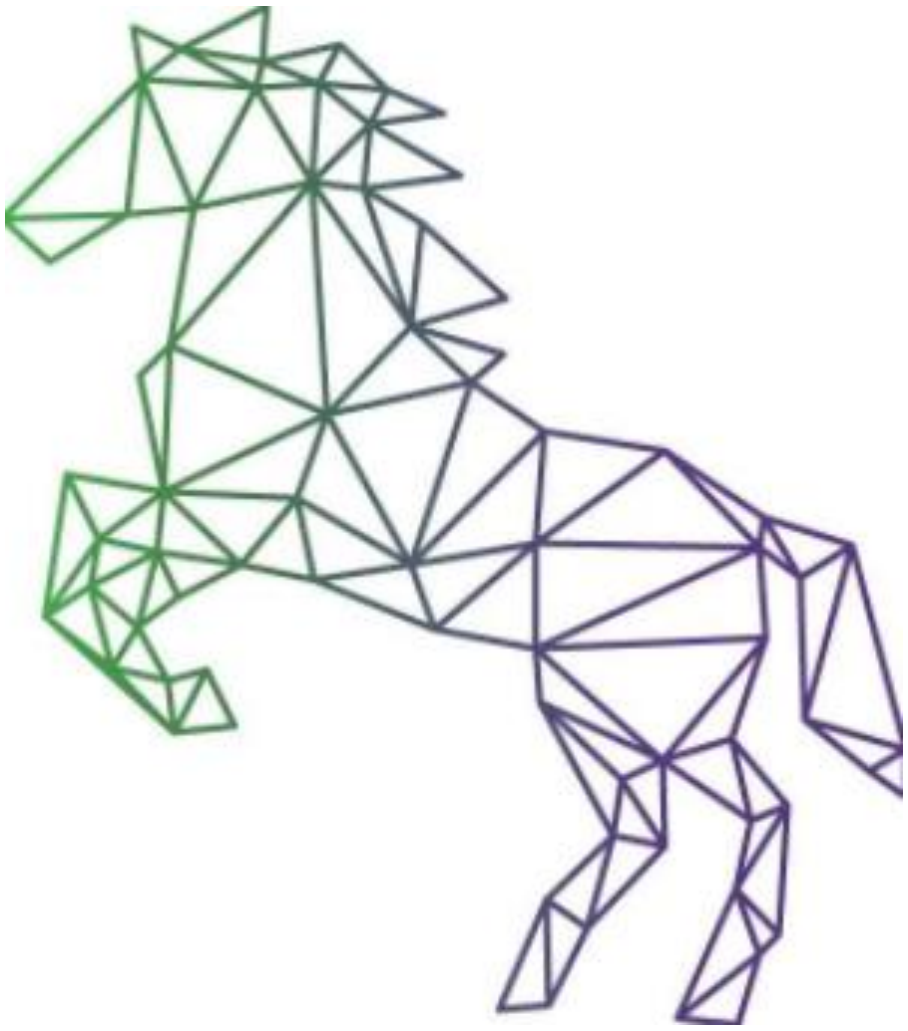
Horsforth School

Guide to Assessment and Tracking



Horsforth School
Guide to Assessment

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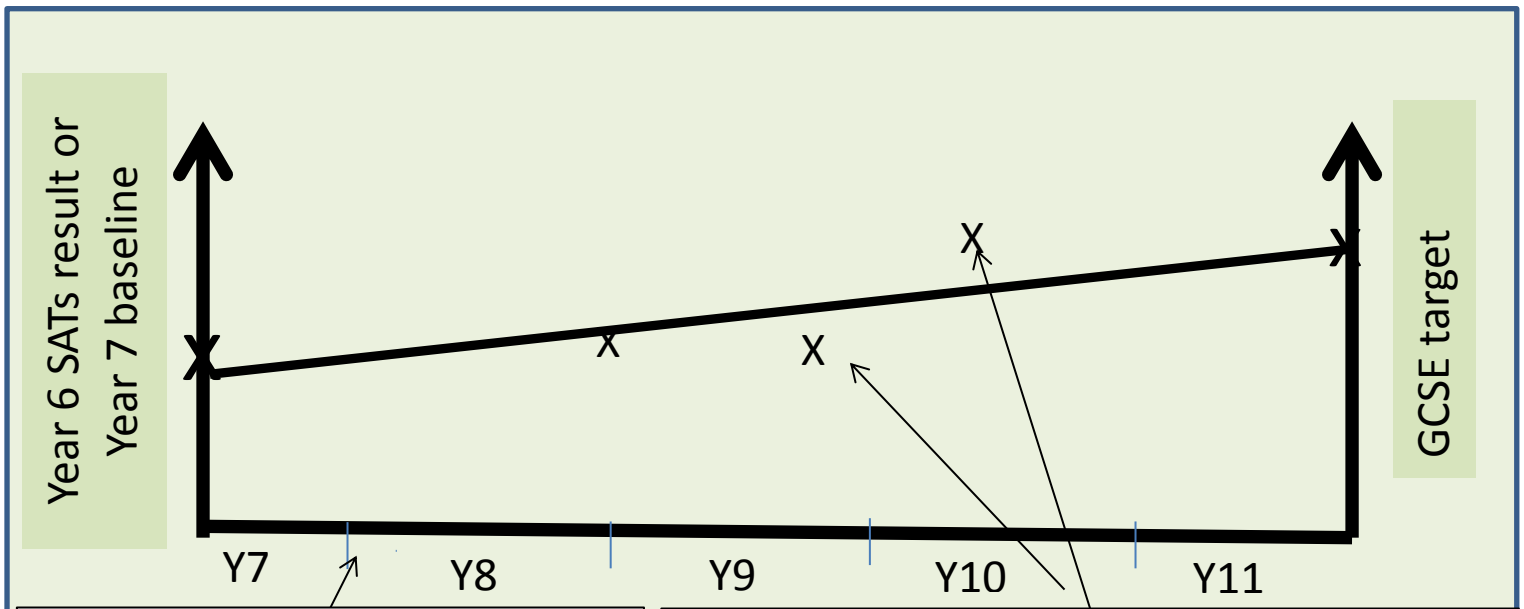
Assessment at Horsforth School

In this booklet you will find:

- A summary of how we measure and track your son or daughter's progress at Horsforth School.
- 9-1 GCSE grade descriptors for each subject area, showing the skills required to succeed at the end of Year 11.
- Details of grading for Level 2 Technical awards, which some students will study in Years 10 and 11 alongside their GCSEs.

Introduction

At Horsforth School we track your son or daughter's progress using a 5 year flightpath from Year 7 to Year 11 in each subject area.



We may raise your son/daughter's target each year if they are making excellent progress, to provide further challenge.

We measure your son/daughter's progress against their flightpath at Progress Review points throughout each year.

Progress Review
Following assessment, students receive one of three judgements:-

E Exceeding (above flightpath)

M Meeting (on flightpath)

D Developing (below flightpath)

Any student who is marked as 'D' will receive a SMART target from the relevant subject areas(s) to help improve their progress.

English Writing (Language)

	Criteria
I	o Some relevant ideas and content o Evidence of some appropriate word choices o Ideas, at times, are in sections o Some evidence of some basic punctuation like full stops and capital letters o Simple sentence structures o Some correct spelling of simple high frequency words
I+	o Some relevant ideas with some attempt to elaborate o Generally appropriate word choices o Ideas are in sections, demonstrating some ability to paragraph appropriately o Frequent evidence of basic punctuation being applied accurately capitals o Evidence of both simple and compound sentences. o Frequent accuracy of basic spelling
2-	o Ideas consistently relevant and some elaboration o Appropriate word choices o Simple structural features emerging with clear attempt to paragraph o Evidence of conscious punctuation, like exclamation marks, question marks and sometimes commas. Full stops and capital letters correct o Some variety in sentences including evidence of subordinate clauses. o Correct spelling of the majority of words used
2	o Increasing range of ideas communicated with clear attempt to match style/purpose o Vocabulary increasingly varied o Paragraphs used with greater accuracy and use of simple structural features o Increasing evidence of conscious punctuation used accurately, like exclamation marks, question marks, commas in lists and speech marks. o Variety of sentence forms used with some success o Some accurate spelling of more complex words
3	o Increasing range of ideas communicated, successfully matching style/purpose o Conscious use of vocabulary for effect o Paragraphs used consistently to separate linked ideas o Frequently accurate punctuation including exclamation marks, question marks, commas, apostrophes and speech marks. o Increasingly controlled use of a variety of sentence forms for effect o Increasingly accurate spelling , including some irregular words
4	o Clear, increasingly engaging writing, with a range of ideas, successfully matching style and purpose o Vocabulary clearly chosen for effect with successful use of different linguistic devices o Well-structured with coherent paragraphing- some other structural features successfully utilised o Consistently accurate punctuation including exclamation marks, question marks, commas, apostrophes and speech marks o Successfully demonstrates a variety of accurate sentence forms for effect o Mainly accurate spelling, including complex and irregular words
5	o Consistently clear and engaging effective writing which successfully manipulates the reader's response o Varied vocabulary chosen for effect including use of a wide range of linguistic devices o Ideas are well structured, connected and developed with engaging detail as well as other structural features used for effect o Range of punctuation used for effect including exclamation marks, question marks, commas, apostrophes, semi colons and speech marks o Demonstrates use of a wide range of sentence forms for effect o Good level of accuracy in spelling, including complex and irregular words
6	o Writing is consistently crafted for effect o Increasingly sophisticated vocabulary with evidence of conscious crafting of linguistic devices o Well-structured and developed writing with a range of engaging complex ideas o Full range of punctuation is used with a high level of accuracy, including ellipsis, colons, dashes and brackets o Full range of appropriate sentence forms with control over more complex grammatical structures o Good level of accuracy in spelling, including irregular and ambitious vocabulary
7	o Thoughtful writing which is consistently crafted for impressive effect o Sophisticated vocabulary with consistently conscious crafting of linguistic devices o Highly structured and developed writing with a range of engaging complex ideas o Full range of punctuation - including ellipsis, colons, dashes and brackets is used mainly accurately and purposefully for effect o Full range of sophisticated sentence forms for impressive effect with secure control over complex grammatical structures o High level of accuracy in spelling, including irregular and ambitious vocabulary
8	o Consistently writes in a purposeful way which has with impact and influence o Vocabulary and use of linguistic devices is consistently sophisticated and judicious o Writing is ambitiously crafted and structured for effect with highly complex ideas developed with insight o Secure, error free control over the full range of punctuation for effect o A variety of well selected sentence structures are used for impact with complete control over complex grammatical structures o Spelling (including sophisticated and irregular vocabulary) is virtually error free
9	o Writes in a professional and convincing way that has exceptional impact o Use of vocabulary and linguistic devices is exceptionally sophisticated and judicious o Writing is exceptionally ambitious, accomplished and effectively-structured with ideas developed with insight and sensitivity o Secure, error free control over the full range of punctuation for effect o Sentence structures are used for exceptional impact with exceptional control over complex grammatical structures o Spelling (including sophisticated and irregular vocabulary) is error free

English Reading (Literature)

	Criteria
1	○ Identifies some specific, straightforward information from a text. ○ Can support likes and dislikes about texts with some reasoning. ○ Can identify words that carry more meaning ○ Can identify types of text – fiction or non fiction – and time periods of texts and their setting.
1+	○ Identifies specific information from a text and makes straightforward inferences ○ Gives a personal opinion about the content of the writing supported by clear reasoning ○ Identifies a few basic features of a writer's use of language ○ Recognises some ideas about when the text was set and how it is similar or different to their life. ○ Makes some simple connections between texts
2-	○ Identifies specific information from a text, makes straightforward inferences and can comment on obvious meanings in texts ○ General references to obvious details of texts to support ideas and opinions ○ Demonstrates ability to comment on how writer makes deliberate choices in terms of language or form or structure ○ Show simple awareness of some contextual factors, beginning to link them to meaning or message in the texts ○ Shows awareness of clear similarities and differences between texts
2	○ Identifies specific information from a text, makes straightforward inferences and can comment on meanings in texts ○ Specific references to obvious details of texts to support ideas and opinions ○ Demonstrates ability to comment on how writer makes deliberate choices in terms of language and form or structure ○ Show awareness of some contextual factors, beginning to link them to meaning or message in the texts ○ Shows awareness of similarities and differences between texts
3	○ Some explanation of explicit meanings in text with understanding of implied meaning ○ References used to support a range of relevant comments, ideas and opinions ○ Comments on writers' methods are explained and relevant, with occasional use of subject terminology ○ Some explanation of relevant contextual factors ○ Can explain some similarities and differences between texts
4	○ Clear, explained understanding of implicit and explicit meanings ○ Effective use of references to support explanation, ideas and opinions ○ Clear explanation of writers' methods and their effects with more frequent use of relevant subject terminology ○ Clear understanding of relevant contextual factors, demonstrated by specific links ○ Can clearly explain key similarities and differences between different texts
5	○ Generally coherent and engaged response to explicit and implicit meanings ○ Uses apt textual references to support responses ○ Increasingly developed explanation of the ways in which writers use language, form and structure with appropriate subject terminology ○ Understanding of contexts informs considered responses to texts ○ Makes credible, well supported comparisons between texts with some detailed explanation
6	○ Thoughtful, developed response texts that includes thorough understanding of implicit and explicit meanings ○ Apt range of references integrated into interpretation(s) ○ Developed explanation of the ways in which writers use language, form and structure with appropriate subject terminology ○ Thoughtful consideration of contexts demonstrated by examination of links between texts and context ○ Comparisons between texts have detailed explanation
7	○ Sustained, thoughtful, developed response texts that includes personal response to implicit and explicit meanings ○ Judicious and well-integrated textual references are used throughout ○ Examination of writers' methods is sometimes exploratory; subject terminology is used precisely and effectively to support consideration of methods ○ Thoughtful consideration of contexts demonstrated by examination of links between texts and context ○ Comparisons between texts are thoughtful, detailed and well developed
8	○ Shows sustained, convincing and exploratory personal response to explicit and implicit meanings of texts ○ Judicious and well-integrated textual references used to develop personal response ○ Sustains perceptive critical analysis of the ways in which writers use language, form and structure ○ Show perceptive understanding of how contexts shape texts and responses to texts ○ Comparisons between texts are illuminating and sensitively examined
9	○ Shows exceptionally sustained, convincing and exploratory personal response to explicit and implicit meanings of texts ○ Use exceptionally judicious and well-integrated textual references to develop personal responses ○ Sustains an original and exceptionally perceptive critical analysis of the ways in which writers use language, form and structure ○ Demonstrates an exceptionally perceptive understanding of how contexts shape texts and responses to texts ○ Comparisons between texts are precise, illuminating and perceptive

Mathematics

Grade	Skills	Number	Algebra	Measures & Data Handing
1-	Pupils are beginning to discuss their work without the use of mathematical language and notation, terminology, facts and definitions. They can perform some simple procedures. Pupils can recall some of the content from grades 1 and 2 that they have learned and apply it to some routine calculations. They are developing the skills necessary to solve simple problems that are presented in a variety of ways.	* Basic Counting		* Recognise basic 2D shapes
1		* Basic Adding / Subtracting		* Read values from simple charts
1+	Pupils discuss their work using mathematical language and are beginning to represent it using notation, terminology, facts and definitions. They can perform routine procedures, including some multi-step procedures. Pupils can apply the content from grades 1 and 2 that they have learned in a variety of scenarios including solving simple problems that are presented. Pupils may be able to recall and perform more simple procedures for content in higher grade descriptors but have not yet developed to applying these in more complex situations.	* Place value * Ordering integers * Ordering decimals * Reading scales * Interpreting tables	* Coordinates * Algebraic conventions	* Naming polygons * Symmetry * Tessellations * Naming angles * Probability scale * Tally and bar charts * Pictograms
2		* Adding and subtracting decimals * Four operations with integers * Negative numbers in real life * Equivalent and simplifying fractions * Factors, multiples and primes * Multiplying and dividing by powers of 10 * Rounding decimals * Using ratio notation	* Simplifying algebraic expressions * Function machines * Generating term to term sequences * Simple proportion * Listing outcomes * Simple probability * Two way tables * Averages	* Properties of solids * Nets * Angles on a line and at a point * Measuring and drawing angles * Reflections, rotations and translations * Plans and elevations * Area and perimeter
3	Pupils develop their own strategies for solving problems and use these strategies both in working within mathematics and in applying mathematics to practical contexts. When solving problems, they check their results are reasonable by considering the context. They look for patterns and relationships, presenting information and results in a clear and organized way. Pupils can apply the majority of the content from grades 1 through to 3/4 that they have learned to solve these problems. Pupils may be able to recall and perform more simple procedures for content in higher grade descriptors but have not yet developed to applying these in more complex situations.	* Multiplying and dividing decimals * Four operations with negative numbers * Four operations with fractions * Order of operations * Highest common factor and lowest common multiple * Standard Form * Roots and powers * Converting between fractions, decimals and percentages	* Calculating percentages and the result of percentage change * Rounding significant figures * Estimations * Sharing an amount into a ratio * Expanding a single bracket * Factorising linear expressions * Algebraic substitution * Nth term sequences	* Surface area of prisms * Volume of prisms * Area of circles * Circumference of circles * Metric Conversions * Bearings * Angle sums in triangles, quadrilaterals and parallel lines * Introducing Venn diagrams * Pie charts * Scatter graphs * Averages from a table of data
4		* Index notation * Upper and lower bounds of numbers * Compound units * Distance-time graphs * Value for money	* Expanding and simplifying brackets * Solving linear equations and inequalities * Rearrange basic formulae *Constructing formulae	* Perpendiculars and bisectors * Enlargements * Pythagoras theorem * Angles in polygons * Simple tree diagrams

				* Sampling * Time series
5	Pupils perform routine single and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae. They are beginning to solve quite complex problems by independently and systematically breaking them down into smaller, more manageable tasks, developing mathematical justifications and making connections between the current situation and situations they have encountered before. Pupils can apply the majority of content from grades 1 through to 5/6 that they have learned to solve these problems. Pupils may be able to recall and perform more simple procedures for content in higher grade descriptors but have not yet developed to applying these in more complex situations.	* Negative index numbers * Error intervals * Compound interest and depreciation	* Factorising and solving quadratics * Equation of a straight line * Cubic and reciprocal graphs * Simultaneous equations	* Loci * Sectors of circles * Trigonometry * Spheres, cones and pyramids *Tree diagrams * Stratified Sampling
6		*Recurring decimals to fractions	* Product of three binomials * Iterative processes	* Enlargements with a negative scale factor * Combining transformations * Circle theorems * Venn diagrams * Cumulative Frequency * Box Plots
7	Pupils develop and follow alternative approaches, performing procedures accurately. They compare and evaluate representations of a situation, introducing and using a range of mathematical techniques. They reflect on their own lines of enquiry when exploring mathematical tasks. They communicate mathematical or statistical meaning to different audiences through precise and consistent use of symbols that is sustained throughout the work. They examine generalizations or solutions reached in an activity and make further progress in the activity as a result. They comment constructively on the reasoning and logic, the process employed and the results obtained. Pupils can apply the majority of the content from grades 1 through to 7/8 that they have learned to solve these problems.	* Fractional index numbers * Recurring decimals proof * Direct and inverse proportion	* Rearranging complex formula * Quadratic formula * Factorising quadratics with coefficient of x^2 bigger than 1 * Algebraic proof * Exponential functions	* Trigonometric graphs * Sine and cosine rules * Similarity *Histograms * Conditional and independent probability
8		* Surds * Limits of accuracy	* Completing the square * Perpendicular lines * Algebraic fractions * Quadratic simultaneous equations * Quadratic sequences * Composite and inverse functions	* Pythagoras theorem in three dimensions * Trigonometry in three dimensions * Vectors
9	Pupils critically examine the strategies adopted when investigating within mathematics itself or when using mathematics to analyse tasks. They explain why different strategies were used, considering the elegance and of alternative lines of enquiry or procedures. They apply the mathematics they know in a wide range of familiar and unfamiliar contexts. They use mathematical language and symbols effectively in presenting a convincing, reasoned argument. Their reports include mathematical justifications, distinguishing between evidence and proof and explaining their solutions to problems involving a number of features or variables. Pupils can apply all of the content from grades 1 through to 8 that they have learned to solve any type of complex problem they are presented with.			

Science

Grade	Knowledge, Understanding, Terminology and Application	Mathematical Skills	Data Analysis	Evaluation
1-	Understanding of simple scientific concepts is challenging but present in one or two areas. Scientific terminology is currently absent and factual knowledge is lost over the long term. Able to demonstrate some simple scientific knowledge but rarely uses scientific terminology. Retention of knowledge is absent over the long term.	Unable to carry out basic calculations without guidance. Occasional attempts at basic calculations but frequently done with error unless guidance is provided.	Able to identify if there is an increase or decrease in a limited number of simply presented data but unable to relate to the variables in the investigation. Able to identify if there is an increase or decrease in simply presented data but unable to relate to the variables in the investigation.	Students currently lack the understanding of scientific method to make comments beyond human error. An advantage or disadvantage is occasionally given in a simple and very familiar area of study. Comments relating to experimental methods are limited and relate only to human error. An advantage or disadvantage can be given in a simple and familiar area of study
1	Demonstrates some scientific knowledge and occasionally uses scientific terminology in a few simple topic areas. Long term retention is a significant challenge and is often absent. Application to contexts is absent.	Attempts at basic calculations in some areas occur however there are frequent errors.	Able to identify increases and decreases and occasionally identify a pattern if data is presented in simple and familiar formats.	Comments relating to experimental methods are limited and frequently limited to human error. Advantages and disadvantages are occasionally given but are limited to one or two points for one or two simple and familiar areas of study.
1+	Demonstrate some scientific knowledge and uses the scientific terminology for a few topic areas. Long term retention of topic content is a significant challenge and application to familiar contexts is rare.	Perform basic calculations in a limited number of areas, however errors occur.	Able to identify a simple pattern if data is presented in a simple format. A simple conclusion is given in some circumstances but difficulty occurs with quantitative data or unfamiliar formats.	Occasionally make basic comments relating to experimental methods. Advantages and disadvantages given for a very limited number of situations where the topic is very familiar.
2	Demonstrate some relevant scientific knowledge and understanding using limited scientific terminology for a narrow range of topic areas. Students experience difficulty in retaining knowledge over the long term and detail is often limited.	Perform basic calculations in some areas.	Able to identify and correctly describe a pattern using the correct variables for data provided in simple formats. Draw simple conclusions from qualitative or quantitative data	For investigations make basic comments relating to experimental methods. For topics studied in the course the student is able to provide some evaluative points for a limited number of situations.
3	Demonstrate relevant scientific knowledge and understanding using scientific terminology in familiar contexts and rarely with unfamiliar. Long term retention of knowledge presents a challenge but is present for a number of topic areas but can lack detail. Correct application to both familiar and unfamiliar contexts is rare.	Basic calculations can be correctly done in a range of circumstances.	Able to identify and correctly describe a pattern using the correct variables for data provided in simple formats. Draw simple conclusions from qualitative or quantitative data. For a limited number of simpler topics areas the student is able to use their knowledge and understanding to give a basic reason for the pattern.	For investigations make basic comments relating to experimental methods with suggestions for improvements in a limited number of simple investigations. For topics studied in the course the student is able to give some evaluative points based on knowledge gained through study with occasional breadth.
4	Demonstrate accuracy and appropriate knowledge and understanding in a number of different topic areas. In some cases this knowledge can be partially applied to unfamiliar contexts as well as familiar. Students have difficulty in retaining the detail of factual content over the long term.	In some circumstances the student attempts appropriate mathematical skills to perform multi-step calculations but there are occasional errors in procedure. Basic calculations can be correctly done in a range of circumstances.	Analyse qualitative and some quantitative data and occasionally draw plausible conclusions. Simple descriptions of data can be made and occasionally basic knowledge and understanding can be used to explain situations. This level of analysis and explanation is limited to a few basic formats of tabulates and graphical data where situations are familiar.	For investigations make basic and occasionally more in depth comments relating to experimental methods with occasional suggestions for improvements. For topics studied in the course the student is able to give some evaluative points in based on knowledge gained through study and occasionally based on information provided in the question.
5	Demonstrate mostly accurate and appropriate knowledge and understanding and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology. There is loss in the retention of detail in a number of topic areas over the long term.	Use appropriate mathematical skills to perform multi-step calculations. Complex calculations are attempted but there are errors in procedures.	Analyse qualitative and quantitative data to draw plausible conclusions supported by some simple evidence. Descriptions of basic formats of data are detailed and knowledge and understanding can be applied to simple situations to explain observed patterns. This levels of analysis and explanation is for basic formats of tabulated and graphical data where situations are familiar.	For investigations evaluate methodologies to suggest basic improvements to experimental methods, and comment on scientific conclusions. For topics studied in the course the student is able to give evaluative points within exams based on information provided and knowledge gained whilst studying topics.

6	Demonstrate good levels of accuracy and appropriate knowledge and understanding and apply these frequently correctly to familiar and unfamiliar contexts, using a detailed and accurate scientific terminology in nearly all cases. This level of accuracy is maintained over the long term with a high number of topic areas.	Use a range of appropriate mathematical skills to preform multi-step calculations and occasional complex scientific calculations.	Analyses qualitative and quantitative data to draw correct conclusions that are often evidenced. Descriptions of data often have detail and for simple, and some more advanced topic areas knowledge and understanding can be applied to explain observed patterns. This level of analysis and explanation is used for a number of formats for tabulated and graphical data where situations are familiar and occasionally unfamiliar.	For investigations evaluate and occasionally refine methodologies. The validity of scientific conclusions is commented upon but depth is lacking. For topics studied in the course the student is able to use provided information to provide evaluative points that are explained and occasionally backed up for familiar contexts in a number of topic areas.
7	For a very high number of topics demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using detailed and accurate terminology. Able to retain this knowledge over the long term. For some situations students are able to synthesise knowledge and understanding from different topic areas to suggest explanations.	Select and use a range of mathematical skills to perform complex scientific calculations applied to many topics across the course including unfamiliar contexts.	Analyses qualitative and quantitative data to draw logical, evidenced conclusions. The detail of data is described and relevant knowledge and understanding is applied to explain observed patterns in data, frequently accurately. This level of analysis and explanation is used for a wide range of formats for tabulated and graphical data including unfamiliar formats.	For investigations, evaluate and refine methodologies, and judge the validity of scientific conclusions with a degree of accuracy. For topics studied in the course students are able to use both data and provided information to provide evaluative points within exams that are explained and often backed up for both familiar and unfamiliar contexts across a range of topic areas.
8	Demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using detailed and accurate terminology. Able to retain this knowledge over the long term. There are only minor errors in 1 or two topic areas. In addition students are able to synthesise knowledge and understanding from different topic areas to suggest explanations for a wide variety of situations.	Use a range of mathematical skills to perform complex scientific calculations applied to the full range of topics across the course, including the correct selection of skills to apply to unfamiliar contexts.	Critically analyses qualitative and quantitative data to draw logical, well-evidenced conclusions. The detail of data is described and relevant knowledge and understanding is applied accurately to explain observed patterns in data. This level of analysis and explanation is used for the full range of tabulated and graphical data including unfamiliar formats.	For investigations, critically evaluate and refine methodologies, and judge the validity of scientific conclusions. For topics studied in the course the student is able to use both data and provided information to provide evaluative points that are fully explained and backed up for both familiar and unfamiliar contexts across the full range of topic areas.
9	Able to retain the comprehensive knowledge and understanding, and apply all the skills at the level 8 standard described below correctly for the full range of topics studied over the duration of the course.			

Geography

Grade	Contextual knowledge of locations and places	Understanding of Patterns, Processes and Environmental Change	Competence in Geographical Enquiry	Application of Geographical Skills
1-	Students have limited knowledge and understanding of physical and human environments in local areas, the UK, and wider world but will be able to describe general common physical and human features. Location of the feature(s) is noted but it will be limited in detail.	Students can recognise some simple physical and human processes and how they can contribute to the changes of places and environments. Students will recognise some simple interrelationships between people and the environment. Students are aware that people will attempt to improve and try to sustain or protect physical and human environments.	Students can offer simple explanations for their observations and views about places, as well as physical and human environments. They use skills and evidence to help them respond to a range of geographical questions. Appropriate but simplistic terminology is used to communicate their findings.	Students can recognise patterns of both human and physical features on a limited range of scales. They can draw and label simplistic sketches and recognise basic map symbols. They can construct basic graphs such as bar graphs which will be accurately completed. They can recognise the highest and lowest values in a data set as well as complete basic calculations such as the range of the data.
1	Students show basic knowledge and understanding of the physical and human geography of their local area and this begins to widen out to UK examples.	Students can recognise physical and human features, offering simple descriptions about their characteristics. Students can recognise and describe simple geographical patterns. Students understand that people can improve and damage physical and human environments. Students can give reasons for their own views on changes to physical and human environments, but will also start to recognise that other people have different opinions.	Students can use their own knowledge and understanding of environments and suggest suitable geographical enquiry questions. Students can use a range of geographical skills (through use of primary and secondary sources) to investigate physical and human geography. Students can begin to present their findings using basic key terminology.	Students can describe the patterns of human and physical features as well as draw and label a sketch map. Simplistic observations of photographs and sketches will be made. They will recognise and use map symbols and begin to have a working understanding of 4 figure grid references and straight line distances. Students can construct a range of graphs such as a bar and line graph and use increasing statistical skills such as working out the mean and median values.
1+	Students depth of understanding of aspects of physical and human geography around their local area and the UK increases, and this begins to expand to include the wider world. Students describe the physical and human characteristics of these environments on a local and more global scale.	Students can describe how different physical and human environments can have similarities and differences and these can arise from a variety of physical and human processes. Students describe geographical patterns and attempt to simply explain them. Students appreciate that human activity can have consequences on the environment. Students start to understand how use and management of different physical and human environments can be made more sustainable, with a basic understanding of how these environment can change.	Students can begin to develop their own geographical questions and can use appropriate skills to help investigate physical and human environments. Students can simply evaluate the sources used for their investigations. They can draw together relevant plausible conclusions about the investigation. Students can present their work both graphically and in writing using more accurate geographical terminology.	Students can describe distributions of physical and human features and be able to sketch, label and start to annotate sketch maps and photographs in greater depth. Students have an increasing working knowledge of OS map skills and can use 4 figure referencing with increasing confidence. Students will start to use GIS and interpret data presented in this format. Graphical skills will become more sophisticated and Students will demonstrate an understanding of the data through statistical skills such as mode and modal class.
2	Students begin to make links in their knowledge and understanding of physical and human environments and start to think more worldwide. Students can start to analyse the physical and human characteristics of these regions, and can use their own understanding of different locations.	Students can recognise that physical and human processes in these physical and human environments interlink and that this can create diversity which can help change them. Students begin to analyse geographical patterns at a variety of scales. Students understand that a variety of factors can influence the decisions taken about physical and human environments and with particular focus on more sustainable approaches to use and management. Students will start to understand that this use and management can have consequences and they can start to explain how these can result in change to the environment, and lead to possible conflict.	Students can start to simply plan their own sequence of investigations into relevant geographical questions about issues concerning differing physical and human environments. They begin to use a range of skills more accurately to help. Students can draw together a summary of their investigation using appropriate vocabulary. Simplistic conclusions will be reached.	Students can describe distributions of physical and human features at a range of different scales. Sketch maps will be completed with ease and more annotated will be attempted of a variety of key features. Students will have a working understanding of OS map skills and use 6 figure grid references. Students can draw a range of more sophisticated graphical techniques and be able to interpret these graphs. Students can recognise the link between photographs and OS maps. Students understanding of data will be demonstrated using simplistic statistical and numerical skills but with an increasing attempt to understand trends reflected in the data set.
3	Students can recall very basic information about the physical and human region studied and their specific environmental characteristics. They can appreciate	Students can understand simple geographical ideas about physical and human processes but are often not linked to a specific example. Students appreciate that processes can help	Students can conduct a geographical enquiry and collect data (primary and secondary) using appropriate techniques. They can then collate the information and	Students can fully recognise the patterns made by physical and human features, and use a range of cartographical skills to interpret and analyse the trends. Students

	that there are a range of scales, and this is exemplified by location detail. Key language is used more frequently.	develop geographical patterns which will have their own characteristics in terms of places and the environment. Students will understand the interrelations between physical and human environments and people, and that people are trying to manage these environments in a more sustainable way. Students will show a greater awareness that people have different views and attitudes towards management and use of physical and human environments.	present their findings using simplistic techniques e.g. bar graphs. Outcomes of the enquiry are simplistic with a limited range of key terminology used.	can construct simplistic cross sectional diagrams, and label some of the physical and human features. A range of OS map skills will be used with confidence. Geo-spatial skills have improved and Students can use GIS to interpret geographical patterns and recognise its importance as a means of presenting data. Students will have an improved knowledge of how numerical and statistical skills can be used to describe and analyse geographical data.
4	Students can recall basic information about physical and human environments, and often limited to a few geographical scales. They show a basic level of knowledge of specific locations and use more subject specific geographical language.	Students can show some understanding of geographical ideas, but these are demonstrated simply. There is some recognition of the physical and human processes involved, and there is limited appreciation of the geographical patterns that result. Students recognise that people have different values and attitudes to changes of the physical and human environments, and that these will vary depending on how the landscape is being used and managed.	Students can conduct a geographical enquiry and can collect data (primary and secondary) using a wider range of appropriate techniques. They can then collate the information and present their findings using a range of simplistic techniques. Outcomes of the enquiry are simplistic with a range of key terminology used.	Students can fully recognise the patterns made by physical and human features, and use a range of cartographical skills to interpret and analyse the trends. Students can construct more sophisticated cross sectional diagrams, and can label on some of the physical and human features. A wide range of OS map skills will be used with confidence. Students can use GIS to interpret geographical patterns using their geo-spatial skills and appreciate how GIS can be used to presenting geographical ideas and patterns. Students can use statistical and numerical skills with increasing ease, and attempt to include more sophisticated analysis techniques such as percentage increase or decrease when analysing data.
5	Students can recall basic information about physical and human environments, but with a growing appreciation of different scales. They demonstrate simplistic knowledge of location through specific case studies and basic key terminology is used. Geographical ideas are referred to in a simple manner and often limited in example detail.	Students can understand simple physical and human processes, but be able to recognise that they help develop geographical patterns in a variety of physical and human environments. Students will begin to understand that the different views of people will have different effects on how environments are used and managed.	Students can conduct a geographical enquiry and show more confidence in collecting appropriate data (primary and secondary) to help support the enquiry. This will then be collated and presented using a wider range of simplistic techniques. Students attempt to make comments about the data but are often brief, with a limited conclusion attempted. They will offer a brief evaluation that is often focused on one aspects of the enquiry.	Students have a good understanding of how cartographical and OS skills can be used to describe and interpret geographical patterns. Students will be able to understand a range of graphical techniques, and how to interpret the data presented. Students understand how GIS can be used to interpret and analyse patterns and trends of physical and human features. Students will demonstrate a range of graphical skills, and can interpret different types of photographs from a range of different landscapes. Students will clearly be able to link photographic evidence to OS maps. Students will be able to use more sophisticate statistical skills such as percentage change or cumulative frequency as a means of analysing data. Numerical skills are good, and Students will use mode, median, range with ease.
6	Students can recall a wider variety of information about physical and human environments, but still limited to a range of scales. They will show some understanding and knowledge of the location of these environments through case study detail with appropriate key terminology is used.	Students can begin to understand that physical and human environments will involve interactions between physical and human processes. Students will understand that these processes can help develop geographical patterns and that these areas will have specific characteristics. Students will understand how the relationship between people and environments inter-link, and that trying to achieve sustainable development will affect planning and management of these areas. Students will show some awareness that values and attitudes to environments will vary depending on the opinions of stakeholders.	Students can conduct a geographical enquiry, and identify key questions or hypotheses to support. They will be able to suggest an appropriate sequence of investigation, and collect appropriate data (primary and secondary) to help support the enquiry. This will then be collated and presented using simplistic techniques but they will begin to produce more sophisticated techniques. Students can communicate their findings in more detail with plausible conclusions offered, as well as evaluation offered for more than	Students have a clear understanding of cartographic and OS map skills, and can use these to interpret patterns of both human and physical features at a local, national and worldwide scale. Students can clearly demonstrate that they can interpret different types of maps and the role that GIS can play in presenting geographical information. Students will have good graphical skills and be able to draw and interpret data on sophisticated graphs such as choropleth and flow line maps. Students use numerical and statistical skills to help interpret

			one aspect of the enquiry.	data sets, and use these to highlight trends and anomalous values.
7	Students can recall some accurate detail about physical and human environments studied with an appreciation of a wider scale. They will demonstrate increasing use of case study specific knowledge and use appropriate key terminology with some accuracy.	Students can discuss a range of processes relating to both physical and human environments, and appreciate how they contribute to developing geographical patterns at a range of scales. Students will begin to show understanding of how these processes interact causing, diversity and independence. Students will understand how links are made between people and the environment, and appreciate that sustainable development will affect planning and management of environments. Students will have a broader understanding that values and attitudes of people will vary when it comes to managing these environments, and how this causes change.	Students can conduct a geographical enquiry, and identify key questions or hypotheses to support. Students begin to offer some contextualisation of their enquiry. They will be able to suggest an appropriate sequence of investigation and discuss the reasons for using particular data collection techniques. This will then be collated and presented using a range of techniques with a number of more sophisticated techniques attempted. Students can communicate their findings in greater depth, offering links to appropriate geographical theories, with plausible conclusions offered, as well evaluation of more than one aspect of the enquiry.	Students can demonstrate excellent use of geographical skills and can use these to describe the distribution and patterns of both human and physical features at a range of scales using a variety of different maps. Students can draw and interpret a variety of different cartographical skills and interpret the data presented using a wide range of numerical and statistical skills. Students will be able to accurately draw cross sectional diagrams using OS maps, and interpret patterns with ease.
8	Students can recall detailed information about physical and human environments studied, across all scales and will be able to include appropriate case study detail and location. They can use key terminology with accuracy.	Students can demonstrate their understanding of a range of geographical processes, and begin to apply their understanding to unfamiliar examples. Students can interpret the characteristics of their chosen case study or example, and be able to link them to both physical and human geography. Students recognise that sustainable development in these areas is important, and that opinions, including their own, will vary depending on the stakeholders involved. Students appreciate the need for a more sustainable approach to the planning and management of physical and human environments, using some supporting examples.	Students can conduct a geographical enquiry, and identify appropriate key questions or hypotheses to support, offering greater contextualisation for their enquiry. Students will collect (primary and secondary), collate and present their findings using a range of skills which include accurately produced sophisticated techniques such as located graphs (bar graphs and pie charts) and annotated field sketches. From this, Students will be able to analyse their data, offer an interpretation of the results and use their geographical understanding to link the evidence to relevant theory with more confidence. Students will be able to evaluate the process of enquiry and make suggestions for improving the limitations, reliability and validity of the conclusions. Their ideas will be communicated effectively.	Students can demonstrate a wide range of geographical skills. Students will be able to clearly recognise patterns of human and physical features and be able to interpret these on a range of scales. Students can draw and annotate cross sectional diagrams using OS maps, and annotate these with the specific physical and human features relevant to the area under study. Students can draw and interpret a variety of graphs and mapping techniques such as choropleth, and analyse the patterns using a range of statistical (e.g. cumulative frequency) and numerical (e.g. magnitude and frequency) skills.
9	Students can accurately recall detailed information about the characteristics of physical and human environments studied across all scales. They can demonstrate a thorough understanding of the location of specific case studies and use more complex key terminology with confidence.	Students can demonstrate understanding of geographical processes, applying these with greater accuracy to unfamiliar contexts. Students understand how human processes interact with physical processes to help develop geographical patterns and can consider with the interdependence between human and physical geography. Students can demonstrate how this can impact on management of environments by evaluating the values and attitudes involved in managing and making decisions and appreciate that opinions of stakeholders will vary. Students appreciate the need for a more sustainable approach to the planning and management of these environments, using a range of supporting examples.	Students can conduct a geographical enquiry, and identify appropriate key questions or hypotheses, offering some supported predictions. Students will accurately collect (primary and secondary), collate and present their findings using a range of skills. From this, Students will be able to analyse their data, interpret the results and begin to substantiate their conclusions with some linkage to the underpinning geographical theory. Students will be able to evaluate the process of enquiry and make suggestions for improving the limitations, reliability and validity of the conclusions. Their ideas will be coherently discussed and written.	Students can demonstrate an extensive range of geographical skills to describe, interpret and analyse geographical patterns and trends. Students can recognise geographical patterns and interpret the trends using a range of statistical skills to help such as mean, mode and median. Students can describe the data using measures of central tendency and clearly identify anomalous values within the data set. From this Students are beginning to suggest reasons why these anomalies exist. The use and understanding of the role of GIS in geography will be demonstrated with growing confidence.

History

History at Horsforth School

In order to prepare students in Key Stage Three for the demands of both GCSE and A Level four Assessment Objectives have been constructed based on the AOs of the new A-Level and GCSE specs.

Assessment Objective	
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the period studied. Key concepts = *change* & *continuity*, *cause and consequence* and *significance*.
AO2	Explain and analyse historical events and periods studied using second-order historical concepts. Key concepts = *primary sources*
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Key concept = *interpretations*
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Key concept = *written and verbal communication*

Key concept; what good historians do.

In order to effectively establish criteria for success a clear conception of what a good historian does is needed. These are based about the key concepts that underpin the Assessment Objectives.

Key concept	
Change and continuity	Good historians understand that things in the past developed and changed over time. They understand that sometimes things stayed the same while other things develop rapidly. They can talk about turning points in history, and judge the pace and amount of chance.
Cause and consequence	Good historians show how events have many causes and how these causes link together. They see that some causes are more important than other and things happened due to the action of people as well as other causes.
Significance	Good historians can explain the significance of event by looking at the changes that resulted from them. They are able to select and justify criteria for making judgements about significance.
Sources	Good historians can use a range of sources to find out about the past. They use these critically considering issues of reliability and utility. They can compare different sources and consider the value of the evidence.
Interpretations	Good historian think carefully about how the past has been viewed by other historians. They think hard about why people interpreting the past have made particular claims and about the kind of evidence their conclusions are based on. They think about the context in which the interpretation was created and how this affects interpretations.
Communication	Good historians communicate their knowledge and understanding in a clear and effective manner. Their written communication is clear, structured and addresses the intended audience.

9-1 Grade descriptors in History

1-	Able to briefly describe people or events They have studied in the past. Has no real concept of time.	Students are able to use knowledge to answer questions about the past. Work shows no awareness of change/causes/ significance.	N/A	No real understanding of Historical interpretation.
1	Gives general facts about events/persons/periods/society in the past and can distinguish time periods.	Students are able to use knowledge to answer questions about the past. Examples are relevant and, showing an understanding of the period.	Students are able to use sources to answer simple questions about the past. Questions require students to comprehend information in the source.	Students understand that it is possible to disagree and argue but still believe that there is one "truth"
1+	Gives general facts about events/persons/periods/society in the past and can distinguish time periods and how that affects one society.	Begins to understand the links between events and the following consequences. Can give a general reason for the importance – with some description.	Students are able to use sources to answer questions about the past. Questions require students to comprehend and interpret information in the source.	Can look at different ways an event can be interpreted.
2	Gives general facts about events/persons/periods/society in the past and can distinguish time periods and how these different aspects affect different societies.	Can identify simple changes in the past Can identify a few reasons why something has happened and/or the consequences of this.	Students are able to use sources to answer more complicated questions about the past. Questions require students to comprehend and interpret information in the source. Source	Students are beginning to understand the viewpoint of different historians. They are able to understand the main thrust of the interpretation, identifying similarities and differences.

		Can identify possible reasons for the importance of events/people in the past.	are still taken at face value and believed to present a true account of events.	
3	Students are able to briefly describe people or events they have studied in the past.	Can describe changes that have occurred accurately Begins to understand the links between events and the following consequences. Can give a general reason for the importance – with some description.	Students are able to use sources to answer more complicated questions about the past. Questions require students to comprehend and interpret information in the past. Source are still taken at face value and believed to present a true account of events.	Students understand the viewpoint of different historians. They are able to understand the main thrust of the interpretation, identifying similarities and differences. They suggest which interpretations they find more convincing.
4	Students can describe people or events they have studied in the past, in more detail and begin to explain ideas	Students begin to evaluate the extent of change in a period. Explains in detail, two or more reasons for an event happening and/or consequences of an event. Can identify historically-significant people, events or changes and can give a reason why.	Students are able to use a range of sources to find the answers to questions about the past. They select information from the relevant sources material. Access to a range of sources allows students to answer more involved questions. Sources are still taken at face value. Students collate information from the sources	Students understand the viewpoint of different historians. They are able to understand the main thrust of the interpretation, identifying similarities and differences. They identify evidence which supports the interpretation they find most convincing.
5	Students can describe people or events they have studied in the past, in greater detail and begin to explain more ideas	Can explain the reasons for different changes/continuities across a period. Understands the links between events and the consequences They explain why some people, events or changes are more historically-significant than others.	Students are beginning to use the sources as evidence to support their ideas. Students are beginning to show discrimination in their selection of evidence, avoiding sources which they deem to be not relevant. Any consideration about reliability is limited to superficial assumptions, such as "bias"	Students are able to comprehend different historian's interpretations. They are able to understand what the viewpoint of the historian is and identify the evidence the make use of.
6	Students can explain in depth people or events they have studied in the past using specialist vocabulary, dates.	Begins to evaluate the extent of change in a period. Clearly understands the links between events and the consequences and supports ideas with detail. Clearly explains why some people, events or changes are more historically-significant than others.	Students use source as evidence to investigate the past. They are used as evidence to support and develop conclusions. Inferences are made from the information available and used to support statements they are not directly mentioned in the sources	Students are aware that interpretations are different viewpoints on the past. Students make use of their knowledge and other sources to assess the validity and persuasiveness of different viewpoints. They reach valid conclusions about the validity of the different viewpoints.
7	Students can explain in depth people or events they have studied in the past using specialist vocabulary, dates supporting their answers with specific examples	Uses understanding of change and continuity to assess the importance of a turning-point in a period and are also able to assess the extent of progress. Explains a range of reasons for an event happening/ consequences of an event Confident with using significance criteria.	Students use sources as evidence about the past. Sources are approached in a methodical manner, with inference being made. Sources cross-referenced to develop well supported conclusions.	Students are aware that interpretations are different viewpoints on the past. Students make use of their knowledge and other sources to assess the validity and persuasiveness of different viewpoints.
8	Students are able to draw on a very good knowledge of the time period and Analyse in depth people or events They have studied in the past providing specific examples to support their work.	Can carry an argument throughout their essay. Students may refer and draw upon the work of other historians. Confidently highlights and analyses the links and comes to a conclusion about which is the most important, explaining their opinion. Can compare criteria for judging how significant an event, person or change was to come to an overall conclusion	Students use sources as evidence about the past. Sources are cross-referenced to develop well supported conclusions. Sources are used in a manner which takes into consideration problems of reliability and utility, selecting those sources that are relevant to their enquiry.	Students are aware that interpretations are different viewpoints on the past. Students make use of their knowledge and other sources to assess the validity and persuasiveness of different viewpoints. Students attempt to establish the intended audience, the purpose and the evidence used when evaluating the interpretation.
9 **A Level**	Students are able to draw on an excellent knowledge of the time period and analyse people and events using specific examples and evidence in their writing.	Students are able to form substantiated judgement about the past. The form valid judgement about causation/change/ significance which are fully supported with detailed and specific evidence	Students are able to use a broad range of sources to investigate the past. Sources are evaluated and selected based on their relevance to the given enquiry. Awareness of tone, provenance and context are used in a manner which substantiate the line of enquiry.	Students are aware that interpretations are different viewpoints on the past. Students make use of their knowledge and other sources to assess the validity and persuasiveness of different viewpoints. Students consider the intended audience, the purpose and the evidence used when evaluating the interpretation.

RE

Grade	AT1 Learning About Religions	AT2 Learning From Religions
1-	Pupils can recount outlines of some religious stories; recognise features of religious life and practice, recognise some religious symbols and words.	Pupils identify aspects of own experience and feelings, in religious material studied identifying things they find interesting or puzzling and identifying what is of value and concern to themselves.
1	Pupils can retell religious stories and identify some religious beliefs and teachings. They can identify some religious practices and know that some are characteristic of more than one religion. They are able to suggest meaning in religious symbols, language and stories	Pupils respond sensitively to the experiences and feelings of others, including those with a faith, they realise that some questions that cause people to wonder are difficult to answer, they respond sensitively to the values and concerns of others, including those with a faith, in relation to maters of right and wrong.
1+	Pupils demonstrate an understanding of key religious language and highlight an appreciation of various sources, practices, beliefs, ideas, feelings and experiences. They begin to formulate links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives and suggest meanings for a range of forms of religious expression.	Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.
2	Pupils widen their religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They explain how religious sources are used to provide answers to ultimate questions and ethical issues.	Pupils ask, and provide reasoned answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
3	Pupils increasingly show an understanding and awareness of key religious terminology. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They recognise diversity in forms of religious, spiritual and moral expression, within and between religions. They present a variety of evidenced reasons in support of opinions about the issues studied. They show an understanding of the complexity of the issues by describing different points of view.	Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth.
4	Pupils use religious terminology effectively and show a comprehensive understanding of the impact of belief on individuals and communities. They can explain the effect that religion can have on the life of adherents. They can explain the similarities and differences within different religions and suggest possible reasons for this.	They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.
5	Pupils demonstrate sound knowledge and understanding of religion to describe and explain the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They show awareness of the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied, and can analyse the impact of these on the lives of believers. They recognise how differences in belief lead to differences of religious response. They communicate their ideas using specialist vocabulary appropriately. They use argument supported by relevant evidence to express and evaluate different responses to issues studied.	Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.
6	Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression. They refer to different points of view in making judgements about these issues.	Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.
7	Candidates demonstrate detailed knowledge and thorough understanding of religion to describe, explain and analyse the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They interpret, draw out and explain the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied, and assess the impact of these on the lives of believers. They explain, where appropriate, how differences in belief lead to differences of religious response. They understand and use accurately and appropriately a range of specialist vocabulary. They use reasoned argument supported by a range of evidence to respond to religious beliefs, moral issues and ultimate questions, recognising the complexity of issues. They demonstrate informed insight in evaluating	Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions.

	different points of view to reach evidenced judgements about these beliefs, issues and questions.	
8	Candidates characteristically: a) select accurate and relevant material b) explain clearly relevant features or key ideas, supported by examples and/or sources of evidence c) use accurately a range of technical language and terminology d) show evidence of being familiar with issues raised by relevant scholars, or a variety of views, where appropriate.	Pupils are able to critically analyse a range of philosophical and religious texts and come to a reasoned conclusion.
9	Candidates characteristically: a) construct a coherent and well-organised argument supported by examples and/or sources of evidence b) identify strengths and weaknesses of the argument c) use accurate and fluent expression.	Pupils consistently raise and identify strength and weaknesses of arguments and come to fully justified conclusions.

MFL – French / Spanish

Grade	**Listening:**	**Speaking:**	**Reading:**	**Writing:**
1-	I can understand a **few** familiar **words** (F-), **short phrases** (F) & **questions** (F+) but many need some repetition & teacher gestures to help me.	I can say a **few words** (F-) or **short phrases** F). I have good pronunciation (F+). I might sometimes need **pictures** or ask my teacher for help.	I can recognise and read out a few (F-) or a variety of (F) **single words,** with **fairly accurate** pronunciation (F+), using visual clues to help me.	I can **copy** (F-) & **label** (F) things correctly. I can **select words** to complete phrases (F+).
1	I can demonstrate understanding of some familiar words and phrases, spoken clearly and repeated if necessary.	I can say single words and short phrases with support. I can answer **simple questions (W)** &/or give **descriptions** using short **set phrases (W+).**	I can demonstrate understanding of familiar words and phrases. I can understand **various short phrases** and read them out loud with **mainly good pronunciation** (W+). I can also check the meaning of new words from the **word list** in my textbook.	I am able to write or copy simple words correctly as well as label items correctly. I can **copy 1-2 short phrases** correctly. I can **label items** correctly (W+) & I can write words I have learned**, by heart with very few spelling errors**
1+	I can demonstrate understanding of short phrases (Grade 1-) or longer sentences (Grade 1) and points from slowly spoken language which uses familiar vocabulary. I can pick out the main points from slowly spoken language also (Grade 1+).	I can answer simple questions (Grade 1-) I can also exchange simple answers to basic questions in brief dialogues (Grade 1) using the present tense in the 1st person and/or the 3rd person (1+)	I can demonstrate understanding of familiar words and phrases. I can also read familiar words and phrases aloud with an improving accent. I can understand a **few** (Grade 1-), **many** (Grade 1) **most** (Grade 1+) of the main points and personal responses contained in **short passages** of written French/Spanish with **familiar language** in **simple sentences**.	I can **write 3-4 short topic sentences fairly accurately** (Grade 1-) or **very accurate** (Grade 1), which include my likes/dislikes, using my notes or textbook to help me. I can write a few short phrases **from memory with very few errors** (Grade 1+)
2	I can demonstrate understanding of main points and opinions from short passages using familiar vocabulary (Grade 2-), short phrases and common verbs in the present tense, spoken clearly(Grade 2). I can also understand a range of varied activities and opinions (Grade 2+).	I can ask and answer simple questions in the 1st person and 3rd (Grade 2-). I can also exchange simple opinions as well as take part in brief dialogues (Grade 2), using short phrases referring to the present tense and varied opinions (Grade 2+).	I can demonstrate understanding of main points in short texts using familiar language (Grade 2-). I can translate familiar words and short phrases into English (Grade 2). I can match sound to print by reading aloud words and phrases and varied opinions also (Grade 2+).	I can write several short sentences with support to give information and express simple opinions (Grade 2-). I can translate familiar words and short phrases into the target language (Grade 2). I am generally accurate in using straightforward language and meaning is clear. There may be major errors with verbs but my opinions are varied in longer sentences (Grade 2+)
3	I can demonstrate understanding of main points, opinions and some details in short passages (Grade 3-) which include reference to either the present or the future and/ or conditional tense (Grade 3) or both tenses (Grade 3+)when spoken clearly and recognise some unfamiliar vocabulary (Grade 3+).	I can take part in simple conversations, referring to the present **OR** the future (Grade 3-). I can exchange opinions and give simple reasons. I can also describe and give information in short dialogues using familiar vocabulary (Grade 3) and common grammatical structures, including use of some grammar points and both tenses (adjectival agreement is mainly accurate: my nouns agree with adjectives (Grade 3+)	I can demonstrate understanding of main points, opinions, overall message and some detail in short written texts (Grade 3-), referring to the present or future/conditional tense (Grade 3). I can translate simple sentences containing familiar vocabulary and grammar into English using the present and future (Grade 3+).	I am able to write short texts for different purposes using mainly memorised language, referring to the present or the future (Grade 3-) or both (Grade 3). I express opinions and give simple reasons. I can translate simple sentences into the target language containing familiar words and structures (Grade 3+). I am generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs and some spelling of more unfamiliar or difficult vocabulary.
4	I can demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future (Grade 4-) or all 3 (Grade 4), spoken clearly as well as transcribe short sentences (i.e. copy out word for word or close to). I can recognise unknown vocab or an unknown tense (Grade 4+).	I can take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. I am able to demonstrate spontaneity by asking some unprovoked questions. I can refer to the past **OR** future, as well as the present, (Grade4-) or all 3 tenses (Grade 4) using a range of familiar vocabulary and common grammatical structures. I use increasingly accurate pronunciation and intonation (Grade 4+).	I can demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present (Grade 4-) or all 3 (Grade 4). I am able to use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). I can translate longer sentences into English, showing awareness of familiar grammar (up to and including adjectival agreement, present and/ or future and present tenses as well as connectives and extended sentences (Grade 4+).	I can write short texts giving and seeking information (e.g. asking questions) and opinions, referring to the past **OR** future as well as the present (Grade 4-) or all 3 (Grade 4). My work is mostly accurate and meaning is clear but there are some minor errors (e.g. spellings, genders, agreements) and some errors with verbs and tenses. I can add some unknown vocab and can use more than one reference to all 3 tenses (Grade 4+).

5	I can demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future (Grade 5-), spoken clearly in order to transcribe sentences and may include another tense such as the conditional **or** imperfect (Grade 5). I can accurately transcribe longer pieces of information in 3+ tenses (Grade 5+).	I can take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future on several occasions (Grade 5-). I can use a range of common vocabulary and grammatical structures. I can demonstrate spontaneity by asking unprovoked questions (Grade 5), and expand answers using connectives. I can also use increasingly accurate pronunciation and intonation and reference at least another tense (conditional and/or imperfect) (Grade 5+)	I can demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future (Grade 5-). I can also read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). I am able to translate into English short passages containing a variety of tenses, vocabulary and grammatical structures (including 3 tenses and more complex opinions and verbs) (Grade 5). I can use more than the three tenses either the conditional or imperfect (Grade 5+).	I can write short (Grade 5-) medium length (Grade 5) or longer detailed texts (Grade 5+) in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. I can translate into the target language longer sentences containing linked ideas and a variety of vocabulary and grammatical structures (higher tier opinions and connectives). I can write mostly accurate longer texts where meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.
6	I can demonstrate understanding of a range of short (Level 6-) and some longer passages which include opinions with more detailed reasons and reference to the present, past and the future tenses spoken clearly (Level 6) , as well as transcribe short sentences (i.e. copy out word for word as well as give clear answers in English and sometimes the target language). I can understand and transcribe some unfamiliar grammar structures or a tense and infer meaning (Grade 6 +)	I can take part in medium to long conversations on a few (Grade 6-) or a wider range of topics (Grade 6), describing, informing, expressing opinions and giving reasons. I am able to demonstrate spontaneity by asking MOSTLY unprovoked questions .I can refer to the past as well as the imperfect **AND** future tenses, in addition to the present. I am using a range of familiar vocabulary, sometimes some original material and common grammatical structures (Grade 6+). My accuracy, pronunciation and intonation are improving. My opinions are varied and detailed using a range of structures.	I can demonstrate understanding of a range smaller (Grade 6-) and longer texts which include opinions and refer to the present, the past, imperfect and the future tenses (Grade 6). I can also read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). I am able to translate into English short to long passages containing a variety of tenses, vocabulary and grammatical structures (including 3 tenses and more complex opinions and verbs). I can also decipher meaning from unknown vocabulary and/ or grammar structures (Grade 6+).	I can write short texts giving and seeking information (Grade 6-) (e.g. asking questions) and opinions. I can write longer (Grade 6) texts in a few different (Grade 6) or a wider range (Grade 6+) of contexts, giving and seeking information and opinions and referring to the present, the past AND the future tenses. I can give a range of future and past tenses to achieve a Grade 6+. I can translate into the target language longer sentences containing linked ideas and a variety of vocabulary and grammatical structures (higher tier opinions and connectives). I can write mostly accurate (Grade 6) or very accurate (Grade 6+) longer texts and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.
7	I can deduce meaning and demonstrate understanding of most messages and detail in most passages (including authentic sources) which include a range of at least three different tenses, opinions and some more complex grammatical structures (including some grammar up to a Grade 6+ or beyond) and less familiar vocabulary, spoken clearly. I can demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures.	I can demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures and some less common vocabulary. I am using strategies to deal with unknown words and phrases.	I can deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures (e.g.in news magazine articles, email exchanges and extracts from plays). I can translate into English, accurately with occasional errors, short passages containing more complex language and grammar.	I can use a range of grammatical structures, including a combination of tenses (including less common tenses such as the conditional with the imperfect subjunctive set phrases) and structures contained in 32 steps to a Grade 9. I can use a range of grammatical structures, including a combination of tenses (which may include less common tenses such as the conditional or simple future) and structures like higher tier opinion verbs and adjectives. I can use language creatively to express individual thoughts, ideas and points of view in a few different ways.

8	I can use a range of grammatical structures, including a combination of tenses (including less common tenses such as the conditional with the imperfect subjunctive set phrases) and structures contained in 32 steps to Grade 9. I can use a range of grammatical structures, including a combination of tenses (which may include less common tenses such as the conditional or simple future) and structures like higher tier opinion verbs and adjectives. I can use language creatively to express individual thoughts, ideas and points of view in a few different ways.	I can initiate, develop, sustain and expand longer conversations and discussions independently. I can use language creatively to exchange and justify a range of thoughts and opinions. I can use some range of less common vocabulary and some complex grammatical structures by using a range of tenses including less common tenses such as the conditional and pluperfect. I can interact semi-naturally, with occasional hesitation. I use pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition.	I can translate into English, accurately with occasional errors, longer passages containing complex grammatical structures and less common vocabulary. I can translate into English, accurately with occasional errors, longer passages containing complex grammatical structures and less common tenses or verbs. I can respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures and some unfamiliar material.	I can manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences. I am able to expand on the main points, using a wide variety of vocabulary and grammatical structures with frequent examples of complex structures including a range of tenses (including less common tenses such as the conditional and pluperfect) and less common language. I am able to translate into the target language a passage containing a range of less common vocabulary and less common structures, communicating meaning. My writing is mostly accurate with isolated minor errors.
9	I can do all as per Grade 8+ including: draw conclusions and interpret meaning in a range of longer passages (including authentic sources, adapted or abridged) covering a wide range of contemporary and cultural themes, including abstract material, different types of spoken language, multiple tenses, complex grammatical structures and a range of uncommon vocabulary spoken clearly or at a pace akin to a semi-native speaker.	I can do all as per Grade 8+ including: consistently initiate, develop, sustain and expand long conversations and discussions independently. I consistently use language creatively to exchange and fully justify a wide range of thoughts and opinions. I consistently use appropriate pace, not robotic and sound semi-native speaker. I can use a very wide range of uncommon vocabulary and complex grammatical structures. I can use a range of tenses including less common tenses such as the conditional and pluperfect. I interact naturally, with minimal hesitation and use pronunciation and intonation which would be understood by a semi-native speaker.	I can do all as per Grade 8+ including: using pronunciation and intonation which would be understood by a native speaker. I respond to key information, themes and ideas and scan for meaning in a wide range of authentic texts (e.g. novels, newspaper articles, factual information) containing multiple tenses, complex grammatical tenses and structures and unfamiliar material. I translate into English, accurately with isolated errors, long passages containing a wide range of complex grammatical structures and uncommon vocabulary.	I can do all as per Grade 8+ and including: translate into English, accurately with isolated errors, long passages containing a wide range of complex grammatical structures and uncommon vocabulary. I can translate into the target language a passage containing a wide range of less common vocabulary and complex structures, fully communicating the meaning. Linguistic structures are accurate throughout and inaccuracies are isolated.

Y7-9 ICT and Computing

	Algorithms	**Programming and Development**	**Data and Data Representation**	**Hardware and Processing**	**Communication and Networks**	**Information Technology**
1	I know what an algorithm is and I can express algorithms using symbols. I know that computers need precise instructions. I can show care and precision to avoid errors.	I know that users can write their own programs. I can create a simple program in an environment that does not rely on text. I can run, check and change programs. I know that programs run by precise instructions.	I know that digital content can be represented in many forms. I know the difference between digital forms (images, sound, video etc.) I know different ways digital forms can communicate.	I know that computers have no intelligence and that computers can do nothing unless a program is run. I know that all software executed on digital devices is programmed.	I can find content from the world wide web using a web browser. I know the importance of communicating safely and respectfully online, and the need for keeping personal information private. I know what to do when concerned about content or being contacted.	I can use software under the control of the teacher to create, store and edit digital content using appropriate file and folder names. I know that people interact with computers. I can share my use of technology in school. I know common uses of information technology beyond the classroom. I can talk about my work and make changes to improve it.
2	I know that algorithms are implemented on digital devices as programs. I can design simple algorithms using loops, and selection i.e. if statements. I can use logical reasoning to predict outcomes. I can find and correct errors i.e. debugging, in algorithms.	I can use arithmetic operators, if statements, and loops, within programs. I can use logical reasoning to predict the behaviour of programs. I can find and correct simple semantic errors i.e. debugging, in programs.	I know different types of data: text, number. I know that programs can work with different types of data. I know that data can be structured in tables to make it useful.	I know that a range of digital devices can be considered a computer. I know and can use a range of input and output devices. I know how programs specify the function of a general purpose computer.	I can navigate the web and can carry out simple web searches to collect digital content. I can show use of computers safely and responsibly, I can identify different ways of communicating using technology I know a range of ways to report unacceptable content and contact when online.	I can use technology with increasing independence to purposefully organise digital content. I can show awareness for the quality of digital content collected. I can use a variety of software to manipulate and present digital content and information. I can share my experiences of technology in school and beyond the classroom. I can talk about my work and make improvements to solutions based on feedback received.
3	I can designs solutions (algorithms) that use repetition and two-way selection i.e. if, then and else. I can use diagrams to express solutions. I can use logical reasoning to predict outputs, showing an awareness of inputs.	I can create programs that implement algorithms to achieve given goals. I can declare and assign variables. I can use post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement.	I know the difference between data and information. I know why sorting data in a flat file can improve searching for information. I can use filters or can perform single criteria searches for information. I can explain the difference between Binary and Denary.	I know that computers collect data from various input devices, including sensors and application software. I know the difference between hardware and application software, and their roles within a computer system. I can identify the components used in the data flow diagram. I can explain process speeds.	I know the difference between the internet and an internet service e.g. world wide web. I can show an awareness of, and can use a range of internet services e.g. VOIP. I know what is acceptable and unacceptable behaviour when using technologies and online services. I can identify when to appropriate use various communication technologies	I can collect, organise and present data and information in digital content. I can create digital content to achieve a given goal through combining various software packages. I can create digital content to achieve a given goal through combining various internet services to communicate with a wider audience e.g. blogging. I can make appropriate improvements to solutions based on feedback received, and can comment on the success the solution.
4	I can show an awareness of tasks best completed by humans or computers. I can design solutions by decomposing a problem and create a sub-solution for each of these parts. I know that different solutions exist for the same problem.	I can use if and if, then and else statements. I can use a variable and relational operators within a loop to govern termination. I can design, write and debug modular programs using procedures. I know that a procedure can be used to hide the detail with sub-solution.	I can perform more complex searches for information e.g. using Boolean and relational operators. (AL) (GE) (EV) I can analyse and evaluate data and information I know that poor quality data leads to unreliable results, and inaccurate conclusions. I can explain how binary is used in a computer	I know why and when computers are used. I know the main functions of the operating system. I know the difference between physical, wireless and mobile networks. I can explain process speeds and relate it to how data is processed through a system	I know how to effectively use a search engine I know how search results are selected including that search engines use 'web crawler programs'. I can select, combine and use internet services. I can show responsible use of technologies and online services I know a range of ways to report concerns.	I can make judgements about digital content when evaluating and repurposing it for a given audience. I know the audience when I am designing and creating digital content. I know the potential of information technology for collaboration when computers are networked. I can use criteria to evaluate the quality of solutions and can identify improvements making some refinements to the solution, and future solutions.

5	I know that iteration is the repetition of a process such as a loop. I know that different algorithms exist for the same problem. I can represent solutions using a structured notation. I can identify similarities and differences in situations and can use these to solve problems. (GE)	I know that programming bridges the gap between algorithmic solutions and computers. I have practical experience of a high-level textual language, including the use of a standard library. I can use a range of operators and expressions e.g. Boolean, and applies them in the context of program control. I can select the appropriate data types. (AL) (AB) I can create a computer program largely independently to meet a user requirement	I know that digital computers use binary to represent all data. I know how bit patterns represent numbers and images. I know that computers transfer data in binary. I know the relationship between binary and file size. I can define data types: real numbers and Boolean. I can query data on one table using a typical query language.	I know the function of the main internal parts of basic computer architecture. I know the concepts behind the fetch-execute cycle. I know that there is a range of operating systems and application software for the same hardware. I can explain how processing speed can be effected by the limitations of hardware	I know how search engines rank search results. I know how to construct static web pages using HTML and CSS. I know data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching. I can identify the main types of network topologies. I know names of hardware e.g. hubs, routers, switches I know the names of protocols e.g. SMTP, iMAP, POP, FTP, TCP/IP	I can evaluate the appropriateness of digital devices, internet services and application software to achieve given goals. I can recognise ethical issues surrounding the application of information technology beyond school. I can design criteria to critically evaluate the quality of solutions. I can design criteria to identify improvements and can make appropriate refinements to the solution. I can redesign a digital product to suit a target audience.
6	I know a recursive solution to a problem repeatedly applies the same solution to smaller instances of the problem. I know that for some problems I can share the same characteristics and use the same algorithm to solve both. I know the notion of performance for algorithms* I know that some algorithms have different performance characteristics for the same task.	I can use nested selection statements. I know the need for, and can write, custom functions including use of parameters. I know and I can use negation with operators. (AL) I can use and manipulate one dimensional data structures. I can find and corrects syntactical errors.	I know how numbers, images, sounds and character sets use the same bit patterns. I can perform simple operations using bit patterns e.g. binary addition. I know the relationship between resolution and colour depth, including the effect on file size. I can distinguish between data used in a simple program (a variable) and the storage structure for that data. (AB)	I know the von Neumann architecture in relation to the fetch-execute cycle, including how data is stored in memory. I know the basic function and operation of location addressable memory. I can demonstrate a good understanding of the FEC cycle and relate it to a process.	I can explain the relationship of hardware e.g. hubs, routers, switches I can explain the differences between protocols e.g. SMTP, iMAP, POP, FTP, TCP/IP I can compare the main network topologies and identify the advantages/disadvantages of using them in a network. I can use technologies and online services securely (e.g. Encryption).	I can justify the choice of and independently combine and I use multiple digital devices, internet services and application software to achieve given goals. I can evaluate the trustworthiness of digital content and consider the usability of visual design features when designing and creating digital artefacts for known audience. I can design criteria for users to evaluate the quality of solutions, and can use the feedback from users to identify improvements and can make appropriate refinements to the solution. I can identify and explain how the use of technology can impact on society. I can identify and explain how the digital divide occurs.
7	I know that the design of an algorithm is distinct from its expression in a programming language. I can evaluate the effectiveness of algorithms and models for similar problems. I know where information can be filtered out in generalizing problem solutions. I can use logical reasoning to explain how an algorithm works. I can represent algorithms using a structured language.	I know the effect of the scope of a variable e.g. a local variable can't be accessed from outside its function. I know and apply parameter passing. I know the difference between, and I can use, both pre-tested e.g. 'while', and post-tested e.g. 'until' loops. I can apply a modular approach to error detection and correction. I can independently build a computer program to meet a set of user requirements	I know the relationship between data representation and data quality. I know the relationship between binary and electrical circuits, including Boolean logic. I know how and why values are data typed in many different languages when manipulated within programs.	I know that processors have instruction sets and that these relate to low-level instructions carried out by a computer. I can explain the use of cache memory I can explain how a computer creates the cache memory	I can create a network system to meet the needs of a client. I know the client-server model and can build a network architecture I know how dynamic web pages use server-side scripting and that web servers process and store data entered by users. I can describe how the internet works and identify the key components needed for it to work I know that persistence of data on the internet requires careful protection of online identity and privacy.	I can undertake creative projects that collect, analyse, and evaluate data to meet the needs of a known user group. I can effectively design and create digital artefacts for a wider or remote audience. I consider the properties of media when importing them into digital artefacts. I can document user feedback, the improvements identified and the refinements made to the solution. I can explain and justify how the use of technology impacts on society, from the perspective of social, economical, political legal, ethical and moral issues.

GCSE Computer Science

Grade	Description
1	I am able to define a computer system I am able to state the purpose of the CPU I am able to describe the importance of computer systems in the modern world I am able to understand the need for input and output devices I am able to describe the difference between RAM and ROM
2	I am able to explain the need for reliability in computer systems I am able to explain the need for ROM in a computer system I am able to explain the need for secondary storage I am able to describe the nature of the internet as a worldwide collection of computer networks I am able to describe suitable input devices for a wide range of computer controlled situations I am able to describe suitable output devices for a wide range of computer controlled situations I am able to describe, using diagrams or otherwise, the ring, bus and star network topologies I am able to explain why data is represented in computer systems in binary form
3	I am able to explain the need for adherence to suitable professional standards in the development, use and maintenance of computer systems I am able to understand and produce simple logic diagrams using the operations NOT, AND and OR I am able to describe the purpose of RAM in a computer system I am able to explain the need for the following functions of an operating system: user interface, memory management, peripheral management, multi-tasking and security I am able to define the terms bit, nibble, byte, kilobyte, megabyte, gigabyte, terabyte I am able to explain the advantages of networking stand-alone computers into a local area network I am able to describe the hardware needed to connect stand-alone computers into a local area network, including hub/switches, wireless access points I am able to describe the hardware needed to connect to the internet including modems, routers I am able to explain the difference between high level code and machine code I am able to define the terms variable and constant as used in an imperative language I am able to use variables and constants I am able to explain the importance of HTML and its derivatives as a standard for the creation of web pages I am able to discuss input and output devices for users with specific needs.
4	I am able to explain the importance of ethical, environmental and legal considerations when creating computer systems. I am able to describe the function of the CPU as fetching and executing instructions stored in memory I am able to explain how common characteristics of CPUs such as clock speed, cache size and number of cores affect their performance. I am able to produce a truth table from a given logic diagram. I am able to explain how the amount of RAM in a personal computer affects the performance of the computer I am able to describe common storage technologies such as optical, magnetic and solid state I am able to describe the purpose and use of common utility programs for computer security (antivirus, spyware protection and firewalls), disk organisation (formatting, file transfer, and defragmentation), and system maintenance (system information and diagnosis, system cleanup tools, automatic updating) I am able to understand that data needs to be converted into a binary format to be processed by a computer. I am able to convert positive denary whole numbers (0-255) into 8-bit binary numbers and vice versa I am able to explain the use of binary codes to represent characters I am able to explain the representation of an image as a series of pixels represented in binary I am able to explain how sound can be sampled and stored in digital form I am able to understand algorithms (written in pseudocode or flow diagram), explain what they do, and correct or complete them I am able to describe the data types integer, real, Boolean, character and string I am able to explain the different roles of computers in a client-server and a peer-to-peer network
5	I am able to explain the need for virtual memory I am able to select suitable storage devices and storage media for a given application and justify their choice using characteristics such as capacity, speed, portability, durability and reliability. I am able to discuss the relative merits of custom written, off the shelf, open source and proprietary software. I am able to add two 8-bit binary integers and explain overflow errors which may occur I am able to convert positive denary whole numbers (0-255) into 2-digit hexadecimal numbers and vice versa I am able to describe a database as a persistent organised store of data I am able to understand the relationship between entities and tables I am able to describe the differences between a local area network and a wide area network such as the internet

	I am able to understand the components of a relational database, such as tables, forms, queries, reports and modules I am able to produce algorithms in pseudocode or flow diagrams to solve problems. I am able to describe flash memory (n) discuss how changes in memory technologies are leading to innovative computer designs. (k) explain the need for IP addressing of resources on the internet and how this can be facilitated by the role of DNS services
6	I am able to describe cache memory I am able to convert between binary and hexadecimal equivalents of the same number I am able to explain the term character set I am able to explain the need for metadata to be included in the file such as height, width and colour depth I am able to explain how instructions are coded as bit patterns I am able to describe the principal features of a DBMS and how they can be used to create customised data handling applications. I am able to understand the use of logical operators in framing database queries I am able to explain the need for translators to convert high level code to machine code I am able to explain the terms IP addressing, MAC addressing, packet and protocols I am able to describe common file standards associated with the internet such as JPG, GIF, PDF, MP3, MPEG I am able to understand and use selection in an algorithm (IF and CASE statements) I am able to select and justify appropriate data types for a given program I am able to describe syntax errors and logic errors which may occur while developing a program
7	I am able to explain the use of hexadecimal numbers to represent binary numbers. I am able to describe with examples (for example ASCII and Unicode) the relationship between the number of bits per character in a character set and the number of characters which can be represented. I am able to discuss the effect of colour depth and resolution on the size of an image file. I am able to explain the use of key fields to connect tables and avoid data redundancy I am able to explain the need for security measures in networks, such as user access levels, suitable passwords and encryption techniques I am able to explain the importance of compressing files that are transmitted via the internet I am able to describe the characteristics of an assembler, a compiler and an interpreter I am able to understand and use sequence in an algorithm I am able to perform common operations on numeric and Boolean data I am able to understand and identify syntax and logic errors
8	I am able to explain how sampling intervals and other considerations affect the size of a sound file and quality of its playback. I am able to explain how the computer distinguishes between instructions and data. I am able to explain the use of data handling software to create, maintain and interrogate a database. I am able to describe how a DBMS allows the separation of data from applications and why this is desirable I am able to describe methods of validating data as it is input. I am able to describe and justify network policies such as acceptable use, disaster recovery, failover, back up, archiving. I am able to describe the differences between lossy and lossless compression. I am able to describe common tools and facilities available in an integrated development environment (IDE): editors, error diagnostics, run-time environment, translators, auto-documentation. I am able to understand and use iteration in an algorithm (FOR, WHILE and REPEAT loops). I am able to use one-dimensional arrays. I am able to select and justify test data for a program, stating the expected outcome of each test.
9	I can independently solve a range of complex problems to give a brief. Solutions show efficiency in techniques used and are solved in a logical manner I can evaluate the use impact of technology on individuals, organisations and society, including situations outside of their normal experiences I can understand and apply computer related mathematics using the relevant arithmetic operators I can show secure understanding of the technical terminology and concepts that arise from investigations through analysis of the data collected

Art

Grade	**DEVELOP (AO1)** Artists/ideas/inspiration Sketches of ideas Artist research/analysis Artist studies (copies) Work in a similar style to other artists	**EXPERIMENT & REFINE (AO2)** Use of a range of materials, skills and processes. Responding to verbal feedback and making improvements to your work.	**RECORD (AO3)** Drawing, painting and photography. Primary and secondary sources. Observation and imagination Annotation	**PRESENT & EVALUATE (AO4)** Realisation of intentions Sketchbook work and final piece. Evaluating your work as you go along and when you have completed it.
1	My own ideas show some similarities to other artists I am able to **comment on** the work of an **artist** using **some** key Art terms, e.g. line, tone, shape, pattern, colour I can make a **basic** copy of an artist's work	I am **developing some** ability to use and **experiment** with art materials. I understand how to make my work better	I am **developing** my ability to draw my observations and ideas. I can look at an object and attempt to draw it accurately. I add simple annotations to my work	I am **developing** my ability to make a **personal response.** My work shows a link to another artist. I can be positive about my work and can identify how to improve
2	My own ideas are inspired by other artists I am able to **describe** the work of artists using a **developing vocabulary** of **key words** and some **basic** analysis skills. My copies of artists work show **some** understanding of their techniques	I am **developing** my ability to **use and experiment with a range of art** materials to create specific effects. I am **developing my skills** and make some **improvements** to my work.	I am **developing** my ability to draw and to record observations and ideas with **more accuracy and confidence**. I add clear annotations to my work	I am **developing** my ability to make a **personal response.** My work shows some links to at least one artist. I am able to discuss my own work and that of my peers so I can adapt and refine it.
3	My ideas show clear links to artists. I am able to **compare** and comment on artists work using a **range** of **key terms** using both **basic** analysis and some **more advanced** analysis questions. My copies of artists work show a **clear** understanding of their techniques	I am working with growing confidence with a **purposeful** use of materials and **development of skills.** I make **considered** improvements to my work.	I am able to demonstrate a **good** ability to **accurately** record observations through drawing and recording ideas. I add more detailed annotations to my work	I present my work to a **good standard**, displaying some qualities of **independence** as well as the **influence** of other artists**.** I am able to discuss my work and that of others in order to adapt and refine it using **Art vocabulary**
4	My ideas are informed by a range of artists. I can **compare** and **analyse** the **meanings** and **processes** in other artists work. **Clear use** of key terms and use of **advanced** analysis. My **skilful** copies of artists work and my own responses show clear links	I am developing a **thorough understanding** of how to use a range of materials **with more control of skills**. I can **refine and improve** my work thoughtfully and in a **considered** way.	I am able to demonstrate a **very good** ability to **skilfully** and **accurately** record **detailed** observations through drawing. My annotations help to explain my ideas	I present work to a **good standard**, displaying qualities which are **personal, purposeful,** and show some **imagination** and **Independence,** as well as the **influence** of other artists. I can **evaluate** mine and others work using specialist Art vocabulary
5	My ideas are informed by a range of artists, I can do my own research. I am able to **interpret** and **explain** ideas and meanings of other artists' work. **Strong** use of key terminology using **advanced** and **some expert** analysis skills demonstrates critical understanding. **Reasonably consistent** ability to copy artists' work **skilfully**	I can **independently** select which materials and techniques are suitable for a **range of effects**. A **consistent ability** to be experimental and with a range of art materials with confident use of skill. I can thoughtfully **refine my work** as it progresses.	My work displays a **strong** and **consistent** ability to **accurately** record **detailed** observations and ideas through drawing and other means. It is **creative, imaginative, and inventive** My annotations explain my ideas and links to other artists	I present work which is **very strong,** displaying qualities which are **personal and purposeful,** reflecting time and care, showing **imagination** and **Independence,** as well as the **influence** of other artists. I can thoroughly **evaluate** mine and others work with a **confident use** of specialist Art vocabulary
6	A **consistent** ability to effectively develop ideas through purposeful investigations A **consistent** ability to demonstrate critical understanding of sources **Consistent** ability to copy and respond to an artists' work both **skilfully** and **accurately**	A **consistent** ability to **thoughtfully** refine ideas. A **consistent** ability to **effectively** select and purposefully experiment with appropriate media, materials, techniques and processes. A **consistent ability** to be experimental and **imaginative** and **skilful** with a range of art materials	A **consistent** ability to **skilfully** record ideas, observations and insights through **drawing** and **annotation**, and any other appropriate means relevant to intentions, as work progresses.	A **consistent** ability to competently present a personal and meaningful response and realise intentions A **consistent** ability to demonstrate understanding of **visual language** (with a consistent use of specialist Art vocabulary)
7	A **highly developed** ability to effectively develop ideas through **creative** and purposeful	A **highly developed** ability to **thoughtfully** refine ideas.	A **highly developed** ability to **skilfully** record ideas, observations and insights through **drawing** and	A **highly developed** ability to competently present a personal and meaningful response and

	investigations A **highly developed** ability to demonstrate critical understanding of sources. **Highly developed** ability to copy and respond **creatively** to a range of artists' work both **skilfully** and **accurately**	A **highly developed** ability to **effectively** select and purposefully experiment with appropriate media, materials, techniques and processes. A **highly developed ability** to be experimental, **imaginative** and **skilful** with a range of art materials	**annotation**, and any other appropriate means relevant to intentions, as work progresses.	realise intentions with **confidence and conviction**. A **highly developed** ability to demonstrate understanding of **visual language** (with a highly developed use of specialist Art vocabulary)
8	An **exceptional** ability to effectively develop ideas through **creative** and purposeful investigations An **exceptional** ability to **engage with** and demonstrate critical understanding of sources. **Exceptional** ability to respond **creatively** to a range of artists' work, **skilfully** and **accurately and imaginatively**	An **exceptional** ability to **thoughtfully** refine ideas with **discrimination**. An **exceptional** ability to **effectively** select and purposefully experiment with appropriate media, materials, techniques and processes. A **highly developed ability** to be experimental, **imaginative** and **skilful** with a range of art materials	An **exceptional** ability to **skilfully** and **rigourously** record ideas, observations and insights through **drawing** and **annotation**, and any other appropriate means relevant to intentions, as work progresses.	An **exceptional** ability to competently present a personal and meaningful response and realise intentions with **confidence and conviction**. An **exceptional** ability to demonstrate understanding of **visual language** (with an exceptional use of specialist Art vocabulary)

Drama

Grade	MAKING Group Skills	MAKING Utilising techniques to create effective drama	PERFORMING Developing and performing characters	PERFORMING Awareness of stage space & audience	RESPONDING Evaluation & analysis (Oral)	RESPONDING Evaluation & analysis (Written)
1-	Very limited (if any)contribution to group work	Can use one technique in a limited way	Can take part in a performance in very limited way	Will allow others to place them in the stage space	Will find it hard to explain the ideas behind the drama Struggles to comment on the work of others	Limited grasp of drama vocabulary Little awareness of how or why they use performance skills Struggles to write about the work of others
1	Basic contributions to group work and find it hard to be guided by others	Can use one simple technique Is aware of at least on different style/genre	Will attempt a limited character with little lines Characterisation may not differ from themselves	Basic use of stage space Not always aware of the audience	Can give limited feedback if prompted with basic descriptive responses With support can comment on the work of others	Basic grasp of drama vocabulary Basic explanation of how they use facial expressions/voice and movement to create impact. With support can write about their work of others Written work will show limitations in SPG
2	Can make some contribution to group work Will offer one or two ideas to the planning Can listen and sometimes follow the lead of others	Can use at least two simple techniques Is aware of at least two different styles/genres	Can perform a character that shows a difference to themselves Can choose some appropriate movement and voice for a basic character. Can stay in role for some of their performance, but may struggle to keep focused.	Know where they should be in the stage space Recognises where the audience is but doesn't always respond Is aware of 'end on' staging	Can give feedback if prompted Can comment on a decision they have made. Can make some comments about the work of others	Some grasp of drama vocabulary Some explanation of how they use facial expressions/voice and movement to create impact. Can write about the work of others Written work will show lapses in SPG
3	Can contribute to group work Will offer some independent ideas to the planning Will listen and follow the lead the of others At times may try and direct others	Can use more than two techniques in their work Is aware of more than two different styles/genres	Can perform a character that shows some thought and difference from themselves Can use appropriate movement and voice for their character. Can stay in role for their performance and avoid distractions	Is aware where they should be in the stage space Understands where the audience is Can understand the concept of 'end on' staging	With encouragement, can respond and give feedback with comments that show some reflection Is able to explain the decisions they have made Can comment on the work of others	Will have a developing grasp of drama vocabulary Can explain how they used movement/facial expressions/ voice Can independently write about the work of others Written work may lack accuracy in terms of SPG
4	Will make a consistent contribution to group work Will offer some effective ideas to the planning Will listen to and build on the ideas of others Will offer ways to direct others	Can use various Drama techniques with some success Can apply different genres and styles	Can perform a character that shows some thought and fits well within the drama piece Can use effective movement and voice for their character. Can consistently stay in role for their performance	Is aware and understand where they should be in the stage space Understands where the audience is responds accordingly Understands the concept of more than one staging type	Can respond and give feedback with comments are that are constructive Is able to justify the decisions they have made Can make relevant comments about the work of others	Will have a sound grasp of drama vocabulary Clear explanation of how and why they used movement/facial expressions/voice to create impact. Can make valid written comment on the work of others Written work will be mainly accurate in terms of SPG
5	Will make a positive contribution to group work Will offer imaginative ideas to the planning, sharing ideas, and demonstrating some leadership skills Will actively listen to and build upon the ideas of others Will direct others within the group	Can confidently use various Drama techniques to enhance the drama Can select and apply a range of different genres and styles	Can create and perform a character that is interesting and fits well within the drama overall Can use effective and controlled movement and voice for their character. Can confidently stay in role for all of the performance	Is aware and clearly understands where they should be in the stage space Understands and responds effectively to the audience Understands the concept of several staging types	Can respond and give feedback with comments that are well thought and constructive Is able to justify and analyse the decisions they have made Can make relevant and personal comments about the work of others	Will have a solid grasp of drama vocabulary Detailed explanation of how and why they used movement/facial expressions/voice to create impact Can confidently write about the work of others Written work will be accurate in terms of SPG
6	Will consistently make a productive contribution to a group Will offer imaginative ideas to the planning, effectively sharing ideas and demonstrating clear leadership skills Will actively listen and confidently build upon the ideas of others Will confidently direct others	Can confidently use various drama techniques to enhance the drama in an interesting way Can select and effectively apply a range of different genres and styles with successful results	Can create and perform a developed character that enhances the drama overall Can use meaningful, effective and controlled movement and voice for their character. Can assuredly stay in role and engage an audience	Is astutely aware and clearly understands where they should be in the stage space Is confident in front of an audience Understands the concept of several staging types and can use them to enhance impact for the audience	Can effectively respond and give feedback with valid comments that are well thought and constructive Is able to confidently justify, analyse and explain the decisions they have made Can make thoughtful and personal comments about the work of others	Will have a confident grasp of drama vocabulary Strong explanation of how and why they used movement/facial expressions/voice to create impact Can confidently write about the work of others. Analysis will be thoughtful Written work will be secure in terms of SPG
7	Will consistently make a	Can confidently use a variety	Can confidently create	Clearly understands and	Can effectively respond	Will have an impressive

	valuable contribution to a group Will offer imaginative, creative and impressive ideas to a group, sharing ideas, and demonstrating very strong leadership skills Will actively listen to and successfully build upon the ideas of others with Can confidently lead as a director	of Drama techniques in a creative way to enhance the drama Can select and effectively apply a range of different genres and styles with very excellent results	and perform a range of developed characters that enhance the drama Can use excellent movement and voice for their character. Can take on a role with conviction role and engage an audience	can experiment with the concept of several staging types Is confident in front of an audience and am aware of the impact the performance will have upon an audience Can use staging to enhance impact for the audience	and give insightful feedback with astute comments that are well thought and constructive Is able to confidently explain, justify, analyse and evaluate the decisions they have made Can make astute, sensitive and personal comments about the work of others	grasp of drama vocabulary Excellent explanation of how and why they used movement/facial expressions/voice to create impact Can confidently write about the work of others. Analysis will be interesting and thoughtful Written work will be assured in terms of SPG
8	Will consistently make an impressive contribution to group Will offer insightful and complex ideas to the planning, sharing ideas and demonstrating strong, impressive leadership skills Will always actively listen to and build upon the ideas of others with maturity and sensitivity to needs of the group Will offer confident creative ideas as a director	Can confidently use a variety of Drama techniques in a sophisticated way to enhance the drama Can select and effectively apply a range of different genres and styles with impressive results	Can create and perform challenging and insightful characters that enhance the drama Can use impressive movement and voice for their character. Can take on a role with total conviction role and engage an audience	Very clearly understands and can manipulate many staging types with interesting results Is confident in front of an audience and am manipulates the impact upon an audience Can use staging to enhance and impact an audience in a variety of complex ways	Can extensively respond and give insightful feedback with astute comments that are well thought, perceptive and constructive Is able to confidently explain, justify, analyse and evaluate the decisions they have made with real insight and maturity Can make insightful, intelligent and developed comments about the work of others	Will have a wide ranging and impressive grasp of drama vocabulary Accomplished explanation of how and why they used movement/facial expressions/voice to create impact Can confidently write about the work of others. Analysis will be mature and thoughtful Written work will be almost faultless in terms of SPG
9	Will consistently make an outstanding contribution to a group Will offer mature, creative and original ideas to the planning, sharing ideas and demonstrating outstanding leadership skills Listens to and builds upon the ideas of others leads others with a sophisticated awareness of the needs of the group. Will excel in the role as director	Can confidently use a variety of Drama techniques in a creative, sophisticated and original way to enhance the drama Can select and effectively apply an extensive range of different genres and styles with outstanding results	Can create and perform outstanding, mature characters that can absorb an audience and enhance the drama Can use exceptional movement and voice for their character. Can take on a role with total conviction role and engage and command an audience	Has strong understanding of and can experiment with and manipulate different staging types with creative, original results Is supremely confident and at ease in front of an audience and can experiment and manipulate with the impact upon an audience Can use staging in a symbolic way to enhance impact for the audience	Can extensively respond and give brilliant feedback with mature comments that are well thought, perceptive and constructive Is able to articulately justify, analyse and evaluate the decisions they have made with a highly comprehensive understanding Can make knowledgeable, insightful and intelligent comments about the work of others	Will have an outstanding grasp of drama vocabulary Exceptional explanation of how and why they used movement/facial expressions/voice to create impact Can confidently write about the work of others. Analysis will be mature, thoughtful and insightful. Written work will be faultless in terms of SPG

Music

Grade	Performing:	Composing:	Listening:
1-	Sing/play basic phrases with some accuracy/accurately.	Use basic stimulus to create a simple ostinato/pattern. Can follow a list of instructions to create a rhythmic texture with others.	Identify or name some orchestral/popular instruments. Begin to link elements of music to composers intentions.
1	Perform from basic notation/graphic notation with limited success. Can maintain a steady pulse (with support) or a simple ostinato in a group texture.	Can enhance rhythmic/vocal texture with use of layering and rests.	Can provide basic feedback to peers given a list of stems/focus points.
1+	Perform from basic notation/graphic notation with some success. Can maintain a steady pulse, a simple ostinato or a repetitive line in a group texture.	Can enhance rhythmic/vocal texture with use of layering, rests, accents and dynamics. Elements of music beginning to feature in work.	Can provide basic feedback to peers given a word-bank and exemplar statements.
2	Sing/play longer phrases with some accuracy/accurately. Perform from basic notation/graphic notation.	Use given patterns/ideas to construct simple pieces with a growing sense of structure. Limited understanding of musical devices/elements with emerging success.	Elements of music quite secure when providing feedback on music heard. Able to assess own progress against success criteria quite successfully.
3	Sing/play accurately demonstrating a developing awareness of expression to performances. Can improvise around an idea within given parameters and know how to develop and improve work. Perform from basic staff notation.	Combine layers to show developing skills in constructing textural interest. Add detail and improve graphic notation to include musical elements. Awareness of textural balance when building compositions. Detail added and improved graphic notation to include subtle musical details.	Can suggest improvements to work on listening back. Appraisal skills are developing and use of musical vocabulary is growing. Can describe several elements of music when listening. Able to assess the work of others and suggest musical targets effectively.
4	Perform more challenging pieces with an awareness of how part fits into texture. Perform from more challenging notation with developing confidence.	A more secure understanding of elements and devices emerging in work. Use of notation when planning compositions. A sense of awareness of time/place in composition. Secure grasp of devices pertinent to units studied. Use of notation to securely track progress from lesson to lesson.	Can identify elements of music and can comment with some security and accuracy. More secure appraisal of others' work and an emerging ability to comment on their intentions. Can describe elements of music/devices with accuracy. Secure appraisal of others' work with clear, accurate comments. Ability to break down thoughts and link to compositional intentions.
5	Perform more challenging pieces confidently. A developing sense of awareness of demands of performance style. Refine and adjust performances to accommodate others. Use sophisticated notation to record own work.	Compositions include well-planned execution of musical elements/devices covered in class. Use of detailed notation to plan, revise, refine and evaluate work.	Critical, accurate judgements about the use of devices using appropriate, mature language and terminology.
6	Perform more challenging pieces with good awareness/flexibility of how part fits into texture. An awareness of balance and blend. Use detailed, sophisticated notation to record own performances and track progress.	A more secure, idiomatic understanding of elements and devices emerging in work. A sense of awareness of time/place in composition and an ability to justify choices. Secure grasp of devices pertinent to units studied.	Can identify elements of music and can comment with security and accuracy. More secure appraisal of others' work and an ability to comment on their intentions. Secure appraisal of others' work with clear, accurate comments. Ability to break down thoughts and link to compositional intentions. Ability to draw upon other styles and draw comparisons across genres.
7	Perform with a sense of style and loyalty to genre in question. An emerging sense of a 'personal performance style'. Extend own ideas through improvisation and use of sequences. Mastery of techniques demonstrated through improvisation, selection of ideas and subtleties in performance. Developing leadership skills/conducting/directing balance whilst performing.	Compositions include well-planned execution of musical elements/devices. Use of detailed notation to plan, revise, refine and evaluate work. Compositions are coherent demonstrating thorough development of ideas. Own sense of style emerging that demonstrates idiomatic use of elements/devices to reflect intentions. A grasp of harmony and the confidence using different, extended tonalities.	Critical, accurate judgements about the use of devices using appropriate, mature language and terminology. Makes critical judgements about musical conventions, characteristics and examine how they are used. An understanding of different periods and genres in musical history and the ability pull evidence from this knowledge to reinforce arguments.

8	Idiomatic understanding of genre through subtleties in performance, observation of composer's intentions and use of extended techniques (eg vibrato). Deep understanding of own performance style demonstrated consistently in a variety of styles/genres. Own sense of style secure that demonstrates idiomatic use of elements/devices to reflect intentions. The ability to direct and lead others in performance whilst participating within the texture.	Compositions demonstrate imagination and sense of wholeness with a well-planned execution of musical elements/devices. Use of very detailed notation to plan, revise, refine and evaluate work. Careful attention to detail. Compositions are coherent and have a satisfying sense of wholeness. A real sense of a musical journey. Complete competence in handling all elements of music.	Critical, accurate judgements about the use of devices using appropriate, mature language and terminology. Handles longer answers successfully. Makes critical judgements about musical conventions, characteristics and examine how they are used. Accomplished listening skills. Ability to discriminate and comment on how and why changes occur and assess contribution of significant musicians/composers.

Product Design and Textiles

Grade	Investigating	Designing	Making	Analysing and Evaluating
1-	Little or no response to a brief or specification. Can search for mostly relevant images to help and inspire ideas. Can name different types of movement and force.	Shows initial ideas through drawings with little or no development. Some colour used to add to improve the appearance. Labels designs with key words. Designs are shown in 2D only.	Needs considerable assistance to solve problems. Constant support during the manufacturing process. Working outcome produced with a poor finish. Used equipment and machinery with assistance and close supervision.	Uses advice and feedback to close the gap. Evaluated final outcome showing limited strengths and areas to develop.
1	Responds to a brief or specification superficially. Can search for specific images to help build knowledge and inspire ideas. Can name and demonstrate different types of movement and force.	Shows initial ideas through sketching or simplistic drawings with little or no development. Uses colour to show forward planning. Label designs with key information. Designs are shown in 2D only.	Needs assistance or guidance to solve problems. Supported during the manufacturing process. Superficial testing when making to ensure the outcome will work. Working outcome with little consideration of finish. Safely used equipment and machinery with support.	Uses advice and feedback to close the gap. Evaluated final outcome showing realistic strengths and areas to develop.
1+	Responds to a brief or specification. Produce secondary research showing an understanding of the theme set or basic understanding of work of others. Can name, describe and demonstrate basic types of movement and forces.	Shows imagination when producing a range of designs with little development. Uses colour and simple lines to show the material properties. Annotate designs with key information. Designs are shown in 2D sketches and attempted in 3D. CAD used with considerable assistance and supervision. Limited or no consideration of materials that could be used.	Needs assistance to solve problems. Ongoing testing when making to ensure a quality outcome is produced. Chronological evidence of making through a diary or photos. Successful pleasing appearance and well finished. Working outcome. With support can apply different types of motion to outcome such a linear and rotary. Little evidence of making through a diary or photos. Successful working outcome with little consideration of finish. Select correct equipment. Safely used equipment and machinery.	Uses advice and feedback to close the gap. Evaluated final outcome showing clear strengths and areas to develop. Tested and evaluated final outcome to see if it works.
2	Creates and responds to a specification. Produce secondary research that aids the design process and identifies work of others that could be inspirational. Impact on society has been vaguely considered. Profiles who the product could be designed and made for. Understands how more advanced mechanical systems used in their products enable changes in movement and force.	Shows creativity and imagination when producing a design with little or no development. Uses colour and lines/mark making to show the material properties and finish. Annotate designs with thoughts and key information. Designs are shown in 2D and 3D. CAD used if appropriate with resilience to trail new tools. Limited consideration of materials that could be used.	Needs some guidance to solve problems. Used some guidance and supervision during the manufacturing process Ongoing testing and QC is minimal. Understand and apply different types of motion to outcome such a linear and rotary. Basic evidence of making through a diary or photos. A mostly successful appearance, working outcome and some consideration of finish. Accurately and safely used equipment and machinery.	Uses advice and feedback to close the gap. Evaluated final outcome showing clear strengths and areas to develop. Basic testing, evaluation and refining their ideas and products against a specification, taking into account the views of intended users and other interested groups.
3	Basic analysis of the task/brief showing areas to consider when designing and making. Understands and can state limited information on a client's needs and wants. Can investigate and use information gathered on iconic designers/movements to inform ideas. Understands how society can change/impact on design.	Shows creativity and imagination when producing one or more designs with little or no development. Developed design ideas with consideration of the client's needs and ongoing research. Considered function, aesthetics and innovation when developing ideas through visual or annotated evidence. Designs are shown using different 2D and 3D techniques. CAD used if appropriate with resilience to trail new tools. Evidence of modelling the final solution.	Independent decision making and problem solving, Produces models of work in fabric, paper/card or rough material or programming (breadboard) to ensure the outcome is feasible. Inconsistent QC in making. A mostly successful appearance, working outcome and some consideration of finish. Basic, well ordered evidence of making through a diary or photos.	Uses advice and feedback to close the gap. Evaluated final outcome showing clear strengths and areas to develop. Some aspects of the final product have been tested, evaluated and refined to improve ideas and the final product against a specification, taking into account the views of intended users and other interested groups

4	Analyse the task/brief in detail showing areas to consider when designing and making. Produced a client profile suited to the outcome that can mostly be used to address a client's needs and wants Understood pattern and shape and how they can be used within a design. Displayed research from eras, design movements or work of others. Show an understanding of traditional and industrial processes. Identify and solve design problems and understand how to reformulate problems. Basic research evident into materials and their properties to make an informed decision in making.	Shows creativity and imagination when producing a small range of designs with little or no development. Develops designs ideas using ongoing research and others opinions. Final solution designed and annotated. Forward planning shown for manufacture. Use technical language in annotation.	Basic manufacturing specification is produced. Produces models of work in fabric, paper/card, rough material or programming (breadboard) to ensure the outcome is feasible. Can design and assemble nets accurately. Demonstrates marking and measuring out onto materials with correct equipment and cut/saw accurately. Explain the process of manufacture and justify actions. Can explain and demonstrate inputs, processes and outputs. Chronological evidence of making through a diary or photos.	Evaluated skills throughout the project. Evaluated strengths and stated areas to develop. Most aspects of the final product have been tested, evaluated and refined to improve ideas and the final product against a specification, taking into account the views of intended users and other interested groups.
5	Detailed brief and analysis. Shown an understanding and consideration of SMSC with limited understanding of the impact. Investigated existing products. Understand what a client wants and needs and investigates this through an interview or profile. A mostly accurate and appropriate design and manufacturing specification.	None obvious ideas with more outside the box thinking for initial ideas. Taken ongoing research into consideration when designing. Measuring and accuracy applied to technical drawings. Some evidence of experimented in 2D and 3D techniques. Development shown in drawing and modelling. Selected material and components with reference to their properties. CAD has been used confidentially if appropriate.	Good level of finishing skills that are appropriate for the outcome. Appropriate use of CAM. Tools and equipment are used safely, accurately and confidently. Good level of QC through the project. Shown consideration of industrial practice through making. Chronological evidence of making through a diary, photos or flowchart. Most of the specification points have been met.	Justify the need for modifications when evaluating. Some parts of the outcome have been tested against the specification/s Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists when identifying areas to modify and improve.
6	Analysed existing products to influence designs in depth. Shown an understanding and consideration of SMSC with limited understanding of the impact. Understand what a client wants and needs and investigates this through an interview or profile Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]	Avoided stereotypical responses. Taken into account the client's needs and wants and justified these. Mathematical modelling using oral and digital presentations and computer-based tools. Considered the cost of materials and components. Investigate new and emerging technologies. Planned for combining materials.	Trialled a wide range of techniques that are suitable for chosen outcome. Transferred skills to final outcome independently. Combines a range of materials and techniques in final outcome/s. Can display complex joints or seams to attach and join material. Have inserted or combined premade components accurately. Understand material properties and use this to make informed decisions. Take risks and show resilience during manufacture. Built in tolerance when making and conduct QA/QC. Demonstrated computer-aided manufacture. Selected from and use a wider, more complex range of materials and components, taking into account their properties. Most of the specification points have been met.	Justify the need for modifications when evaluating. Some parts of the outcome have been tested against the specification/s Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists when identifying areas to modify and improve.
7	Detailed design brief and Analysis is evident with justified conclusion. Investigated potential client and explained their needs and wants. All research conducted is relevant and concise. Have analysed work of others in a range of styles to aid	Detailed specification produced that links to research conducted. Shows great creativity in designs and presentation. Development is done accurately and from ongoing research conducted. Evidence of experimenting and or modelling	Trialled a wide range of techniques that are suitable for chosen outcome. Transferred skills to final outcome independently. Combines a range of materials and techniques in final outcome/s. Can display complex joints or seams to attach and join	Justify the need for modifications when evaluating. Some parts of the outcome have been tested against the brief and /or specification/s Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers,

	inspiration. Shows an understanding of SMSC in general Appropriate written, drawn or practical investigations conducted.	At least one model is fit for purpose.	material. Have inserted or combined premade components accurately. Understand material properties and use this to make informed decisions. Take risks and show resilience during manufacture. Built in tolerance when making and conduct QA/QC. Demonstrated computer-aided manufacture. Selected from and use a wider, more complex range of materials and components, taking into account their properties. Most of the specification points have been met. Manufacturing specification produced that has clear relevance to work produced. High level of making and finishing Skilfully used equipment.	engineers and technologists when identifying areas to modify and improve. Ongoing evaluation shown throughout.
8	Understand and display knowledge of materials and properties with original source and process of manufacturing. Can explain a range of appropriate material finishes. State how materials are commercially sold. Understand how market research can affect the design process. Demonstrate industrial skills. Display client's wants and needs through a questionnaire or survey and analyse results. Create and differentiate between a design and manufacturing specification. Researched and shown an understanding for SMSC.	Creative and innovative ideas considering functionality and aesthetics. Plan for manufacture. Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].	Consider costing and availability of materials and components. Can explain Scale of production and production systems. Demonstrate manipulation of materials. Use Jigs, pattern blocks, templates, reference points. QA and QC conducted. Considered ergonomics and anthropometrics when making. Produce creative ideas that are able are viable. Demonstrated further research. Consider different mechanisms to make the outcome move. Use CAD independently where appropriate. Create a manufacturing specification. Create a cutting list with quantities, cost and size. Shows scale/working drawings Develops ideas through modelling a number of ideas. Further small scale experimenting evident through a wide range of 2D and 3D techniques.	Redesign and suggest areas for development and modifications. Show third party opinions when evaluating throughout. A variety of testing throughout as well as the final product and recorded with a clear understanding and justification of results. Tested designs and final product against the specifications and function such as strength, appearance, durability and safety.
9	Use Primary and Secondary sources for research of others. Written an appropriate and detailed brief. Analyse the context and problem in detail. Consider new and emerging technologies through research. Show knowledge of Modern and smart materials. Display Systems for designing and making that could be used. Look at market place focusing on current and changing trends. Profiled and investigated a relevant target market. Researched and shown an understanding for SMSC with a specific focus on the project.	Produce creative ideas that are able are viable. Demonstrated further research. Consider different mechanisms to make the outcome move. Use CAD independently where appropriate. Select appropriate materials and components for the design/s. Show clear forward planning for manufacture with QA/QC and safety tests build in. Create a manufacturing specification. Create a cutting list with quantities, cost and size. Shows scale/working drawings Develops ideas through modelling a number of ideas. Further small scale experimenting evident through a wide range of 2D and 3D techniques. Selected appropriate and challenging materials and components.	Detailed manufacturing specification. Exceptional high standard of outcome and finish. Meets the specification fully. Use and/or explain the industrial practice used to manufacture the outcome. Use CAM independently where appropriate. Consistently adapting outcome where needed to meet clients, needs and wants. Apply appropriate finishes to materials used. Commercially viable outcome. Large body of detailed evidence of making the outcome.	Redesign and suggest areas for development and modifications. Show third party opinions when evaluating throughout. A variety of testing throughout as well as the final product and recorded with a clear understanding and justification of results. Tested designs and final product against the specifications.

Food Nutrition and Preparation

Grade	Food preparation and cooking	Food Science	Food Safety	Food choice and Provenance	Nutrition and Health
1-		Understand enzymic browning with fruit. How bacteria grows.	Understand the 4 Cs including cross contamination. Use equipment correctly.	Be able to select and use fruit in season.	Knowledge of the Eatwell Guide and how it affects my health.
1	Able to use bridge and claw method. Can weigh food accurately Use the hob, grill and oven Explain the different cooking methods I have used.	Understand enzymic browning with fruit. How bacteria grows. To understand how to prevent Enzymic browning.	Understand the 4 Cs including cross contamination. Use equipment correctly. Demonstrate safe use of ingredients and equipment.	Be able to select and use fruit in season. Have an understanding of Food miles.	Knowledge of the Eatwell Guide and how it affects my health. Be able to change ingredients to increase the nutritional value of a dish.
1+	Able to use bridge and claw method. Can weigh food accurately use the hob, grill and oven. Explain the different cooking methods I have used. Demonstrate that thought has been made with presentation.	Understand enzymic browning with fruit. How bacteria grows. To understand how to prevent Enzymic browning.	Understand the 4 Cs including cross contamination. Use equipment correctly. Demonstrate safe use of ingredients and equipment.. Show correct storage of food.	Be able to select and use fruit in season. Select foods to reflect family needs. Have an understanding of Food miles.	Knowledge of the Eatwell Guide and how it affects my health. Be able to change ingredients to increase the nutritional value of a dish. I know the different sections of the Eatwell Guide.
2	Able to use bridge and claw method. Can weigh food accurately use the hob, grill and oven. Explain the different cooking methods I have used. Demonstrate that thought has been made with presentation. I can select, adapt and use a range of ingredients.	Understand enzymic browning with fruit. How bacteria grows. To understand how to prevent Enzymic browning. Demonstrate the understanding of Enzymic browning.	Understand the 4 Cs including cross contamination. Use equipment correctly. Demonstrate safe use of ingredients and equipment. Show correct storage of food. Demonstrate the 4 C's as part of your practical.	Be able to select and use fruit in season. Select foods to reflect family needs. Understand the origins of foods used. Have an understanding of Food miles.	Knowledge of the Eatwell Guide and how it affects my health. Be able to change ingredients to increase the nutritional value of a dish. I know the different sections of the Eatwell Guide. i can make recommendations on how to improve my diet.
3	Select, adapt and use a range of ingredients. Be able to make own decisions with choice of ingredients. Be able to combine, shape and form ingredients with some guidance. Mostly successful presentation of dishes. Show independence when following a recipe.	Understand how starchy foods cook Understand which ingredients makes food rise. Explain using technical terms the changes when cooking food.	Understand the 4 Cs including cross contamination. Use equipment correctly. Demonstrate safe use of ingredients and equipment. Show correct storage of food. Independently can demonstrate the 4 C's as part of their practical.	Be able to select and use fruit/vegetables in season. Select foods to reflect family needs and healthy choices. Understand the origins of foods used. Have an understanding of Food miles.	Knowledge of the Eatwell Guide and how it affects my health. Be able to change ingredients to increase the nutritional value of a dish. I know the different sections of the Eatwell Guide. Can make recommendations on how to improve my diet. Apply knowledge of diet and health to create some of healthy dishes.
4	Select, adapt and use a range of ingredients. Be able to make own decisions with choice of ingredients. Be able to combine, shape and form ingredients with some guidance. Successful presentation of dishes with examples of garnishes. Show independence when following a recipe. Show leadership in group practical activities.	Understand how starchy foods cook Understand which ingredients makes food rise. Explain using technical terms the changes when cooking food.	Understand the 4 Cs including cross contamination. Use equipment correctly. Demonstrate safe use of ingredients and equipment. Show correct storage of food. Independently can demonstrate the 4 C's in all of their practical work.	Be able to select and use fruit/vegetables in season. Select foods to reflect family needs and healthy choices. Understand the origins of foods used. Have an understanding of Food miles.	Knowledge of the Eatwell Guide and how it affects my health. Be able to change ingredients to increase the nutritional value of a dish. I know the different sections of the Eatwell Guide. Can make recommendations on how to improve my diet. Apply knowledge of diet and health to create a range of healthy dishes.
5	Select, adapt and use a range of ingredients. Be able to make own decisions with choice of ingredients. Be able to combine, shape and form ingredients. Successful presentation of dishes with examples of garnishes.	Understand which ingredients makes food rise. Explain using technical terms the changes when cooking food. Understand the functions of ingredients used in some dishes. Be able to draw conclusions from investigational work.	Understand the 4 Cs including cross contamination. Use equipment correctly. Demonstrate safe use of ingredients and equipment. Show correct storage of food. Independently can demonstrate the 4 C's in all of their practical work. Work correctly with high risk	Be able to select and use fruit/vegetables in season. Select foods to reflect family needs and healthy choices. Understand the origins of foods used. Have an understanding of Food miles and seasonality. Have an awareness of other cultures.	Knowledge of the Eatwell Guide and how it affects my health. Be able to change ingredients to increase the nutritional value of a dish. I know the different sections of the Eatwell Guide. Can make recommendations on how to improve my diet.

	Show a range of skills in your cooking. Show independence when following a recipe. Show leadership in group practical activities.		foods.		Apply knowledge of diet and health to create a range of healthy dishes. Understand the properties and sources of different nutrients in foods.
6	Select, adapt and use a range of ingredients. Be able to make own decisions with choice of ingredients. Be able to combine, shape and form ingredients. Successful presentation of dishes with examples of garnishes. Show a range of skills in your cooking. Show independence when following a recipe.	Understand which ingredients makes food rise. Explain using technical terms the changes when cooking food. Understand the functions of ingredients used in some dishes. Be able to draw conclusions from investigational work.	Understand the 4 Cs including cross contamination. Use equipment correctly. Demonstrate safe use of ingredients and equipment. Show correct storage of food. Independently can demonstrate the 4 C's in all of their practical work. Work correctly with high risk foods.	Be able to select and use fruit/vegetables in season. Select foods to reflect family needs and healthy choices. Understand the origins of foods used. Have an understanding of Food miles and seasonality. Have an awareness of other cultures and their differences.	Knowledge of the Eatwell Guide and how it affects my health. Be able to change ingredients to increase the nutritional value of a dish. I know the different sections of the Eatwell Guide. Can make recommendation and plan how to improve diet. Apply knowledge of diet and health to create a range of healthy dishes. Understand the properties and sources of different nutrients in foods.
7	Select, adapt and use a range of ingredients. Be able to make own decisions with choice of ingredients. Be able to combine, shape and form ingredients. Successful presentation of dishes with examples of garnishes. Show a range of skills in your cooking. Show independence when following a recipe. Demonstrate different techniques and cooking methods. Select and Use a variety of electrical appliances. Be able to plan and prepare dishes using a time plan.	Understand the functional and chemical properties of food. Be able to write a hypothesis, investigate, test and conclude a report. Explain using technical terms the changes when cooking food. Understand the functions of ingredients used in some dishes. Be able to draw conclusions from investigational work. Be able to apply knowledge from investigations in future practical work.	Demonstrate safe use of ingredients and equipment. Show correct storage of food. Independently can demonstrate the 4 C's in all of their practical work. Work correctly with high risk foods. Understand and demonstrate the core temperatures using a temperature probe.	Be able to select and use fruit/vegetables in season. Select foods to reflect family needs and healthy choices. Understand the origins of foods used. Have an understanding of Food miles and seasonality. Have an awareness of other cultures and their differences. Understand environmental issues and technological associated with food. Have an awareness of the impact of food and food security on local and global markets.	Be able to change ingredients to increase the nutritional value of a dish. Understand Macro nutrients and Macro nutrients. Make informed choices for a varied and balanced diet. Apply knowledge of diet and health to create a range of healthy dishes. Understand the relationship between portion sizes and good health. Understand the properties and sources of different nutrients in foods. Be able to use current nutritional information and data to analyse dishes and modify to improve health and reflect current guidelines. Understand the major diet related health risk.
8	Select, adapt and use a range of ingredients. Be able to make own decisions with choice of ingredients. Be able to combine, shape and form ingredients. Successful presentation of dishes with examples of garnishes. Show a range of skills in your cooking. Show independence when following a recipe. Demonstrate different techniques and cooking methods. Select and Use a variety of electrical appliances. Be able to plan and prepare dishes using a time plan.	Understand the functional and chemical properties of food. Be able to write a hypothesis, investigate, test and conclude a report. Explain using technical terms the changes when cooking food. Understand the functions of ingredients used in some dishes. Be able to draw conclusions from investigational work. Be able to apply knowledge from investigations in future practical work. Be able to lead others in practical investigations.	Demonstrate safe use of ingredients and equipment. Show correct storage of food. Independently can demonstrate the 4 C's in all of their practical work. Work correctly with high risk foods. Understand and demonstrate the core temperatures using a temperature probe.	Be able to select and use fruit/vegetables in season. Select foods to reflect family needs and healthy choices. Understand the origins of foods used. Have an understanding of Food miles and seasonality. Have an awareness of other cultures and their differences. Understand environmental issues and technological associated with food. Have an awareness of the impact of food and food security on local and global markets.	Be able to change ingredients to increase the nutritional value of a dish. Understand Macro nutrients and Macro nutrients. Make informed choices for a varied and balanced diet. Apply knowledge of diet and health to create a range of healthy dishes. Understand the relationship between portion sizes and good health. Understand the properties and sources of different nutrients in foods. Be able to use current nutritional information and data to analyse dishes and modify to improve health and reflect current guidelines Understand the major diet related health risks and how to recommend improvements to the diet.
9	Select, adapt and use a range of ingredients. Be able to make own decisions with choice of ingredients. Be able to combine, shape and form ingredients. Successful presentation of dishes with examples of	Understand the functional and chemical properties of food. Be able to write a hypothesis, investigate, test and conclude a report. Explain using technical terms the changes when cooking food.	Demonstrate safe use of ingredients and equipment. Show correct storage of food. Independently can demonstrate the 4 C's in all of their practical work. Work correctly with high risk foods. Understand and demonstrate	Be able to select and use fruit/vegetables in season. Select foods to reflect family needs and healthy choices. Understand the origins of foods used. Have an understanding of Food miles and seasonality. Have an awareness of other	Be able to change ingredients to increase the nutritional value of a dish. Understand Macro nutrients and Macro nutrients. Make informed choices for a varied and balanced diet. Apply knowledge of diet and health to create a range of

	garnishes. Show a range of skills in your cooking. Show independence when following a recipe. Demonstrate different techniques and cooking methods. Select and Use a variety of electrical appliances. Be able to plan and prepare dishes using a time plan. Competently shows a wide range of complex technical skills and processes to an excellent standard in the making of the 3 final dishes. Excellent evidence of time management. All 3 dishes produced very successfully and the time plan is closely followed in the correct sequence with excellent linking of application of food safety.	Understand the functions of ingredients used in some dishes. Be able to draw conclusions from investigational work. Be able to apply knowledge from investigations in future practical work. Be able to lead others in practical investigations	the core temperatures using a temperature probe.	cultures and their differences. Understand environmental issues and technological associated with food. Have an awareness of the impact of food and food security on local and global markets.	healthy dishes. Understand the relationship between portion sizes and good health. Understand the properties and sources of different nutrients in foods. Be able to use current nutritional information and data to analyse dishes and modify to improve health and reflect current guidelines Understand the major diet related health risks and how to recommend improvements to the diet.

Media Studies

	Assessment Objective AO1: Demonstrate knowledge and understanding of: • The theoretical framework of media • Contexts of media and their influence on media products and processes	**Assessment Objective AO2:** Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.	**Assessment Objective AO3:** Create media products for an intended audience, by applying knowledge and understanding of the theoretical framework of media to communicate meaning.
1	• **Minimal** evidence of the application of knowledge and understanding of the theoretical framework of the media landscape in which any attempt to use **subject specific terminology is likely to be inaccurate**	**Minimal** application of knowledge and understanding of media language demonstrated by: • **Simple** selection and combination of elements of media language to generate meaning • **Simple** construction of narratives and points of views and aspects of reality • **Minimal** engagement with the codes and conventions of the relevant form and genre	• **An ineffectual product** that would have minimal or no appeal to its designated audience • **Communicates little** discernible meaning through its narrative and/or design • **Minimal** sense of address to the target audience • **Meets very few** of the requirements of the brief and is likely to be below the length of the indicated brief
2	• **Minimal to basic** evidence of the application of knowledge and understanding of the theoretical framework of the media landscape in which any attempt to use **subject specific terminology is likely to be inaccurate to basic**	**Minimal to basic** application of knowledge and understanding of media language demonstrated by: • **Simple** selection and combination of elements of media language to generate meaning • **Simple** construction of narratives and points of views and aspects of reality • **Minimal to emerging** engagement with the codes and conventions of the relevant form and genre	• **A recognisable product** that would have minimal or no appeal to its designated audience • **Communicates a few basic** meanings through its narrative and/or design • **Minimal to simple** sense of address to the target audience • **Meets a few** of the requirements of the brief and is likely to be below the length of the indicated brief
3	• **Basic evidence** of the application of knowledge and understanding of the theoretical framework of the media landscape through **very little use of relevant and accurate subject specific media terminology**	**Basic** application of knowledge and understanding of media language demonstrated by: • **Simple** selection and combination of elements of media language to generate meaning • **Simple** construction of narratives and points of views and aspects of reality • **Emerging** engagement with the codes and conventions of the relevant form and genre	• **A basic product** that would have a limited appeal to its designated audience • **Communicates some** discernible meaning through its narrative and/or design • Employs a mode of address that is **sometimes relevant** to the target audience • **Meets some** of the requirements of the brief and is likely to be incomplete
4	• **Basic to satisfactory** evidence of the application of knowledge and understanding of the theoretical framework of the media landscape through **some use of relevant and accurate subject specific media terminology**	**Basic to satisfactory** application of knowledge and understanding of media language demonstrated by: • **Straightforward** selection and combination of elements of media language to generate meaning • **Suitable** construction of narratives and points of views and aspects of reality • **Developing** engagement with the codes and conventions of the relevant form and genre	• **A basic to satisfactory product** that would interest and have a some appeal to its designated audience • **Communicates some relevant** meaning through its narrative and/or design • Employs a mode of address that is **mostly relevant** to the target audience • **Meets most** of the requirements of the brief
5	• **Satisfactory** evidence of the application of knowledge and understanding of the theoretical framework of the media landscape through the use of **satisfactory subject specific media terminology**	**Satisfactory and solid** application of knowledge and understanding of media language demonstrated by: • **Satisfactory to good** selection and combination of elements of media language to generate meaning • **Satisfactory and solid** construction of narratives and points of views and aspects of reality (for example, intertextual references) • **Satisfactory to good**	• **A satisfactory product** that would interest and have a some appeal to its designated audience • **Communicates relevant** meaning through its narrative and/or design • Employs a mode of address that is **generally relevant** to the target audience • **Meets almost all** the requirements of the brief

		engagement with the codes and conventions of the relevant form and genre	
6	• **Good** evidence of the application of knowledge and understanding of the theoretical framework of the media landscape through **mostly accurate and frequent use of relevant subject specific media terminology**	**Good** application of knowledge and understanding of media language demonstrated by: • **Good** selection and combination of elements of media language to generate meaning • **Good** construction of narratives and points of views and aspects of reality (for example, intertextual references) • **Good** engagement with the codes and conventions of the relevant form and genre	• **A good product** that would interest and have clear appeal to its designated audience • **Clearly communicates relevant** meaning through its narrative and/or design • Employs a mode of address that is **relevant** to the target audience • **Meets** the requirements of the brief
7	• **Good with some excellent** evidence of the application of knowledge and understanding of the theoretical framework of the media landscape through **accurate and frequent use of relevant subject specific media terminology**	**Good with some excellent** application of knowledge and understanding of media language demonstrated by: • **Coherent** selection and combination of elements of media language to generate meaning • **Effective** construction of narratives and points of views and aspects of reality (for example, intertextual references) • **Secure** engagement with the codes and conventions of the relevant form and genre	• **A good to excellent product** that would interest and have clear appeal to its designated audience • **Clearly to effectively communicates relevant and engaging** meaning through its narrative and/or design • Employs a mode of address that is **relevant and engaging** to the target audience • **Meets all** the requirements of the brief
8	• **Excellent** evidence of the application of knowledge and understanding of the theoretical framework of the media landscape through **accurate and extensive use of relevant subject specific media terminology**	**Excellent** application of knowledge and understanding of media language demonstrated by: • **Coherent with some purposeful** selection and combination of elements of media language to generate meaning • **Effective with some compelling** construction of narratives and points of views and aspects of reality (for example, intertextual references) • **Secure and consistent** engagement with the codes and conventions of the relevant form and genre	• **An excellent product** that would successfully appeal to its designated audience • **Effectively communicates relevant and engaging** meaning through its narrative and/or design • Employs a **highly appropriate** mode of address that is **relevant and engaging** to the target audience • **Meets all** the requirements of the brief
9	• **Outstanding** evidence of the application of knowledge and understanding of the theoretical framework of the media landscape through **accurate, extensive and sustained use of relevant subject specific media terminology**	**Outstanding** application of knowledge and understanding of media language demonstrated by: • **Coherent and purposeful** selection and combination of elements of media language to generate meaning • **Effective and compelling** construction of narratives and points of views and aspects of reality (for example, intertextual references) • **Secure, consistent and extensive** engagement with the codes and conventions of the relevant form and genre	• **An outstanding product** that would successfully appeal to its designated audience • **Effectively communicates relevant and engaging** meaning through its narrative and/or design • Employs a **highly appropriate** mode of address that is **relevant and engaging** to the target audience • **Meets all** the requirements of the brief in an **outstanding manner**

Practical PE

Grade	Skills and Techniques	Analyse and evaluate performance	Strategies and Tactics	Health and Fitness
1	Students copy, repeat and explore simple skills and actions with basic control and coordination. Students start to link these in ways that suit the activities.	Students describe and comment on their own and others' actions.	Students appreciate basic strategies and tactics to overcome challenges.	Students talk about how to take part in physical activity safely, and how their bodies feel during an activity. Students work with others in practices and suggest some simple ideas on how to make changes.
2	Students explore simple skills. Students copy, remember, repeat and explore simple actions with control and coordination. Students vary skills, actions and ideas and their deployment and link them in ways that suit the activities.	Students talk about differences between their own and others' performance and suggest improvements.	Students begin to show some understanding of simple tactics and basic compositional ideas.	Students understand how to take part in physical activity safely, and describe how their bodies feel during different activities.
3	Students select and use skills, actions and ideas appropriately, applying them with control and coordination.	Students can see how their work is similar to and different from others' work, and use this understanding to improve their own performance.	Students show that they understand tactics and composition by starting to vary how they respond.	Students give reasons why warming up before an activity is important, and why physical activity is good for their health. Students are able to take the lead in pairs and small groups when carrying out practices
4	Students link skills, techniques and ideas and apply them accurately and appropriately. When performing, students show precision, control and fluency.	Students compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance.	Students show that they understand tactics and composition.	Students explain and apply basic safety principles when preparing for exercise. Students describe how exercise affects their bodies, and why regular, safe activity is good for their health and wellbeing. Students work with others to plan and lead simple practices and activities for themselves and others.
5	Students select and combine skills, techniques and ideas and apply them accurately and appropriately in different physical activities, When performing in different physical activities, students consistently show precision, control and fluency.	Students analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work.	Students show that Students can draw on what they know about strategy, tactics and composition to produce effective outcomes. Students modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances.	Students explain how the body reacts during different types of activity, and why physical activity is an essential component of a healthy lifestyle. Students plan, organise and lead practices and activities safely, helping others to improve their performance.
6	Students select and combine skills, techniques and ideas and use them in a widening range of familiar and unfamiliar physical activities and contexts, performing with consistent precision, control and fluency.	Students analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance. Students suggest ways to improve.	Students use imaginative ways to solve problems, overcome challenges and entertain audiences. When planning their own and others' work, and carrying out their own work, Students draw on what Students know about strategy, tactics and composition in response to changing circumstances, and what students know about their own and others' strengths and weaknesses.	Students understand how the different components of fitness affect performance and explain how different types of exercise contribute to their fitness and health. Students describe their involvement in regular, safe physical activity for the benefit of their health and wellbeing. When leading practices and activities, students apply basic rules, conventions and/or compositional ideas consistently.
7	Students select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to meet the demands of increasingly complex situations. Students consistently show precision, control, fluency and originality.	Students analyse and comment on their own and others' work as individuals and team members, showing that students understand how skills, tactics, composition and fitness relate to the quality of the performance. Students plan ways to improve their own and others' performance and act on these decisions in order to bring about the improvements.	Students apply the principles of advanced strategies, tactics and compositional ideas in their own and others' work, and modify them in response to changing circumstances and other performers.	Students explain the principles of practice and training, and apply them effectively. Students explain the benefits of regular, safe and planned physical activity on physical, mental and social wellbeing, and carry out their own physical activity programmes based on their choices and preferences of activities and roles within activities.

8	Students consistently distinguish between and apply advanced skills, techniques and ideas, always showing high standards of precision, control, fluency and originality. When adapting and responding to changing circumstances and other performers, students maintain the quality of a performance.	Students critically evaluate their own and others' work, showing that students understand the impact of skills, strategy, tactics or composition and fitness on the quality and effectiveness of performance. Students use this information to plan and monitor ways in which their own and others' performance could be improved, acting on these decisions to bring about the improvements. Students use their knowledge of health, fitness and social wellbeing to plan and evaluate their own and others' exercise and physical activity programmes.	Students can apply skills, strategies and composition to cope with a variety of challenges.	Students use their knowledge of health, fitness and social wellbeing to plan and evaluate their own and others' exercise and physical activity programmes. Students take on different roles within an activity and plan pathways into performance, leadership or officiating based on their choices and preferences.
9	Students consistently use advanced skills techniques and ideas with precision, fluency, control and originality	Students reach judgements independently about how their own and others' performance could be improved, prioritising aspects for further development.	They know the principles of advanced strategies, tactics or composition and students apply these with originality and flair in their own and others work. Students are increasingly independent in finding imaginative, novel and different solutions to problems posed by themselves and others.	Students consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work. Students understand the contribution physical activity makes to their physical, mental and social wellbeing and participate regularly in physical activity both in and out of school for the benefit of their health and wellbeing.

<u>GSCE PE Theory</u>

Grade	
709	Students are able to apply knowledge of a range of topics in an accurate and well detailed manner. They are able to apply topics to sporting activities, appropriately, clearly and effectively. They can justify their knowledge and give valid and well-reasoned arguments across a range of content. They are able to answer theory questions in a clear, coherent and focussed way using appropriate terminology.
4-6	Students are able to give evidence of knowledge of a number of topics with some detail. They are able to apply some topics to sporting activities, although not always with clarity. They can give clear justifications of their knowledge with reasoned arguments across most content. Their answers to theory questions lack coherence in places, although terminology is used appropriately on occasions.
1-3	Knowledge of theory content is limited. They give basic application of topics to sporting activities. Their justification for answers is poorly focussed or absent. Theory questions are answered without clarity and accuracy.

Health and Social Care

(Level 2 Technical Award)

The overall grade is determined by students' overall performance across each component unit.

Grade	**Learning Aim A: Understand human growth and development across the life stages and the factors which affect it.**		**Learning Aim B: Investigate how individuals deal with life events**		**Overall Grade awarded**
Level 1 Pass	1P1: Identify aspects of growth and development for a selected individual.	1P2: Identify factors that have had an effect on growth and development of a selected individual	1P3: Identify relevant information about a life event experienced by two individuals.	1P4: Identify sources of support that were available to two individuals experiencing a life event	Learner evidence satisfies all Level 1 Pass criteria
Level 1 Merit	1M1: Outline different aspects of growth and development across three life stages for a selected individual.	1M2: Outline the ways that different factors have affected growth and development of a selected individual.	1M3: Outline the impact of a life event on the development of two individuals	1M4: Outline what support was given to two individuals experiencing a life event.	Learner evidence satisfies **either:** All Level 1 merit criteria **OR** All Level 1 pass criteria and 2P3 and 2P4
Level 2 Pass	2P1: Describe growth and development across 3 life stages for a selected individual.	2P2: Explain how different factors have affected growth and development of a selected individual.	2P3: Explain the impact of a life event on the development of two individuals.	2P4: Explain how two individuals adapted to a life event, using support.	Learner evidence satisfies all Level 2 pass criteria
Level 2 Merit	2M1: Compare the different factors that have affected growth and development across three life stages for a selected individual.		2M2: Compare the ways that two individuals adapted to a life event and the role that support played.		Learner evidence satisfies **either:** All Level 2 merit criteria **OR** All Level 2 pass criteria and 2D2
Level 2 Distinction	2D1: Assess the changing impact of different factors in the growth and development across three life stages of a selected individual.		2D2: Assess how well two individuals adapted to a life event and the role and value of support in this		Learner evidence satisfies all Level 2 Distinction criteria

Cambridge National in Sport

(Level 2 qualification)

Students are assessed over 4 units:-

RO51- Contemporary Issues in Sport (exam)

RO52- Developing Sports skills

RO53- Sports Leadership

RO54- Sport and the Media

The table below details the criteria needed to obtain each grade.

Grade	Criteria
Level 2 Pass	• Show some evidence of independent work to create material which has been planned, developed and evaluated. • Apply knowledge, understanding and skills to social issues within a sporting context. They will be able to use a limited range of skills and abilities used in the workplace and in higher education. • Recall *some* information regarding contemporary issues in sport • Demonstrate *basic* knowledge of social factors that affect performance and participation in sporting activities • Identify and carry out *some* activities and exercises that demonstrate personal ability • Demonstrate a *basic* understanding of methods and practices to improve their own, and others' performance in sporting activities • Demonstrate *limited* awareness of how to meet specific needs when developing and delivering different physical activity programmes • Demonstrate basic knowledge of current issues within sport • Demonstrate some evaluative skills
Level 2 Merit	• Work with independence to create material which reflects effective planning, development and evaluation and an ability to demonstrate practical skills and qualities. • Apply knowledge, understanding and skills to a range of social issues within sporting contexts. They will be able to select from, and use a range of, skills and abilities commonly used in the workplace and in higher education. • Recall information regarding contemporary issues in sport • Demonstrate knowledge and understanding of social factors that affect performance and participation in sporting activities • Identify, plan and carry out a range of activities and exercises that demonstrate personal ability in sporting activities • Demonstrate a clear understanding of methods and practices to improve their own, and others' performance in sporting activities • Demonstrate clear knowledge of current issues within sport • Demonstrate evaluative skills
Level 2 Distinction	• Work confidently and independently to create material which reflects planning, skilled development and perceptive evaluation as well as actively demonstrating practical skills and qualities at high level. • Apply knowledge, understanding and skills in a variety of sporting contexts, confidently identifying and exploring a wide range of social issues within sporting contexts. They will be able to confidently use a range of skills and abilities which add value in the workplace and in higher education. • Recall a *wide* range of information regarding contemporary issues in sport • Demonstrate *detailed* knowledge and *thorough* understanding of social factors that affect performance and participation in sporting activities • Identify, plan and carry out a *wide* range of suitable activities and exercises that demonstrate personal ability in sporting activities • Demonstrate thorough knowledge of current issues within sport D • Demonstrate well-developed evaluative skills.