychological control during performance.
1	Demonstrates very limited knowledge and understanding of some	Applies very limited knowledge and understanding of some	Interprets a very limited range of information about	Safely applies very limited techniques, strategies and/or compositional ideas

	factors affecting performance and involvement in physical activity and sport using everyday language.	factors affecting performance and involvement in physical activity and sport using everyday language.	performance to draw limited conclusions.	demonstrating some control in their performance. Demonstrates very limited physical fitness and psychological control during performance.
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VCert Health and Fitness

	AO1- External assessment (18%), Internal assessment (6%). Overall weighting (24%). Recall knowledge and show understanding: The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.	AO2- External assessment (12%), Internal assessment (9%). Overall weighting (21%). Apply knowledge and understanding: The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations, including finding creative solutions.	AO3- External assessment (10%), Internal assessment (12%). Overall weighting (22%). Analyse and evaluate knowledge and understanding: The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.	AO4- Internal assessment only.. Overall weighting (27%). Demonstrate and apply technical skills and processes: The emphasis here is for learners to demonstrate the essential technical skills relevant to the vocational sector, by applying the appropriate processes, tools and techniques.	AO5 - Internal assessment only. Overall weighting (6%). Manage and evaluate the project: The emphasis here is for learners to develop the necessary skills of forethought, time management, self-reliance and self-reflection.
L2D	Learners recall and communicate comprehensive knowledge and understanding from a wide range of health and fitness concepts, principles, skills and techniques. Subject-specific terminology is used accurately and consistently throughout the project.	Learners accurately apply knowledge and understanding of health and fitness concepts, principles, skills and techniques, which is relevant to the context and situation.	Learners critically analyse and evaluate selected health and fitness data and information, systematically judging and reaching relevant and valid conclusions.	Learners demonstrate and apply relevant health and fitness skills and techniques effectively, by applying and using appropriate health and fitness concepts and principles. Learners demonstrate and apply health and fitness skills and techniques to develop a complete and effective solution.	Learners manage the project, including preparation and planning of a wide range of project stages, time frames and resources. Learners evaluate a range of their approaches, skills and accomplishments.
L2P	Learners recall and communicate some knowledge and understanding from a range of health and fitness concepts, principles, skills and techniques. Subject-specific terminology is used accurately on occasions.	Learners' application of knowledge and understanding health and fitness concepts, principles, skills and techniques is mostly accurate and has some relevance to the context and situation.	Learners appropriately analyse and evaluate selected health and fitness data and information, judging and reaching suitable conclusions.	Learners demonstrate and apply mostly relevant health and fitness skills and techniques by applying and using mostly appropriate health and fitness concepts and principles. Learners demonstrate and apply health and fitness skills and techniques to develop a mostly complete and working solution.	Learners manage the project, including preparation and planning of a range of project stages, time frames and resources. Learners evaluate some of their approaches, skills and accomplishments.
L1P	Learners recall and communicate basic knowledge and understanding from a limited range of health and fitness concepts, principles, skills and techniques.	Learners' application of knowledge and understanding health and fitness concepts, principles, skills and techniques is	Learners respond simply to health and fitness data and information and provide comments.	Learners demonstrate and apply basic health and fitness skills and techniques by applying and using in a limited way health and fitness concepts and principles.	Learners manage the project, including preparation and planning of a limited range of project stages, time frames and resources.

	Subject-specific terminology is basic and inconsistent.	of limited accuracy and relevance to the context and situation.		Learners demonstrate and apply health and fitness skills and techniques to develop a partially complete solution.	Learners provide comments on some of their approaches, skills and accomplishments.
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Design Technology

<p>AO1 Identity, investigate and outline design possibilities to address needs and wants.</p> <p>EXAM: 0 NEA: 10</p>	<p>AO2 Design and make prototypes that are fit for purpose.</p> <p>EXAM: 0 NEA: 30</p>	<p>AO3 Analyse and evaluate:</p> <ul style="list-style-type: none"> • design decisions and outcomes, including for prototypes made by themselves and others • wider issues in design and technology. <p>EXAM: 10 NEA: 10</p>	<p>AO4</p> <p><i>Demonstrate and apply knowledge and understanding of:</i></p> <ul style="list-style-type: none"> • technical principles • designing and making principles. <p>EXAM: 40 NEA: 0</p>
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EXAM BREAK DOWN

Section A – Core technical principles (20 marks)

A mixture of multiple choice and short answer questions assessing a breadth of technical knowledge and understanding.

Section B – Specialist technical principles (30 marks)

Several short answer questions (2–5 marks) and one extended response to assess a more in depth knowledge of technical principles.

Section C – Designing and making principles (50 marks)

A mixture of short answer and extended response questions.

NON EXAM ASSESSMENT BREAKDOWN

	AO1	AO2	AO3	
9	Knowledge & understanding / Research & investigation · Students are able to demonstrate all previous criteria with exceptional skills in retaining, applying and analysing information, underpinning knowledge within an exam situation.	Designing / Planning / Making · Students are able to demonstrate all previous criteria with exceptional skills in retaining, applying and analysing information, underpinning knowledge within an exam situation.	Evaluating · Students are able to demonstrate all previous criteria with exceptional skills in retaining, applying and analysing information, underpinning knowledge within an exam situation.	
8	Knowledge & understanding · Students consistently justify and present opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. Research & investigation · Students consistently and independently seek out information showing discrimination to help their design thinking, show outstanding understanding and analysis of the task,	Designing · Students consistently and independently work from detailed plans that make the best use of time and resources, use detailed technical drawings and scale models ideas to develop and test imaginative, innovation and original ideas. · Students fully consider the implications of a wide range of issues taking into consideration social, moral, environmental and sustainability and inform the development of and making of products Planning · Students consistently explain how to make a product with reference to commercial manufacturing processes, appropriate tools (including CAD/CAM), techniques and fully detailed quality control points to	Evaluating · Students can make products that are reliable and robust and that fully meet the quality requirements given in the design proposal. Students are able to modify products in light of the evaluation	

	<p>including user needs and a profiled target market.</p> <ul style="list-style-type: none"> · Students can develop a clear and specific design criteria reflecting the analysis undertaken that informs innovative, functional and appealing products and responds to the situation and brief. 	<p>include detailed and accurate timings and health and safety. Making</p> <ul style="list-style-type: none"> · Students consistently and with high independence, work safely and with specialist tools, equipment, materials and components to a high degree of precision and high independence. · Students use CAM and appropriate techniques and processes to develop products. · Students can identify and solve problems during the manufacturing process with precision. 	<p>to improve their performance.</p> <ul style="list-style-type: none"> · Students consider how the outcome might need to be modified for commercial production. 	
7	<p>Knowledge & understanding</p> <ul style="list-style-type: none"> - Students can justify and present opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria. <p>Research & investigation</p> <ul style="list-style-type: none"> · Students seek out information showing discrimination to help their design thinking, show outstanding understanding and analysis of the task, including user needs and a profiled target market. · Students can develop a clear and specific design criteria reflecting the analysis undertaken that informs innovative, functional and appealing products and responds to the situation and brief. 	<p>Designing</p> <ul style="list-style-type: none"> · Students work from detailed plans that make the best use of time and resources, use detailed technical drawings and scale models ideas to develop and test imaginative, innovation and original ideas. · Students fully consider the implications of a wide range of issues taking into consideration social, moral, environmental and sustainability and inform the development of and making of products. <p>Planning</p> <ul style="list-style-type: none"> · Students are able to explain how to make a product with reference to commercial manufacturing processes, appropriate tools (including CAD/CAM), techniques and fully detailed quality control points to include detailed and accurate timings and health and safety. Making · Students work safely and with specialist tools, equipment, materials and components to a high degree of precision and high independence. · Students use CAM and appropriate techniques and processes to develop products. · Students can identify and solve problems during the manufacturing process with precision. 	<p>Evaluating</p> <ul style="list-style-type: none"> · Students can make products that are reliable and robust and that fully meet the quality requirements given in the design proposal. · Students are able to modify products in light of the evaluation to improve their performance. 	
6	<p>Knowledge & understanding</p> <ul style="list-style-type: none"> · Students can critically assess information by compiling information together in a different way by proposing alternative solutions. Research & investigation · Students show discrimination when selecting and acquiring relevant research that will promote originality in developing ideas. Students show excellent understanding and analysis of the task, including user needs and identified target market. · Students can develop clear, detailed and reasoned specifications that inform the design of innovative, functional and appealing products and responds to the situation and brief. 	<p>Designing</p> <ul style="list-style-type: none"> · Students create and fully develop imaginative ideas, make their own decisions on materials and techniques based on their understanding of the physical properties and working characteristics of materials. · Students work to their own time plans, create detailed technical drawings and can use computers to present and as a design tool. · Students can identify and solve a wide range of design problems including social, moral, environmental and sustainability issues. Students understand how to change and update ideas from problems given to me to create original, creative and justified ideas. <p>Planning</p> <ul style="list-style-type: none"> · Students can suggest manufacturing processes and tools/equipment that could be used if a product was to be made in large quantities. <p>Making</p> <ul style="list-style-type: none"> · Students can carry out processes accurately and consistently, and use a wide range of tools, equipment, materials and components safely with precision. · Students can organise myself and know when appropriate to use techniques understanding processes and using CAM with independence. Students can identify and solve problems during the manufacturing process. 	<p>Evaluating</p> <ul style="list-style-type: none"> · Students identify a broad range of criteria for evaluating products, clearly relating the findings to the purpose for which the products were designed and can refine ideas and products to improve them. 	

5	<p>Knowledge & understanding</p> <ul style="list-style-type: none"> · Students can analyse and adapt information, breaking it into parts by identifying causes and finding evidence to support details. Research & investigation · Students use and evaluate a wide range of appropriate research to explore sources of information when developing ideas showing they fully understand a range of user needs and identified target market · Students can develop a detailed and reasoned specification that informs the design of functional and appealing products and responds to the situation and brief 	<p>Designing</p> <ul style="list-style-type: none"> · Students investigate form, function & test production processes before communicating ideas, using a variety of media, including computers, and work from their own plans. · Students can identify and solve their own design problems and can develop and change ideas using problems given to them to create justified ideas. <p>Planning</p> <ul style="list-style-type: none"> · Students can explain how to make a product with examples of manufacturing processes including appropriate tools/equipment and reference to health and safety. · Students can plan the making of my product using timings. <p>Making</p> <ul style="list-style-type: none"> · Students correctly and safely use a range of specialist tools, materials, equipment, components & processes, taking into account their features. · Students can use a range of techniques with precision understanding their processes including CAM with some independence. · Students can identify problems that appear during the making process. 	<p>Evaluating</p> <ul style="list-style-type: none"> · Students can justify decisions made in the designing and making process by testing and evaluating how products would perform when in use, against the specification, against an existing product and research sources in order to refine ideas and products. 	
4	<p>Knowledge & understanding</p> <ul style="list-style-type: none"> · Students can transfer and analyse knowledge from an understanding of facts, key terms and basic concepts <p>Research & investigation</p> <ul style="list-style-type: none"> · Students use & evaluate information from a range of sources to identify and understand different user needs. · Students can develop a detailed specification to inform the design of appealing products and that responds to the situation or brief. 	<p>Designing</p> <ul style="list-style-type: none"> · Students can make models and drawings to explore and test their design thinking, use computers, discuss ideas with users, making their own decisions and working to their own detailed plans. · Students can identify and solve their own design problems, developing and changing ideas using problems given to them. <p>Planning</p> <ul style="list-style-type: none"> · Students are able to explain how to make a product with examples of manufacturing processes with appropriate tools/equipment listed and reference to health and safety. <p>Making</p> <ul style="list-style-type: none"> · Students know the features of a range of specialist tools and equipment, materials & components how to work safely with processes and understanding properties. · Students know and use accurately a range of techniques understanding their processes including CAM. 	<p>Evaluating</p> <ul style="list-style-type: none"> · Students can justify decisions made in the designing and making process by testing and evaluating how products would perform when in use, against the specification, against an existing product and research sources in order to refine ideas and products. 	
3	<p>Knowledge & understanding</p> <ul style="list-style-type: none"> · Students can transfer knowledge from an understanding of facts, key terms and basic concepts. <p>Research & investigation</p> <ul style="list-style-type: none"> · Students can collect, analyse and use information, from different sources, relating to the design brief with independence. · Students can develop a specification to inform the design of appealing products and that responds to the situation or brief 	<p>Designing</p> <ul style="list-style-type: none"> · Students can create a range of ideas and show basic development by using various sorts of information, e.g. user views and feedback. · Students can explain ideas through discussion, drawing and modelling, can select suitable materials and work from a plan. · Students are able to identify and solve design problems using relevant research. <p>Planning</p> <ul style="list-style-type: none"> · Students are able to identify the materials and parts needed and describe how to make a product with a list of tools and equipment. <p>Making</p> <ul style="list-style-type: none"> · Students can select and use specialist tools and equipment materials, components and processes with some precision; paying attention to safety and finish properties. · Students know and use a range of techniques understanding their processes including CAM with some precision. 	<p>Evaluating</p> <ul style="list-style-type: none"> · Students test and evaluate against the specification and existing products, identifying areas for improvement. 	

2	<p>Knowledge & understanding</p> <ul style="list-style-type: none"> · Students can explain and/or demonstrate basic understanding of facts, key terms and basic concepts. <p>Research & investigation</p> <ul style="list-style-type: none"> · Students can collect and use basic information relating to the design brief with some independence. · Students can produce a specification that responds to the situation or brief and my designs reflect this 	<p>Designing</p> <ul style="list-style-type: none"> · Students can create ideas by collecting and using information and user views to inform designs. · Students can explain different ideas using words, labelled sketches & simple models and show they understand the specification. · Students are able to solve design problems using basic research. <p>Planning</p> <ul style="list-style-type: none"> · Students are able to identify the materials and parts needed and describe how to make a product with prompts. <p>Making</p> <ul style="list-style-type: none"> · Students can select and use a range of materials, & components, tools and equipment with some accuracy, paying attention to safety and finish properties. Students know and use a range of techniques understanding their processes including CAD/CAM. 	<p>Evaluating</p> <ul style="list-style-type: none"> · Students test and evaluate against the specification identifying areas for improvement 	
1	<p>Knowledge & understanding</p> <ul style="list-style-type: none"> · Students can identify key information from the topic. · Students can recall facts, key terms and basic concepts without understanding <p>Research & investigation</p> <ul style="list-style-type: none"> · Students can collect basic information relating to the design brief. · Students can produce a simple specification that responds to some needs of the situation or brief. 	<p>Designing</p> <ul style="list-style-type: none"> · Students can create ideas and know that ideas need to meet certain needs. · Students can explain ideas using words, labels and models to communicate the features of designs. · Students are able to solve basic design problems with prompts. <p>Planning</p> <ul style="list-style-type: none"> · Students can make a list of materials and parts needed to make a product. <p>Making</p> <ul style="list-style-type: none"> · Students can select and use tools and equipment with some accuracy to cut, shape and form following safety procedures. · Students know and use different techniques and understand their processes 	<p>Evaluating</p> <ul style="list-style-type: none"> · Students can understand how an evaluation of a product has helped them identify improvements for next time 	

Religious Studies

AO1: Demonstrate knowledge and understanding of religion and belief:				AO2: Analyse and evaluate aspects of religion and belief, including their significance and influence.	
	Including beliefs, practices and sources of authority.	Influence on individuals, communities and societies.	Similarities and differences within and/or between religions and beliefs.	Analyse aspects of religion and belief, including their significance and influence.	Evaluate aspects of religion and belief, including their Significance and influence.
9	Demonstrate relevant and highly comprehensive knowledge and theological understanding of a wide range of beliefs and practices, with a well-integrated reference to sources of wisdom and authority.	Demonstrate highly accurate and appropriate knowledge of a highly comprehensive range of influences on individuals, communities or societies. With appropriate and highly detailed examples expressed theologically.	Demonstrate detailed theological understanding of common and divergent, both subtle and obvious, views and practices within and between religions or beliefs.	Critically analyse in high detail, the theological significance of a range of aspects of religion and belief including their influence on individuals, communities and society.	Construct a sustained and convincing philosophical argument on matters of religion or belief based on detailed critical analysis and evaluation of different perspectives, and using a wide range of specialist terminology, with a high degree of accuracy and precision.
8	Demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with a well-integrated reference to sources of wisdom and authority.	Demonstrate highly accurate and appropriate knowledge of a comprehensive range of influences on individuals, communities or societies. With appropriate and highly detailed examples.	Demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs.	Critically analyse in high detail, the significance of a range of aspects of religion and belief including their influence on individuals, communities and society.	Construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives, and using specialist terminology with good degree of accuracy.
7	Demonstrate highly accurate and good comprehensive knowledge and understanding of a good range of beliefs and practices with clear references to sources of wisdom and authority.	Demonstrate accurate and appropriate knowledge of a good range of influences on individuals, communities or societies. With appropriate and detailed examples.	Demonstrate clear understanding of common and divergent views and practices within and between religions or beliefs	Analyse in some depth, the significance of a range of aspects of religion and belief including their influence on individuals, communities and society.	Construct a well-reasoned argument on matters of religion or belief based on good analysis and evaluation of different perspectives, and using a good level of accurate, specialist terminology.
6	Demonstrate accurate and appropriate knowledge and understanding of a good range of beliefs and practices with references to sources of wisdom and authority.	Demonstrate accurate and appropriate knowledge of a range of influences on individuals, communities or societies. With appropriate use of examples.	Demonstrate good understanding of common and divergent views and practices within and between religions or beliefs	Analyse the significance of a range of aspects of religion and belief including their influence on individuals, communities and society.	Construct a well-reasoned point of view on matters of religion or belief based on analysis and evaluation of different perspectives, and using mostly accurate specialist terminology.
5	Demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority.	Demonstrate accurate and appropriate knowledge of influences on individuals, communities or societies. With relevant use of examples.	Demonstrate some understanding of common and divergent views and practices within and between religions or beliefs	Explain in detail the significance of a range of aspects of religion and belief and the influence on individuals, communities and society.	Construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives, and using some accurate specialist terminology.

4	Demonstrate some accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority.	Demonstrate a good level of relevant knowledge of influences on individuals, communities or societies. With some use of examples.	Demonstrate some understanding of similar and different views and practices within and between religions or beliefs	Describe in good detail the significance of some aspects of religion and belief and the effect on individuals and society.	Express with some reasoning, a point of view on matters of religion or belief, based on limited analysis and evaluation of different perspectives, and some attempt at using specialist terminology.
3	Demonstrate some relevant and appropriate knowledge and understanding of a limited range of beliefs and practices with reference to sources of wisdom and authority.	Demonstrate some relevant knowledge of influences on individuals, communities or societies. With limited use of examples.	Demonstrate limited understanding of similar and different views and practices within and between religions or beliefs	Describe in some detail the importance of some aspects of religion and belief and the effect on individuals or society.	Express with limited reasoning, a point of view on matters of religion or belief, recognising different perspectives, and may include a limited attempt at using specialist terminology.
2	Demonstrate some relevant knowledge and understanding of some beliefs and practices with limited reference to wisdom and authority.	Demonstrate some relevant knowledge of some influences on individuals, communities or societies.	Demonstrate some understanding of different views and practices between religions and beliefs.	Describe the importance of religion and belief	Express an opinion on matters of religion or belief using everyday language, recognising that others might have different views.
1	Demonstrate limited relevant knowledge of some beliefs and practices with a very limited reference to sources of wisdom and authority.	Demonstrate limited relevant knowledge of some influence on individuals, communities or societies.	Demonstrate a limited understanding of different views between religions and/or beliefs.	Talk about the importance of religion and belief.	Express an (unsupported) opinion on matters of religion or belief using everyday language. Not necessarily recognising that others might have different views.

Combined and Separate Science

	AO1: 40% Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> • scientific ideas • scientific techniques and procedures 	AO2: 40% Apply knowledge and understanding of: <ul style="list-style-type: none"> • scientific ideas • scientific enquiry, techniques and procedures 	AO3: 20% Analyse information and ideas to: <ul style="list-style-type: none"> • interpret and evaluate • make judgements and draw conclusions • develop and improve experimental procedures
9	<p>Remember key and detailed facts of all areas within the Science curriculum.</p> <p>They always use appropriate terminology in answers (key words and phrases)</p> <p>They can explain the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>They can explain in detail the procedures for the required practicals, including variables, equipment and hazards.</p>	<p>They always apply knowledge effectively in a wide range of contexts.</p> <p>They can always use theories to make detailed concise explanations of events.</p> <p>They always make effective use of data to support evidence.</p> <p>They can consistently rearrange equations in calculations.</p>	<p>They evaluate information from a wide range of sources systematically to develop arguments and explanations.</p> <p>They consistently draw detailed, evidence-based conclusions.</p> <p>They can consistently spot causes of error and uncertainty in data or experimental procedures and explain how to rectify them.</p>
8	<p>Remember key and detailed facts of all areas within the Science curriculum.</p> <p>They always use appropriate terminology in answers (key words and phrases)</p> <p>They can explain the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>They can explain in detail the procedures for the required practicals.</p>	<p>They always apply knowledge effectively in a wide range of contexts.</p> <p>They can always use theories to make detailed explanations of events.</p> <p>They always make effective use of data to support evidence.</p> <p>They can consistently rearrange equations in calculations.</p>	<p>They evaluate information from a wide range of sources systematically to develop arguments and explanations.</p> <p>They consistently draw detailed, evidence-based conclusions.</p> <p>They can consistently spot causes of error and uncertainty in data or experimental procedures.</p>
7	<p>Remember key facts about most areas of the Science curriculum.</p> <p>They usually use appropriate terminology in answers (key words and phrases)</p> <p>They can see the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p> <p>They can explain the procedures for the required practicals.</p>	<p>They usually apply knowledge effectively in a wide range of contexts.</p> <p>They can usually use theories to make detailed explanations of events.</p> <p>They can usually use data to support evidence.</p> <p>They can usually rearrange equations in calculations.</p>	<p>They evaluate information systematically to develop arguments and explanations.</p> <p>They usually draw detailed, evidence-based conclusions.</p> <p>They can usually spot causes of error and uncertainty in data or experimental procedures.</p>
6	<p>Remember key facts about most areas of the Science curriculum.</p> <p>They usually use appropriate terminology in answers (key words and phrases)</p> <p>They can see the relationships between scientific advances, their ethical implications and the benefits and risks associated with them.</p>	<p>They usually apply knowledge effectively in a wide range of contexts.</p> <p>They can usually use theories to make detailed explanations of events.</p> <p>They can usually use data to support evidence.</p>	<p>They evaluate information systematically to develop arguments and explanations.</p> <p>They usually draw detailed, evidence-based conclusions.</p> <p>They can usually spot causes of error and uncertainty in data or experimental procedures.</p>

	They can usually explain the procedures for most of the required practicals.	They can usually rearrange equations in calculations.	
5	Remember a wide range of basic facts covering biology, chemistry and physics content. Use a range of keywords for any topic studied. Understands scientific discoveries have risks and benefits. They can describe the procedures for the required practicals.	They usually apply knowledge effectively in a range of contexts. They can usually use theories to make simple explanations of events. They can sometimes use data to support evidence. They can consistently use and sometimes rearrange equations in calculations.	They evaluate information to develop arguments and explanations. They consistently draw conclusions consistent with the available evidence. They can spot some causes of error and uncertainty in data or experimental procedures.
4	Remember a wide range of basic facts. Use a few key words for any topic studied. Understand scientific discoveries have risks and benefits. They can describe the procedures for most of the required practicals.	They usually apply knowledge effectively in a range of contexts. They can usually use theories to make simple explanations of events. They can sometimes use data to support evidence. They can consistently use and sometimes rearrange equations in calculations.	They evaluate information to develop arguments and explanations. They consistently draw conclusions consistent with the available evidence. They can spot some causes of error and uncertainty in data or experimental procedures.
3	Remember a range of basic facts. Use a few key words for any topic studied. Understand some scientific discoveries have risks and benefits. They can simply describe the procedures for most of the required practicals.	They sometimes apply knowledge effectively in a range of contexts. They sometimes use theories to make simple explanations of events. They can sometimes use data to support evidence. They can use and sometimes rearrange equations in calculations.	They sometimes evaluate information to develop arguments and explanations. They can draw simple conclusions consistent with the available evidence. They can sometimes spot causes of error and uncertainty in data or experimental procedures.
2	Remember some basic facts. Use a few key words. Realise simple or obvious effects of science on society.	They can occasionally apply knowledge effectively in a small range of contexts. They can occasionally use theories to make simple explanations of events. They can occasionally use data to support evidence. They can usually use equations in calculations.	They evaluate basic information to develop simple arguments and explanations. They usually draw conclusions consistent with the available evidence. They can recognise anomalous results and spot some causes of error in experimental procedures.
1	Remembers a few basic facts. Rarely uses keywords.	They rarely apply knowledge effectively in a small range of contexts.	They sometimes evaluate basic information to develop simple arguments and explanations. They rarely draw conclusions consistent with the available evidence.

	Realise some simple or obvious effects of science on society.	They rarely use theories to make simple explanations of events. They rarely use data to support evidence. They rarely attempt calculation questions.	They can sometimes recognise anomalous results and spot some causes of error in experimental procedures.
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Sociology			
	A01 Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.	A02 Apply knowledge and understanding of sociological theories, concepts, evidence and methods.	A03 Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.
9	Explain, give examples and analyse, many sociological theories and ideas, different points of view, and methods. also apply these to the relevant context and across different topic areas.	Apply relevant sociological theories, concepts, evidence and methods accurately to UK and global contexts using a wide range of subject specific terminology.	Critically analyse and evaluate a range of information and evidence, constructing a sustained line of reasoning that leads to informed arguments, substantiated judgements and well-evidenced conclusions about contemporary social life
8	Explain, give examples and start to analyse, many sociological theories and ideas, different points of view, and methods. also apply these to the relevant context.	Apply relevant sociological theories, concepts, evidence and methods accurately to UK contexts and some global contexts using a wide range of subject specific terminology.	Critically analyse and evaluate a range of information and evidence, constructing a general line of reasoning that leads to informed arguments, substantiated judgements and well-evidenced conclusions about contemporary social life
7	Explain, give examples and start to analyse, many sociological theories and ideas, different points of view, and methods.	Apply and begin to analyse many sociological theories and concepts, evidence, and methods to familiar UK situations using specialist language	Explain, giving specific examples, information and make structured arguments and more developed judgements about everyday social life
6	Explain, give examples and start to analyse, several sociological theories and ideas, different points of view, and methods.	Apply and explain several sociological theories and concepts, evidence, and methods to familiar UK situations using specialist language	Explain, giving general examples, information and make structured arguments and developed judgements about everyday social life
5	Explain, giving examples, several sociological theories and ideas, different points of view, and methods.	Apply and explain an increasing number of sociological theories and concepts, evidence, and methods to familiar UK situations using some specialist language	Explain, giving general examples, information and make structured arguments and simple judgements about everyday social life
4	Explain several sociological theories and ideas, different points of view, and methods.	Apply in a descriptive way and by providing examples, some sociological theories and concepts, evidence, and methods to familiar UK situations using everyday language	Explain information and make structured arguments and simple judgements about everyday social life
3	Know and can give examples of some sociological theories and ideas, different points of view, and methods.	Apply, in a descriptive way, basic sociological theories and concepts, evidence, and methods to familiar UK situations using everyday language	Describe and give examples of information and make structured arguments and simple judgements about everyday social life
2	Know and can describe some sociological theories and ideas, different points of view, and methods.	Know how to apply, in a limited way, basic sociological theories and concepts, evidence, and methods to familiar UK situations using everyday language	Describe information and make generalised arguments and simple judgements about everyday social life
1	Know some sociological theories and ideas, different points of view, and methods.	Know how to apply, in a very limited way, basic sociological theories and concepts, evidence, and methods to familiar UK situations using everyday language	Know how to describe information and make generalised arguments and simple judgements about everyday social life

Spanish

	AO1 Listening: Understand and respond to different types of spoken language. (25%)	AO2 Speaking: Communicate and interact in speech. (25%)	AO3 Reading: Understand and respond to different types of written language. (25%)	AO4 Writing: Communicate in writing. (25%)
9	Fully understand spoken texts when delivered at native pace, identifying important themes and evaluating information in order to draw conclusions.	Speak at near native pace, using a wide variety of language and complex structures and a range of idiomatic phrases. Accent and intonation is equivalent to that of a native.	Fully understand authentic literary texts, recognise key themes and scan for information, drawing conclusions. Translate any text into English, with full accuracy.	Write very complex passages with a wide variety of language and complex structures and a range of idiomatic phrases. Translate any text into Spanish with no errors.
8	Understand and identify important themes in extended spoken texts and evaluate information in order to draw conclusions.	Speak using consistently narrated sentences which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time, a variety of verbs and vocabulary, idioms and the subjunctive.	Understand abridged literary texts, recognise key themes and scan for information and draw conclusions. Translate three time frames into English, with full accuracy.	Write very complex passages which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time, a variety of verbs and vocabulary, idioms and the subjunctive. Translate three time frames into Spanish, with full accuracy.
7	Understand authentic passages, including more abstract spoken materials.	Speak using increasingly narrated sentences which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time, a variety of verbs and vocabulary and idioms.	Understand authentic texts, including current affairs and cultural themes. Translate three time frames into English, with nearly full accuracy.	Write increasingly complex passages which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time, a variety of verbs and vocabulary and idioms. Translate three time frames into Spanish, with nearly full accuracy.
6	Understand longer passages, including a combination of different time frames, opinions and more complex sentences, with familiar and unfamiliar vocabulary.	Speak using occasionally narrated sentences which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time and a variety of verbs and vocabulary.	Understand longer texts, including a combination of different time frames, opinions and more complex sentences. Translate three time frames into English, with increased accuracy.	Write occasionally complex passages which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time and a variety of verbs and vocabulary. Translate three time frames into Spanish, with increasing accuracy.
5	Understand passages which include three time frames: the present, the past and the future.	Speak using consistently extended sentences which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time and a variety of verbs.	Understand texts which include three time frames used together: the present, the past and the future. Translate three time frames into English with good accuracy.	Write longer passages which include three time frames used together: the present, the past and the future. Use connectives, adverbs of time and a variety of verbs. Translate three time frames into Spanish, with good accuracy.
4	Understand passages which include two time frames: the present and the past or the future.	Speak using some extended sentences which include two time frames used together: the present and the past or the future. Use connectives and adverbs of time.	Understand texts which include two time frames used together: the present and the past or the future. Translate two time frames into English.	Write longer passages which include two time frames used together: the present and the past or the future. Use connectives and adverbs of time.

				Translate two time frames into Spanish.
3	Understand main points, opinions and some detail in passages in present tense.	Speak using occasionally extended sentences in present tense, including opinions and reasons. Answer unprepared questions.	Understand main points, opinions and some detail in short written texts in present tense. Translate short passages into English.	Write short passages in present tense expressing opinions with reasons and using connectives. Translate short passages into Spanish.
2	Understand main points and opinions from short passages using familiar language in present tense.	Speak using longer sentences in present tense, including opinions.	Understand main points and opinions in short texts using familiar language in present tense. Translate longer sentences into English.	Write longer sentences in present tense, including opinions. Translate longer sentences into Spanish.
1	Understand a range of familiar phrases and opinions, spoken clearly in present tense.	Speak using short sentences in present tense.	Understand a range of familiar written phrases and opinions in present tense. Translate short sentences into English.	Write short sentences in present tense. Translate short sentences into Spanish.
W T	Understand single words and short phrases when spoken slowly.	Speak using single words or short phrases.	Understand single words and short phrases. Translate single words into English.	Write single words or short phrases. Translate single words into Spanish.

Textiles

	AO1 Develop ideas through investigations, demonstrating critical understanding of sources. (25%)	AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. (25%)	AO3 Record ideas, observations and insights relevant to intentions as the work progresses. (25%)	AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. (25%)
9	Exceptional ability to effectively develop ideas through creative and purposeful investigations. Exceptional ability to engage with and demonstrate critical understanding of sources.	Exceptional ability to thoughtfully refine ideas with discrimination. Exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	Exceptional ability to skillfully and rigorously record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	Exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. Exceptional ability to demonstrate understanding of visual language.
8	Highly developed ability to effectively develop ideas through creative and purposeful investigations. Highly developed ability to demonstrate critical understanding of sources.	Highly developed ability to thoughtfully refine ideas. Highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	Highly developed ability to skillfully record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	Highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction. Highly developed ability to demonstrate understanding of visual language.
7	Convincingly effective ability to develop ideas through purposeful investigations. Convincingly effective ability to demonstrate critical understanding of sources.	Convincingly effective ability to thoughtfully refine ideas. Convincingly effective ability to select and purposefully experiment with appropriate media, materials, techniques and processes.	Convincingly effective ability to skillfully record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	Convincingly effective ability to competently present a personal and meaningful response and realise intentions. Convincingly effective ability to demonstrate understanding of visual language.
6	Consistent ability to effectively develop ideas through purposeful investigations. Consistent ability to demonstrate critical understanding of sources.	Consistent ability to thoughtfully refine ideas. Consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	Consistent ability to skillfully record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	Consistent ability to competently present a personal and meaningful response and realise intentions. Consistent ability to demonstrate understanding of visual language.
5	Competent ability to effectively develop ideas through purposeful investigations. Competent ability to demonstrate critical understanding of sources.	Competent ability to thoughtfully refine ideas. Competent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	Competent ability to skillfully record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	Competent ability to competently present a personal and meaningful response and realise intentions. Competent ability to demonstrate understanding of visual language.
4	Moderate ability to effectively develop ideas through purposeful investigations. Moderate ability to demonstrate critical understanding of sources.	Moderate ability to thoughtfully refine ideas. Moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	Moderate ability to skillfully record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.	Moderate ability to competently present a personal and meaningful response and realise intentions. Moderate ability to demonstrate understanding of visual language.

3	<p>Some ability to develop ideas through purposeful investigations</p> <p>Some ability to demonstrate critical understanding of sources.</p>	<p>Some ability to refine ideas</p> <p>Some ability to select and experiment with appropriate media, materials, techniques and processes.</p>	<p>Some ability to record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Some ability to present a personal and meaningful response and realise intentions.</p> <p>Some ability to demonstrate understanding of visual language.</p>
2	<p>Limited ability to develop ideas through investigations</p> <p>Limited ability to demonstrate critical understanding of sources.</p>	<p>Limited ability to refine ideas.</p> <p>Limited ability to select and experiment with appropriate media, materials, techniques and processes.</p>	<p>Limited ability to record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Limited ability to present a personal and meaningful response and realise intentions.</p> <p>Limited ability to demonstrate understanding of visual language.</p>
1	<p>Minimal ability to develop ideas through investigations</p> <p>Minimal ability to demonstrate critical understanding of sources.</p>	<p>Minimal ability to refine ideas.</p> <p>Minimal ability to select and experiment with appropriate media, materials, techniques and processes.</p>	<p>Minimal ability to record ideas, observations and insights through drawing and annotation and any other appropriate means relevant to intentions, as work progresses.</p>	<p>Minimal ability to present a personal and meaningful response and realise intentions.</p> <p>Minimal ability to demonstrate understanding of visual language.</p>

OCR Cambridge National Health and Social Care

There are 4 units to be assessed, each unit has different Learning Objectives. 3 units are coursework and 1 unit is an external examination.

<p>Level 2 Distinction</p>	<p>Learners will be able to work with confident independence to create material which reflects thoughtful planning, skilled development and perceptive evaluation. They will be able to apply knowledge, understanding and skills in a variety of health and social care contexts - exploring, identifying, selecting and using a range of health, social and early year care values to provide quality care.</p> <p>They will be able to use a range of skills and abilities confidently that add value in the workplace and in higher education.</p> <p>They will be able to produce work that is complete and coherent, demonstrating originality and depth of understanding.</p>	<p>They will be able to:</p> <ul style="list-style-type: none"> • Recall a wide range of information regarding social issues within health, social care and early years settings • Perceptively analyse health, social care and early years care situations • Create solutions which demonstrate detailed consideration of the requirements of people who use services • Understand and use a wide range of health, social care and early years terminology correctly • Use techniques efficiently to search for, select and store appropriate information effectively, in a wide variety of contexts • Model situations, interpret and present information with sensitivity to needs and with a flair for effective communication • Evaluate the impact of health, social care and early years provision • Demonstrate in depth, research, analytical and evaluative skills • Work independently and manage time efficiently.
<p>Level 2 Pass</p>	<p>Learners will be able to work with independence to create material which reflects effective planning, development and evaluation.</p> <p>They will be able to apply knowledge, understanding and skills - identifying, selecting and using a range of health, social care and early years principles and values to produce effective solutions and understand how to offer quality of care.</p> <p>They will be able to use appropriate features from a range of skills and abilities used in the workplace and in higher education.</p> <p>They will be able to produce work that is complete and coherent, demonstrating independence and understanding.</p>	<p>They will be able to</p> <ul style="list-style-type: none"> • Recall information regarding social issues within health, social care and early years settings • Analyse health, social care and early years care problems • Create solutions which demonstrate consideration of the requirements of people who use services • Understand and use health, social care and early years terminology correctly • Use techniques to search for, select and store appropriate information in a variety of contexts • Model situations, interpret and present information with an understanding of needs and with effective communication • Understand the impact of health, social care and early years provision • Demonstrate research, analytical and evaluative skills • Work independently and manage time.
<p>Level 1 Pass</p>	<p>Learners will be able to show evidence of independent work to create material which has been planned, developed and evaluated.</p> <p>They will be able to apply knowledge, understanding and skills in a limited range of contexts.</p> <p>They will have an understanding of how to identify and use some health, social care and early years principles and values to produce solutions and understand how to offer quality of care.</p> <p>They will be able to use a limited range of features from a range of skills and abilities used in the workplace and in higher education. They will be able to produce work which demonstrates some evidence of independence and understanding.</p>	<p>They will be able to</p> <ul style="list-style-type: none"> • Recall some information regarding social issues within health, social care and early years settings • Demonstrate an understanding of health, social care and early years problems • Create solutions which demonstrate some consideration of the requirements of people who use services • Understand and use health, social care and early years terminology correctly • Use techniques to search for, select and store information • Model situations and present information with an understanding of needs • Know about the impact of health, social care and early years provision • Demonstrate limited research and evaluative skills • State some advantages or disadvantages.

Unit Grade								
Max Unit Uniform Mark	Distinction * at Level 2	Distinction at Level 2	Merit at Level 2	Pass at Level 2	Distinction at Level 1	Merit at Level 1	Pass at Level 1	U
60	54	48	42	36	30	24	18	0

Qualification grade - 4 units								
Max Uniform Mark	Distinction * at Level 2	Distinction at Level 2	Merit at Level 2	Pass at Level 2	Distinction at Level 1	Merit at Level 1	Pass at Level 1	U
240	216	192	168	144	120	96	72	0

BTEC Dance

	Component 1: Exploring the Performing Arts 30%	Component 2: Developing Skills and Techniques in the Performing Arts 30%	Component 3: Responding to a Brief 40%
L2D *	<p>Consistently assess the stylistic qualities of practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles.</p> <p>Consistently explain the interrelationships between processes, skills and approaches used by practitioners, with considered reference to examples of repertoire used to demonstrate how they contribute effectively to performance work.</p>	<p>Consistently demonstrate disciplined and organised development of performance or design and interpretative skills, and techniques for performance or design during the rehearsal process.</p> <p>Consistently demonstrate considered selection, application and assured use of technical, stylistic and interpretative skills during rehearsal and for performance of existing repertoire as a performer or designer.</p> <p>Consistently analyse own development and application of skills and techniques, using considered examples to identify strengths and set targets for improvement.</p>	<p>Ideas consistently demonstrate effective consideration of the requirements of the brief and demonstrate highly effective exploration of ideas and use of influences in response to the brief.</p> <p>Consistently makes secure connections between the selected skills and techniques and the brief and demonstrates effective practical adaptation and development of skills. Demonstrates a highly effective contribution to the rehearsal/development process.</p> <p>Highly confident delivery and communication of ideas through their role and demonstrates a highly assured ability to communicate with others. Fluent application of performance skills and techniques according to role.</p> <p>Highly assured evaluation of individual contribution to ideas, development and outcome. Fluent and balanced evaluation of the group development process and outcome, with comprehensive links to the brief. Consistently provides perceptive ideas relating to strengths for further development.</p>
L2D	<p>Assess the stylistic qualities of practitioners' work using considered examples to show how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles.</p> <p>Explain the interrelationships between processes, skills and approaches used by practitioners, with considered reference to examples of repertoire used to demonstrate how they contribute effectively to performance work.</p>	<p>Demonstrate disciplined and organised development of performance or design and interpretative skills, and techniques for performance or design during the rehearsal process.</p> <p>Demonstrate considered selection, application and assured use of technical, stylistic and interpretative skills during rehearsal and for performance of existing repertoire as a performer or designer.</p> <p>Analyse own development and application of skills and techniques, using considered examples to identify strengths and set targets for improvement.</p>	<p>Ideas demonstrate effective consideration of the requirements of the brief and demonstrate effective exploration of ideas and use of influences in response to the brief.</p> <p>Makes secure connections between the selected skills and techniques and the brief and demonstrates effective practical adaptation and development of skills. Demonstrates an effective contribution to the rehearsal/development process.</p> <p>Confident delivery and communication of ideas through their role and demonstrates assured ability to communicate with others. Fluent application of performance skills and techniques according to role.</p> <p>Assured evaluation of individual contribution to ideas, development and outcome. Fluent and balanced evaluation of the group development process and outcome, with comprehensive links to the brief. Provides perceptive ideas relating to strengths for further development.</p>

<p>L2M</p>	<p>Discuss the stylistic qualities of practitioners' work using appropriate examples to justify how roles, responsibilities and skills contribute to creative intentions and purpose across three performance styles.</p> <p>Discuss the interrelationships between processes, skills and approaches used by practitioners, with appropriate reference to examples of repertoire used to demonstrate how they contribute to performance work.</p>	<p>Demonstrate effective development of performance or design and interpretative skills, and techniques for performance or design during the rehearsal process.</p> <p>Demonstrate appropriate selection, application and creative use of technical, stylistic and interpretative skills during rehearsal and for performance of existing repertoire as a performer or designer.</p> <p>Explain own development and application of skills and techniques, using appropriate examples to identify strengths and areas for improvement.</p>	<p>Ideas demonstrate competent consideration of the requirements of the brief and demonstrates competent exploration of ideas and use of influences in response to the brief.</p> <p>Makes clear connections between the selected skills and techniques and the brief and demonstrates competent practical adaptation and development of skills. Demonstrates a competent contribution to the rehearsal/development process.</p> <p>Effective delivery and communication of ideas through their role and demonstrates competent ability to communicate with others. Effective application of skills and techniques according to role.</p> <p>Competent evaluation of individual contribution to ideas, development and outcome. Effective and generally balanced evaluation of the group development process and outcome, with clear links to the brief. Provides effective ideas relating to strengths and further development.</p>
<p>L2P</p>	<p>Describe the stylistic qualities of practitioners' work, with reference to relevant examples across three performance styles.</p> <p>Describe the roles, responsibilities and skills of practitioners, using relevant examples across three performance styles</p> <p>Describe the processes, skills and approaches used by practitioners to create performance work, with relevant reference to examples of repertoire.</p> <p>Describe the interrelationships between components used in performance, with reference to relevant examples of repertoire.</p>	<p>Demonstrate appropriate development of performance or design and interpretative skills for performance or design during the rehearsal process.</p> <p>Select and apply relevant technical skills during rehearsal when reproducing repertoire as a performer or designer.</p> <p>Demonstrate competent application of technical, stylistic and interpretative skills appropriate to the performance of existing repertoire as a performer or designer.</p> <p>Describe own development and application of skills and techniques, using relevant examples to demonstrate strengths and areas for improvement.</p>	<p>Ideas demonstrate appropriate consideration of the requirements of the brief and demonstrate appropriate exploration of ideas and use of influences in response to the brief.</p> <p>Makes appropriate connections between the selected skills and techniques and the brief. Demonstrates appropriate practical adaptation and development or skills. Demonstrates an appropriate contribution to the rehearsal/development process.</p> <p>Appropriate delivery and communication of ideas through their role and demonstrates some ability to communicate with others. Appropriate application of skills and techniques according to role.</p> <p>Appropriate evaluation of individual contribution to ideas, development and outcome. Appropriate, partially balanced evaluation of the group development process and outcome, with basic links to the brief. Provides sound ideas relating to strengths and further development.</p>

<p>L1D</p>	<p>Describe the stylistic qualities of practitioners' work, with reference to relevant examples across one or more performance styles.</p> <p>Describe the roles, responsibilities and skills of practitioners, using relevant examples across one or more performance styles.</p> <p>Briefly describe the processes, skills and approaches used by practitioners to create performance work, with relevant reference to examples of repertoire.</p> <p>Briefly describe the interrelationships between components used in performance, with reference to relevant examples of repertoire.</p>	<p>Demonstrate development of performance or design and interpretative skills for performance or design during the rehearsal process.</p> <p>Apply technical skills during rehearsal when reproducing repertoire as a performer or designer.</p> <p>Demonstrate application of technical, stylistic and interpretative skills during performance of existing repertoire as a performer or designer.</p> <p>Identify your own development and application of skills and techniques, strengths and areas for improvement, with use of examples.</p>	<p>Ideas demonstrate consideration of the requirements of the brief and demonstrates exploration of ideas and use of influences in response to the brief.</p> <p>Makes connections between the selected skills and techniques and the brief. Demonstrates practical adaptation and development of skills. Demonstrates a contribution to the rehearsal/development process.</p> <p>Some appropriate delivery and communication of ideas through their role and demonstrates some ability to communicate with others. Some appropriate application of skills and techniques according to role.</p> <p>Some appropriate evaluation of individual contribution to ideas, development and outcome. Some appropriate, partially balanced evaluation of the group development process and outcome, with basic links to the brief. Provides ideas relating to strengths and further development.</p>
<p>L1M</p>	<p>Outline some stylistic qualities of practitioners' work, using examples of performance from one or more performance styles.</p> <p>Outline the roles, responsibilities and skills of practitioners, using examples from one or more performance styles.</p> <p>Identify the processes, skills and approaches used by practitioners to create performance work, with basic reference to examples of repertoire.</p> <p>Outline the interrelationships between components used in performance, with reference to basic examples of repertoire .</p>	<p>Demonstrate basic development of performance or design and interpretative skills for performance or design during the rehearsal process.</p> <p>Apply basic technical skills during rehearsal when reproducing repertoire as a performer or designer.</p> <p>Demonstrate basic application of technical, stylistic and interpretative skills during performance of existing repertoire as a performer or designer.</p> <p>Identify own development and application of skills and techniques, strengths and areas for improvement, with use of basic examples.</p>	<p>Ideas demonstrate some consideration of the requirements of the brief and demonstrate some exploration of ideas and use of influences in response to the brief.</p> <p>Makes some connections between the selected skills and techniques and the brief and demonstrates some practical adaptation and development of skills. Demonstrates some contribution to the rehearsal/development process.</p> <p>Ideas demonstrate some consideration of the requirements of the brief and demonstrate some exploration of ideas and use of influences in response to the brief.</p> <p>Some evaluation of individual contribution to ideas, development and outcome. Some evaluation of the group development process and outcome, with tentative links to the brief. Provides generic ideas relating to strengths and further development.</p>

<p>L1P</p>	<p>Outline some key features of practitioners' work, using limited examples from one or more performance styles.</p> <p>Outline the roles, responsibilities and skills of practitioners, using limited examples from one or more performance styles.</p> <p>Identify the processes, skills and approaches used by practitioners to create performance work, with limited reference to examples of repertoire.</p> <p>Outline the interrelationships between components used in performance, with reference to limited examples of repertoire.</p>	<p>Demonstrate limited development of performance or design and interpretative skills for performance or design during the rehearsal process.</p> <p>Apply limited technical skills during rehearsal when reproducing repertoire as a performer or designer.</p> <p>Demonstrate limited application of technical, stylistic and interpretative skills during performance of existing repertoire as a performer or designer.</p> <p>Identify own development and application of skills and techniques, with use of limited examples.</p>	<p>Ideas demonstrate limited consideration of the requirements of the brief and demonstrates limited exploration of ideas and use of influences in response to the brief.</p> <p>Makes superficial connections between the selected skills and techniques and the brief and demonstrates limited practical adaptation and development of skills. Demonstrates a limited contribution to the rehearsal/development process.</p> <p>Ideas demonstrate limited consideration of the requirements of the brief and demonstrates limited exploration of ideas and use of influences in response to the brief.</p> <p>Limited evaluation of individual contribution to ideas, development and outcome. Limited and imbalanced evaluation of the group development process and outcome, with tentative links to the brief. Provides generic ideas relating to strengths and further development.</p>
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WJEC Hospitality & Catering Award Level 1/2

The WJEC Level 1/2 Award in Hospitality and Catering has been designed to support learners in schools and colleges who want to learn about this vocational sector that would support their progression to employment from waiting staff, receptionists and catering assistants to chefs, hotel and bar managers and food technologists in food manufacturing.

There are 2 units to be assessed, each unit has different Learning Objectives: Unit 1 is an external 90 minute examination worth 40%; Unit 2 is an internal 9 hour assessment comprising theory tasks and a practical component worth 60%. Pass of both units is required to receive the Award.

Unit 1: The Hospitality and Catering Industry

Students apply their learning by considering all aspects of the vocational sector. They should acquire knowledge of all aspects of the industry and be able to propose new hospitality and catering provision for specific locations. Students will be able to use their learning of different types of establishment and job roles to determine the best option. They will then apply their learning in relation to front of house and kitchen operations to determine how the proposed hospitality and catering provision will operate efficiently, legally and financially viable whilst meeting the needs of their potential market. This unit provides a broad introduction to the vocational sector in a way that is purposeful and develops a range of transferable skills.

Unit 2: Hospitality and Catering in Action

Students apply their learning to safely prepare, cook and present nutritional dishes. They will draw on their learning of different types of provision and kitchen and front of house operations in Unit 1, as well as personal safety in their preparations. The content is relevant not only to employees within food production, but also those with a responsibility for food safety in the industry, nutritionists and managers and owners. This extends the learners appreciation of the whole vocational area beyond the kitchen environment.

Level 2 Distinction*

- *Students will recall, select and communicate detailed knowledge and thorough understanding of the hospitality sector.
- *They will analyse and evaluate the evidence available, reviewing and adapting their methods when necessary.
- *Students must present information clearly and accurately, making reasoned judgements.
- *They apply relevant knowledge and understanding in a range of situations to give appropriate responses to queries and issues with an understanding of the implications of factors affecting success in hospitality and catering.
- *Students will demonstrate high levels of skills in effectively processing information on the hospitality and catering sector.
- *They will be able to use a range of cooking skills and abilities confidently and proficiently that add value in the workplace and in higher education.
- *They must also be able to produce work that is complete and coherent, demonstrating originality and depth of understanding.

Unit 1 Marking Criteria

LO1 Understand the environment in which hospitality and catering providers operate

- AC1.1** describe the structure of the hospitality and catering industry
- AC1.2** analyse job requirements within the hospitality and catering industry
- AC1.3** describe working conditions of different job roles across the hospitality and catering industry
- AC1.4** explain factors affecting the success of hospitality and catering providers

LO2 Understand how hospitality and catering provisions operate

- AC2.1** describe the operation of the kitchen
- AC2.2** describe the operation of front of house
- AC2.3** explain how hospitality and catering provision meet customer requirements

LO3 Understand how hospitality and catering provision meets health and safety requirements

- AC3.1** describe personal safety responsibilities in the workplace
- AC3.2** identify risks to personal safety in hospitality and catering
- AC3.3** recommend personal safety control measures for hospitality and catering provision

Level 2 Merit

- *Students recall, select and communicate sound knowledge and understanding of aspects of the hospitality sector.
- *They review the evidence available, analysing and evaluating some of the information clearly, and with some accuracy.
- *Students make judgements and draw appropriate conclusions. They apply suitable knowledge and understanding in a range of situations to give mainly appropriate responses to queries and issues, with an appreciation of factors that affect success in hospitality and catering.

LO4 Know how food can cause ill health

- AC4.1** describe food related causes of ill health
- AC4.2** describe the role and responsibilities of the Environmental Health Officer (EHO)
- AC4.3** describe food safety legislation
- AC4.4** describe common types of food poisoning
- AC4.5** describe the symptoms of food induced ill health

LO5 Be able to propose a hospitality and catering provision to meet specific requirements

- AC5.1** review options for hospitality and catering provision

<p>*Students demonstrate skills in processing hospitality and catering operations and may have some minor inaccuracies or omissions.</p>	<p>AC5.2 recommend options for hospitality provision</p>
<p>Level 1 Pass *Students can recall, select and communicate knowledge and understanding of basic aspects of the hospitality sector, they will review their evidence and draw basic conclusions. *Students can apply basic knowledge and understanding and skills to give simple responses to queries and issues, with an awareness of factors that affect success in hospitality and catering. *They demonstrate basic skills in processing hospitality and catering operations and may have some inaccuracies and omissions.</p>	<p style="text-align: center;">Unit 2 Marking Criteria</p> <p>LO1 Understand the importance of nutrition when planning menus AC1.1 describe functions of nutrients in the human body AC1.2 compare nutritional needs of specific groups AC1.3 explains characteristics of unsatisfactory nutritional intake. AC1.4 explain how cooking methods impact on nutritional value</p> <p>LO2 understand menu planning AC2.1 explain factors to consider when proposing dishes for menus AC2.2 explain how dishes on a menu address environmental issues AC2.3 explain how menu dishes meet customer needs AC2.4 plan production of dishes for a menu</p> <p>LO3 be able to cook dishes AC3.1 use techniques in preparation of commodities AC3.2 assure quality of commodities to be used in food preparation AC3.3 use techniques in cooking of commodities Techniques AC3.4 complete dishes using presentation techniques AC3.5 use food safety practices</p>

Unit Grade						
Unit	Level 2 Distinction *	Level 2 Distinction	Level 2 Merit	Level 2 Pass	Level 1 Pass	Unclassified
Unit 1	8	8	6	4	2	0
Unit 2	12	11	9	6	3	0

Unit	<p>R064: Enterprise and marketing concepts (external written exam)</p> <p>Students explore the techniques businesses use to understand their market and develop products, investigate what makes a product viable and understand how businesses attract and retain customers. The elements will provide learners with underpinning knowledge and understanding for completion of Units R065 and R066 within this qualification, as well as developing transferable knowledge and understanding to allow for progression onto related study.</p> <p>Total: 80 marks</p> <p>Weighting: 50% of final grade</p>		
Grade boundary	<u>Mark Band 3</u>	<u>Mark Band 2</u>	<u>Mark Band 1</u>
Section A - multiple choice questions (from LO1 –LO6 topics)	L2D* = 15 - 16 marks L2D = 13 - 14 marks	L2M = 12 marks L2P = 10 - 11 marks	L1D = 8 – 9 marks L1M = 6 - 7 marks L1P = 4 -5 marks U = 0 - 3 marks
Section B – extended responses e.g. short answers and essays (from LO1 –LO6 topics)	L2D* = 59 - 64 marks L2D = 52 - 58 marks	L2M = 46 - 51 marks L2P = 39 - 45 marks	L1D = 32 - 38 marks L1M = 26 - 31 marks L1P = 20 - 25 marks U = 0 - 19 marks

Learning Outcome 1 Understand how to target a market

Learners should be able to:

- Explain the meaning of segmentation and analyse the simple problems/challenges that may be encountered if the market is not segmented
- Select the most appropriate form of segmentation for a particular business/situation
- Recognise when market segmentation may not be appropriate for a start-up business, and state why the benefits of segmentation may vary for different business situations
- Identify which market research method is appropriate for a particular business/situation
- Describe some of the research methods listed may be paper-based or digital/online
- Distinguish the difference between types of 'primary' and 'secondary' market research techniques
- State the advantages and disadvantages of using primary and secondary market research methods and recommending a method for a specific business/situation.
- Categorise data types (internal and external) as either quantitative or qualitative data
- Explain the types of customer feedback techniques available to business start-ups
- Evaluate the importance of customer feedback when setting up a new business & then recommend appropriate methods for a given start-up business

Learning Outcome 2 Understand what makes a product or service financially viable

Learners should be able to:

- Define key terms such as fixed costs, variable costs, total costs, revenue and profit., giving real life examples
- Classify items such as 'salaries' and 'utilities' fixed or variable costs, depending on the scenario.
- Apply the correct formula to calculate fixed costs, variable costs, total costs, revenue, profit & break-even,
- Recognise the importance of break-even point, be able to use it to calculate the break-even point from figures provided, to label & interpret a break-even chart

Learning Outcome 3 Understand product development

Learners should be able to:

- Identify the 5 main stages in a product lifecycle diagram & interpret its use within a given scenario
- Explain advantages and disadvantages of different extension strategies when considering the appropriateness of each; and make recommendations for a specific situation.
- Discuss the advantages and disadvantages of different ways to differentiate a product and make recommendations for a specific situation.
- Consider one or more of the three external factors listed in relation to a specific product development using PESTEL framework (e.g. political, economic, social, technological, ethical, legal issues).
- Describe the economic issues limited to the four stages of the business cycle – recession, growth, boom, and decline.
- Explain the impact of each of the economic stages on the success of a specific business example.

Learning Outcome 4 Understand how to attract and retain customers

Learners should be able to:

- Identify which factors are most important when deciding the right pricing strategy for a specific business start-up e.g. cost of production; income levels of customers; price of competitors; availability of resources
- Apply the appropriate pricing strategies from the four options listed: psychological pricing, competitive pricing, price penetration, price skimming
- State the advantages and disadvantages of each pricing strategy & recommend the most appropriate pricing strategy for a specific situation.
- List real-life examples of digital & non- digital methods of advertising
- Explain the advantages and disadvantages of each of the advertising methods.
- Recommend the most appropriate advertising method for a start-up business in a specific situation.
- Identify sales promotion techniques used to attract and retain customers
- State the advantages and disadvantages of each of the sales promotion techniques.
- Recommend the most appropriate sales promotion technique for a start-up business in a specific situation.

Learning Outcome 5 Understand factors for consideration when starting up a business

Learners should be able to:

- Describe different types of business ownership (sole trader, partnership, private limited company, public limited company, franchise, social enterprise, charity/non-profit making)
- State advantages and disadvantages of each form of ownership
- Distinguish the difference between 'limited liability' and 'unlimited liability' and the implications of each for a new business
- Identify the different sources of capital (finance) available to business start-ups
- Explain the advantages and disadvantages of each source of capital/finance, and their appropriateness to a specific business and/or situation.
- Know what a business plan is and its purpose
- Briefly describe the main sections of information found in a business plan
- State the benefits of demonstrating a healthy cash flow forecast when preparing a business plan.

Learning Outcome 6 Understand different functional activities needed to support a business start-up

Learners should be able to:

- Describe the functional activities that will need to be considered for a business start-up i.e. Marketing, Finance, Operations & Human Resources.
- Understand that all activities may well be carried out by the same person (entrepreneur), rather than different departments & explain the limitations of this.
- Relate a functional area to its activities and vice versa e.g. know that Human Resources is responsible for the recruitment and selection of employees).
- Identify the 4 Ps of the marketing mix (Product, Price, Place & Promotion).

Key:

L2D* = Level 2 Distinction* (Grade 9)

L2D = Level 2 Distinction (Grade 8)

L2M = Level 2 Merit (Grade 7 / Grade 6)

L2P = Level 2 Pass (Grade 5)

L1D = Level 1 Distinction (Grade 4)

L1M = Level 1 Merit (Grade 3)

L1P = Level 1 Pass (Grade 2 / Grade 1)

U = Unclassified

<p>Unit</p>	<p>R065: Design a business proposal (coursework)</p> <p>Students are presented with a business challenge from which they create a researched and costed business proposal. They will carry out market research, present data, and use idea generation tools, seek and act on feedback, and cost their proposals. In their work on this unit they will develop their self-assessment, collaborative working, creativity, numeracy, research and evaluative skills.</p> <p>Total: 60 marks</p> <p>Weighting: 25% final grade</p>		
<p>Grade</p>	<p><u>Mark Band 3</u></p> <p>L2D –L2D*</p>	<p><u>Mark Band 2</u></p> <p>L2M – L2P</p>	<p><u>Mark Band 1</u></p> <p>L1D / L1M /L1P</p>
<p>Learning Outcome</p> <p>1</p> <p>To</p> <p>identify the customer profile for a business challenge</p>	<p><u>10-12 marks</u></p> <p>Provides a comprehensive explanation of market segmentation and analyses a wide range of different market segmentation techniques using real-life examples.</p> <p>Analyses in detail a wide range of features of a specific customer profile using market segmentation and accurately applies extensive knowledge to the requirements of the business challenge.</p>	<p><u>6-9 marks</u></p> <p>Provides a clear explanation of market segmentation and describes a few techniques and demonstrating a reasoned understanding of the benefits to a business.</p> <p>Describes some features of a specific customer profile using market segmentation and mostly accurately applies this knowledge to the requirements of the business challenge.</p>	<p><u>1-4 marks</u></p> <p>Provides a brief explanation of market segmentation techniques and demonstrating a basic understanding of the benefits to a business.</p> <p>Describes limited features of a specific customer profile using market segmentation and partly applies this knowledge to the requirements of the business challenge.</p>

<p>Learning Outcome 2</p> <p>To complete market research to aid decisions relating to a business challenge</p>	<p><u>16-18 marks</u></p> <p>Demonstrates a thorough understanding of the importance of market research and explains a wide range of research methods.</p> <p>Comprehensively explains and accurately applies all sampling methods to appropriate market research situations.</p> <p>Completes research outcomes that are effective and wholly relevant to the research objectives and thoroughly analyses results to inform decision-making.</p> <p>Collates the results using effective methods in order to comprehensively present the outcomes</p>	<p><u>6-9 marks</u></p> <p>Demonstrates a good understanding of the importance of market research. The description includes a range of research methods.</p> <p>Explains most sampling methods and market research tools used with relevant descriptions of the advantages and disadvantages of each selected market research tool.</p> <p>Completes research outcomes with clear relevance to the objectives and effectively reviews the results to inform decision-making and collates the results using mostly effective methods to present a sound summary of the outcomes</p>	<p><u>1-4 marks</u></p> <p>Outlines with limited understanding the importance of market research. The description includes a limited range of research methods.</p> <p>Briefly explains the market research tools used and states the advantages and/or disadvantages of each selected market research tool.</p> <p>A basic description of the sampling methods is provided, evidencing a limited understanding.</p> <p>Partly reviews the results to inform decision-making.</p> <p>Collates the results using basic methods to briefly present some outcomes.</p>
<p>Learning Outcome 3</p> <p>To develop a design proposal for a business challenge</p>	<p><u>10-12 marks</u></p> <p>Generates product design ideas and fully justifies strengths and weaknesses of each. Includes a thorough self & peer assessment of each design with appropriate modifications and detailed summaries of each design.</p> <p>The reasons for choosing the final design are fully explained.</p>	<p><u>6-9 marks</u></p> <p>Generates product design ideas using creative techniques and explains the strengths and weaknesses of each, with some links to the customer profile identified.</p> <p>Drafts an appropriate design for a proposal partly relating it to market research outcomes, describing how the market research was used in the draft design.</p> <p>A sound self-assessment is produced and feedback from others is mostly summarised.</p> <p>Appropriate modifications to the design are carried out and described.</p>	<p><u>1-4 marks</u></p> <p>Generates product design ideas using creative techniques and briefly identifies the strengths and weaknesses of each, with basic links to the customer profile identified.</p> <p>Drafts a basic design for a proposal with limited reference to market research outcomes, identifying how the market research was used to draft the design.</p> <p>A basic self-assessment is produced and feedback from others is briefly summarised. Modifications to the design are carried out, which are partly outlined.</p>

		Clearly explained reasons for choosing the final design are provided.	Limited reasons for choosing the final design are provided.
<p>Learning Outcome 4</p> <p>To review whether a business proposal is viable</p>	<p><u>16-18 marks</u></p> <p>Identifies the fixed and most relevant variable costs relating to their chosen product design and completes accurate calculations. Selects a pricing strategy that is wholly appropriate.</p> <p>Predicts a considered, realistic number of units for sale in the first month.</p> <p>Demonstrates a thorough understanding of applying break-even formula.</p> <p>Effectively analyses the impact of a change in selling price to break-even point.</p> <p>Demonstrates a comprehensive understanding of the risk factors involved with producing a new product.</p> <p>Fully evaluates the financial viability of their business proposal.</p>	<p><u>6-9 marks</u></p> <p>Identifies the fixed and most relevant variable costs relating to their chosen product design and completes fairly accurate calculations. Selects a pricing strategy that is mostly appropriate.</p> <p>Predicts a fairly reasoned number of units for sale in the first month.</p> <p>Demonstrates a good understanding of applying break-even formula.</p> <p>Describes the impact of a change in selling price to break-even point.</p> <p>Demonstrates a sound understanding of the risk factors involved with producing a new product.</p> <p>Partly evaluates the financial viability of their business proposal.</p>	<p><u>1-4 marks</u></p> <p>Identifies the fixed and some variable costs relating to their chosen product design and completes variable cost calculations for their product design, with limited accuracy.</p> <p>Selects a pricing strategy for their product design with little relevance to their identified customer profile.</p> <p>Uses basic reasoning to predict the number of sales units in the first Month.</p> <p>Demonstrates a basic understanding of breakeven. Applies the break-even formula in order to calculate the break-even point for their business proposal with limited accuracy.</p> <p>Provides a basic outline of the impact of a change in selling price to break-even point and the risk factors involved with producing a new product.</p> <p>Briefly evaluates the financial viability of their business proposal with limited accuracy.</p>

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Unit	R066: Market and pitch a business proposal (coursework) Students prepare for and pitch the business proposal that they developed in the previous unit. They develop a brand identity and investigate how best to promote their product and then plan, practise and finally deliver their pitch. Afterwards they review both their performance and their business proposal. This will help develop their analysis and self-evaluative skills as well as those relating to self-presentation. Total: 60 marks Weighting: 25% final grade		
Grade	<u>Mark Band 3</u> L2D –L2D*	<u>Mark Band 2</u> L2M – L2P	<u>Mark Band 1</u> L1D/ L1M / L1P
Learning Outcome 1 To develop a brand identity and promotional plan to target a customer profile	<u>15-18 marks</u> Explains comprehensively why businesses use different branding methods and techniques, using wholly appropriate examples. Explains many of the key factors to consider when planning a brand identity for their business proposal. Creates a considered, wholly appropriate brand identity design for the business proposal, and thoroughly justifies why the chosen brand identity is likely to succeed, with comprehensive reference to how the brand appeals to the specific customer profile. Thoroughly justifies the combination of brand methods or techniques chosen. The promotional objectives for the product are comprehensively explained.	<u>9 - 14 marks</u> Explains in some detail why businesses use different branding methods and techniques, using some appropriate examples. Explains most of the key factors to consider when planning a brand identity for their business proposal. Creates a mostly appropriate brand identity design for their business proposal, and justifies why the chosen brand identity is likely to succeed, with sound reference to how the brand appeals to the specific customer profile. Clearly justifies the combination of brand methods or techniques chosen. The promotional objectives for the product are clearly explained. The proposed mix of promotional methods is explained and mostly appropriate for the product. The methods chosen mostly complement each other. A sound explanation of how they complement	<u>1-9 marks</u> Provides a basic description of why businesses use different branding methods and techniques, with examples of limited appropriateness. Outlines a few key factors to consider when planning a brand identity for their business proposal. Creates a brand identity design to consider for their business proposal, and states why the chosen brand identity is likely to succeed, with limited reference to how the brand appeals to the specific customer profile. Partly explains the combination of brand methods or techniques chosen. The promotional objectives for the product are described. The proposed mix of promotional methods is outlined and described. The methods chosen partly complement each other. A description of how they complement each other and how the promotional mix relates to the customer profile is provided

	<p>The proposed mix of promotional methods is thoroughly explained and wholly relevant for the product.</p> <p>The methods chosen fully complement each other.</p> <p>A comprehensive explanation of how they complement each other and how the promotional mix relates to the customer profile is provided.</p>	<p>each other and how the promotional mix relates to the customer profile is provided.</p>	
<p>Learning Outcome</p> <p>2</p> <p>To plan a pitch for a proposal</p>	<p><u>7-9 marks</u></p> <p>Explains in detail all factors for consideration when planning a pitch for their business proposal</p> <p>Resources/supporting materials produced are wholly relevant for the audience and business proposal. Responses to possible questions that the audience may pose are comprehensively considered and well planned for.</p>	<p><u>4-6 marks</u></p> <p>Explains many factors for consideration when planning a pitch for their business proposal.</p> <p>Resources/supporting materials produced are mostly relevant to the audience and business proposal. Responses to possible questions that the audience may pose are mostly considered and planned for.</p>	<p><u>1-3 marks</u></p> <p>Describes some of the factors for consideration when planning a pitch for their business proposal.</p> <p>Resources/supporting materials produced have some relevance to the audience and business proposal. Responses to possible questions that the audience may pose are briefly considered.</p>

<p>Learning Outcome</p> <p>3</p> <p>To pitch a proposal to an audience</p>	<p><u>15-21 marks</u></p> <p>Comprehensive support offered to peers on their practice pitch to help them develop their pitch further.</p> <p>Pitch plans and supporting materials are well refined after thorough reflection on feedback provided and self-evaluation to prepare for final professional pitch.</p> <p>Clear evidence of planning the development of their personal pitching skills in preparation for the professional pitch.</p> <p>A thorough outline of the business proposal is presented using professional presentation skills.</p> <p>Well developed and justified answers given to questions posed by audience.</p> <p>Clear evidence of consideration given to tailoring the pitch to meet the needs of the audience.</p>	<p><u>10-14 marks</u></p> <p>Some support offered to peers on their practice pitch to help them develop their pitch further.</p> <p>Pitch plans and supporting materials are refined after some reflection on feedback offered and self-evaluation to prepare for final professional pitch.</p> <p>Some evidence of planning the development of their personal pitching skills in preparation for the professional pitch.</p> <p>A sound outline of the business proposal is presented using mostly effective presentation skills. Clear answers given to questions posed by audience.</p> <p>Some evidence of consideration given to tailoring the pitch to meet the needs of the audience</p>	<p><u>3-9 marks</u></p> <p>Basic support offered to peers on their practice pitch.</p> <p>Limited refinement of pitch plans and supporting materials.</p> <p>Minimal reflection on feedback offered and self-evaluation to prepare for final pitch.</p> <p>Limited evidence of planning the development of their personal pitching skills in preparation for the professional pitch. Basic use of visual aid(s) to support the pitch whilst resources/supporting materials are used with limited effectiveness to aid delivery of the pitch.</p> <p>A brief outline of the business proposal is presented using basic presentation skills.</p> <p>Limited answers given to questions posed by audience.</p> <p>Little evidence of consideration given to tailoring the pitch to meet the needs of the audience.</p>
<p>Learning Outcome</p> <p>4</p> <p>To review the strengths and weaknesses of a proposal and pitch</p>	<p><u>10-12 marks</u></p> <p>A comprehensive and detailed review of own pitch/pitching skills is completed.</p> <p>A thorough feedback from peers justifies a wide range of relevant strengths and areas for development of pitch/pitching skills.</p>	<p><u>6-9 marks</u></p> <p>Mostly thorough review of own pitch/pitching skills is completed.</p> <p>A thorough feedback from peers explains relevant strengths and areas for development of pitch/pitching skills to some detail.</p> <p>A mostly considered review of own business proposal is completed.</p>	<p><u>1- 4 marks</u></p> <p>Basic review of own pitch/pitching skills is completed.</p> <p>Feedback from peers briefly describes strengths and areas for development of pitch/pitching skills.</p> <p>A basic review of own business proposal is completed.</p>

	<p>A comprehensive and detailed review of own business proposal is completed.</p> <p>Evaluates relevant strengths and weaknesses of the business proposal and suggests improvements where possible.</p>	<p>Evaluates relevant strengths and weaknesses of the business proposal in some detail.</p>	<p>Briefly describes a few strengths and weaknesses of the business proposal.</p>
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