

St Angela's Ursuline School 9-1 subject grids

Department: ART	GCSE Exam board: Edexcel	HOD: Ms Schofield Brown	KS3 / KS4
------------------------	--------------------------	-------------------------	-----------

GCSE Grade	Grade Description	
9	My critical investigations enable me to develop ideas that are insightful and knowledge gained from personal in-depth research has inspired my creative journey; my ideas are intuitive. I demonstrate an outstanding level of skill when developing work using a full range of media and processes; outcomes are powerful and accomplished. I have presented work that is unexpected and original.	Exceptional
8	My critical investigation is comprehensive and my insights are perceptive . Continued research and observations inform my creative journey as work progresses. I am confident when working in an extensive range of media and am able to record with refinement and demonstrate a high degree of skill . My use of a visual language is advanced and I willingly take risks as I work to realise personal ideas. Powerful final outcomes are resolved and accomplished .	Exceptional / Confident & Assured
7	I work with focus and my investigations into the work of others shows a convincing degree of critical understanding . Researched sources inform my ideas which are perceptive . I am confident in exploring ideas through experimentation and demonstrate advanced skill when recording my intentions in a range of media and processes demonstrating a willingness to take risks . I independently review my work and this reflection enables me to convincingly refine both ideas and outcomes as I progress on my creative journey. Preparatory ideas are resolved and final outcomes are ambitious.	Confident & Assured
6	My independent research is becoming more focused and comprehensive . Knowledge gained from my investigations informs my ideas which are becoming more thoughtful as a result. I work purposefully as I develop my ideas and my outcomes are becoming skilful when working with a broadening range of media, processes and techniques. I am confident in being able to reflect on my work as it progresses and am able to independently make judgements about how it can be developed further, improved and refined . Preparatory ideas and final outcomes are resolved .	Confident & Assured / Competent & Consistent
5	Independent research is starting to inform my ideas which are becoming more thoughtful . I work purposefully as I develop my ideas and demonstrate a competent degree of skill as I work with a broadening range of media, processes and techniques. I am able to reflect on my work as it progresses and am starting to be more confident when making judgements about how it can be improved and refined.	Competent & Consistent / Emerging Competent
4	I undertake independent artist research and this helps me develop my own ideas however these can be safe and predictable . I can work methodically as I develop an idea and demonstrate growing control when working with media, processes and techniques. I must now try and refine my work showing greater sensitivity and control of the medium. I am starting to reflect on my work as it progresses and suggest ways in which it can be improved.	Emerging Competent

3	I undertake artist research when directed and this is starting to inform my own ideas but these can be simplistic . I experiment with art materials and processes but my work can be unrefined and I need to demonstrate more skill when recording and manipulating media, showing more sensitivity. I can develop an idea methodically but must now review and reflect on my work as it progresses to enable me to make improvements.	Emerging Competent / Basic
2	I undertake artist research when directed however my understanding can be superficial . I can record and use simple observations and my technical skills are developing however I work tentatively and I need to refine my work demonstrating increased control of materials and process. I will, with support, attempt to improve my work.	Basic / Limited
1	I can develop some work from a starting point that has been given to me. I am attempting to record ideas and observations but my responses can be unstructured and can appear clumsy . I can partially develop my work when experimenting using different art materials but I rush and so my studies are unrefined . I do not always present a finished final piece.	Limited

Department: BUSINESS	GCSE Exam board:	HOD: Ms Liston	KS4
-----------------------------	------------------	----------------	-----

GCSE Grade	Grade Description
9	Students demonstrate an in-depth knowledge and critical understanding of the full range of business theories. They also take an interest in business outside normal classwork, and they can apply this knowledge and critical understanding using business key terms, concepts, theories and methods effectively to address problems and issues. They demonstrate the ability to create well-structured, in depth and balanced arguments concerning current affairs which are affecting businesses both nationally and globally. They can select and organise information from a wide variety of topics, and interpret and use information effectively to analyse problems and issues with a high degree of accuracy. They demonstrate excellent evaluation skills, making reasoned judgements, and present conclusions accurately and appropriately. Suitable recommendations and solutions are submitted with appropriate, detailed and supported evidence which helps to justify their responses in context to the business industry. In addition, there is excellent evidence of quantitative skills including thorough knowledge and understanding of specific business finance calculations.
8	Students demonstrate an in-depth knowledge and critical understanding of the full range of business theories covered. They also take an interest in business outside normal class work, showing a greater critical understanding and knowledge of the wider world using this to support analysis and recommendations. They use business key terms, concepts, theories and methods effectively to address problems and issues. They select and organise information from a wide variety of topics, and interpret and use information effectively to analyse problems and issues with a high degree of accuracy. They demonstrate excellent evaluation skills, making reasoned judgements, and present conclusions accurately and appropriately, whilst also presenting limiting factors that could have an impact on the business success or decisions. Recommendations are fully developed in context and linked effectively to the question. In addition, there is excellent evidence of quantitative skills including knowledge and understanding of specific business finance calculations.
7	Students demonstrate an in -depth knowledge and critical understanding of the full range of business theories covered. They can apply this knowledge and critical understanding, using terms, concepts, theories and methods effectively to address problems and issues. They select and organise information from a wide variety of topics, interpret and use information effectively to analyse problems and issues with a high degree of accuracy. They begin to evaluate evidence before making reasoned judgements and present conclusions accurately and appropriately. In depth evaluation is evident in the conclusion of extended writing essays; justification of judgement, limiting factors that can have an impact on the success of the business and in depth recommendations which are focused on the question and discussed in context to the business presented in the case study .In addition, there is excellent evidence of quantitative skills including knowledge and understanding of specific business finance calculations.
6	Students show a knowledge and understanding of most of the business theory covered. They can apply this knowledge, using appropriate business key terms, to real business situations and solve problems and issues with reasonable accuracy. They select, organise, interpret and use information from a variety of topics to analyse problems and issues with increasing accuracy. They make accurate and appropriately reasoned judgements and conclusions that are supported by evidence from a variety of sources including examples from the case study and their own contextual examples that demonstrate good knowledge and understanding of the industry in which the business operates. There is some attempt to make recommendations and solutions to the business owner in extended writing answers. In addition, there is good evidence of quantitative skills including knowledge and understanding of specific business finance calculations.

5	Students show a good knowledge and understanding of most of the business theory covered. They can apply their business knowledge and understanding, using appropriate key terms accurately to address business problems and issues. They select, organise, interpret and use information from a variety of topics. Analysis of points are developed using linked strands to explain the impact of a business decision or issue. The structure of the answers helps to address the question effectively. They make reasoned judgements and present conclusions that are supported by evidence from a variety of sources including examples from the case study and their own contextual examples which demonstrate knowledge of the industry in which the business operates. In addition, there is satisfactory evidence of quantitative skills including knowledge and understanding of specific business finance calculations.
4	Students show knowledge and understanding of much of business theory covered. They can apply their business knowledge to real situations in context. They have a fair understanding of, and can use, a number of appropriate business key terms to address problems and issues. They select, organise and interpret appropriate information from a range of topics and can analyse business problems and issues with some success. They can draw conclusions and make judgments that are, for the most part, based on evidence from the case study and a selection of their own examples that demonstrate knowledge of the industry in which the business operates. In addition, there is some evidence of quantitative skills including knowledge and understanding of specific business finance calculations.
3	Students show knowledge and understanding of some of the business theory covered. They can make fair attempts to apply their knowledge to real business situations, showing some understanding of the terms, concepts, theories and methods used to address problems and issues. They make a reasonable attempt to select, organise, interpret and use simple information from a variety of sources to analyse problems and issues. There is evidence of answers that have been applied to the business in the case study. They can make judgements and simple conclusions that are often supported by some evidence. A justification of a judgement is attempted, however contextual examples are not used throughout the answers to show the examiner that they understand the specific business in the case study. In addition, there is some evidence of quantitative skills including knowledge and understanding of specific business finance calculations.
2	Students show some knowledge and understanding of business theory covered. They can apply some of this knowledge to simple business situations, using some terms, concepts, theories and methods to address basic problems and issues. There is evidence that they are beginning to select, organise, interpret and use simple information from a few sources to analyse basic problems and issues, although the answer lacks application and contextual examples that relate to the case study. They can make judgements and present simple conclusions that are sometimes supported by evidence, although with very little justification. In addition, there is limited evidence of obvious and simple quantitative skills including knowledge and understanding of some specific business finance calculations.
1	Students show a basic understanding of some of the business theory covered. They can apply limited knowledge to basic business situations, using some basic concepts and theories. There is evidence of points but very little development with basic analysis. There is some evidence of basic conclusions stating overall opinion however with very limited justification. In addition, there is limited evidence of obvious and simple quantitative skills and specific business finance calculations.

Department: COMPUTER SCIENCE	GCSE Exam board: OCR	HOD: Ms Holman	KS3/ KS4
-------------------------------------	----------------------	----------------	----------

GCSE Grade	Grade Description	Grade Description
	Computer Science Theory	Computer Science Programming
9	<p>I can explain the features of the operating system and utility programs and discuss how they are used.</p> <p>I can explain the Von Neumann Architecture.</p> <p>I can explain the OSI network layer model.</p> <p>I can give in depth advise on how to keep computer systems and networks secure.</p>	<p>I can analyse and decompose a range of complex problems and create an algorithm independently.</p> <p>I can use a range of programming techniques in text based languages independently.</p> <p>I can write efficient code using a wide range of techniques, data structures and recursion.</p> <p>I can systematically resolve errors and build robust programs.</p>
8	<p>I can explain how the CPU uses registers and memory addresses.</p> <p>I can discuss the performance issues of a computer system.</p> <p>I can explain how to build a wired /wireless LAN or WAN network.</p> <p>I can list some network layers.</p> <p>I can discuss vulnerabilities of computer networks and ways to prevent attacks.</p> <p>I can discuss a range of impacts of technology on society.</p>	<p>I can analyse and decompose a more complex problem, and develop an algorithm independently.</p> <p>I can write an algorithm using a flowchart and pseudocode.</p> <p>The algorithm will be accurate.</p> <p>I can use a range of programing techniques in text based languages.</p> <p>I can write a range of code using a range of techniques.</p> <p>I can apply MOD/DIV and exponential to solve problems.</p>
7	<p>I can discuss how the CPU uses registers and memory addresses.</p> <p>I can describe what affects the performance of a computer.</p> <p>I can discuss how different topologies affect network performance and reliability.</p> <p>I can explain the use of most network protocols.</p> <p>I know what network layer, virtual network, packet switching are.</p> <p>I can discuss some impact of technology on society.</p>	<p>I can use a range of casting and file handling skills.</p> <p>The algorithm will be accurate.</p> <p>I can use more than one text based language.</p> <p>I always write my program using procedures/ suitable functions.</p> <p>I can write nested statements.</p> <p>I can explain what exponential means.</p> <p>I can access/ modify 1d and 2d arrays.</p> <p>I can use a query language / search for data.</p>
6	<p>I can explain what CPU registers are and different types of memory.</p> <p>I can describe some features of an operating system.</p> <p>I can list features of utility programs.</p> <p>I can compare different network topologies.</p> <p>I can list network protocols and explain what they are used for.</p> <p>I can explain how domain names are resolved (DNS).</p>	<p>I am confident in using at least one text based language.</p> <p>I can use a procedure in my code.</p> <p>I can problem solve using computational thinking.</p> <p>I can create a 2 dimensional array.</p> <p>I can solve Boolean logic problems of more than two levels.</p> <p>I can solve a MOD/DIV problem.</p>

	<p>I can identify the hardware in a wired/wireless network.</p> <p>I can discuss a range of ways system security maybe breached.</p> <p>I can discuss ethical/ environmental/ privacy concerns of technology.</p> <p>I can explain a range of laws and how they can be broken.</p>	<p>I can use records to store data.</p> <p>I can use a range of tests for my program systematically.</p>
5	<p>I can explain how computer systems works; IPOS.</p> <p>I can compare different memory and storage types.</p> <p>I can label Von Neumann Architecture diagram.</p> <p>I can list some features of the operating systems.</p> <p>I can explain the different hardware needed to setup a network of topology.</p> <p>I can explain the advantages and disadvantages of LAN/WAN networks.</p> <p>I know the difference between wired and wireless networks.</p> <p>I can discuss a range of ways system security may be breached.</p> <p>I can list ethical/ environmental/privacy concerns of technology.</p> <p>I can list a wide range of laws.</p>	<p>I can analyse and decompose a simple problem, create an algorithm with some help.</p> <p>The algorithm is nearly perfect, includes variables, decisions and a loop.</p> <p>I can use the algorithms to create a program in a text based language.</p> <p>I can explain what variables/data types I would need.</p> <p>I can write a program using casting/file handling.</p> <p>I can explain what functions/procedures are.</p> <p>I can solve Boolean Logic problems.</p> <p>I can explain MOD/DIV.</p> <p>I can create and store data in 1d array.</p> <p>I always test my program.</p>
4	<p>I can describe the main parts of a computer including software needed</p> <p>I can describe what a network is</p> <p>I can list the hardware you need to connect to a network</p> <p>I can identify ways of designing a network (topology) and the hardware needed</p> <p>I can identify ways to keep a network secure</p> <p>I know some laws related to using computers</p>	<p>I can work out the outcome of an algorithm using different data</p> <p>I have made an algorithm with a loop (iteration)</p> <p>I can write a program with a loop (iteration)</p> <p>I can explain where I need variables</p> <p>I can give examples of data types</p> <p>I can solve simple Boolean logic problem</p> <p>I know what the system life cycle is</p> <p>I can explain why I need to test my program</p>
3	<p>I can describe some parts of a computer</p> <p>I can give examples of hardware and software</p> <p>I know some facts about how computers communicate</p> <p>I can list the network topologies</p> <p>I can compare wired and wireless networks</p> <p>I can identify the types of software within a computers</p> <p>I can describe the types of secondary storage</p> <p>I can recognise what is acceptable and unacceptable behaviour when using technologies online services.</p>	<p>I can write a set of instructions with some processing and decision (selection)</p> <p>I have made an algorithm with a decision</p> <p>I can write a program (using Scratch/Python programming language) with a decision</p> <p>I can use a variable in my program code</p> <p>I can describe the types of errors within my program</p> <p>I can add, subtract, divide and multiply two digit numbers</p>
2	<p>I can describe the different types of networks</p> <p>I can explain how a network can be secured</p> <p>I can explain the purpose of computer hardware</p> <p>I can demonstrate how to use computers safely and responsibly, knowing a range of ways to report unacceptable content when online.</p>	<p>I have made an algorithm with an input and output</p> <p>I have written a program with with an input</p> <p>I can state what a variable is</p> <p>I can identify errors within a program</p> <p>I can use arithmetic operators , If statement and loops within programs.</p> <p>I can add, subtract, divide and multiply simple numbers</p>

1	<p>I can identify types of computers I can explain how computer systems represent data I know types of computer hardware I understand the importance of communicating safely and respectfully online and the need for keeping personal information private.</p>	<p>I understand how algorithms can be used to solve problems. I can follow a basic algorithm to solve problems. I can create a simple program using visual programming software. I can identify variables within a program.</p>
---	---	---

Department: DRAMA	GCSE Exam board:	HOD: Ms Ofori	KS3 / KS4
--------------------------	------------------	---------------	-----------

GCSE Grade	Grade Description		
	DEVISING	PERFORMING	EVALUATING
9	<p>I can create highly imaginative ideas and develop my work in response to the chosen stimulus to communicate meaning.</p> <p>I fully understand the role of detailed and varied research in the process and will take a lead in supporting the process with this.</p> <p>I can apply and explore a wide range of relevant techniques/characteristics associated with the chosen practitioner or genre and consider the intended audience impact with creativity and nuance.</p> <p>I can use a wide and varied range of rehearsal techniques during the process to communicate meaning in a highly effective way.</p> <p>My personal contribution to the process is consistent, well resourced and of a high calibre.</p> <p>I can apply my research in a highly rigorous way to ensure that creative, structured content is created for performance.</p>	<p>I am able to demonstrate highly effective application of performance skills including very sensitive interaction with other performers, where appropriate, throughout the performance, to successfully realise my artistic intentions</p> <p>I can demonstrate a fully coherent and successful interpretation of the character/role using highly relevant aspects of the practitioner/genre style to successfully realise my artistic intention.</p> <p>I can use sound and silence, stillness and movement onstage in a controlled disciplined manner to explore tension and have maximum audience impact.</p> <p>I consistently deliver a highly sensitive individual contribution to the performance sustaining audience interest throughout.</p>	<p><i>In my written work</i></p> <p>I create outstanding responses to imaginative ideas created and developed in response to the chosen stimulus to communicate meaning</p> <p>I am able to use the full range of drama terminology with clarity and confidence.</p> <p>I can analyse and evaluate a wide range of relevant techniques/characteristics associated with the chosen practitioner/genre and consider the intended impact.</p> <p>I can identify and analyse a wide range of creative rehearsal techniques explored during the process of rehearsing and devising to communicate meaning in a highly effective way.</p> <p>I can evaluate and analyse, with detail, relevant aspects of my individual contribution to the creation, development and refinement of ideas for theatrical performance.</p> <p>I can analyse and evaluate the importance of historical, social and cultural aspects of all texts performed, studied and seen and there will be evidence of wider reading and connections across components.</p> <p>I can analyse and evaluate the set text from the point of view of an <i>Actor, Director or Stage Designer</i> to show a creative and perceptive understanding of how theatre is made and performed.</p> <p>I can analyse and evaluate how theatrical practice is used to create live performance, using detailed and focused examples from specific scenes to reinforce my written analysis.</p>
8	<p>I can create and develop a range of highly creative ideas to communicate meaning for performance.</p>	<p>I am able to demonstrate an excellent application of performance skills including sensitive interaction with other performers, where appropriate, throughout the</p>	<p><i>In my written work</i></p> <p>I create excellent responses to imaginative ideas created and developed in response to the chosen stimulus to communicate meaning using some drama terminology.</p>

	<p>I understand the role of research in the process and will consistently support the process with this. I can apply my research in a rigorous way to ensure that structured content is created for performance.</p> <p>I can apply and explore a wide range of relevant techniques/characteristics associated with the chosen practitioner or genre and consider the intended audience impact.</p> <p>I can use a varied range of rehearsal techniques during the process to explore and communicate meaning in an effective way.</p> <p>My personal contribution to the process is reflective, well resourced and consistently positive.</p>	<p>performance, to successfully realise my artistic intentions.</p> <p>I can demonstrate a coherent and successful interpretation of the character/role using relevant aspects of the practitioner/genre style to successfully realise my artistic intention.</p> <p>I can deliver a sensitive individual contribution to the performance sustaining audience interest throughout the performance.</p>	<p>I am able to use a range of drama terminology with clarity and confidence.</p> <p>I can identify and analyse a range of creative rehearsal techniques explored during the process to communicate meaning in an effective way and reflect on the intended impact.</p> <p>I can evaluate and analyse a range of aspects of my individual contribution to the creation, development and refinement of ideas for theatrical performance.</p> <p>I can analyse and evaluate the importance of historical, social and cultural aspects of all texts performed, studied and seen and make some connections across texts.</p> <p>I can analyse and evaluate the set text from the point of view of an <i>Actor, Director or Stage Designer</i> to show a comprehensive understanding of how theatre is made and performed.</p> <p>I can analyse and evaluate how theatrical practice is used to create live performance, using focused examples from specific scenes to reinforce my written analysis.</p>
7	<p>I can create and develop a variety of interesting ideas to communicate meaning for performance.</p> <p>I can carry out appropriate research and apply it to ensure that creative content is created for performance.</p> <p>I can use a range of relevant techniques/characteristics associated with the chosen practitioner/genre creatively as the piece is developed</p> <p>I can use a variety of rehearsal techniques appropriately.</p> <p>My personal contribution to the process is consistently positive and reflected upon.</p>	<p>I can apply a range of performance skills while including some sensitive interaction with other performers, where appropriate, throughout the performance, to realise my artistic intentions.</p> <p>I can deliver a coherent interpretation of the character/role using relevant aspects of the practitioner/genre style to realise my artistic intention.</p> <p>I deliver a good individual contribution to the performance sustaining audience interest throughout most of the performance.</p>	<p><i>In my written work</i></p> <p>I create good responses to imaginative ideas created and developed in response to the chosen stimulus to communicate meaning using some drama terminology.</p> <p>I am able to use drama terminology with clarity and confidence.</p> <p>I can identify and discuss with elements of analysis a range of rehearsal techniques explored during the process to communicate meaning and reflect with some success on the intended impact.</p> <p>I can evaluate and analyse a range of aspects of my individual contribution to the creation, development and refinement of ideas for theatrical performance.</p> <p>I can analyse and evaluate the importance of historical, social and cultural aspects of all texts performed, studied and seen and make some connections across texts.</p> <p>I can analyse and evaluate the set text from the point of view of an <i>Actor, Director or Stage Designer</i> to show a comprehensive understanding of how theatre is made and performed.</p> <p>I can analyse and evaluate how theatrical practice is used to create live performance, using focused examples from specific scenes to reinforce my written analysis.</p>

<p>6</p>	<p>I can offer and develop ideas to communicate meaning for performance, sometimes I will lead.</p> <p>I can carry out elements of research and at times apply them to the process of creating content for the performance.</p> <p>I can use some of the techniques/ characteristics associated with the specific practitioner/genre creatively as the piece is developed.</p> <p>I understand the different purposes of drama and potential impact on the audience.</p> <p>I am developing my understanding of rehearsal techniques.</p> <p>My personal contribution to the process is positive and discerning.</p>	<p>I can apply performance skills including at points, sensitive interaction with other performers, throughout the performance, to realise my artistic intentions.</p> <p>I can use my initiative to adopt and sustain various roles using a more extended range of performance techniques in terms of language, movement and space</p> <p>I can deliver a mostly coherent interpretation of the character/role <i>using relevant aspects of the practitioner, genre or style</i> to realise artistic intention</p> <p>I deliver a good individual contribution to the performance sustaining audience interest throughout most of the performance.</p>	<p><i>In my written work</i></p> <p>I can create sound responses to the imaginative ideas which are created and developed in response to the chosen stimulus to communicate meaning using some drama terminology</p> <p>I am able to use some drama terminology with clarity.</p> <p>I can describe and discuss with some analysis some of the techniques/characteristics associated with the chosen practitioner/genre as the piece is developed.</p> <p>I can identify and discuss some rehearsal techniques explored during the process to communicate meaning.</p> <p>I can discuss with fluidity my individual contribution to the creation, and development of ideas for theatrical performance.</p> <p>I can discuss with fluidity at points analysis and evaluation, the set text from the point of view of an <i>Actor, Director or Stage Designer</i> to show my understanding of how theatre is made and performed.</p> <p>I can discuss with fluidity and at points analysis and evaluation how theatrical practice is used to create live performance. I am able to use reasonably appropriate examples from scenes to reinforce my written analysis.</p>
<p>5</p>	<p>I always work positively no matter who I am working with and I can initiate ideas which help the group to progress.</p> <p>I can create performances for different audiences and purposes using the forms, genre, and styles we have learned..</p> <p>I understand how drama can both entertain and educate an audience.</p> <p>I am able to identify a range of rehearsal techniques.</p> <p>My personal contribution to the process is mostly positive.</p>	<p>I can apply performance skills, throughout the performance, to realise my artistic intentions.</p> <p>I adopt and sustain roles using a range of performance techniques and in terms of language, movement and space</p> <p>I can combine sound and silence, movement and stillness, exploring tension to create theatre which can impact the audience.</p> <p>I understand about relationships onstage and how to consider the role of the actor as part of an ensemble or alone</p> <p>I make full use of the performance space and understand how technical and design aspects could be used to enhance the performance.</p>	<p><i>In my written work and spoken evaluation</i></p> <p>I am starting to give sound responses to the imaginative ideas which are created and developed in response to the chosen stimulus to communicate meaning.</p> <p>I can reflect and offer creative and imaginative responses to stimuli and reflect on different genres and styles of drama.</p> <p>I can articulate the strengths and weaknesses of a performance, suggesting areas for improvement.</p> <p>I am able to use the appropriate terminology of drama to articulate my evaluation</p> <p>I am a reflective practitioner of Drama and can make links from prior learning to discuss my own work and the work of others.</p>

4	<p>I can remain focused throughout longer tasks.</p> <p>I am always supportive of others' ideas and frequently initiate ideas myself – it does not matter who else I am working with.</p> <p>I understand how to choose the most suitable dramatic form to communicate ideas and impact an audience,.</p>	<p>I am supportive of other performers and respond to the given circumstances of most performances</p> <p>I can sustain a character for the length of a performance with some control over voice and movement.</p> <p>I am able to change the language of a character with reference to my own experience.</p> <p>My own performance always fits and balances with the intention of the whole group.</p>	<p>I always contribute to class discussion and can offer developed and thoughtful responses to stimuli.</p> <p>I can compare and contrast performances and my evaluative comments show analysis as well as description.</p> <p>I am keen to set targets for improving my work in Drama and can explain clearly how to achieve them.</p>
3	<p>I can remain focussed for as long as the task requires.</p> <p>I deliberately choose to work with different students in the class and respond supportively to others' ideas. I can initiate ideas.</p> <p>I understand how to choose different elements of drama to communicate ideas to impact an audience.</p>	<p>I use different performance techniques which are best suited to the style of the performance.</p> <p>I can sustain a character for most of a performance with some control over voice and movement and I am able to change the language for some characters.</p> <p>I understand the importance of the rehearsal process to improve my own performance and can fit in with the intentions of the whole group.</p>	<p>I contribute to discussions and can use drama language we have learned to discuss how ideas are presented in a performance.</p> <p>I can compare performances with other similar examples (performances in the same genre).</p> <p>I always set targets for improving my work in Drama based on my current level.</p>
2	<p>I can focus for most of the time.</p> <p>I work well with most pupils in my class and respond supportively to others' ideas.</p> <p>I am able to choose performance techniques which are appropriate to the style of the performance.</p>	<p>I can use a range of different performance techniques with some confidence..</p> <p>When playing a character, I am confident to explore how I use my voice and movement and I am considering how I might change the language used.</p> <p>I understand why my own performance must fit in with the intentions of the whole group and am developing this.</p>	<p>I can use drama language to explain how another group has responded to their given stimulus and talk about the style of their performance.</p> <p>I can identify when a performance technique has been used successfully by another group and I can make useful contributions to discussion about how the performance could have been improved.</p> <p>I can reflect on my own performance and set targets for improvement based on my current level.</p>

1	<p>I can focus for some of the time.</p> <p>I work well with a few other students in my class.</p> <p>I make some effort to be involved in the group devising process or/and I take direction from others</p>	<p>I can use simple performance techniques, for example, still-images and mime.</p> <p>I choose to play similar characters attempting to use my voice creatively and at times matching the language to the character..</p> <p>I am mostly able to make my own performance fit in with the overall intentions of the whole group.</p>	<p>I can explain how another group has responded to the stimulus (the basis for their performance).</p> <p>I can identify when a performance technique has been used by another group.</p> <p>I can make one suggestion after each performance about how to improve my own work in Drama, but I am not always confident to contribute my ideas in discussion.</p>
---	---	--	---

Department: ENGLISH	GCSE Exam board:	HOD: Ms Onyemere	KS3 / KS4
----------------------------	------------------	------------------	-----------

GCSE Grade	Grade Description (Reading)			
	A01 Identify and interpret explicit and implicit information and ideas.	A02 Explain, comment on and analyse how writers use language and structure and its effect.	A03 Compare writers' ideas and perspectives.	A04 Evaluate texts critically and support this with references.
9	Inference and/or deduction is used perceptively to explore ideas and Multiple interpretation may be considered Increasingly confident use of own voice to present ideas.	Shows a perceptive understanding of language and structural features Analyses the effect in a perceptive way Makes excellent judgement when selecting quotations Sophisticated and accurate use of subject terminology	Offers a perceptive comparison of ideas in two texts Analyses how writers' methods are used differently in texts Shows a perceptive understanding of the different ideas and perspective in texts Selects quotations judiciously	Perceptive and critical evaluation and evaluates critically on the effect of the text on the reader Shows perceptive understanding of the writer's methods Selects quotations judiciously
8	Detailed inference or deduction is used to explore ideas Some consideration given to different interpretations Increasingly confident use of own voice to present ideas.	Shows detailed understanding of language and structural features Analyses the effect of writer's choices of language Selects a very good range of quotations	Offers a detailed comparison of ideas in two texts Analyses how writers' methods are used differently in texts Shows a detailed understanding of the different ideas and perspective in texts	Shows detailed evaluation of texts and understands with some confidence how the writer's methods affect the reader Selects a good range of quotations to support ideas A convincing response to the focus in the question
7	Shows clear and relevant interpretations of ideas in a text Makes clear and relevant inferences Selects clear and relevant supporting quotations	Shows clear understanding of language and structural features Explains clearly the effects of the writer's choices of language Selects a good range of quotations to support ideas Makes clear and accurate use of language techniques	Compares ideas and perspectives in a clear and relevant way Explains how writers' methods are used in more than one text Shows understanding of the difference ideas and perspectives in the texts and selects relevant detail to support ideas	Clear and relevant evaluation of the texts. Clear consideration of the techniques and effects on the reader. Points are well supported with effective, relevant quotations. A clear and relevant response to the focus in the question
6	Shows clear interpretation of ideas in a text Makes clear inferences	Shows clear understanding of language and some aspects of structure	Compares ideas and perspectives in a clear way	Clear evaluative comments made about the text.

	Can summarise the main ideas in a clear way	Shows clear understanding of the effects of the writer's choices of language Uses relevant quotations to support ideas	Explains how writers' methods are used Shows understanding of the difference ideas and perspectives in the texts	Examples are well chosen and clearly explained using some relevant quotations.
5	Shows some interpretations of ideas in texts Attempts to infer or read between the lines with more confidence Selects appropriate quotations to support ideas	Shows understanding of the language and the way a text is organised Attempts to comment on the effect on the reader Selects some appropriate quotations Refers to writers techniques, mostly correctly	Shows some attempts to compare texts and their differing perspectives. Makes some comment on writers' methods and how they are used to present viewpoints Selects some appropriate quotations to support ideas from more than one text. Identifies differences in ideas and perspectives	Some evaluative comments are made clearly. There are some references made to the writer's techniques and understanding of their effect. Quotations are mostly supportive of ideas.
4	Shows some interpretations of ideas in texts Attempts to infer or read between the lines	Shows some understanding of language and some aspects of structure Attempts to comment on the effect on the reader	Shows some attempts to compare texts and their differing perspectives. Makes some comment on writers' methods and how they are used to present viewpoints	Shows some attempt at evaluation Makes some evaluative comment on the effect on the reader Some understanding of the writer's methods
3	Some simple understanding of meaning and main ideas in a texts Make simple references Can summarise main ideas	Simple references made to language Simple awareness of effect on the reader Makes some reference to language techniques but not always correctly	Makes simple cross references of ideas and perspectives in a text Comparisons are supported by some quotations from two sources Some awareness of the writers' viewpoints.	A Simple evaluation May comment on an aspect of the writer's methods to engage the reader Selects simple quotations Does respond to the focus in the task
2	Shows some limited awareness of meaning in a text. May paraphrase rather than infer meaning	Shows limited awareness of language Selects simple details from the text Has some awareness of language techniques	Simple cross references are made Simple awareness of differences in a text Examples are sometimes given to illustrate the example.	A limited evaluation, e.g. which text is better; very simple reasons for preference are given. Simple understanding of how writer's methods have influenced the evaluation
1	Shows some limited awareness of meaning in a text. May paraphrase rather than infer meaning	Can comment on some of the choices the writer makes but may not be able to explain the effect of those choices	Is beginning to make connections between ideas in two different texts	Is able to comment on preference but may not always be able to justify their reason with evidence. Can comment on the explicit purpose of non-fiction texts.

A6	Can read with some accuracy and can identify main events and characters; can retrieve some details from the text	Can comment on the atmosphere and feelings in a story but not always able to connect this to the choices made by the writer	When reading two sources students may be able to recognise that the topics are similar or different or the feelings of the writers are similar or different	Can comment on preferences but is not always able to explain why.
A5	Can read with some accuracy and can recall main events; can put the main events in the correct order during recall			

GCSE Grade	Grade Description (Writing)				
	AO5 Content	AO5 Organisation	AO6 Punctuation	AO6 Grammar	AO6 Spelling
8/9	Register is convincing and compelling for audience Assuredly matched to purpose Extensive and ambitious vocabulary with sustained crafting of linguistic devices	Varied and inventive use of structural features Writing is compelling, incorporating a range of convincing and complex ideas Fluently linked paragraphs with seamlessly integrated discourse markers	Sentence demarcation is consistently secure and accurate Wide range of punctuation is used with a high level of technical accuracy	Uses full range of appropriate sentence forms for effect Uses standard English consistently and appropriately with secure control of complex grammatical structures	High level of accuracy, including extensive and ambitious vocabulary
7	Register is convincingly matched to audience Convincingly matched to purpose Extensive vocabulary with conscious crafting of linguistic devices	Varied and effective structural features Writing is highly engaging with a range of developed complex ideas Consistently coherent use of paragraphs with integrated discourse markers	Sentence demarcation is consistently secure Wide range of punctuation is used with an increasingly high level of technical accuracy	Uses full range of appropriate sentence forms for effect Uses standard English appropriately with secure control of complex grammatical structures	High level of accuracy, including ambitious vocabulary
6	Register is consistently matched to audience	Effective use of structural features	Sentence demarcation is mostly secure and mostly accurate	Uses a variety of sentence forms for effect	Generally accurate spelling, increasingly sophisticated use of vocabulary

	Consistently matched to purpose Increasingly sophisticated vocabulary and phrasing , chosen for effect with a range of successful linguistic devices	Writing is engaging, using a range of, clear connected ideas Coherent paragraphs with integrated discourse markers	Range of punctuation is used, mostly with success	Mostly uses standard English appropriately with mostly controlled grammatical structures	
5	Register is generally matched to audience Generally matched to purpose Vocabulary clearly chosen for effect and appropriate use of linguistic devices	Usually effective use of structural features Writing is engaging, with a range of connected ideas Usually coherent paragraphs with range of discourse markers	Sentence demarcation is mostly secure and mostly accurate Range of punctuation is used, with some success	Uses a variety of sentence forms for effect Mostly uses standard English appropriately with some controlled grammatical structures	Generally accurate spelling, including complex and irregular words
4	Some sustained attempt to match register to audience Some sustained attempt to match purpose Conscious use of vocabulary with some use of linguistic devices	Some use of structural features Increasing variety of linked and relevant ideas Some use of paragraphs and some use of discourse markers	Sentence demarcation is mostly secure and sometimes accurate Some control of a range of punctuation	Attempts a variety of sentence forms Some use of Standard English with some control of agreement	Some accurate spelling of more complex words; varied use of vocabulary
3	Attempts to match register to audience Attempts to match purpose Begins to vary vocabulary with some use of linguistic devices	Attempts to use structural features Some linked and relevant ideas Attempt to write in paragraphs with some discourse markers, not always appropriate	Sentence demarcation is sometimes secure and accurate Some control of a range of punctuation	Attempts a variety of sentence forms Some use of Standard English with some control of agreement	Some accurate spelling of more complex words
2	Simple awareness of register/audience Simple awareness of purpose Simple vocabulary; simple linguistic devices	Evidence of simple structural features One or two relevant ideas, simply linked Inconsistent paragraph structure	Occasional use of sentence demarcation Some evidence of conscious punctuation.	Simple range of sentence structures Increasing use of standard English	Simple use of vocabulary; accurate basic spelling. Building in confidence

1	Occasional sense of audience Occasional sense of purpose Simple vocabulary	Limited or no evidence of structural features One or two unlinked ideas More confident attempts to paragraph but not always accurately.	Some use of full stops and other punctuation and capital letters to demark sentences.	Simple use of a range of sentence types. Occasional use of standard English with limited control of agreement	Simple vocabulary, some basic spelling issues.
A6	Can write stories and non-fiction texts with some sense of order (beginning, middle and end).	Can write in sentences that make sense. Ideas grouped together paragraphs	Sentences usually punctuated correctly; perhaps now using commas and exclamation marks for effect.	Simple sentences but some longer sentences with commas or conjunctions	Simple vocabulary; high frequency words are usually spelt correctly, sometimes perhaps spelt phonetically.
A5	Writing contains main idea.	Can write in sentences that make sense. Ideas grouped together.	Mostly uses full stops but can now attempt one or two other forms of punctuation.	Sentences are mostly simple; there may be the odd connective.	Simple vocabulary. High frequency words are usually spelt correctly.

Department: GEOGRAPHY	GCSE Exam board: AQA	HOD: Mr Sharif	KS3 / KS4
------------------------------	----------------------	----------------	-----------

GCSE Grade	Grade Description
9	<p>I can accurately describe the precise characteristics of physical and human environments, using comprehensive knowledge of case studies supported by accurately applied geographical terminology.</p> <p>I can explain the interactions between complex geographical processes, applying these with precise accuracy.</p> <p>I can produce a balanced and wide ranging argument on how the management of physical and human environments varies depending on the values and attitudes involved in making the decisions, appreciating that the opinions of stakeholders will vary considerably.</p> <p>I can explain why more sustainable approaches are needed for the planning and management of environments, and evaluate the costs and benefits.</p> <p>I can conduct a geographical enquiry, identify appropriate hypotheses or key questions, and provide detailed supporting predictions.</p> <p>I can systematically collect primary and secondary data, collate and present my findings, analyse data, interpret the results and substantiate my conclusions with precise links to geographical theories.</p> <p>I can critically evaluate my enquiry and make a wide range of suggestions for improving the limitations, reliability and validity of the conclusions.</p> <p>I can use an extensive range of sophisticated cartographical maps and graphs and use statistical calculations to analyse the data displayed, recognising why anomalies might exist.</p>
8	<p>I can describe detailed information about physical and human environments studied, including a range of appropriate case study details.</p> <p>I can accurately explain a wide range of geographical processes and apply these to unfamiliar contexts.</p> <p>I can use the characteristics of a chosen case study or example accurately, and link it to physical and human geography.</p> <p>I can explain in detail why sustainable development is important, and that opinions, including my own, will vary depending on the stakeholders involved.</p> <p>I can conduct a geographical enquiry, and identify appropriate key questions or hypotheses to support, offering greater contextualisation for my enquiry.</p> <p>I can collect primary and secondary data, collate and present my findings using a wider range of sophisticated techniques e.g. located graphs (bar graphs and pie charts).</p> <p>I can analyse data, give a more detailed interpretation of the results and link the evidence to relevant geographical theory with more accuracy.</p> <p>I can accurately evaluate the process of enquiry and make a number of suggestions for improving the limitations, reliability and validity of the conclusions.</p> <p>I can precisely identify and describe patterns of human and physical features on maps.</p> <p>I can draw a variety of graphs and interpret different mapping techniques e.g. choropleth, and analyse the patterns using a range of statistical skills.</p>
7	<p>I can describe detailed information about physical and human environments studied, including appropriate case study detail and location.</p> <p>I can accurately explain a range of geographical processes and start to apply this to unfamiliar contexts.</p> <p>I can accurately choose a case study or example, and link it to my studies.</p> <p>I can explain why sustainable development is important, and that opinions, including my own, will vary depending on the stakeholders involved.</p> <p>I can conduct a geographical enquiry, and identify appropriate key questions or hypotheses to support, offering greater contextualisation for my enquiry.</p> <p>I can collect primary and secondary data, and collate and present my findings using a range of sophisticated techniques e.g. located graphs (bar graphs and pie charts).</p> <p>I can begin to analyse data, interpret my results and link the evidence to a relevant geographical theory.</p> <p>I can evaluate the process of enquiry and make some suggestions for improving the limitations, reliability and validity of my conclusions.</p>

	<p>I can accurately identify and describe patterns of human and physical features on maps.</p> <p>I can draw and interpret a variety of graphs and mapping techniques e.g. choropleth, and begin to analyse the patterns using a range of statistical skills.</p>
6	<p>I can describe a wider variety of information about physical and human environments using case study details.</p> <p>I can accurately explain and show the relationships between different sequences of events and processes.</p> <p>I can explain the links between people and environments, and how trying to achieve sustainable development will affect planning and management of these areas.</p> <p>I can conduct a geographical enquiry, identifying key questions or hypotheses to support.</p> <p>I can suggest an appropriate sequence of investigation, and collect appropriate data from primary and secondary sources to help support my enquiry.</p> <p>I can collate and present my data using a wide range of techniques including some sophisticated techniques.</p> <p>I can explain my findings in detail with valid conclusions, as well as evaluate two aspects of the enquiry.</p> <p>I can use a wide range of map skills to identify and describe human and physical features at a local, national and worldwide scale.</p> <p>I can draw and interpret data on sophisticated graphs e.g. choropleth and flow line maps, and use numerical and statistical skills to give valid reasons for trends and anomalous values.</p>
5	<p>I can recall information about physical and human environments, with valid comments about specific locations.</p> <p>I can explain multiple reasons why places and environments change using specific case studies.</p> <p>I can explain different sequences of events with comments about a greater number of physical and human processes.</p> <p>I can explain how the different views of people have different effects on how environments are used and managed.</p> <p>I can conduct a geographical enquiry, collecting appropriate data from primary and secondary sources. I can make accurate decisions about the data, with some conclusions made and give an evaluative comment on one aspect of the enquiry.</p> <p>I can use a range of graphical skills and interpret different types of photographs from a range of different landscapes.</p> <p>I can link photographic evidence to OS maps using grid references.</p> <p>I can use more sophisticated statistical skills e.g. percentage change or cumulative frequency.</p>
4	<p>I can recall basic information about physical and human regions studied and their specific environmental characteristics.</p> <p>I can recognise that on the wider scale, places have different regions, and make basic comparisons.</p> <p>I can suggest reasons for why places change with comments about physical and human processes.</p> <p>I can describe the relationship between physical and human environments and people, and why sustainable management is needed.</p> <p>I can consider multiple viewpoints to reach a decision on the management of a number of geographical issues.</p> <p>I can conduct a geographical enquiry, collect data from primary and secondary sources, collate the information and present my findings using a number of simplistic techniques e.g. multiple line graphs.</p> <p>I can make some decisions from the outcomes of my data, using some key terminology. I can use numerical and statistical skills to describe and compare geographical data.</p>
3	<p>I can describe the physical and human geography around my local area, the UK and the wider world.</p> <p>I can describe the characteristics of different environments.</p> <p>I can describe the similarities and differences of physical and human environments and begin to name processes.</p> <p>I can create my own geographical questions, briefly describe my methods of collecting data, draw some conclusions and offer a simple evaluation.</p> <p>I can present my writing using keywords with some accuracy.</p> <p>I can begin to describe distributions of physical and human features on a map and sketch.</p> <p>I can label and describe photographs.</p> <p>I can use the 8 point compass and 4 figure grid referencing with increasing accuracy.</p>

	<p>I can use data to calculate the mode and modal class.</p> <p>I can express my own views as well consider multiple alternative viewpoints on geographical issues and how they are managed.</p>
2	<p>I know about places in my local area, the UK and further afield.</p> <p>I can recognise physical and human features by giving basic descriptions about their characteristics using some key words.</p> <p>I can recognise and describe simple geographical patterns.</p> <p>I can describe how people improve and damage physical and human environments.</p> <p>I can recognise and use map symbols, the 8 point compass and can begin to work out 4 figure grid references and straight line distances.</p> <p>I can draw basic graphs e.g. a bar and line graph.</p> <p>I can work out the mean and median values from a data set.</p> <p>I can express my own views and begin to consider alternatives viewpoints on geographical issues.</p>
1	<p>I know about some places in my local area, the UK, and the wider world.</p> <p>I can identify at least one reason why places and environments change.</p> <p>I can identify different places on a map using the 4 point compass.</p> <p>I can construct basic graphs such as bar graphs using geographical data.</p> <p>I can find appropriate information from a data set, such as recognising the highest and lowest values. I can complete basic calculations e.g. the range of the data.</p> <p>I can express my own view on a geographical issue.</p>

Department: HISTORY	GCSE Exam board:	HOD: Mr Mehta	KS3 / KS4
----------------------------	------------------	---------------	-----------

GCSE Grade	Grade Description			
	(AO1) Knowledge – What do I know?	(AO2) Concepts - Explanation and Judgement	(AO3) Source Analysis (inference) and Evaluation (NOPA)	Interpretation – What do Historians think AND what do I think? (AO4)
9	I am able to show accurate and relevant information, which is precisely selected AND wide-ranging knowledge AND understanding of the key features/characteristics of a period. I have finished the exam paper.	I am able to give an analytical explanation which is directed consistently at the conceptual focus of the question, sustained and logically structured. Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. I have finished the exam paper.	I can make inferences and comment on the provenance of the sources [NOPA] reflecting a confident understanding of the sources. I explicitly test the accuracy of the inferences/provenance using precise and relevant historical contextual knowledge to make a judgement on the utility of the sources. I have finished the exam paper.	I have identified similarities and differences of the views/interpretations and have included relevant and precise contextual knowledge. This has helped me to arrive at a substantiated judgement (agree/disagree) considering all views/interpretations.
8	I am able to show accurate and relevant information, AND secure knowledge AND understanding of the key features/characteristics of a period.	I am able to give an explanation, showing an analysis, with clear links to the focus of the question. I have a clear plan, although a few parts may either lack clarity or organisation. I have included an overall judgement with criteria for judgement identified, although not always justified.	I can make inferences and comment on the provenance of the sources [NOPA] reflecting a secure understanding of the sources. I test the accuracy of the inferences/provenance using relevant historical contextual knowledge to make a judgement on the utility of the sources. I have finished the exam paper.	I have identified similarities and differences of the views/interpretations and have included relevant and mostly precise contextual knowledge. This has helped me to arrive at a judgement (agree/disagree) considering all views/interpretations with is mostly justified.
7	I am able to show accurate and relevant information, AND good knowledge AND understanding of the key features/characteristics of a period.	I am able to give an explanation, showing some analysis, with mostly clear links to the focus of the question. I have a clear plan, although it may lack clarity and organisation in parts. I have included an overall judgement with some justification (criteria), but	I can make inferences and comment on the provenance of the sources [NOPA] reflecting a good understanding of the sources. I test the accuracy of the inferences/provenance using selective and relevant historical contextual knowledge to make a judgement on the	I have identified similarities and differences of the views/interpretations and have included good contextual knowledge. This has helped me to arrive at an overall judgement (agree/disagree) with some

		some of the reasons to support it are not made obvious.	utility of the sources. I have finished the exam paper.	justification considering all views/interpretations.
6	I am able to show accurate and relevant information, AND good knowledge AND a developing understanding of the key features/characteristics of a period.	I am able to give an explanation, showing an attempt at analysis, with links to the focus of the questions. I have a plan, which is mostly clear and organised. I have a valid judgement with limited justification [criteria].	I can make an inference or comment on the provenance [NOPA] reflecting an understanding of the sources adding some basic historical contextual knowledge to make a judgement on the utility of the source. My response may not be totally completed.	I have understood both views/interpretations and begun to identify similarity and difference, as well as including relevant contextual knowledge. This has helped me to arrive at an overall judgement (agree/disagree) with an attempt at justification considering one of the views/interpretations.
5	I am able to show some accurate and relevant information, AND some good knowledge AND some understanding of the key features/characteristics of a period.	I am able to give an explanation, showing limited analysis and with few clear links to the focus of the question. I have a basic plan and have organised some of my answer. I have included an overall judgement but I haven't explained it.	I can make an inference or comment on the provenance [NOPA] reflecting some understanding of the sources adding some of my own knowledge to make a judgement on the utility of the source.	I have understood both views/interpretations and have included some relevant contextual knowledge. This has helped me to arrive at an overall judgement (agree/disagree) with little justification.
4	I am able to select some accurate information which may be relevant, AND have a basic understanding of key features/characteristics of a period.	I am able to offer a relevant explanation showing limited analysis and with an attempt to link to the focus of the question. I attempt a plan and organise some of my answer. I have attempted to give a judgement or the judgement does not quite match the question.	I can make an inference or comment on an aspect of provenance [NOPA] reflecting some understanding of the sources. I have attempted to use some own knowledge, although this may not be totally relevant or I attempt to use details or quotes to support my inference. I attempt to give a judgement on the utility of the sources.	I attempt to understand the view/interpretation by selecting some relevant detail from it and attempted to link contextual knowledge, in order to arrive at a judgement, but there is no justification.
3	I am able to select information which may be relevant AND I have a basic understanding of the key features/characteristics of a period.	I am able to give an answer and attempt to explain it, showing an attempt at analysis or link to the question. I have attempted to organise my ideas BUT my judgement is either missing or basic.	I can make an inference or comment on the provenance reflecting some understanding of the sources. I have attempted to use some of my own knowledge AND/OR tried to link to the source/enquiry. I am beginning to use details or quotes to support my inference. I give a simple judgement on the utility of the sources.	I have some understanding of a view/interpretation shown by selecting some relevant detail from it. I have general contextual knowledge and have attempted to make a judgement.

2	I am able to show limited knowledge AND some relevant knowledge.	I am able to give a simple answer, BUT it lacks logic – not planned. I did not include an overall judgement.	I attempt to make some inferences or comment on the provenance showing a basic understanding of the sources. I have used no or little own knowledge AND it might not be linked to the source/ enquiry. I can use details or quotes to support my inference. I give a simple judgement on the utility of the sources.	I have understood a view/interpretation shown by some detail selected from it. I have general contextual knowledge but have NOT made a judgement.
1	I am able to recall/write a collection of relevant historical facts.	I am making some points in attempting to provide a simple answer, BUT my answers are not focused on the question or I attempt to record description and I have no judgement.	I am able to describe what is in a source and I am able to pick out details or quotes from the source, although not totally linked to the question.	I attempt a understand a view/interpretation, but do NOT select evidence from it. There is very limited contextual knowledge and there is no judgement.
A6	I am able to give a relevant historical fact.	I am able to make some points on the focus of the question – but can be vague. I am not focused on the question and have no judgement.	I am able to identify a detail in the source and have attempted to select a piece of information from the source. I do not give a judgement on the utility of the source.	I am beginning to understand that different opinions exist on a topic.
A5	I am attempting to identify a fact or a piece of information.	I can attempt to give a point but it is not relevant to the question.	I am able to identify a detail in the source.	I am able to identify a detail in the interpretation.
A4	No features of A5.	No features of A5.	No features of A5.	No features A5.

Department: MATHS	GCSE Exam board: Edexcel	HOD: Ms Soman	KS3 / KS4
--------------------------	--------------------------	---------------	-----------

GCSE Grade	Grade Description - Topics				
AO1	Recall facts, keywords, definitions. Use or interpret notation. Carry out a method or set tasks with multi-steps				
AO2	Make deductions, inferences, or conclusions from mathematical information. Construct a chain of reasoning. Interpret/communicate info accurately. Present an argument/proof. Assess the validity of argument or evaluate mathematics presented in a specific way				
AO3	Translate problems in mathematical/non-mathematical contexts into a process or series of mathematical processes. Connect and use different parts of mathematics. Interpret results in the context of given problem. Evaluate methods used/results obtained. Evaluate solutions to identify the impact of an assumption				
	Number	Algebra	Ratio and Proportion	Geometry and Measures	Probability and Statistics
8/9	Solve and calculate the value of complex indices including surds Rationalise more complex denominators e.g. $1/(3 + \sqrt{2})$ Understand and use rational and irrational numbers	Calculate the nth term of a quadratic sequence Solve simultaneous equations with one linear and one quadratic function Use the equation of a circle to find points of intersection with a line Calculate the equation of a circle given the centre and a point on the circumference Estimate area under a quadratic or other graph by dividing it into trapezia Calculate the acceleration and distance from velocity-time graphs	Set up, solve and interpret the answers in growth and decay problems	Transform both trigonometric and other functions. e.g.: Show $y = -f(x)$, $y = f(-x)$, $y=f(x+a)$, $y=f(x)+a$ Sketch quadratic functions; identifying y and x-axis intercepts and turning points Use the sine and cosine rule in 3 dimensions Prove all circle theorems algebraically Use and apply vectors to prove lines are collinear or parallel	Use a Venn diagram to calculate conditional probability Construct and use a tree diagram to solve reverse probability problems

		Simplify and solve algebraic fractions Calculate the inverse function and construct and use composite functions			
7	Solve complex problems involving index laws Evaluate numbers with positive, fractional and negative indices Rationalise simple fractions with a surd as the denominator e.g.: $1/\sqrt{2}$ Write a denominator in terms of its prime factors, determine whether a fraction can be expressed as a recurring or terminating decimal. Calculate limits using upper and lower bounds	Rearrange formulae with same variable on both sides Solve Quadratics using the formula, factorising and including completing the square Recognise the difference of two squares Algebraic proof – to show algebraic expressions are equivalent, and use algebra to support and construct arguments and proofs, e.g.: explain why $(n+1)(n+20)$ is an even number Plot and find the equation of a circle Calculate the equation of a line given two points and the equations of a perpendicular line Solve inequalities algebraically and graphically	Solve problems involving inverse and direct proportion including squares, square roots Plot and interpret exponential functions ($y=kx$) for positive values of k Use similarity in length, area and volume to calculate scale factors and vice versa	Identify trigonometric graphs Use and apply Pythagoras in 3D situations, e.g.: diagonal lengths in cuboid and lengths of lines given 3D coordinates Calculate the area of any given triangle using $\text{Area} = \frac{1}{2} \text{absinC}$ Use and apply both sine and cosine rule to triangles and apply to bearing questions Enlarge a shape given a negative fractional scale factor Use and apply all circle theorems Use graphs to solve problems involving distance, speed and acceleration	Construct and interpret histograms Use moving averages to identify seasonality and trends in time series data and use them to make predictions Understand the structure of a stratified sample and calculate the proportion Use a tree diagram to calculate conditional probability
6	Recall index laws such as $a^0 = 1$ and involving fractional powers (where the numerator is 1) Understand the definition of a surd and perform calculations involving roots e.g.: $\sqrt{16} \times \sqrt{4} = 8$ Simplify surds e.g.: $\sqrt{12} = 2\sqrt{3}$	Use iterative processes to generate sequences Use iterative methods to calculate solutions. Multiply three binomials (triple brackets) Identify linear, quadratic, cubic, reciprocal and exponential graphs Solve quadratics graphically and by factorising	Calculate reverse and compound percentage Construct and solve equations involving direct and inverse proportion. Use kinematics formulae to calculate speed and acceleration from worded and graphical situations	Enlarge a shape given a negative integer scale factor Describe fully a single transformation Describe the changes and invariance achieved by transformations Calculate and solve vector problems involving ratio Calculate the number of sides of a regular polygon given the interior and exterior angles	Plot and interpret cumulative frequency graphs Plot and interpret boxplots Plot a time-series graph Construct and interpret tables and calculate averages from continuous data Calculate the outcomes of two or more events by using the product rule Calculate a missing probability from a list or

	<p>Convert a fraction to a recurring decimal and vice versa</p> <p>Solve problems involving standard form</p>	<p>Solve and simplify algebraic fractions</p> <p>Construct and solve simultaneous linear equations</p> <p>Calculate the equation of a linear function given two coordinates</p>		<p>Understand and use the formulae</p> <p>Recall and use the formulae for volume and surface area for pyramids, frustums and cones</p> <p>Calculate the dimensions given the volume or surface area</p> <p>Calculate missing dimensions in similar shapes</p>	<p>two-way table, including algebraic terms</p> <p>Use a two-way table to calculate conditional probability</p> <p>Compare relative frequency and theoretical probabilities including from different sample sizes</p>
5	<p>Use index notation, including the use of negative integer powers</p> <p>Estimate the answer to square roots & cube roots</p> <p>Calculate the LCM and HCF of a number when given the prime factorisation of each number</p> <p>Calculate the upper and lower bounds of a number to a given degree of accuracy</p> <p>Use upper and lower bounds for addition and subtraction calculations</p> <p>Estimate answers to calculations with the use of rounding numbers</p> <p>Multiply & divide integers and decimals by a number between 0-1</p> <p>Add, subtract, multiply and divide mixed numbers</p>	<p>Construct and solve linear equations that involve fractions and fractional answers</p> <p>Construct and solve linear inequalities</p> <p>Expand and factorise single and double brackets, including difference of two squares</p> <p>Substitute fractional and negative values into expressions</p> <p>Rearrange formulae and use to solve problems</p> <p>Calculate the equation of a line in the form</p>	<p>Calculate missing dimensions in similar shapes</p> <p>Calculate compound interest and depreciation after 2-5 years</p> <p>Write, simplify and divide a ratio given situations</p> <p>Convert between currencies</p> <p>Interpret and solve best buy deals</p>	<p>Calculate the area and arc length of a sector</p> <p>Calculate the length of a line given two coordinates</p> <p>Define a geometric progression and continue a sequence</p> <p>Use and apply trigonometry to right-angled triangle, including worded problems</p> <p>Identify roots and turning points on a quadratic graph</p> <p>Calculate volumes of 3D shapes and prisms</p> <p>Transform shapes by reflecting, rotating, enlarging and translating (using column vectors)</p> <p>Use constructions to solve loci problems</p>	<p>Construct and interpret pie charts</p> <p>Construct and interpret composite bar charts</p> <p>Display data with an appropriate graph</p> <p>Construct and interpret real-life graphs (including speed/distance/velocity graphs)</p> <p>Write probabilities using fractions, percentages or decimals</p> <p>Use tree diagrams to calculate probabilities of two dependent events</p> <p>Understand and use experimental and theoretical probability to calculate estimated outcomes</p> <p>Work out probabilities from Venn diagrams to represent real-life situations and also 'abstract' sets of numbers/values</p>
4	<p>Round decimals to any given accuracy</p>	<p>Expand and simplify brackets including with negatives</p>	<p>Calculate density, mass, volume, speed, time and distance</p>	<p>Construct triangles accurately given SSS, ASA, SAS</p> <p>Use a ruler and compasses to bisect an angle</p>	<p>Apply and work out the fraction of each sector on a pie chart</p>

	<p>Recognise equivalences and perform calculations with powers of 10 e.g.:</p> <p>Recall from memory the cubes of 1,2,3,4,5 & 10</p> <p>Know and use the laws of indices</p> <p>Calculate the Lowest Common Multiple(LCM) & Highest Common Factor(HCF) using Venn diagrams</p> <p>Convert between ordinary numbers and numbers in standard form</p> <p>Add, subtract, multiply and divide numbers that are written in standard form</p> <p>Divide any integer by a decimal by converting to division by an integer e.g. $60/0.2 = 600/2$</p> <p>Add, subtract, multiply and divide fractions; including different denominators</p> <p>Understand the term reciprocal and calculate reciprocals of any integer, decimal or fraction</p> <p>Convert simple fractions into recurring decimals using bus-stop method</p> <p>Calculate percentage increase and decrease</p>	<p>Construct and solve linear equations, including unknowns on both sides</p> <p>Construct, use and rearrange simple formulae</p> <p>Plot and solve inequalities on a number line</p> <p>Solve simultaneous equations graphically</p> <p>Identify and continue the Fibonacci sequence</p> <p>Add and subtract simple algebraic fractions</p>	<p>Calculate the linear scale factor of similar shapes</p> <p>Use proportional reasoning to compare proportions</p> <p>Compare two ratios</p> <p>Calculate the percentage increase or decrease</p>	<p>Construct perpendicular lines</p> <p>Enlarge any shape given a positive scale factor</p> <p>Describe a rotation, reflection and translation on a coordinate grid</p> <p>Calculate the circumference and area of a semicircle and a quarter of a circle</p> <p>Calculate missing lengths using Pythagoras' Theorem</p> <p>Calculate interior, exterior and the sum of angles in polygons</p>	<p>Draw and interpret distance-time graphs</p> <p>Calculate averages from frequency tables</p> <p>Use $1 - p$ to calculate the probability of an event not occurring</p> <p>Calculate a missing probability from a list or table including algebraic terms</p> <p>Use a numerical scale from 0 to 1 to express</p> <p>Compare experimental and theoretical probabilities in a range of contexts.</p> <p>Compare relative frequencies from samples of different sizes</p> <p>Complete Venn diagrams and use union and intersection notation</p>
3	<p>Round decimals to one and two decimal places</p> <p>Round to a given significant figures</p> <p>Multiply and divide integers and decimals by 0.1 and 0.01</p> <p>Multiply and divide decimals</p>	<p>Expand, factorise and simplify a single bracket</p> <p>Substitute positive and negative integers into expressions and formulae</p>	<p>Convert between miles and kilometres</p> <p>Convert between imperial units and currencies when conversions are given</p> <p>Share an amount in a given ratio</p>	<p>Calculate the volume of a prism and cuboid</p> <p>Calculate the surface area of prism</p> <p>Calculate the area of a trapezium</p>	<p>Draw and interpret scatter graphs including line of best fit</p> <p>Calculate the modal class from grouped data</p> <p>Plan and construct two-way tables</p>

	<p>Convert integers into standard form</p> <p>Use positive and negative square roots, cube and cube roots</p> <p>Use index notation for small positive integer powers</p> <p>Write an integer as a product of its prime factors</p> <p>Convert between improper and mixed fractions</p> <p>Use written division methods to convert a fraction to a decimal</p> <p>Multiply integers by fractions</p> <p>Compare & Order fractions, including those with different denominators</p> <p>Add and subtract fractions by converting one fraction</p> <p>Order decimals, including those which have a different number of decimal places</p> <p>Use inequality signs to show comparisons between two fractions, or decimals</p> <p>Calculate percentages of amounts, using multipliers</p> <p>Increase and decrease an amount by a given percentage</p> <p>Find the original amount using reverse percentages</p>	<p>Calculate inputs and outputs from function machines, including negatives</p> <p>Generate a sequence from the nth term</p> <p>Calculate the nth term from a given sequence</p> <p>Know the first five triangular numbers and to be able to continue the sequence</p> <p>Calculate the midpoint of a line on a coordinate grid</p> <p>Solve problems involving shapes on coordinate grid</p> <p>Plot equations of line in the form $y = mx + c$ and identify the gradient</p>	<p>Use ratio to compare scale drawings to real life</p> <p>Use equivalent fractions/decimals and percentages to compare proportions</p> <p>Express a number as a percentage of another</p>	<p>Identify and name parts of circle</p> <p>Calculate the circumference and area of a circle</p> <p>Identify and calculate angles in parallel lines e.g.: alternate, corresponding & co-interior</p> <p>Calculate angles in isosceles and equilateral triangles</p> <p>Draw and find bearings</p> <p>Describe rotations, translations and reflections</p> <p>Identify congruent shapes</p>	<p>Understand that the sum of probabilities of all mutually exclusive outcomes is 1</p> <p>List all outcomes systematically</p> <p>Draw sample space diagrams for two events</p> <p>Add simple probabilities</p> <p>Estimate the number of times an event will occur</p> <p>Interpret results of an experiment using the language of probability</p> <p>Compare estimated experimental probabilities with theoretical probabilities</p> <p>Work out probabilities from Venn diagrams</p>
2	<p>Order, add and subtract positive and negative integers within contexts</p> <p>Round decimals to the nearest integer</p> <p>Multiply & divide any integer or decimal by powers of 10</p>	<p>Plot coordinates in all four quadrants</p> <p>Identify, expressions, terms, equations and formulae</p> <p>Simplify linear expressions</p> <p>Multiply terms including single brackets by a positive integer</p>	<p>Convert between metric units</p> <p>Write and interpret a ratio given a diagram or context</p> <p>Solve proportion problems using the unitary method</p> <p>Compare products to work out best buy using simple proportions</p>	<p>Identify and calculate angles on a straight line, around a point and vertically opposite</p> <p>Measure and draw angles to the nearest degree</p> <p>Construct a triangle given sides and angles</p>	<p>Draw and interpret frequency diagrams for discrete and continuous data</p> <p>Calculate the mode, median, mean and range from sets of data</p> <p>Draw and interpret line graphs</p>

	<p>Understand and use decimal notation and place value Add and subtract decimals, including those with differing number of decimal places Use written methods to multiply & divide up to three-digit numbers by a two-digit number Multiply & divide decimals with up to two places by single-digit whole numbers Use a calculator to calculate square and cube roots Identify and calculate highest common factors and lowest common multiples in contexts List and simplify equivalent fractions Express one number as a fraction of another and simplify Convert between fractions, decimals and percentages Calculate percentages of amounts</p>	<p>Calculate a term-to-term rule and continue a sequence Generate sequences from patterns Show inequalities on a number line Give numbers that satisfy inequalities Calculate the input and output of function machines (positive integers only)</p>	<p>Calculate speed, distance and time given situations Solve ratio problems involving recipes</p>	<p>Calculate missing angles in triangles and quadrilaterals Identify properties of 3D shapes Identify and construct nets of common 3D shapes Draw plans and elevations of 3D shapes Draw a 3D shape from plans and elevations Reflect, translate and rotate a shape Classify quadrilaterals and triangles given their properties Calculate the area and perimeter of rectangles/squares/triangles Calculate area and perimeter of compound shapes involving rectangles</p>	<p>Understand and use the probability scale from 0 to 1 Write probabilities in words or fractions, decimals and percentages Calculate the probability of an event happening using theoretical probability List all outcomes using dice, spinners and coins Calculate the probability of an event happening using relative frequency</p>
1	<p>Read, write and order integers, up to and including 4 digit numbers Use mental methods to add and subtract positive and negative integers Use written methods to multiply & divide up to 3-digit numbers by a single-digit number Multiply and divide whole numbers by powers of 10 Understand and apply BIDMAS</p>	<p>Write and plot coordinates in the positive quadrant Add, subtract, multiply and divide, basic algebraic terms e.g. $a + a$, $3a - a$, $2 \times a$, $a/2$ Write simple expressions using algebraic notation (using 1 operation)</p>	<p>Convert fractions to a ratio, e.g. $\frac{1}{3}$ and $\frac{2}{3}$ shown in the ratio 1:2 Write ratios in their simplest form Solve simple problems involving direct proportion e.g. cost of items using 1 unit</p>	<p>Know the definition of regular and irregular polygon Know the names of regular polygons up to decagon Name the different angles, acute, obtuse, right-angle and reflex Understand the definition of parallel and perpendicular lines Understand the properties of different quadrilaterals and triangles</p>	<p>Collect discrete data and record results using a frequency table Draw a bar chart for discrete data Calculate the total population from a bar chart or table Find greatest and least values from a bar chart or table Use the mode and range to describe sets of data Read information and work out totals from a pictogram</p>

	<p>Understand and use inverse operations</p> <p>Identify square numbers up to 144</p> <p>Recognise odd and even numbers</p> <p>Know the definition of a prime number and be able to list the first 10 prime numbers</p> <p>Know the definition of multiples and factors and to be able to list them</p> <p>Round whole numbers to the nearest 10, 100 and 1000</p> <p>Use vocabulary associated with fractions such as numerator and denominator</p> <p>Understand and use fraction notation</p> <p>Use diagrams to find equivalent fractions and to make comparisons</p> <p>Convert simple fractions into decimals, such as tenths and hundredths</p> <p>Read from scales and measures</p> <p>Use the 'less than' and 'greater than' symbols</p>			<p>Understand the definition of line symmetry and rotational symmetry</p> <p>Draw lines of symmetry on basic shapes as well as give order of rotational symmetry</p> <p>Understand the definition of congruency and draw tessellations</p>	<p>Represent information as a pictogram (where the symbol represents 1 or 2 units)</p> <p>Discuss events using words such as likely, unlikely, certain and impossible</p> <p>Place the probability of events on a scale from impossible to certain</p> <p>Find probabilities based on equally likely outcomes in simple contexts</p> <p>List all outcomes for single events systematically</p>
A4-A6	<p>Calculate using the 4 operations using written methods only (possibly with support)</p> <p>Order numbers up to 3 digits</p> <p>Round to the nearest 10 or 100</p> <p>Identify a fraction in a list</p> <p>Identify the fraction representing a shaded region within a shape</p>	<p>Recognise the sequences of numbers including odd and even numbers</p> <p>Begin to represent their work using symbols and simple diagrams</p> <p>Predict what happens next in a simple number, shape or spatial pattern or sequence and provide reasons for their opinions</p>		<p>Use correct names for common 2D and 3D shapes</p> <p>Describe their properties, including numbers of sides and corners</p> <p>Describe the position of objects</p> <p>Distinguish between straight and turning movements, recognise right-angles in turns and understand angles as a measurement of a turn</p>	<p>Sort objects and classify them using more than 1 criterion</p> <p>Collect and sort data to test a simple hypothesis</p> <p>Record results in simple lists, tables, pictograms and block graphs</p> <p>Communicate their findings, using the simple lists, tables, pictograms and block graphs they have recorded</p>

	<p>Understand addition as the total of two or more sets of objects</p> <p>Understand subtraction as 'taking away' objects from a set and find how many are left</p>		<p>Begin to understand that numbers can be used to not only count discrete objects but also to describe continuous measures</p>	
A1-A3	<p>Represent their work with objects or pictures</p> <p>Count up to 10 objects</p> <p>Read write numbers up to 20</p> <p>Order numbers up to 10</p> <p>Begin to use the fraction, one-half</p>	<p>Identify a simple pattern or relationship</p> <p>Recognise the sequence of numbers starting from zero to 100</p>	<p>Use everyday language to describe the properties of 2D and 3D shapes</p> <p>Use everyday language to describe the position of 2D and 3D shapes</p> <p>Measure and order objects using direct comparison</p> <p>Order events</p>	<p>Sort objects and classify</p> <p>Represent their work</p> <p>Demonstrate the criterion they have used</p>

Department: MFL	GCSE Exam board:AQA	HOD: Ms Suc-Diamond	KS3 / KS4
------------------------	---------------------	---------------------	-----------

GCSE Grade	Grade Description			
	Reading	Writing	Listening	Speaking
9	<ul style="list-style-type: none"> I can understand extended texts which contain unpredictable elements – these may include different time frames, points of view (opinions, reasons, justifications) drawn from a range of topic areas I can understand a range of unfamiliar language and translate suitable extracts into TL. Texts may be varied in style and purpose, e.g. informative, imaginative, narrative, descriptive 	<ul style="list-style-type: none"> I can write a long sequence of mainly fluent extended writing (several paragraphs) from memory, drawing on several familiar topic areas, and using a range of vocabulary, structures and tenses. I can generate my own language rather than that of the teacher/textbook, and can express my own ideas and opinions, and those of others, with accuracy. I can translate a paragraph in to TL, drawing on language all KS4 topic areas 	<ul style="list-style-type: none"> I can extract and evaluate information in extended passages or dialogues spoken clearly at near-normal speed in French. I can deduce unknown word meaning by listening to a whole passage and the context. I can always understand passages in a variety of different time frames and a range of complex structures 	<ul style="list-style-type: none"> I can ask an extended range of questions confidently and spontaneously, including more complex questions involving different time frames I can take part in unplanned conversation on familiar topics and can cope with unexpected questions I can use familiar language fluently and accurately across the full range of topics My pronunciation & intonation are a consistent very high standard & I rarely hesitate
8	<ul style="list-style-type: none"> I can understand longer texts which may contain some unpredictable elements – these may include different time frames and a range of structures I can understand and draw inference from some unfamiliar language, using context and surrounding language, and translate suitable extracts into TL 	<ul style="list-style-type: none"> I can write extended pieces (several paragraphs) from memory drawing on a greater variety of topic areas clearly and coherently with a convincing narrative. I am able to write using more complex sentences to express my own ideas and opinions clearly with confidence and in a varied and interesting way. I 	<ul style="list-style-type: none"> I can understand longer passages or dialogues which might contain a few unpredictable words, a little slower than normal native speaker speed. I can deduce the meaning from context or tone of voice of some unfamiliar words. I can generally understand passages in a variety of time 	<ul style="list-style-type: none"> I can ask a range of questions confidently and appropriately to extend conversations I can give and understand more developed responses on a range of topics with little to no hesitation I can use a variety of structures with mostly good pronunciation and intonation when reading aloud

	<ul style="list-style-type: none"> I am able to decide between several possible meanings for translation purposes with overall success 	<p>can translate a paragraph into TL, drawing on language from previous topic areas, as well as the most recent with complex language structures.</p> <ul style="list-style-type: none"> I can form the correct tense with learnt and researched language. The meaning is generally clear. 	<p>frames and a range of complex structures</p>	<ul style="list-style-type: none"> I can sustain and interact naturally.
7	<ul style="list-style-type: none"> I can understand longer texts which may contain a few unpredictable elements - these may include a range of time frames and other key structures and a combination of complex tenses. I can cope with some unfamiliar language, using context to figure out the overall meaning I can understand and translate more complex grammar in TL 	<ul style="list-style-type: none"> I can write learned paragraphs from memory, using a variety of structures to express facts, ideas, opinions, reasons and justifications, and ask questions I can manipulate language structures encountered in the lesson accurately, and combine those with new elements to produce new meanings I can translate longer complex passages with almost accuracy. When I write to express my own ideas and opinions, the meaning is almost always clear 	<ul style="list-style-type: none"> I can understand longer passages or dialogues which may contain a couple of unpredictable elements, but are delivered clearly and at slower than normal native speaker speed. I can understand the meaning of individual unfamiliar words. Passages may include several topics in a variety of time frames. I can understand less familiar vocab and more complex grammar. 	<ul style="list-style-type: none"> I can take part in multi-exchange conversations and discussions. I can construct responses independently, using a variety of vocabulary and structures My pronunciation is consistently good when reading aloud, including unfamiliar language I may sometimes hesitate but this does not affect the flow of a conversation I can use more complex grammar.
6	<ul style="list-style-type: none"> I can understand longer texts containing predictable information; these may include a range of structures including a range of 3 time frames, and vocabulary from several familiar topics. 	<ul style="list-style-type: none"> I can write from memory at greater length on one or more topic I am able to use 3 time frames producing extended sentences that follow logically I can translate longer complex passages with little error. 	<ul style="list-style-type: none"> I can understand and extract essential information from longer passages or dialogues, spoken clearly and more slowly than normal native speaker speed, containing predictable information 	<ul style="list-style-type: none"> I can interact confidently with familiar topics covered, including asking a range of questions independently I can make myself understood in straightforward, spontaneous interactions

	<ul style="list-style-type: none"> • I can pick out and translate longer phrases into TL with ease • Can identify the tense of verbs within a text, convert them to their infinitive form and use a dictionary to find their meaning • I can understand and translate more complex structures. 	<p>I can successfully recycle learnt language, and combine with a limited number of new elements with some success to express my own ideas and opinions.</p>	<ul style="list-style-type: none"> • Passages may include a range of structures including several time frames, and vocabulary from several familiar topics and some authentic texts 	<ul style="list-style-type: none"> • I can develop conversations confidently with a variety of topics & unexpected elements • My pronunciation is good but sometimes I still hesitate which may sometimes hinder the overall flow of conversation. • I can understand more complex grammar
5	<ul style="list-style-type: none"> • I can understand a range of texts containing predictable information at times from authentic literature. • I can figure out the meaning from context or the surrounding language of some unfamiliar language in more challenging texts. • I can understand 3 time frames (present, past and future) • I can pick out and translate longer phrases / short passages into French with some teacher input. • I can understand text with occasional complex structures. 	<ul style="list-style-type: none"> • I can write longer texts from memory on two-three topics with good accuracy • I can adapt known structures to add own elements, which may produce more inaccuracy, to express a range of simple, yet personal, ideas and opinions. • I can translate longer sentences confidently • I can use a dictionary mainly with success to add new language • I can use 3 different time frames (present, past and future) 	<ul style="list-style-type: none"> • I can understand longer passages or dialogues spoken clearly and more slowly than normal native speaker speed, containing predictable information and some less familiar vocab. • Passages draw on a range of vocabulary in familiar topics, which could include 3 time frames (present and past and future) 	<ul style="list-style-type: none"> • I can use key high-frequency verb forms with a combination of different question words to produce new questions spontaneously. • I can develop simple conversations using 3 time frames. • I can read phrases and short texts aloud carefully with overall accurate pronunciation • I may still show signs of hesitation but this does not hinder the conversation
4	<ul style="list-style-type: none"> • I can understand the main details in short factual texts on a few familiar topics with predictable information contained in simple sentences with mostly familiar language. • Responses are likely to include true/false statements, multiple choice, table completion, gap-fill or question. 	<ul style="list-style-type: none"> • I can write texts from memory made up of short sentences using taught language on a few topics and this may include an example of a negative • I am familiar with 3 different time frames (present, past and future) • My spelling from memory still may have some inaccuracy 	<ul style="list-style-type: none"> • I can understand the details in a short passage or dialogue on a few familiar topics in simple sentences, spoken slowly and clearly • I am beginning to require less repetition • I can identify and understand the meaning of a passage which could include 3 time 	<ul style="list-style-type: none"> • I can ask and answer pre-learned, memorised questions, which may involve formal and informal modes of address. • I can express justified opinions in longer conversations. • I can understand reference to 3 time frames. • I can adapt familiar question forms to vary questions, with

	<ul style="list-style-type: none"> • I can understand some reference to present, past and future. • I am able to translate short phrases in to French with more ease 	<ul style="list-style-type: none"> • I can translate longer sentences confidently • I am understanding grammatical structures to manipulate the language to make my own written pieces 	<p>frames (present and past or future)</p> <ul style="list-style-type: none"> • I can understand opinions and basic reasons. 	<p>some hesitation which interrupts flow</p> <ul style="list-style-type: none"> • I am able to pronounce known language well and can read unknown words aloud clearly.
3	<ul style="list-style-type: none"> • I can understand a short text made up of short sentences with familiar language on a familiar topic. • I am able to spot new words introduced into a short text made up of familiar material & use the surrounding words to guess meaning. • I can understand reference to present and past OR future • I can translate taught short phrases in TL with teacher input. 	<ul style="list-style-type: none"> • I can write a short, simple text from memory, using simple sentences from a familiar topic where the meaning is not ambiguous • I can use 2 different time frames (present and past or future) • I can write sentences on a few topics using a model, e.g. a writing frame • I write my opinion and use basic connectives as standard when I write • I can write in the first and the third person 	<ul style="list-style-type: none"> • I can understand short passages made up of familiar words and basic phrases when people speak slowly and clearly, in up to 2 time frames (present and past or future) • I may need to ask for things to be repeated from time to time 	<ul style="list-style-type: none"> • I can ask and answer simple questions • I can adapt models successfully to give my own simple opinions • I can use present and past OR future. • I can use several short phrases and questions sometimes using the first or third person • I can produce some short phrases independently with overall good pronunciation
2	<ul style="list-style-type: none"> • Can get main points from familiar words & very simple sentences • I can recognise and use the main dictionary codes for nouns and can find the meanings of new nouns. • I understand that there may be more than one entry for each word • I can translate one or two basic taught phrases into TL 	<ul style="list-style-type: none"> • I can write simple words and several short phrases from memory with understandable spelling • I am able to use adjectives (agreement and position) with more confidence • I am attempting to use a variety of plural nouns, including some irregular ones • I can create a greater variety of sentences using the key verbs 	<ul style="list-style-type: none"> • I can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly, in one time frame • I can understand basic opinions. • I can transcribe simple short sentences. • More often than not I will need to ask for repetition to understand 	<ul style="list-style-type: none"> • I can rehearse and perform short sentences in a simple conversation. • I can use the present OR the future • I may still not understand how to form questions / answers independently • I can produce short pre-prepared phrases on a familiar topic with some accurate pronunciation
1	<ul style="list-style-type: none"> • I can understand some familiar written words and short phrases 	<ul style="list-style-type: none"> • I can write some single words from memory, but spelling might not always be accurate 	<ul style="list-style-type: none"> • I can understand a few familiar spoken words and short phrases, spoken very slowly and clearly. 	<ul style="list-style-type: none"> • I can ask and answer simple pre-learned questions from memory

	<ul style="list-style-type: none"> • I can use visual cues and context to follow the gist of a short text • I can use a word list to locate and understand specific words • I can translate individual words that have been taught into TL 	<ul style="list-style-type: none"> • I understand basic word order and can write a simple opinion • I can identify masculine and feminine nouns, some plurals and demonstrate the use of a connective 	<ul style="list-style-type: none"> • I can follow along and repeat key words from a passage or dialogue, in 1 time frame • I always need to ask for things to be repeated to understand 	<ul style="list-style-type: none"> • I may be restricted to a couple of topics covered in class • I may not understand the formation of questions and answers • I can repeat familiar words and simple sentences but my pronunciation is not always understandable
A6 A5	<ul style="list-style-type: none"> • I can understand familiar written words and short phrases that match sound to print when read aloud. I can translate some phrases but sometimes misread false friends. • I can understand familiar words and some short phrases but my translating can be approximate as I find using glossaries difficult. 	<ul style="list-style-type: none"> • I can write some familiar words from memory but my spelling is usually inaccurate. I can understand basic short sentences and give a simple opinion. I cannot identify genders or grammatical differences. • I can write a few words from memory but my spelling is inaccurate. I can give short answers but usually forget opinions or parts of the sentence. I have little understanding of grammar. 	<ul style="list-style-type: none"> • I can understand a few familiar words and phrases on the topic being studied. I always need things to be repeated. • I can understand a few familiar words on the topic being studied. 	<ul style="list-style-type: none"> • I can repeat words and phrases but not always recall words from lesson to lesson. • I can repeat a few familiar words on the topic being studied. I need the support of a model to answer in a full sentence.
A4 A3	<ul style="list-style-type: none"> • I can understand familiar words and glean the meaning of some short sentences. I can give one-word answers to reading comprehension questions but I find this challenging. • I can understand some familiar words but can only answer reading questions with the help of the teacher. 	<ul style="list-style-type: none"> • I can copy words and short sentences correctly with the help of a model. I need to practice writing sentences lots of times to become more accurate. I have no concept of the grammar I am using. • I can copy words correctly with the help of a model. I often mix English into my writing. My sentences are not always easy to read because I write as words sound. 	<ul style="list-style-type: none"> • I can understand a few familiar words on the topic being studied but I still find understanding recordings challenging without repetition and visual aid of the teacher repeating the phrase. • I can understand 5-10 words on the topic being studied and can recognise them when the teacher repeats them but find recordings challenging. 	<ul style="list-style-type: none"> • I can sometimes recognise key words on the topic being studied. I can use a model to answer some short questions but my pronunciation is not very clear. • I can give one-word answers to some questions when the teacher repeats the question often or when (English-sounding words (cognates) are in the sentence.

Department: MUSIC	GCSE Exam board: Eduqas	HOD: Mr Ramos	KS3 / KS4
--------------------------	-------------------------	---------------	-----------

GCSE Grade	Grade Description		
	MUSICAL ELEMENTS = tempo, pitch, rhythm, dynamics, texture, timbre		
	Performing	Composing	Listening and Appraising
9	Consistently performs music at Grade 4+ standard fluently and accurately with detailed attention to stylistic, technical and expressive demands. Engaging performer.	Skilled exploitation and expressive part-writing of original musical ideas and sophisticated composing techniques show detailed understanding of style, genre and application of all musical elements. Ability to read and write music fluently and confident navigation of Sibelius software or Logic Pro/Garageband.	Detailed knowledge and understanding of pieces/songs, genres and music context. Demonstrate insight and wholly accurate aural perception including harmonic understanding in different keys and modes. Write in a formal style with clarity and coherence using key music words to reflect accurate description and interpretation of music heard
8	Consistently performs Grade 4+ standard music fluently and accurately with attention to stylistic, technical and expressive demands. Engaging performer.	Skilled exploitation and expressive part-writing of original musical ideas and composing techniques show excellent understanding of style, genre and most musical elements. Confident manipulation of musical ideas and composing techniques within a unified structure	Accurate knowledge and understanding of pieces/songs, genres and music context reflecting wholly accurate aural perception. Articulate and write with clarity and coherence using key music words to describe musical features and interpretation of music heard
7	Consistently performs Grade 3+ standard music fluently and accurately with only very minor misjudgements, with detailed attention to stylistic, technical and expressive demands.	Exploitation and expressive part-writing of original musical ideas and sophisticated composing techniques show detailed understanding of style, genre and application of all musical elements. Ability to read and write music fluently using Sibelius or Logic Pro/Garageband.	Secure knowledge and understanding of pieces/songs, genres and music context. Mostly accurate aural perception including harmonic understanding in different major/ minor keys and modes. Write in a formal style with clarity and coherence, frequently using key music words appropriately.
6	Reliable technique and/or some expression in playing and performing an instrumental or vocal part at Grade 3+ standard. Stylistic interpretation.	Effective contribution and leadership in sharing ideas for group composition or individual improvisation. Confident leadership/ ability to adapt/ respond. Ability to read and write music with some fluency using Sibelius or Logic Pro/Garageband.	Good understanding and frequency, and mostly accurate application of key words in response to a music heard. Good level of ability to aurally discriminate between wider intervals of pitch and a variety of more complex rhythms, including

			notations (treble clef and bass clef, note lengths and chord symbols).
5	Mostly reliable technique and/or some expression in playing and performing an instrumental or vocal part at Grade 2+. Stylistic interpretation.	Effective contribution made frequently in sharing ideas for group composition or individual improvisation. Consistent leadership, ability to adapt and respond. Ability to read and write music with some confidence using Sibelius or Logic Pro/Garageband.	Competent understanding, fairly regular and increasingly accurate application of key words in response to music heard. Ability to aurally discriminate between wider intervals of pitch and a variety of simple rhythms, including notations (treble clef and bass clef, note lengths and chord symbols).
4	Reliable technique and/or some expression in playing and performing an instrumental or vocal part. Clear sense of style	Effective contribution on occasion in sharing ideas for group composition or individual improvisation. Clear moments of leadership, able to adapt and respond	Satisfactory understanding and increasingly accurate application of key words in response to music heard. Able to aurally discriminate between triadic pitches and a variety of simple rhythms, including notations (treble clef, note lengths and chord symbols).
3	Reliable technique and/ or some expression in playing and performing an instrumental or vocal part at Grade 1+ standard. Stylistic awareness.	Positive contribution occasionally in sharing ideas for group composition or individual improvisation. Occasional leadership, able to adapt and respond	Satisfactory understanding and occasional application of key words in response to music heard. Able to aurally discriminate between conjunct and triadic pitches and simple rhythms, including notations (treble clef, note lengths and chord symbols).
2	Developing technique and/ or expression in playing and performing an instrumental or vocal part. Some sense of style.	Occasional contribution in sharing ideas for group composition or individual improvisation, both verbally and using an instrumental/ voice.	Developing understanding and generally accurate application of key words in response to music heard. Able to aurally discriminate between conjunct pitches and simple rhythms, including dynamic symbols and notations (treble clef, note lengths and chord symbols)
1	Limited technique and/ or expression in playing and performing an instrumental or vocal part	Limited contribution in sharing ideas for group composition or individual improvisation	Basic understanding and limited application of key words in response to music heard. Basic ability to aurally discriminate between conjunct pitches and simple rhythms, including dynamic symbols and use of notations (treble clef, note lengths and chord symbols)

Department: Physical Education	GCSE Exam board: AQA	HOD: Ms Jarvis	KS4
---------------------------------------	----------------------	----------------	-----

GCSE Grade	Grade Description - Written Papers	Grade Description - NEA Practical / Analysis and Evaluation
9	Knowledge is accurate and well detailed. Application is appropriate, clear and effective. Evaluation is thorough, reaching valid and well-reasoned conclusions. The answer is clear, coherent and focused, with appropriate use of terminology throughout.	<p>I am able to show a high level of ability to make successful and effective tactical and strategic decisions, almost always fully appropriate to maximise my performance. My contribution is highly effective, significant and sustained for almost all of the game or performance. I maintain a high level of technique, accuracy and consistency in the performance of all skills. My application of skill is fully appropriate to my position.</p> <p>I have excellent knowledge and appreciation of the demands of the activity. I am fully conversant with movements and terminology. I provide clear, detailed, in-depth self-analysis for all strengths and weaknesses relating to fitness components. All are fully justified with reference to recent performances. I provide strong justification regarding the impact. I provide clear detailed in-depth analysis for all strengths and weaknesses for skills/tactics. .</p>
8	Knowledge is accurate and generally well detailed. Application is mostly appropriate, clear and effective. Evaluation is thorough, reaching valid and well-reasoned conclusions. The answer is clear, coherent and focused, with appropriate use of terminology throughout.	<p>I am able to show a high level of ability to make successful and effective tactical and strategic decisions, almost always fully appropriate to maximise my performance. My contribution is highly effective, significant and sustained for almost all of the game or performance. I maintain a high level of technique, accuracy and consistency in the performance of all skills. My application of skill is fully appropriate to my position.</p> <p>I have excellent knowledge and appreciation of the demands of the activity. I am fully conversant with movements and terminology. I provide clear, detailed, in-depth self-analysis for all strengths and weaknesses relating to fitness components. All are fully justified with reference to recent performances. I provide strong justification regarding the impact. I provide clear detailed in-depth analysis for all strengths and weaknesses for skills/tactics. .</p>
7	Knowledge is accurate and generally well detailed. Application is mostly appropriate, clear and effective. Evaluation is thorough, reaching valid and well-reasoned conclusions. The answer is generally clear, coherent and focused, with appropriate use of terminology throughout.	<p>I am able to show the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. My contribution is usually effective and significant and is sustained for the majority of the game/performance. I maintain technique, accuracy and</p>

		<p>consistency in the performance of all skills. My application of skill is usually appropriate to my position, though there may be some lapses. I am able to demonstrate the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted myself.</p> <p>I have good knowledge and appreciation of the demands of the activity. I am fully conversant with most movements and terminology. For the fitness components there is In-depth self-analysis although some strengths or weaknesses are clearer than others. Most are fully justified with reference to recent performance(s), although some are clearer than others with regards to the impact. For the skills/tactics there is In-depth self-analysis although some are clearer than others.</p>
6	<p>Knowledge is evident but is more detailed for some factors more than others. There is appropriate and effective application although not always presented with clarity. Any evaluation is clear but reaches valid and well-reasoned conclusions for some points on appropriateness more than others. Terminology is used appropriately.</p>	<p>I am able to show the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor lapses. My contribution is usually effective and significant and is sustained for the majority of the game/performance. I maintain technique, accuracy and consistency in the performance of all skills. My application of skill is usually appropriate to my position, though there may be some lapses. I am able to demonstrate the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted myself.</p> <p>I have good knowledge and appreciation of the demands of the activity. I am fully conversant with most movements and terminology. For the fitness components there is In-depth self-analysis although some strengths or weaknesses are clearer than others. Most are fully justified with reference to recent performance(s), although some are clearer than others with regards to the impact. For the skills/tactics there is In-depth self-analysis although some are clearer than others.</p>
5	<p>Knowledge is evident but is more detailed for some factors more than others. There is some appropriate and effective application although not always presented with clarity. Any evaluation is clear but reaches valid and well-reasoned conclusions for some points on appropriateness more than others. The answer is mostly coherence in places. The terminology is used appropriately on occasions.</p>	<p>I am able to show the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and occasionally it may not be relevant to the position being played. My contribution is sometimes effective and significant but it is not entirely sustained throughout the game or performance. I am able to maintain technique and accuracy in the performance but it is not always consistent. My application of skill is not</p>

		<p>consistently appropriate to my position. I am able to demonstrate some ability to select and apply appropriate skills, sometimes outwitting opponents, though there may be some obvious areas of weakness.</p> <p>I am able to show some knowledge and appreciation of the demands, conversant with many moves and terminology, but I occasionally am unclear. I appreciate many of the strengths and weaknesses for the fitness components however, some are considerably clearer than others. Most of the strengths and weaknesses are justified (some fully) though elements of the justification may not be wholly convincing. There is some impact given, but often to a single performance. I appreciate many of the strengths and weaknesses for skills/tactics but some are considerably clearer than others.</p>
4	<p>Knowledge is evident but is more detailed for some factors more than others. There is some appropriate and effective application although not always presented with clarity. Any evaluation is clear but reaches valid and well-reasoned conclusions for some points on appropriateness more than others. The answer lacks coherence in places, although the terminology is used appropriately on occasions.</p>	<p>I am able to show some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. My contribution is evident but infrequent throughout the game or performance and only occasionally effective or significant. I am able to show some technique and accuracy in the performance of some skills but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to my position. I occasionally demonstrate the ability to select and apply appropriate skills, but I only occasionally outwit opponents and I am often outwitted myself.</p> <p>I am able to show some knowledge and appreciation of the demands, conversant with many moves and terminology, but I occasionally am unclear. I appreciate many of the strengths and weaknesses for the fitness components however, some are considerably clearer than others. Most of the strengths and weaknesses are justified (some fully) though elements of the justification may not be wholly convincing. There is some impact given, but often to a single performance. I appreciate many of the strengths and weaknesses for skills/tactics but some are considerably clearer than others.</p>
3	<p>Knowledge is limited. Application is either absent or inappropriate. Evaluation is poorly focused with few or no reasoned conclusions. The answer as a whole lacks clarity and has inaccuracies. Terminology is inappropriately used.</p>	<p>I am able to show some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played. My contribution is evident but infrequent throughout the game or performance and only occasionally effective or significant. I am able to show some technique and accuracy in the performance of some skills but there are obvious inconsistencies and weaknesses. The application of skill is only occasionally appropriate to</p>

		<p>my position. I occasionally demonstrate the ability to select and apply appropriate skills, but I only occasionally outwit opponents and I am often outwitted myself.</p> <p>I provide some knowledge and appreciation of the demands but frequently lacks depth and may show confusion within some terms. Some of the strengths and weaknesses for fitness components are appreciated, with some obvious inconsistencies in the clarity of response. Some of the strengths and weaknesses are justified, often generically rather than specifically to the impact on performance(s). Some of the strengths and weaknesses for skill/tactics are appreciated, with some obvious inconsistencies in the clarity of response.</p>
2	<p>Knowledge is limited. Application is either absent or inappropriate. Evaluation is poorly focused or absent with few or no reasoned conclusions. The answer as a whole lacks clarity and has inaccuracies. Terminology is inappropriately used.</p>	<p>I am able to show only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. My contribution is limited to rare occasions and is seldom effective or significant. I am able to show only limited technique and accuracy in the performance of a few skills. My application of skill is rarely appropriate to my position. I am able to demonstrate only very limited ability to select and apply appropriate skills.</p> <p>I show limited knowledge and appreciation. A few movements and aspects of terminology are used. Few strengths and/or weaknesses provide clarity and/or depth for the fitness components. Justification may be appropriate on occasion, but seldom relevant to the impact on performance. Few strengths and/or weaknesses provide clarity and/or depth for the skill/tactics.</p>
1	<p>Knowledge is limited. Application is either absent or inappropriate. Evaluation is poorly focused or absent with few or no reasoned conclusions. The answer as a whole lacks clarity and has inaccuracies. Terminology is either absent or inappropriately used.</p>	<p>I am able to show only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played. My contribution is limited to rare occasions and is seldom effective or significant. I am able to show only limited technique and accuracy in the performance of a few skills. My application of skill is rarely appropriate to my position. I am able to demonstrate only very limited ability to select and apply appropriate skills, rarely.</p> <p>I show limited knowledge and appreciation. A few movements and aspects of terminology are used. Few strengths and/or weaknesses provide clarity and/or depth for the fitness components. Justification may be appropriate on occasion, but seldom relevant to the impact on</p>

		performance. Few strengths and/or weaknesses provide clarity and/or depth for the skill/tactics.
--	--	--

Department: PSYCHOLOGY	GCSE Exam board:	HOD: Ms Hooker	KS4
-------------------------------	------------------	----------------	-----

GCSE Grade	Grade Description		
	A01 knowledge	A02 application	A03 evaluation
9	AO1: demonstrate in-depth, comprehensive knowledge and understanding of psychological ideas, processes and procedures, and apply these correctly to both familiar and unfamiliar contexts and consistently incorporating accurate psychological terminology	AO2: 7-9 Apply relevant Psychological theories and concepts explicitly to novel scenarios with psychological terminology used throughout the response. Use a range of mathematical skills relevant to research methods in psychology	AO3: critically analyse psychological information, constructing a sustained line of reasoning that leads to fully substantiated judgements critically evaluate psychological ideas and research methodology, developing holistic and well-evidenced conclusions from competing viewpoints
8	AO1: demonstrate comprehensive knowledge and understanding of psychological ideas, processes and procedures, and apply these correctly to both familiar and unfamiliar contexts and consistently using accurate psychological terminology		AO3: critically analyse psychological information, constructing a sustained line of reasoning that leads to substantiated judgements critically evaluate psychological ideas and research methodology, developing explicit, sophisticated, well-evidenced conclusions from competing viewpoints
7	AO1: demonstrate detailed, accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these correctly to familiar and unfamiliar contexts, frequently using accurate psychological terminology		AO3: analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgments supported by relevant evidence evaluate psychological ideas and research methodology, developing plausible conclusions, supported by in-depth evidence, including well-developed comparisons from competing viewpoints
6	AO1: demonstrate accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these correctly to familiar and unfamiliar contexts, regularly using accurate psychological terminology	AO2: 4-6 Apply some relevant Psychological theories and concepts explicitly to novel scenarios with some psychological terminology included in the response.	AO3: analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgments supported by some evidence evaluate psychological ideas and research methodology, developing plausible conclusions,

		Use some mathematical skills relevant to research methods in psychology	supported by evidence, including detailed comparisons from competing viewpoints
5	AO1: demonstrate a sound knowledge and understanding of psychological ideas, processes and procedures, and apply these mostly correctly to familiar and unfamiliar contexts, using accurate psychological terminology		AO3: analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgments supported by some evidence evaluate psychological ideas and research methodology, developing plausible conclusions, supported by evidence, including basic comparisons from competing viewpoints
4	AO1: demonstrate mostly accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate psychological terminology		AO3: analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgments supported by limited evidence evaluate psychological ideas and research methodology, developing plausible conclusions, supported by some evidence
3	AO1: demonstrate some psychological knowledge and understanding and apply, in a limited way, to a few concepts, terms and theories using some psychological terminology	AO2: 1-3 Attempts to apply basic knowledge of some Psychological theories and concepts to the source with little inclusion of key concepts. Use some simple mathematical skills	AO3: make simple judgements with some reference to some evidence make some comments that demonstrate some awareness of competing viewpoints
2	AO1: demonstrate basic psychological knowledge and understanding and apply, in a very limited way, a few concepts, terms and theories using some psychological terminology		AO3: make simple judgements with basic reference to some evidence make basic comments that demonstrate some awareness of competing viewpoints
1	AO1: demonstrate very basic psychological knowledge and understanding and apply, in a very limited way. Psychological terminology is either limited, absent or used inappropriate.		AO3: make simple judgements which lack reference to evidence comments that demonstrate a basic awareness of competing viewpoints may be inaccurate or absent

Department: RE	GCSE Exam board: AQA	HOD: Ms Vassiliou	KS3/KS4
-----------------------	----------------------	-------------------	---------

GCSE Grade	Grade Description	
	AT1: Learning about Religion	AT2: Learning from religion
9	<p>I can complete the criteria below consistency across all topics studied; using the methodology in all my responses. I am confident to cross reference points and arguments amongst all topics, understanding how they are interconnected. I am able to constructively assess and criticise points made by academic scholars to present a sound and justified argument.</p> <p><i>e.g: it says in the New Testament..which is consistent with the CCC, however at times contradicts teaching found in the letters of st Paul or the Old Testament.</i></p>	<p>Not explicitly applicable in the grade at KS4, such is assessed through scholarly support and arguments presented in the Bible or CCC.</p>
8	<p>I can demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority</p> <p><i>e.g Catholics will go to Mass to hear the Gospel and receive the Eucharist. John Vianney said ‘not going to mass is like dying beside a well’. This shows us that we need to go to church to sustain us. Also when we make the sign of peace we are giving the gift of the holy spirit to others around us.</i></p> <p>I can demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs</p> <p><i>e.g Catholics believe in transubstantiation which is a sacred mystery, in which a physical change has occurred. This means it is regarded at the most sacred act of the mass. You must be prepared to receive it. The Church of England believe in consubstantiation which means that the bread is symbolic and they are reenacting in memory of what Jesus said ‘do this in memory of me’ rather than the idea ‘this is my body’</i></p>	<p>Not explicitly applicable in the grade at KS4, such is assessed through scholarly support and arguments presented in the Bible or CCC.</p>

	<p>I can construct a <u>sustained and convincing argument on matters of religion or belief based on critical analysis</u> and evaluation of different perspectives, and using accurate specialist terminology</p> <p><i>e.g I think going to mass is the most sacred act. As a Christian as you are giving thanks to God and his sacrifice. This shows that God is omnibenevolent, as it said in john 3:16 for God so loved the world, he gave his only begotten son'. However a Christian should also focus on social justice too, and follow the guidance of love thy neighbor. Pope Francis in the document 'laudato s'i highlights the need to help others and sustain God's creation</i></p>	
7	<p>I can demonstrate mostly accurate and appropriate knowledge and understanding of a <u>range of beliefs</u> and practices with reference to sources of wisdom and authority</p> <p><i>e.g Christians go to church to listen to the Gospel and learn how to follow Jesus, and also to receive the Eucharist, because Jesus said in the last supper do this in memory of me.</i></p> <p>I can demonstrate some understanding of <u>common and divergent views</u> and practices within and between religions or beliefs</p> <p><i>e.g: Some Churches like Catholics believe in transubstantiation which means the bread actually becomes Jesus, whereas others like Quakers do not celebrate the Eucharist as they do not see it as important</i></p> <p>I can construct a <u>reasoned point of view</u> on matters of religion or belief based on some analysis and evaluation of different perspectives, and <u>using mostly accurate specialist terminology</u></p> <p><i>e.g:I think it is important to go to church as on a Sunday you receive the Eucharist which is the sacrifice of Jesus, but also it is a chance to pray with others, as Jesus said 'when two or more are gathered, I am there'</i></p>	Not explicitly applicable in the grade at KS4, such is assessed through scholarly support and arguments in the Bible or CCC.
6	<p>I can <u>evaluate topics</u> and texts studied, expressing an opinion that may be different to common religious belief. I can <u>review a text to find different meanings</u>. Using these meaning I am able to present different viewpoints. I am able to reason with</p>	I can <u>evaluate</u> my own beliefs and contrast with others and evaluate different texts that guide moral behaviour.

	arguments made and justify myself. I am able to <u>support ideas</u> with additional information to the topics studied and present these ideas such as scripture or CCC.	
5	I can explore the areas of <u>different Christian attitudes</u> to the topics studied such as opinions on <u>moral issues</u> such as poverty or marriage. I am <u>confident</u> to express my opinion and support with evidence found in the Bible scriptures. I am able to <u>listen to opposite points</u> of view and see their reasoning and through this <u>give a counter argument</u> . I am able to reflect on the religious questions and form an opinion based on personal belief and scripture.	I can discuss different moral beliefs from different Christian denominations.
4	I am able to <u>compare and contrast</u> ideas with one another whether they be my own or another in the class. I am able to read two stories and <u>identify similarities and differences</u> within the themes. I have the ability to support my arguments with some examples from the Bible or Christian teaching. I am also starting to argue two points of view <u>using connectives and P.E.E</u> . I am starting to develop some opinions on the bigger questions in life focused on personal opinion.	I can <u>talk about other people</u> and explain where their beliefs come from and relate to <u>both the Bible and personal experience</u> .
3	I am able to reference a Bible story studied and can <u>use the direct words and quotes</u> from scripture in my work to develop my ideas. I am able to use a range of key religious words from previous topics and <u>make links</u> between them. I can also start to express my personal viewpoint on the topics and support with some evidence. My <u>sentences are structured</u> and use the key religious words. If I draw an image, I am able to fully explain what it is showing and explain why I have drawn it.	I can start to <u>look at the bigger questions</u> in life such as 'freewill and conscience' and respond using my own faith background.
2	I can <u>recognise key words and features</u> within the topics studied, and rather than just retelling I can <u>give meaning</u> to stories explored. I am gaining more confidence to begin to <u>develop my ideas</u> in my written work, using religious key words to explore my ideas and express a simple idea or opinion. If I draw an image I am able to simply explain what the image represents.	I can <u>form an opinion</u> and <u>compare my ideas</u> with others.
1	I can <u>recognise</u> religious items and <u>recall</u> from previous knowledge. I can also retell a religious story. I can also give simple facts and use simple words to explain myself during my RE lessons and in my written work, however the <u>sentences are not fully developed</u> . I can also draw and label an image.	I can use my experiences and beliefs to describe why Christians act in a certain way and can <u>start to develop my understanding in God</u> .
A4,A5,A6	I can <u>recognise</u> and identify a religious item when shown it or a religious word when used. I am able to draw one of the religious symbols.	I can talk <u>simply about my feelings</u> and say what I think about God and share some ideas about my faith.

Department: SCIENCE	GCSE Exam board:	HOD: Ms Murtagh / Mr Patel	KS3 / KS4
----------------------------	------------------	----------------------------	-----------

GCSE Grade	Grade Description			
	A01 Knowledge and Understanding	Mathematical Skills	A02 Scientific enquiry	A03 Interpret and evaluate
9	demonstrate relevant and comprehensive knowledge and understanding of a range of topics and apply this correctly to unfamiliar contexts that require connections between scientific disciplines	use a wide range of mathematical skills to perform complex scientific calculations in sequence and requiring multiple units of measurement, squares and square roots or rearrangement of equations with more than 3 quantities or including fractions	critically analyse qualitative and quantitative data from a wide range of sources to draw logical, well-evidenced and justified conclusions, linked clearly to all the aims of the experiment	critically evaluate and refine methodologies, linking these suggestions to improvements in the validity of the scientific conclusions
8	demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology	use a range of mathematical skills to perform complex scientific calculations	critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions	critically evaluate and refine methodologies, and judge the validity of scientific conclusions
7	demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to familiar and often to unfamiliar contexts using accurate scientific terminology	use a variety of mathematical skills to perform scientific calculations including estimation, tangents and gradient calculations	analyse qualitative and quantitative data to draw logical, evidenced conclusions covering most of the data and mostly linked to the practical aim	justify improvements in accuracy and reproducibility of experimental methods by directly linking these to comments on scientific conclusions
6	demonstrate accurate and appropriate knowledge and understanding and apply these correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology	use appropriate mathematical skills to perform multi-step calculations including the rearrangement of equations and standard form	analyse qualitative and quantitative data to draw plausible conclusions, supported by evidence and linked to the practical aim	link comments on scientific conclusions to detailed improvements in experimental methods

5	demonstrate mostly accurate and appropriate knowledge and understanding and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology	use appropriate mathematical skills to perform multi-step calculations	analyse qualitative and quantitative data to draw plausible conclusions supported by some evidence	evaluate methodologies to suggest improvements to experimental methods, and comment on scientific conclusions
4	demonstrate mostly accurate and appropriate knowledge and understanding and apply these mostly correctly to familiar contexts, using mostly accurate scientific terminology	use appropriate mathematical skills to handle conversion of simple units, ratios, area and volume, and compound units for example	manipulate qualitative and quantitative data to draw plausible conclusions	state at least one specific strength and suggest improvements to both the accuracy and reproducibility of an experimental method
3	demonstrate some relevant scientific knowledge and understanding using limited scientific terminology across a range of familiar topics	perform basic calculations including significant figures, rounding and decimals	draw simple conclusions from qualitative and quantitative data	state a specific strength and suggest an improvement to either accuracy or reproducibility of an experimental method
2	demonstrate some relevant scientific knowledge and understanding using limited scientific terminology	perform basic calculations	draw simple conclusions from qualitative or quantitative data	make basic comments relating to experimental methods
1	link some basic keywords to short statements about scientific knowledge and understanding	perform basic calculations with integer data	draw simple conclusions from qualitative or quantitative data with writing frame prompts	make a basic comment on a practical method
A6	keywords to prior experiences connected to the scientific topic	perform some basic calculations including multiplication and division with support	draw simple comparisons between qualitative or quantitative data sets	choose which of two simple experimental methods is better
A5	link some common words to the scientific topic	use support to perform addition and subtraction calculations and compare quantities	state a simple conclusion from a completed practical	correct clear mistakes in a given experimental method
A4	link a word or experience to the scientific topic	use support to perform addition calculations	make a comment about the results of a completed practical	put the steps of a simple experimental method in order

Department: Sociology	GCSE Exam board: AQA	HOD: Ms Chase	KS4
------------------------------	----------------------	---------------	-----

GCSE Grade	Sociology Grade Description
9	<ul style="list-style-type: none"> ▪ I can demonstrate in-depth comprehensive knowledge and understanding of a wide range of sociological theories, studies and concepts. ▪ I can apply sociological theories, studies and concepts accurately and explicitly to UK and global contexts. ▪ I can make synoptic links across different topics. ▪ My 12 mark essays include critical analysis of a range of information and evidence, constructing a sustained line of reasoning that leads to informed arguments, validated judgements and well-evidenced conclusions.
8	<ul style="list-style-type: none"> ▪ I can demonstrate very good knowledge and understanding of a wide range of sociological theories, studies and concepts. ▪ I can apply sociological theories, studies and concepts accurately to UK and global contexts in an implicit way. ▪ My 12 mark essays include critical analysis of a range of information and evidence making informed arguments but my conclusions lack evidence.
7	<ul style="list-style-type: none"> ▪ I can demonstrate a detailed knowledge and understanding of a wide range of sociological theories, studies and concepts. ▪ I can apply sociological theories, studies and concepts accurately but do not apply them to UK and global contexts. ▪ My 12 mark essays include evaluation of a range of information and evidence but I do not link all points back to the question fully.
6	<ul style="list-style-type: none"> ▪ I can demonstrate a very good knowledge and understanding of a wide range of sociological theories, studies and concepts. ▪ I can mostly apply sociological theories, studies and concepts accurately but do not apply them to UK and global contexts. ▪ My 12 mark essays include some evaluation of a range of information and evidence as I mostly rely on making comparisons between theories.
5	<ul style="list-style-type: none"> ▪ I can demonstrate a good knowledge and understanding of a wide range of sociological theories, studies and concepts. ▪ I can sometimes apply sociological theories, studies and concepts accurately but do not apply them to UK and global contexts. ▪ My 12 mark essays include sociological theory, studies, concepts and a conclusion but no evaluation.
4	<ul style="list-style-type: none"> ▪ I can demonstrate knowledge and understanding of a wide range of sociological theories, studies and concepts but sometimes I confuse sociologists and concepts. ▪ I can sometimes apply sociological theories, studies and concepts accurately but do not apply them to UK and global contexts. ▪ My 12 mark essays include no evaluation but I can come to a brief conclusion.
3	<ul style="list-style-type: none"> ▪ I can demonstrate some knowledge and understanding of sociological theories and concepts but do not discuss sociological studies. ▪ I can apply, in a limited way, basic sociological theories and concepts to social life.

	<ul style="list-style-type: none"> ▪ My 12 mark essays include theories and arguments but my points are not fully linked to the question. I can describe information and make generalised arguments and judgements about contemporary social life.
2	<ul style="list-style-type: none"> ▪ I can demonstrate basic knowledge and understanding of some sociological theories, studies and concepts. ▪ I can apply, in a very limited way, basic sociological theories and concepts, evidence using everyday language. ▪ My 12 mark essays include generalised arguments and simple judgements about contemporary social life.
1	<ul style="list-style-type: none"> ▪ I can demonstrate very limited knowledge and understanding of sociological theories and concepts. ▪ In my 12 mark essays I rely on examples rather than using key terminology.

Department: DESIGN & TECHNOLOGY	GCSE Exam board:	HOD: Ms Uzoma (Food), Ms Walsh (Textiles), Mr Soares (Resistant Materials)	KS3 / KS4
--	------------------	--	-----------

GCSE Grade	Grade Description (FOOD)				
	Research, Planning & Technology Knowledge	DESIGNING	MAKING	EVALUATION	SPAG
8/9	<p>I can . . .</p> <ul style="list-style-type: none"> • Select and collect from a wide range of highly appropriate sources of information (more than 5 sources). • identify a target market and carry out appropriate research • Clearly interpret my findings. • Analyse recipes in line with the Eatwell plate and suggest realistic improvements • write in detail demonstrating • my broad knowledge of different equipment, components, ingredients and processes 	<p>I can . . .</p> <ul style="list-style-type: none"> • generate a wide range of well explained and justified ideas • Write criteria and explain choices made, explaining decisions regarding the choice of ingredients and making processes • Include annotation showing close attention to the brief. • recognise the different needs of group types, as I develop healthy dishes. • interpret and apply understanding of other recipes to develop my ideas. 	<p>I can . . .</p> <ul style="list-style-type: none"> • organise my work so that I can carry out processes accurately and consistently • use equipment, cooking methods, ingredients and follow recipes with precision. • suggest alternative cooking methods or ingredients and carry out investigations, adapt or experiment to evaluate final products • make dishes that are healthy and colourful & include a variety of flavour combinations. • display high standards of hygiene & safety at all times. 	<p>I can . . .</p> <ul style="list-style-type: none"> • identify a broad range of criteria for evaluating my products • clearly relating my findings to environmental, ethical, social and cultural dimensions. • evaluate how well I have used sources of information. • use my research results, criteria and cooking skills to make a selection of dishes to suit different group types • solve problems and adapt how I make and develop dishes 	<p>My work is well organised, presented in a highly appropriate manner, very good use of technical language/vocabulary. My written communication is good, presenting material in a coherent manner and largely error-free.</p>

	<ul style="list-style-type: none"> • Make decisions about equipment/ingredients & techniques based on their functions & sensory characteristics. • Work at high quality using precision and finishing techniques. • Independently explore subject specific tasks (extra-curricular/home projects) 		<ul style="list-style-type: none"> • show a high level of competency & accuracy. • pay attention to quality of finish. 	<ul style="list-style-type: none"> • Make clear suggestions of how the quality of the taste, texture, presentation and nutrition could be improved. 	
7	<p>I can . . .</p> <ul style="list-style-type: none"> • Use a wide range of appropriate sources of information (more than 5 sources). • Show strong links with my research into the task. • have an awareness and understanding of the principles of the Eatwell plate and understand the consequences of poor nutrition • Analyse existing food products and recipes. • Describe the characteristics of different materials, components, 	<p>I can . . .</p> <ul style="list-style-type: none"> • Create a range of good, creative initial ideas that are enhanced which are in line with the government guidelines and well annotated. • Include annotation showing good attention to the criteria. • Investigate form, function and production processes as I respond creatively to briefs. • Recognise the different needs of a range of group types as I develop healthy meals. 	<p>I can . . .</p> <ul style="list-style-type: none"> • cook a range of sweet and (mainly) savoury dishes that are healthy • choose and use own recipes, modifying them where needed • select and prepare a variety of ingredients from each section of the Eatwell plate • use a range of equipment to cook food • use sensory evaluation to improve food in a healthy way • Select and use a wide range of utensils and electrical equipment. 	<p>I can . . .</p> <ul style="list-style-type: none"> • Write a critical evaluation of my work • My comments are detailed and relate back to the initial brief . • I can offer well-founded suggestions for improvements to the dish • test my product as it is being made and say how it could be improved. 	<p>My work is well organised and includes good use of technical language/vocabulary. My written communication is good, resending mainly appropriate material in a coherent manner, with few errors of grammar, punctuation and spelling.</p>

	<p>ingredients and processes</p> <ul style="list-style-type: none"> Understand a range of advanced/specialist techniques 	<ul style="list-style-type: none"> I can use understanding of different group type's requirements to inform my ideas. 			
6	<p>I can . . .</p> <ul style="list-style-type: none"> Collect highly relevant research from a range of at least 4 sources. Describe the risks and how to avoid cross contamination in a kitchen Select and use a range of utensils, electrical equipment and ingredients showing that I understand their functions. Plan and show clear precision in many areas of my planning Understand the government's eating guidelines. Describe the best Cooking methods to improve dishes Use a star chart to compare sensory qualities of a type of food 	<p>I can . . .</p> <ul style="list-style-type: none"> Generate detailed design sketches/recipes/ drawings and prototypes Use research to influence design ideas which has been considered and annotation is detailed The ideas and annotation show attention to the criteria. develop and trial dishes recognise the significance of other group types and needs when designing a meal Share ideas with other students and give constructive feedback 	<p>I can . . .</p> <ul style="list-style-type: none"> cook 4 sweet & 4 savoury dishes that are healthy adapt recipes to meet needs and wants of people select and prepare a wide range of ingredients from the Eatwell plate use senses to combine foods select and use a range of utensils and electrical equipment Develop and use a range of alternative methods to ensure a quality finish. check my work as it develops and solve technical problems reference ways to help control quality 	<p>I can . . .</p> <ul style="list-style-type: none"> Write a critical evaluation of my work Offer some detail and relate in part back to the initial brief . Offer several relevant suggestions for improvements to the meal/recipe Also offer suggestions of how my quality of preparing and cooking could be improved. 	<p>My work is organised and includes basic use of technical language/vocabulary. My Written communication is adequate in terms of grammar, punctuation and spelling with any errors corrected</p>

	<ul style="list-style-type: none"> Understand and use specialist vocabulary 				
5	<p>I can . . .</p> <ul style="list-style-type: none"> Collect research from at least 3 sources. My research is thoughtful with clear relevant detail. Describe how to store and cook food safely Described the role of nutrients in the diet and identify which foods contain which nutrients Apply knowledge & understanding of different diets based on culture, faith & morals. Plan ahead, my planning will show correct equipment & ingredients and good food hygiene practices. Produce a dish with some accuracy & quality of finish, healthy & tasty. Understand and use specialist vocabulary 	<p>I can . . .</p> <ul style="list-style-type: none"> Produce a range of appropriate ideas that show some creativity with effective use of colour and are annotated. Design ideas that show clear influence from my research and design criteria. Make links from my research and cook or create samples of the idea Show understanding of healthy eating. Respond to briefs showing understanding of culture and society or familiar products when developing my own ideas develop ideas by drawing on and using various sources of information 	<p>I can . . .</p> <ul style="list-style-type: none"> cook 2 sweet & 2 savoury dishes that are healthy Show that I understand and can select equipment, ingredients and techniques. make more complex modifications to recipes select and prepare a range of ingredients from the Eatwell plate use 2 parts of the cooker to make a recipe Develop a quality finish choosing from alternatives ingredients or cooking methods. Make decisions about how I present my dish. 	<p>I can . . .</p> <ul style="list-style-type: none"> Evaluate my work in some detail and relate in part back to the brief . Suggest several improvements to the design suggest how the quality of diet/cooking methods could be improved cook and evaluate my meals, showing that I understand the situations in which my dish will be presented, taste and its nutritional value. 	<p>My work shows evidence of structure, with basic use of technical language/vocabulary. My written work has some errors of grammar, punctuation and spelling which I try to correct.</p>

4	<p>I can . . .</p> <ul style="list-style-type: none"> ● Collect research from at least 2 sources & use it to inform my work. ● Explain how to follow good personal hygiene when preparing food ● Plan ahead with some help ● Name a variety of kitchen equipment and understand their function ● describe the Eat-well plate ● Describe the sensory attributes of ingredients ● Understand and use specialist vocabulary ● Use a range of food preparation and cooking skills. ● Understand specialist vocabulary / key words 	<p>I can . . .</p> <ul style="list-style-type: none"> ● create designs that show some influence from my research ● Design a balanced meal using the principles of the eatwell plate ● Produce 3 design ideas with annotation. ● develop my design in a limited way ● Design for at least two culture/group types ● Make minor decisions about my work 	<p>I can . . .</p> <ul style="list-style-type: none"> ● follow step-by-step recipes ● Select and work with some different ingredients and equipment. ● Apply my knowledge and understanding of ingredients and dishes' components. ● Work with ingredients with some accuracy, paying attention to quality of finish and to function. ● suggest some simple ways to make dishes healthier ● make simple dishes ● work on my project with support and advice 	<p>I can . . .</p> <ul style="list-style-type: none"> ● Identify what is working well and what could be improved to overcome problems. ● Reflect on my work using my knowledge and previous experience. ● Write a basic evaluation of my work ● Suggest improvements to my planning, design and making. 	<p>My work shows some organisation with limited use of technical language and vocabulary. Errors in spelling, grammar, punctuation and spelling are not corrected where these have occurred.</p>
3	<p>I can . . .</p> <ul style="list-style-type: none"> ● Identify basic details of the target market and take their views into account ● Identify basic features 	<p>I can . . .</p> <ul style="list-style-type: none"> ● Produce a small range of simple ideas with colour ● Add a little labelling to identify some features 	<p>I can . . .</p> <ul style="list-style-type: none"> ● Produce step-by-step plans ● Select and work with some different tools and equipment. 	<p>I can . . .</p> <ul style="list-style-type: none"> ● Identify what is working well and what could be improved to overcome problems. 	<p>My work shows assisted organisation with limited use of technical language and vocabulary. Errors in spelling, grammar, punctuation and spelling are not generally</p>

	<p>of an existing / similar product taking ideas from designers work</p> <ul style="list-style-type: none"> • Collect a little research. • Write a simple brief. • Write a basic design specification for my product. • Show some understanding of the design context 	<ul style="list-style-type: none"> • My ideas and annotation show little attention to the specification. • I can develop my design in a limited way • Make minor decisions about my work 	<ul style="list-style-type: none"> • Apply my knowledge and understanding of materials, ingredients and components. • Work with them with some accuracy, paying attention to quality of finish and to function. • Suggest some simple ways to join and construct my parts • My products function in a simple way • Produce a cutting list with very general material costs worked out. • Work on my project with support and advice 	<ul style="list-style-type: none"> • Reflect on my using my knowledge and previous experience. • Write a basic evaluation of my work • Suggest improvements to my design and/or the way I made it 	<p>corrected where these have occurred.</p>
2	<p>I can . . .</p> <ul style="list-style-type: none"> • Identify basic details of the target market and take their views into account • Identify basic features of an existing / similar product taking ideas from designers work • Collect a little research. • Write a simple brief. 	<p>I can . . .</p> <ul style="list-style-type: none"> • Draw one idea related to the design brief, some in 3D. • With help, can identify a good or bad point about their design. . . . • Use colour to enhance their ideas. • Use labels and notes to explain parts of my designs 	<p>I can . . .</p> <ul style="list-style-type: none"> • With help, make a product which has limited accuracy and works. • Explain how to make a part of my product and show understanding of health and safety in their planning. • Produce a product which uses one skill 	<p>I can . . .</p> <ul style="list-style-type: none"> • Explain the look of their design, and with some help explain why this is the case. • With help can say what needs to be better next time when evaluating. • With some help I can say what was hard when making their product. 	<p>My work shows limited organisation with limited use of technical language and vocabulary. Errors in spelling, grammar, punctuation and spelling are not corrected where these have occurred.</p>

	<ul style="list-style-type: none"> • Write a basic design specification for my product. • Show some understanding of the design context 		<p>with some accuracy.</p> <ul style="list-style-type: none"> • Use tools and equipment with supervision. • Produce a product which has some accuracy in parts. • Product which is mostly finished and uses one or more skills. 		
1	<p>I can ...</p> <ul style="list-style-type: none"> • Identify a target market and take their some views into account • Identify the very basic features of an existing / similar product • Collect a little research with help. • Write a simple brief with help. • Write a basic design specification for my product with help. 	<p>I can ...</p> <ul style="list-style-type: none"> • Produce a least one idea in 2D with colour • Add labelling to identify some features • My idea and labelling show some attention to the specification. • Make some minor decisions about my work 	<p>I can ...</p> <ul style="list-style-type: none"> • With help, make a product which has limited accuracy and works. ... • With help, choose and use tools and equipment. 	<p>I can ...</p> <ul style="list-style-type: none"> • Say one good and one bad point about their design when evaluating. • Talk about how their design works. ... • Answer questions about how to improve their design. They can answer a question about what was hard when making their product. 	<p>My work shows very limited organisation with very limited use of technical language and vocabulary. Errors in spelling, grammar, punctuation and spelling are not corrected where these have occurred.</p>

GCSE Grade	Grade Description (Design and Technology - Resistant Materials and Textiles)				
	ANALYSIS AND SPECIFICATION	DESIGNING	MAKING	EVALUATION	SPAG
8/9	<p>I can . . .</p> <ul style="list-style-type: none"> ● Produce a thorough, detailed analysis of the target market ● Produce a thorough, detailed evaluation of a similar product. ● Show detailed evidence of prior research and preparation into the problem. ● Write a clear and appropriate brief to outline my project ● Write an excellent specification ● Include a prioritised list of criteria for the product presented under appropriate headings. ● The specification is well founded in my research for the task and my decisions are supported by my results. 	<p>I can . . .</p> <ul style="list-style-type: none"> ● Create a range of excellent, creative initial ideas that are enhanced using excellent rendering techniques and are well annotated and dimensioned. ● Include annotation showing close attention to the specification. ● Investigate form, function and production processes as I respond creatively to briefs. ● Recognise the different needs of a range of users, as I develop fully realistic products. ● I can interpret and apply understanding of other designers to develop my ideas. 	<p>I can . . .</p> <ul style="list-style-type: none"> ● Organise my work so that I can carry out processes accurately and consistently, ● Use tools, equipment, materials, ingredients and components with precision. ● Use accurate testing to inform my judgments when solving technical problems ● Use a range of challenging practical processes are evident. ● Produce a high level of accuracy in all aspects of the construction/making. ● Produce a cutting list with costs worked out in the most efficient manner. 	<p>I can . . .</p> <ul style="list-style-type: none"> ● Identify a broad range of criteria for evaluating my products, ● Clearly relate my findings to environmental, ethical, and social and cultural dimensions. ● Include comments that are perceptive and detailed and relate in full back to the initial specification. ● Make Well-founded suggestions for improvements to the design ● Make detailed suggestions of how quality of manufacture could be improved. 	<p>My work is well organised, presented in a highly appropriate manner, very good use of technical language/vocabulary. My written communication is good, presenting material in a coherent manner and largely error-free.</p>

	<ul style="list-style-type: none"> Use a wide range of appropriate sources of information and select what is useful to me 				
7	<p>I can . . .</p> <ul style="list-style-type: none"> Produce a very good analysis of the target market Produce a detailed evaluation of a similar product. Show good evidence of prior research and preparation. Write a well-worded brief to outline my project Write a comprehensive design specification Include a prioritised list of criteria for my project using appropriate headings. Show strong links with my research into the task. Use a wide range of appropriate sources of information 	<p>I can . . .</p> <ul style="list-style-type: none"> Create a range of good, creative initial ideas that are enhanced with good rendering and are well annotated and dimensioned. Include annotation showing good attention to the specification. Investigate form, function and production processes as I respond creatively to briefs. Recognise the different needs of a range of users, as I develop fully realistic products. I can use understanding of other designers to inform my ideas. 	<p>I can . . .</p> <ul style="list-style-type: none"> Produce plans that predict the time needed to carry out the main stages of making Work with a range of tools, materials, ingredients, equipment, components and processes, taking full account of their characteristics. Adapt my methods of manufacture to changing circumstances Solve technical problems, providing a sound explanation for any change from the design proposal. Produce a cutting list with costs worked out in the most efficient manner. 	<p>I can . . .</p> <ul style="list-style-type: none"> Write a critical evaluation of my work My comments are detailed and relate back to the initial specification. I can offer well-founded suggestions for improvements to the design Make clear suggestions of how the quality of manufacture could be improved. 	<p>My work is well organised and includes good use of technical language/vocabulary. My written communication is good, resending mainly appropriate material in a coherent manner, with few errors of grammar, punctuation and spelling.</p>
6	I can . . .	I can . . .	I can . . .	I can . . .	My work is organised and includes basic use of technical

	<ul style="list-style-type: none"> • Use a range of sources of information • Produce a good analysis of the target market • Evaluate a similar product using ACCESS FM appropriately understanding the form and function of familiar products • Show some evidence of relevant prior research and preparation. • Write a clear brief for my project. • Write a good design specification under appropriate headings. • Prioritise my list of decisions for the product in my specification • Show clear links with my research into the task. 	<ul style="list-style-type: none"> • Produce a range of clear, creative ideas that are presented with tonal shading and are appropriately annotated. • The ideas and annotation show attention to the specification. • Develop and model ideas • Explore and test my design thinking • Recognise the significance of others' designing 	<ul style="list-style-type: none"> • Produce a list of realistic manufacturing steps including alternative methods of making • Show detail of the processes required with some reference to the time needed. • Clearly select and work with a range of appropriate tools materials, ingredients, equipment, components and processes when making and offer alternatives • Select from a variety of construction/making techniques • Check my work as it develops and solve technical problems • Reference ways to help control quality • Produce a cutting list with costs worked out in an efficient manner. 	<ul style="list-style-type: none"> • Write a critical evaluation of my work • Offer some detail and relate in part back to the initial specification. • Offer several relevant suggestions for improvements to the design • Also offer suggestions of how my quality of manufacture could be improved. 	language/vocabulary. My Written communication is adequate in terms of grammar, punctuation and spelling with any errors corrected
5	<p>I can . . .</p> <ul style="list-style-type: none"> • Identify appropriate details about the target market knowing some of their needs and wants 	<p>I can . . .</p> <ul style="list-style-type: none"> • Produce a range of appropriate ideas that show some creativity with effective use of 	<p>I can . . .</p> <ul style="list-style-type: none"> • Work from my own detailed plans, producing a list of manufacturing steps 	<p>I can . . .</p> <ul style="list-style-type: none"> • Evaluate my work in some detail and relate in part back to the specification. 	My work shows evidence of structure, with basic use of technical language/vocabulary. My written work has some errors of grammar, punctuation

	<ul style="list-style-type: none"> • I can produce a basic evaluation of a similar / existing product using understanding of other designers in my work • Collect evidence of prior research and preparation for my project. • Write a simple brief for my project. • Write a basic design specification including relevant criteria for my product. • My specification shows some links with my research 	<p>colour and are annotated.</p> <ul style="list-style-type: none"> • My ideas and annotation show some attention to the specification. • Create Ideas with minimal development work • Clarify my ideas through discussion, drawing and modelling • Show understanding of aesthetic and economic dimensions. • Respond to briefs showing understanding culture and society or familiar products when developing my own ideas • Develop ideas by drawing on and using various sources of information 	<p>containing detail of the processes required.</p> <ul style="list-style-type: none"> • Show that I understand and can select materials, ingredients and techniques. • Work with a range of tools, materials, ingredients, equipment, components and processes with some precision. • Check my work as it develops, solving technical problems and show some evidence of creativity as I modify my approach • Make decisions about how I finish making. • Select from a small variety of construction/making methods • Develop and model my design ideas • Produce a cutting list with costs worked out in an efficient manner. 	<ul style="list-style-type: none"> • Suggest several improvements to the design • Suggest how the quality of manufacture could be improved • Test and evaluate my products, showing that I understand the situations in which my products will function. 	<p>and spelling which I try to correct.</p>
--	--	---	---	---	---

4	<p>I can . . .</p> <ul style="list-style-type: none"> ● Identify basic details of the target market and take their views into account ● Identify basic features of an existing / similar product taking ideas from designers work ● Collect a little research. ● Write a simple brief. ● Write a basic design specification for my product. ● Show some understanding of the design context 	<p>I can . . .</p> <ul style="list-style-type: none"> ● Produce a small range of simple ideas with colour ● Add a little labelling to identify some features ● My ideas and annotation show little attention to the specification. ● I can develop my design in a limited way ● Make minor decisions about my work 	<p>I can . . .</p> <ul style="list-style-type: none"> ● Produce step-by-step plans ● Select and work with some different tools / equipment. ● Apply my knowledge and understanding of materials, ingredients and components. ● Work with them with some accuracy, paying attention to quality of finish and to function. ● Suggest some simple ways to join and construct my parts ● My products function in a simple way ● Produce a cutting list with general material costs worked out. ● Work on my project with support and advice 	<p>I can . . .</p> <ul style="list-style-type: none"> ● Identify what is working well and what could be improved to overcome problems. ● Reflect on my using my knowledge and previous experience. ● Write a basic evaluation of my work ● Suggest improvements to my design and/or the way I made it 	<p>My work shows some organisation with limited use of technical language and vocabulary. Errors in spelling, grammar, punctuation and spelling are not corrected where these have occurred.</p>
3	<p>I can . . .</p> <ul style="list-style-type: none"> ● Identify basic details of the target market and take their views into account ● Identify basic features of an existing / similar 	<p>I can . . .</p> <ul style="list-style-type: none"> ● Produce a small range of simple ideas with colour ● Add a little labelling to identify some features 	<p>I can . . .</p> <ul style="list-style-type: none"> ● Produce step-by-step plans ● Select and work with some different tools and equipment. 	<p>I can . . .</p> <ul style="list-style-type: none"> ● Identify what is working well and what could be improved to overcome problems. 	<p>My work shows assisted organisation with limited use of technical language and vocabulary. Errors in spelling, grammar, punctuation and spelling are not generally corrected where these have occurred.</p>

	<p>product taking ideas from designers work</p> <ul style="list-style-type: none"> • Collect a little research. • Write a simple brief. • Write a basic design specification for my product. • Show some understanding of the design context 	<ul style="list-style-type: none"> • My ideas and annotation show little attention to the specification. • I can develop my design in a limited way • Make minor decisions about my work 	<ul style="list-style-type: none"> • Apply my knowledge and understanding of materials, ingredients and components. • Work with them with some accuracy, paying attention to quality of finish and to function. • Suggest some simple ways to join and construct my parts • My products function in a simple way • Produce a cutting list with very general material costs worked out. • Work on my project with support and advice 	<ul style="list-style-type: none"> • Reflect on my using my knowledge and previous experience. • Write a basic evaluation of my work • Suggest improvements to my design and/or the way I made it 	
2	<p>I can ...</p> <ul style="list-style-type: none"> • Identify basic details of the target market and take their views into account • Identify basic features of an existing / similar product taking ideas from designers work • Collect a little research. • Write a simple brief. 	<p>I can ...</p> <ul style="list-style-type: none"> • Draw one idea related to the design brief, some in 3D. • With help, can identify a good or bad point about their design ... • Use colour to enhance their ideas. • Use labels and notes to explain parts of my designs 	<p>I can ...</p> <ul style="list-style-type: none"> • With help, make a product which has limited accuracy and works. • Explain how to make a part of my product and show understanding of health and safety in their planning. • Produce a product which uses one skill with some accuracy. 	<p>I can ...</p> <ul style="list-style-type: none"> • Explain the look of their design, and with some help explain why this is the case. • With help can say what needs to be better next time when evaluating. • With some help I can say what was hard when making their product. 	<p>My work shows limited organisation with limited use of technical language and vocabulary. Errors in spelling, grammar, punctuation and spelling are not corrected where these have occurred.</p>

	<ul style="list-style-type: none"> • Write a basic design specification for my product. • Show some understanding of the design context 		<ul style="list-style-type: none"> • Use tools and equipment with supervision. • Produce a product which has some accuracy in parts. • Product which is mostly finished and uses one or more skills. 		
1	<p>I can ...</p> <ul style="list-style-type: none"> • Identify a target market and take their some views into account • Identify the very basic features of an existing / similar product • Collect a little research with help. • Write a simple brief with help. • Write a basic design specification for my product with help. 	<p>I can ...</p> <ul style="list-style-type: none"> • Produce a least one idea in 2D with colour • Add labelling to identify some features • My idea and labelling show some attention to the specification. • Make some minor decisions about my work 	<p>I can ...</p> <ul style="list-style-type: none"> • With help, make a product which has limited accuracy and works. ... • With help, choose and use tools and equipment. 	<p>I can ...</p> <ul style="list-style-type: none"> • Say one good and one bad point about their design when evaluating. • Talk about how their design works. ... • Answer questions about how to improve their design. They can answer a question about what was hard when making their product. 	<p>My work shows very limited organisation with very limited use of technical language and vocabulary. Errors in spelling, grammar, punctuation and spelling are not corrected where these have occurred.</p>

