

**Art**

AO GRADE	AO1 Research	AO2 Refine	AO3 Record	AO4 Final
1	Limited ability to develop ideas through investigations. Limited ability to demonstrate critical understanding of sources.	Limited ability to refine ideas. Limited ability to select and experiment with appropriate media, materials, techniques and processes.	Limited ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Limited ability to present a personal and meaningful response and realise intentions. Limited ability to demonstrate understanding of visual language
2	Minimal ability to develop ideas through investigations. Minimal ability to demonstrate critical understanding of sources.	Minimal ability to refine ideas. Minimal ability to select and experiment with appropriate media, materials, techniques and processes.	Minimal ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Minimal ability to present a personal and meaningful response and realise intentions. Minimal ability to demonstrate understanding of visual language
3	Some ability to develop ideas through purposeful investigations. Some ability to demonstrate critical understanding of sources.	Some ability to refine ideas. Some ability to select and experiment with appropriate media, materials, techniques and processes	Some ability to record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	Some ability to present a personal and meaningful response and realise intentions. Some ability to demonstrate understanding of visual language.
4	A moderate ability to effectively develop ideas through purposeful investigations. A moderate ability to demonstrate critical understanding of sources.	A moderate ability to thoughtfully refine ideas. A moderate ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.	A moderate ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.	A moderate ability to competently present a personal and meaningful response and realise intentions. A moderate ability to demonstrate understanding of visual language.

5	<p>A reasonably consistent ability to effectively develop ideas through purposeful investigations.</p> <p>A reasonably consistent ability to demonstrate critical understanding of sources.</p>	<p>A reasonably consistent ability to thoughtfully refine ideas.</p> <p>A reasonably consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>A reasonably consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A reasonably consistent ability to competently present a personal and meaningful response and realise intentions.</p> <p>A reasonably consistent ability to demonstrate understanding of visual language.</p>
6	<p>A consistent ability to effectively develop ideas through purposeful investigations.</p> <p>A consistent ability to demonstrate critical understanding of sources.</p>	<p>A consistent ability to thoughtfully refine ideas.</p> <p>A consistent ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>A consistent ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A consistent ability to competently present a personal and meaningful response and realise intentions.</p> <p>A consistent ability to demonstrate understanding of visual language.</p>
7	<p>A strong developed ability to effectively develop ideas through creative and purposeful investigations.</p> <p>A strong developed ability to demonstrate critical understanding of sources.</p>	<p>A strong developed ability to thoughtfully refine ideas.</p> <p>A strong developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>A strong developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A strong developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p> <p>A strong developed ability to demonstrate understanding of visual language.</p>
8	<p>A highly developed ability to effectively develop ideas through creative and purposeful investigations.</p> <p>A highly developed ability to demonstrate critical</p>	<p>A highly developed ability to thoughtfully refine ideas.</p> <p>A highly developed ability to effectively select and purposefully experiment with appropriate media, materials, techniques and</p>	<p>A highly developed ability to skilfully record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>A highly developed ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p> <p>A highly developed ability to</p>

	understanding of sources.	processes.		demonstrate understanding of visual language.
9	<p>An exceptional ability to effectively develop ideas through creative and purposeful investigations.</p> <p>An exceptional ability to engage with and demonstrate critical understanding of sources.</p>	<p>An exceptional ability to thoughtfully refine ideas with discrimination.</p> <p>An exceptional ability to effectively select and purposefully experiment with appropriate media, materials, techniques and processes.</p>	<p>An exceptional ability to skilfully and rigorously record ideas, observations and insights through drawing and annotation, and any other appropriate means relevant to intentions, as work progresses.</p>	<p>An exceptional ability to competently present a personal and meaningful response and realise intentions with confidence and conviction.</p> <p>An exceptional ability to demonstrate understanding of visual language.</p>

## Computing

	Algorithms	Programming & Development	Data & Data Representation	Hardware & Processing	Communication & Networks	Information Technology
9	<p>Designs a solution to a problem that depends on solutions to smaller instances of the same problem (recursion). (AL) (DE) (AB) (GE)</p> <p>Understands that some problems cannot be solved computationally. (AB) (GE)</p>	<p>Designs and writes nested modular programs that enforce reusability utilising sub-routines wherever possible. (AL) (AB) (GE) (DE)</p> <p>Understands the difference between 'While' loop and 'For' loop, which uses a loop counter. (AL) (AB)</p> <p>Understands and uses two dimensional data structures. (AB) (DE)</p>	<p>Performs operations using bit patterns e.g. conversion between binary and hexadecimal, binary subtraction etc. (AB) (AL) (GE)</p> <p>Understands and can explain the need for data compression, and performs simple compression methods. (AL) (AB)</p> <p>Knows what a relational database is, and understands the benefits of storing data in multiple tables. (AB) (GE) (DE)</p>	<p>Has practical experience of a small (hypothetical) low level programming language. (AB) (AL) (DE) (GE)</p> <p>Understands and can explain Moore's Law. (GE)</p> <p>Understands and can explain multitasking by computers. (AB) (AL) (DE)</p>	<p>Understands the hardware associated with networking computer systems, including WANs and LANs, understands their purpose and how they work, including MAC addresses. (AB) (AL) (DE) (GE)</p>	<p>Understands the ethical issues surrounding the application of information technology, and the existence of legal frameworks governing its use e.g. Data Protection Act, Computer Misuse Act, Copyright etc. (EV)</p> <p>Note: Each</p>
	Recognises that the	Appreciates the effect of	Knows the relationship	Knows that processors	Knows the purpose of	Undertakes creative

8	<p>design of an algorithm is distinct from its expression in a programming language (which will depend on the programming constructs available). (AL) (AB)</p> <p>Evaluates the effectiveness of algorithms and models for similar problems. (AL) (AB) (GE)</p> <p>Recognises where information can be filtered out in generalizing problem solutions. (AL) (AB) (GE)</p> <p>Uses logical reasoning to explain how an algorithm works. (AL) (AB) (DE)</p> <p>Represents algorithms using structured language. (AL) (DE) (AB)</p>	<p>the scope of a variable e.g. a local variable can't be accessed from outside its function. (AB) (AL)</p> <p>Understands and applies parameter passing. (AB) (GE) (DE)</p> <p>Understands the difference between, and uses, both pre-tested e.g. 'while', and post-tested e.g. 'until' loops. (AL)</p> <p>Applies a modular approach to error detection and correction. (AB) (DE) (GE)</p>	<p>between data representation and data quality. (AB)</p> <p>Understands the relationship between binary and electrical circuits, including boolean logic. (AB)</p> <p>Understands how and why values are data typed in many different languages when manipulated within programs. (AB)</p>	<p>have instruction sets and that these relate to low-level instructions carried out by a computer. (AB) (AL) (GE)</p>	<p>the hardware and protocols associated with networking computer systems. (AB) (AL)</p> <p>Understands the client-server model including how dynamic web pages' use server-side scripting and that web servers process and store data entered by users. (AL) (AB) (DE)</p> <p>Recognises that persistence of data on the internet requires careful protection of online identity and privacy.</p>	<p>projects that collect, analyse, and evaluate data to meet the needs of a known user group. (AL) (DE) (EV)</p> <p>Effectively designs and creates digital artefacts for a wider or remote audience. (AL) (DE)</p> <p>Considers the properties of media when importing them into digital artefacts. (AB)</p> <p>Documents user feedback, the improvements identified and the refinements made to the solution. (AB)</p> <p>Explains and justifies how the use of technology impacts on society, from the perspective of social, economic, political, legal, ethical and moral issues. (EV)</p>
	Understands a recursive	Uses nested selection	Understands how	Understands the von	Knows the names of	Justifies the choice of and

<p>7</p>	<p>solution to a problem repeatedly applies the same solution to smaller instances of the problem. (AL) (GE)</p> <p>Recognises that some problems share the same characteristics and use the same algorithm to solve both. (AL) (GE)</p> <p>Understands the notion of performance for algorithms and appreciates that some algorithms have different performance characteristics for the same task. (AL) (EV)</p>	<p>statements. (AL)</p> <p>Appreciates the need for, and writes, custom functions including use of parameters. (AL) (AB)</p> <p>Knows the difference between, and uses appropriately, procedures and functions. (AL) (AB)</p> <p>Understands and uses negation with operators. (AL)</p> <p>Uses and manipulates one dimensional data structures. (AB)</p> <p>Detects and corrects syntactical errors. (AL)</p>	<p>numbers, images, sounds and character sets use the same bit patterns. (AB) (GE)</p> <p>Performs simple operations using bit patterns e.g. binary addition. (AB) (AL)</p> <p>Understands the relationship between resolution and colour depth, including the effect on file size. (AB)</p> <p>Distinguishes between data used in a simple program (a variable) and the storage structure for that data. (AB)</p>	<p>Neumann architecture in relation to the fetch execute cycle, including how data is stored in memory. (AB) (GE)</p> <p>Understands the basic function and operation of location addressable memory. (AB)</p>	<p>hardware e.g. hubs, routers, switches, and the names of protocols e.g. SMTP, iMAP, POP, FTP, TCP/IP, associated with networking computer systems. (AB)</p> <p>Uses technologies and online services securely, and knows how to identify and report inappropriate conduct. (AL)</p>	<p>independently combines and uses multiple digital devices, internet services and application software to achieve given goals. (EV)</p> <p>Evaluates the trustworthiness of digital content and considers the usability of visual design features when designing and creating digital artefacts for a known audience. (EV)</p> <p>Identifies and explains how the use of technology can impact on society.</p> <p>Designs criteria for users to evaluate the quality of solutions, uses the feedback from the users to identify improvements and can make appropriate refinements to the solution. (EV)</p>
	<p>Understands that iteration is the repetition</p>	<p>Understands that programming bridges the</p>	<p>Knows that digital computers use binary to</p>	<p>Recognises and understands the function</p>	<p>Understands how search engines rank search</p>	<p>Evaluates the appropriateness of digital</p>

6	<p>of a process such as a loop. (AL)</p> <p>Recognises that different algorithms exist for the same problem. (AL) (GE)</p> <p>Represents solutions using a structured notation. (AL) (AB)</p> <p>Can identify similarities and differences in situations and can use these to solve problems (pattern recognition). (GE)</p>	<p>gap between algorithmic solutions and computers. (AB)</p> <p>Has practical experience of a high-level textual language, including using standard libraries when programming. (AB) (AL)</p> <p>Uses a range of operators and expressions e.g. Boolean, and applies them in the context of program control. (AL)</p> <p>Selects the appropriate data types. (AL) (AB)</p>	<p>represent all data. (AB)</p> <p>Understands how bit patterns represent numbers and images. (AB)</p> <p>Knows that computers transfer data in binary. (AB)</p> <p>Understands the relationship between binary and file size (uncompressed). (AB)</p> <p>Defines data types: real numbers and Boolean. (AB)</p> <p>Queries data on one table using a typical query language. (AB)</p>	<p>of the main internal parts of basic computer architecture. (AB)</p> <p>Understands the concepts behind the fetch-execute cycle. (AB) (AL)</p> <p>Knows that there is a range of operating systems and application software for the same hardware. (AB)</p>	<p>results. (AL)</p> <p>Understands how to construct static web pages using HTML and CSS. (AL) (AB)</p> <p>Understands data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching. (AL) (AB)</p>	<p>devices, internet services and application software to achieve given goals. (EV)</p> <p>Recognises ethical issues surrounding the application of information technology beyond school.</p> <p>Designs criteria to critically evaluate the quality of solutions, uses the criteria to identify improvements and can make appropriate refinements to the solution. (EV)</p>
5	<p>Shows an awareness of tasks best completed by humans or computers. (EV)</p> <p>Designs solutions by decomposing a problem and creates a sub-</p>	<p>Understands the difference between, and appropriately uses if and if, then and else statements. (AL)</p> <p>Uses a variable and relational operators</p>	<p>Performs more complex searches for information e.g. using Boolean and relational operators. (AL) (GE) (EV)</p> <p>Analyses and evaluates data and information,</p>	<p>Understands why and when computers are used. (EV)</p> <p>Understands the main functions of the operating system. (DE) (AB)</p>	<p>Understands how to effectively use search engines, and knows how search results are selected, including that search engines use 'web crawler programs'. (AB) (GE)</p>	<p>Makes judgements about digital content when evaluating and repurposing it for a given audience. (EV) (GE)</p> <p>Recognises the audience</p>

	<p>solution for each of these parts. (DE) (AL) (AB)</p> <p>Recognises that different solutions exist for the same problem. (AL) (AB)</p>	<p>within a loop to govern termination. (AL) (GE)</p> <p>Designs, writes and debugs modular programs using procedures. (AL) (DE) (AB) (GE)</p> <p>Knows that a procedure can be used to hide the detail with sub-solution. (AL) (DE) (AB) (GE)</p>	<p>and recognises that poor quality data leads to unreliable results, and inaccurate conclusions. (AL) (EV)</p>	<p>Knows the difference between physical, wireless and mobile networks. (AB)</p>	<p>(EV)</p> <p>Selects, combines and uses internet services. (EV)</p> <p>Demonstrates responsible use of technologies and online services, and knows a range of ways to report concerns.</p>	<p>when designing and creating digital content. (EV)</p> <p>Understands the potential of information technology for collaboration when computers are networked. (GE)</p> <p>Uses criteria to evaluate the quality of solutions, can identify improvements making some refinements to the solution, and future solutions. (EV)</p>
4	<p>Designs solutions (algorithms) that use repetition and two-way selection i.e. if, then and else. (AL)</p> <p>Uses diagrams to express solutions. (AB)</p> <p>Uses logical reasoning to predict outputs, showing an awareness of inputs. (AL)</p>	<p>Creates programs that implement algorithms to achieve given goals. (AL)</p> <p>Declares and assigns variables. (AB)</p> <p>Uses post-tested loop e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement. (AL)</p>	<p>Understands the difference between data and information. (AB)</p> <p>Knows why sorting data in a flat file can improve searching for information. (EV)</p> <p>Uses filters or can perform single criteria searches for information. (AL)</p>	<p>Knows that computers collect data from various input devices, including sensors and application software. (AB)</p> <p>Understands the difference between hardware and application software, and their roles within a computer system. (AB)</p>	<p>Understands the difference between the internet and internet service e.g. worldwide web. (AB)</p> <p>Shows an awareness of, and can use a range of internet services e.g. VOIP.</p> <p>Recognises what is acceptable and</p>	<p>Collects, organises and presents data and information in digital content. (AB)</p> <p>Creates digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience e.g. blogging. (AL)</p>



					unacceptable behaviour when using technologies and online services.	Makes appropriate improvements to solutions based on feedback received, and can comment on the success of the solution. (EV)
3	<p>Understands that algorithms are implemented on digital devices as programs. (AL)</p> <p>Designs simple algorithms using loops, and selection i.e. if statements. (AL)</p> <p>Uses logical reasoning to predict outcomes. (AL)</p> <p>Detects and corrects errors i.e. debugging, in algorithms. (AL)</p>	<p>Uses arithmetic operators, if statements, and loops, within programs. (AL)</p> <p>Uses logical reasoning to predict the behaviour of programs. (AL)</p> <p>Detects and corrects simple semantic errors i.e. debugging, in programs. (AL)</p>	<p>Recognises different types of data: text, number. (AB) (GE)</p> <p>Appreciates that programs can work with different types of data. (GE)</p> <p>Recognises that data can be structured in tables to make it useful. (AB) (DE)</p>	<p>Recognises that a range of digital devices can be considered a computer. (AB) (GE)</p> <p>Recognises and can use a range of input and output devices.</p> <p>Understands how programs specify the function of a general purpose computer. (AB)</p>	<p>Navigates the web and can carry out simple web searches to collect digital content. (AL) (EV)</p> <p>Demonstrates use of computers safely and responsibly, knowing a range of ways to report unacceptable content and contact when online.</p>	<p>Uses technology with increasing independence to purposefully organise digital content. (AB)</p> <p>Shows awareness for the quality of digital content collected. (EV)</p> <p>Uses a variety of software to manipulate and present digital content: data and information. (AL)</p> <p>Shares their experiences of technology in school and beyond the classroom. (GE) (EV)</p> <p>Talks about their work and makes improvements to solutions based on</p>

						feedback received. (EV)
2	<p>Understands what an algorithm is and is able to express simple linear (non-branching) algorithms symbolically. (AL)</p> <p>Understands that computers need precise instructions. (AL)</p> <p>Demonstrates care and precision to avoid errors. (AL)</p>	<p>Knows that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text e.g. programmable robots etc. (AL)</p> <p>Executes, checks and changes programs. (AL)</p> <p>Understands that programs execute by following precise instructions. (AL)</p>	<p>Recognises that digital content can be represented in many forms. (AB) (GE)</p> <p>Distinguishes between some of these forms and can explain the different ways that they Communicate information. (AB)</p>	<p>Understands that computers have no intelligence and that computers can do nothing unless a program is executed. (AL)</p> <p>Recognises that all software executed on digital devices is programmed. (AL) (AB) (GE)</p>	<p>Obtains content from the world wide web using a web browser. (AL)</p> <p>Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. (EV)</p> <p>Knows what to do when concerned about content or being contacted. (AL)</p>	<p>Uses software under the control of the teacher to create, store and edit digital content using appropriate file and folder names. (AB) (GE) (DE)</p> <p>Understands that people interact with computers.</p> <p>Shares their use of technology in school.</p> <p>Knows common uses of information technology beyond the classroom. (GE)</p> <p>Talks about their work and makes changes to improve it. (EV)</p>
<p>Computational Thinking Concept: AB = Abstraction; DE = Decomposition; AL = Algorithmic Thinking; EV = Evaluation; GE = Generalisation</p>						

## Drama

AO GRADE	AO1 Making Create and develop ideas to communicate meaning for theatrical performance	AO2 Performing Apply theatrical skills to realise artistic intentions in live performance	AO3 / AO4 Understanding Demonstrate knowledge and understanding of how drama and theatre is developed and performed Responding Analyse and evaluate your own work and the work of others
9	I am consistently focused when working in a group. I use a range of drama strategies with confidence and communicate meaning. I work within a range of groups offering confident engagement with the process of collaboration, rehearsal and refinement. I can lead group work and improve the work of others.	I can create a fully committed and engaging individual performance. I stay fully in role with 100% commitment. I can create challenging and skilful characters that highly engage and communicate clear, dynamic meaning to the audience. I can demonstrate my accomplished ability to combine and apply vocal and physical skills. VOICE: (clarity, pace, inflection, pitch and projection) I have skilful vocal control which can communicate range of emotions in a convincing, engaging way. PHYSICAL: (gesture, facial expression, stillness, stance, use of space and spatial relationships) I can perform with focus, energy, confidence and commitment that are integral to the overall performance.	I am able to communicate a fully balanced and considered analysis and evaluation which includes an outstanding level of knowledge and understanding. I am extremely confident with my use of drama terminology when evaluating my own work and the work of others.
8	I am extremely focused when working in a group. I use drama strategies and techniques in an effective way. I work within a range of groups offering many	I can create a highly engaging individual performance. I stay fully in role with superb commitment.	I am able to analyse and evaluate drama work with a very high level of knowledge and understanding. I am confident in my use of the drama terminology, when evaluating my own work

	<p>effective ideas and take on board the ideas of others. I am able to develop and refine ideas creatively and confidently. I am an asset to any group and improve the work of others through discussion and collaboration.</p>	<p>I can create highly inventive and original dialogue and physicality to communicate my character.</p> <p>When using script I am highly inventive, engaging and varied in my use of vocal and physical skills.</p> <p><b>VOICE: (clarity, pace, inflection, pitch, projection)</b></p> <p>I use my voice highly effectively to communicate meaning to an audience and create a convincing, well developed character.</p> <p>I have excellent vocal control to create a range of moods.</p> <p><b>PHYSICAL: (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships).</b></p> <p>I use my physical skills faultlessly to communicate a convincing, well developed character.</p>	<p>and the work of others.</p>
<p>7</p>	<p>I am very focused when working in a group. I use drama strategies such as, Slow Motion, Thought Tracking &amp; Narration in an effective way. I work within a range of groups offering many effective ideas and take on board and refine the ideas of others. I am an asset to any group and improve the work of others through encouragement.</p>	<p>I can create an engaging individual performance. I stay in role with commitment when performing.</p> <p>I can create inventive dialogue and physicality to communicate my character.</p> <p>When using script I am inventive and varied in my use of vocal and physical</p>	<p>I am able to communicate a secure and balanced analysis and evaluation of what makes effective drama in a balanced way. I make very good use of the drama terminology when giving feedback.</p>

		<p>skills.</p> <p><b>VOICE: (clarity, pace, inflection, pitch, projection)</b></p> <p>I use my voice effectively to communicate a convincing character.</p> <p>I can vary my use of voice to create different moods and I project my voice effectively.</p> <p><b>PHYSICAL: (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships).</b></p> <p>I use my physicality effectively to communicate a convincing character.</p>	
<p>6</p>	<p>I can focus effectively when working in a group. I can use drama strategies such as, Slow Motion, Thought Tracking &amp; Narration to enhance drama. I collaborate with others during rehearsal and refinement. I am an effective member of any group that I work in.</p>	<p>I can create an engaging individual performance. I can stay in role when performing.</p> <p>I can create dialogue and physicality to communicate my character.</p> <p>When using script I am inventive and varied in my use of vocal and physical skills.</p> <p><b>VOICE: (clarity, pace, inflection, pitch, projection)</b></p> <p>I use my voice effectively to communicate a convincing character.</p> <p>I can vary my use of voice to create different moods and I project my voice.</p> <p><b>PHYSICAL: (gesture, facial expression,</b></p>	<p>I am able to effectively communicate a balanced analysis and evaluation of my own work and that of others. I make good use of drama terminology to support feedback.</p>

		<p><i>stillness, stance, contact, use of space and spatial relationships).</i></p> <p>I use my physicality to communicate a convincing character.</p>	
5	<p>I am regularly focused when working in a group. I use the drama strategies explored such as, Still Image, Thought Tracking and Narration when directed. I regularly offer ideas during group work and listen to the ideas of others.</p>	<p>I can create a consistent individual performance. I very rarely fall out of role when performing.</p> <p>I can create a good amount of suitable dialogue and some physicality to communicate my character.</p> <p>When using script I speak the lines with good vocal expression and use physicality to communicate my character.</p> <p><b>VOICE: (clarity, pace, inflection, pitch, projection)</b></p> <p>I can make my use of voice different to my own when performing.</p> <p><b>PHYSICAL: (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships).</b></p> <p>I can make my use of physicality different to my own when performing.</p>	<p>I can communicate a generally balanced analysis and evaluation which shows a good understanding of what makes effective drama. I use the drama terminology regularly to support feedback..</p>
4	<p>I am improving my focus when working in a group. I sometimes offer ideas to group work and class discussion. I understand some drama techniques and can use these within rehearsal and performance to</p>	<p>I can create an individual performance. I stay in role most of the time.</p> <p>I can create some dialogue to suit my</p>	<p>I can respond to questions and give feedback which shows an understanding of what makes effective drama. I can sometimes use the drama terminology.</p>

	<p>communicate with an audience. I listen to others and follow their ideas.</p>	<p>character.</p> <p>When using script I can speak the lines with reasonable vocal expression and use some physicality.</p> <p><b>VOICE: (clarity, pace, inflection, pitch, projection)</b></p> <p>I can make my use of voice different to my own when performing some of my roles.</p> <p><b>PHYSICAL: (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships).</b></p> <p>I can make my use of physicality different to my own when performing some of my roles.</p>	
3	<p>I understand why I need to be focused when working in a group and can show my focus sometimes. I offer some ideas when prompted, but I am usually instructed by others. I usually listen to others and try to follow their ideas.</p>	<p>I can create a basic individual performance. I occasionally stay in role.</p> <p>I can occasionally create some dialogue to suit my character.</p> <p>When using script I can speak the lines with some vocal expression.</p> <p><b>VOICE: (clarity, pace, inflection, pitch, projection)</b></p> <p>I make some attempt to make my use of voice different to my own.</p> <p><b>PHYSICAL: (gesture, facial expression, stillness, stance, contact, use of space and spatial relationships).</b></p>	<p>I can respond to questions and give basic feedback about my work and the work of others when prompted. I sometimes use the drama terminology when prompted.</p>

		I make some attempt to make my use of physical skills different to my own.	
2	I am often focused during group work. I give basic ideas during group work and more often I follow the ideas of others when working in a group.	<p>I can create a basic individual performance. I can stay in role some of the time and use voice and physical skills.</p> <p>VOICE: (<i>clarity, pace, inflection, pitch, projection</i>)</p> <p>I make try to make my use of voice different to my own.</p> <p>PHYSICAL: (<i>gesture, facial expression, stillness, stance, contact, use of space and spatial relationships</i>).</p> <p>I try to make use of physical skills different to my own.</p>	I can give a basic evaluation of my work. I often use drama terminology to respond to questions. I can analyse my work and others when prompted.
1	I can focus occasionally during group tasks. I explore drama ideas in a basic manner. I accept and work from others ideas.	<p>I can create a basic individual performance. I try to stay in role and try to use vocal and physical skills.</p> <p>VOICE: (<i>clarity, pace, inflection, pitch, projection</i>)</p> <p>I make try to make my use of voice different to my own.</p> <p>PHYSICAL: (<i>gesture, facial expression, stillness, stance, contact, use of space and spatial relationships</i>).</p> <p>I try to make use of physical skills different to my own.</p>	I can respond about my work when prompted by others. I can make comments about what I have seen and done. I occasionally use drama terminology.



## Design & Technology

GRADING	DESIGN	MAKE	EVALUATION	TECHNICAL KNOWLEDGE	COOKING AND NUTRITION
1	<p>I know what a design brief is and know who the user is</p> <p>I know what a design specification is and can attempt to write one</p> <p>I can come up with one or two different ideas</p> <p>My ideas are sketched</p>	<p>I can name one or two tools I use</p> <p>I can name one or two materials/ingredients I use</p> <p>I can name one or two processes I use</p> <p>Some of my work is accurate</p> <p>I usually work safely</p>	<p>I look at one product on the market</p> <p>I have seen new technologies &amp; smart materials</p> <p>I can attempt to evaluate my work</p> <p>I know one responsibility of a designer</p> <p>I know one way in which my product impact the user</p>	<p>I know the properties of one or two materials</p> <p>I understand a little of one mechanical system</p> <p>I understand a little of one electronic system</p> <p>I understand a little about computer control</p>	<p>I have limited understanding of nutrition and health</p> <p>I can cook one or two savoury dishes</p> <p>I can use one cooking or two cooking techniques</p> <p>I understand the purpose of one or two ingredients</p>
2	<p>I can understand the design brief and user needs</p> <p>I understand what a design specification is and how to write a basic one</p> <p>I can come up with 4 different ideas and develop them so they are improved</p> <p>My ideas are sketched and annotated</p>	<p>I can name some of the tools I use</p> <p>I can name some of the materials/ingredients I use</p> <p>I can name some of the processes I use in my practical work</p> <p>My work is sometimes accurate</p> <p>I work safely</p>	<p>I look at other products on the market to help me with my ideas</p> <p>I know a bit about new technologies and smart materials and how they can help the user</p> <p>I can evaluate my work against my specification</p> <p>I know what some of my responsibilities as a designer are and show this in my work</p> <p>I understand how my product can impact the user</p>	<p>I understand the properties of some materials</p> <p>I understand a little about mechanical systems</p> <p>I understand a little about electronic systems</p> <p>I understand a little about computing and know what an input and output is</p>	<p>I understand a bit about the key terms nutrition and health</p> <p>I can cook some savoury dishes so that I will be able to feed myself and others</p> <p>I am confident in some cooking techniques for example, preparing ingredients; using utensils and electrical equipment; applying heat in different ways</p> <p>I understand the purpose of some ingredients</p>
3	<p>I use research to identify the users' needs</p> <p>I can identify a design</p>	<p>I can name the tools I use</p> <p>I can name the materials/ingredients I use</p>	<p>I look at existing products that are relevant to my work and use them for my ideas</p>	<p>I understand the properties of some materials and know how they might benefit my product</p>	<p>I understand about the key terms of nutrition and health</p> <p>I can cook some savoury</p>

	<p>situation and write a design brief</p> <p>I use research to write a detailed design specification based on the main areas of design and technology</p> <p>I use a variety of methods to develop and improve design ideas e.g CAD, modelling ( 4+ ideas )</p> <p>My annotation is detailed and I have a plan to make my final design</p>	<p>I can name the processes I use to make</p> <p>My work is mostly accurate</p> <p>I work very safely</p>	<p>I know about new technologies and smart materials and how they can help my designs and the user of my product</p> <p>I can test and evaluate my final product against my specification</p> <p>I understand what my responsibility as a designer is and show this in my work</p> <p>I understand how my product can impact the environment and user</p>	<p>I understand some mechanical systems and how they improve my work</p> <p>I understand electrical and electronic systems and how I may include them in my work</p> <p>I understand how to apply some computing and what an input and output is and how to use it in my work</p>	<p>dishes so that I will be able to feed myself and others a healthy and varied diet</p> <p>I am confident in some cooking techniques e.g selecting/preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell and combine ingredients; adapting recipes</p> <p>I understand the characteristics of some ingredients</p>
4	<p>I understand the social, moral and cultural issues that link to the users' needs</p> <p>I can identify and solve a design situation with a broad design brief that allows me to be creative</p> <p>I have developed a design specification that allows me to respond to the design situation in a creative way</p> <p>I use research to inform my designs and have creative responses to the design brief</p> <p>I have detailed planning for my final design</p> <p>I can present my ideas using more than two techniques</p>	<p>I can select the correct tools in my practical work and explain their function</p> <p>I make good choices when I select the materials/ingredients</p> <p>I can explain the best process to use when making</p> <p>My work is accurate</p> <p>I work very safely and can help others in their practical</p>	<p>I analyse existing products and use this to develop my own ideas</p> <p>I can explain how new technologies and smart materials will enhance my design and how they impact on the user and the environment</p> <p>I can test and evaluate my final product against my specification and improve on my product as a result</p> <p>I know what my responsibility as a designer is and show this in my work</p> <p>I understand the impact of my product on individuals, society</p>	<p>I understand and use the properties of materials to achieve functioning solutions</p> <p>I understand how mechanical systems are used in my product to enable changes in movement and force</p> <p>I understand how electrical and electronic systems can be powered and used in their products</p> <p>I apply computing and use electronics in my product that respond to inputs, and control outputs</p>	<p>I understand the principles of nutrition and health</p> <p>I can cook a range of savoury dishes so that I will be able to feed myself and others a healthy and varied diet</p> <p>I am confident in a range of cooking techniques for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell and combine ingredients; adapting recipes</p> <p>I understand the seasonality and characteristics of a range</p>

			and the environment		of ingredients
5	<p>I research and explore relevant information based on the users' needs</p> <p>I know how to use Social, Moral and Cultural information to understand your user more clearly</p> <p>I can identify and solve my own design problems and understand how to develop problems given to me</p> <p>I have developed a design specification that allows me to be innovative, functional and create an appealing product that responds to the users' needs</p> <p>I have used a variety of approaches for example, bio mimicry and user-centred design, which has generated creative ideas and avoided stereotypical responses to the brief</p>	<p>I can select specialist tools and my choices are justified</p> <p>I justify the reasons for my choice of materials/ingredients, taking into consideration their properties</p> <p>I justify the process that I choose to make my product. I can use CAM in my work.</p> <p>I am accurate and precise when I work</p> <p>I work very safely and can demonstrate to others</p>	<p>I compare and contrast existing products by analysing them and explaining how the information I have found will influence my own designs</p> <p>I understand developments in design and technology. This includes the use of smart materials</p> <p>I can test, evaluate and refine my ideas and products against a specification, I take into account the views of intended users and other interested groups</p> <p>I understand the responsibilities of designers, engineers and technologists and clearly show this in my work</p> <p>I can evaluate the impact of my product on individuals, society and the environment</p>	<p>I understand and use the properties of materials and the performance of structural elements to achieve functioning solutions</p> <p>I understand how more advanced mechanical systems are used in my products to enable changes in movement and force</p> <p>I understand how more advanced electrical and electronic systems can be powered and used in their products</p> <p>I apply computing and use electronics to embed intelligence in my product that respond to inputs, and control outputs, using programmable components</p>	<p>I understand and apply the principles of nutrition and health</p> <p>I can cook a repertoire of savoury dishes so that I will be able to feed myself and others a healthy and varied diet</p> <p>I am competent in a range of cooking techniques for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using my own recipes</p> <p>I understand the source, seasonality and characteristics of a broad range of ingredients</p>
6	<p>I can imaginatively respond to design specifications, using a variety of approaches, e.g biomimicry and user-centred design, to generate creative ideas and avoid design fixation. I can further consider ergonomics</p>	<p>I can communicate technical detail, sequences and schedules covering most steps and provides costings. I can choose and use different materials for their properties. I can personally select and use equipment, tools and</p>	<p>I can test and evaluate my designs against their specification taking in to account the views of target group. I can make adequate judgements on future processes. With guidance, I can produce reports on my</p>	<p>I can gather valuable information on the target group requirements, including health and wellbeing, cultural, religious and socio-economic factors, aesthetics, construction and function, through investigation and analysis of</p>	<p>I know the value, features and characteristics of food commodities within the diet and their correct food storage to avoid food contamination. I understand the working characteristics of each commodity when cooking and</p>

	and anthropometrics and demonstrate good thinking and problem solving techniques and on-going testing to successfully advance design development and solutions.	processes to mark out, manufacture and apply finishes, with reasonable accuracy. I can use at least three joining techniques. I am aware of the benefits to quality, scales of production and accuracy of CAD/CAM. I can work safely and undertake simple risk assessments. I can produce final prototype(s) which reflect the target group requirements and market potential.	findings and identify more than one modification to improve performance. When encouraged, I can evaluate existing products and my own prototypes, reflect on and reasonably respond to life cycle analysis, positive and negative impacts, new and emerging technologies and the concept of, 'cradle to the grave'	professional practice, familiar and unfamiliar products, including product disassembly. I can reformulate design problems and appropriately analyse and signify the importance of primary and secondary sources obtained. I can competently specify needs, requirements, opportunities and constraints, which subsequently influence design processes.	their origins. I know and understand the definition and role of macro/micro nutrients in relation to human nutrition. I know and understand the dietary value of water and NSP. I know and understand the energy requirements of individuals. I have a theoretical and practical working knowledge and understanding of microbiological food safety principles when buying, storing, preparing and cooking food.
7	I can imaginatively respond to design specification, additionally using a variety of approaches, for example biomimicry and user-centered design, to generate creative ideas and avoid design fixation. I can consider ergonomics and anthropometrics and demonstrate good thinking and problem solving techniques and on-going testing to successfully advance design development and solutions offering real-time evidence of	I can produce design solutions and illustrated technical information offering competent communication to a third party. I can apply and explain the benefits of CAD/CAM. I can justify material, equipment and process selection, work safely and accurately with a broad range of manufacturing and finishing techniques, recognising the need to develop new skills and adapt to changing circumstances. I can produce a final prototype(s) reflecting the	I can select appropriate methods to periodically evaluate my products against my design specification, actively involving target group in the process. I can incorporate appropriate judgements/modifications that offer sound progression to future processes and final prototype. I can produce competent summative reports siting two+ modifications to improve performance that consider at least two of the following; life cycle analysis, positive and negative impacts,	I can identify and explore my own design problems and further consider the influence of a range of lifestyle factors and consumer choices. I am confident in investigating, obtaining, generating, analysing and managing relevant, creative and pertinent research, developing detailed design specifications that positively guide and influence my design processes.	I can experiment with food commodities to explore their physical and chemical changes. I can cook, prepare and know the function of each commodity within a recipe. I know and understand the function, sources, DRV's, consequences of malnutrition and complementary actions of macro/ micro nutrients. I know and understand the recommended guidelines for a healthy diet and can identify how nutritional needs change throughout life stages. I can plan a balanced diet. I can

	chronological progress.	target group requirements and offer reasonable market potential.	new and emerging technologies and the concept of, 'cradle to grave'		calculate energy and nutritional values of recipes, meals and diets.
8	I can imaginatively respond to design specifications, and additionally use a variety of approaches, e.g bio mimicry and user-centred design, to generate creative, innovative, functional and appealing products that respond to a variety of situations and avoid design fixation. I can take creative risks when making design decisions and decide which design criteria clash and determine, which should take priority. I can regularly test successful design procedures.	I can produce accurate spread sheets that consider cost savings and detailed, technical/production plans, with timeframes, that communicate well to a third party. I can work independently, flexibly, accurately and safely with a broad range of resources, exploiting CAD/CAM, developing new skills as required. I can undertake demanding and complex work incorporating multiple, justified modifications. I can produce a final prototype(s) that meet target group requirements and have market potential	I can regularly test, evaluate and refine my ideas and products against their specification, considering intended users and other interested groups, ensuring good progression to future processes and final prototype/s. I can report in detail further modifications required to improve performance, including in relation to life cycle analysis, positive and negative impacts, new and emerging technologies and the concept of, 'cradle to grave'.	I can identify and explore my own design problems. I can gather valuable broad based, multi medium stimulus, additionally considering environmental, cost, safety and maintenance issues and analysing where human values may conflict and where compromise has to be achieved. I can reformulate design problems, resolve criteria clashes and clarify hierarchies. I can competently specify needs, requirements, opportunities and constraints, which influence design processes.	I can research and plan a food investigation task and investigate the working characteristics, function and chemical properties of ingredients through practical experimentation and use the findings to achieve a particular result. I can analyse and evaluate the task and produce a report which gives evidence of my findings, including photos and/or visual recordings to support my investigation. I know and understand food provenance and the origins of where/ how foods are grown.
9	I can creatively, innovatively and coherently respond to design specification. I can use CAD and related software packages to validate my designs in advance of manufacture and mathematical modelling to indicate likely performance before using physical	I can produce technical information, using digital applications where appropriate, offering effective information for a third party. I can additionally undertake and apply detailed risks assessments. I can work independently, flexibly and accurately making multiple	I can analyse, test, evaluate against the design specification, fully considering and engaging target group results in excellent progression of future processes and final prototype/s. I can report thoroughly on further modifications required to	I can identify and explore my own innovative design problems working confidently within a range of domestic, local and industrial contexts, such as the home, health, leisure, culture, engineering, manufacturing, construction, energy and agriculture. I can analyse and resolve design	I can plan, prepare, cook and present a selection of 3 dishes in a 3 hour practical session. The chosen dishes will meet a particular requirement such as dietary need, lifestyle choice or specific context. I can investigate and apply nutritional knowledge relevant to the chosen target

	<p>materials and components, e.g developing circuits or gearing systems. I can take creative risks and decide which design criteria clash and which should take priority. I can test and fully record my findings and use these to advance my <b>design</b> procedures.</p>	<p>justified modifications. Fully exploiting CAD/CAM and swiftly developing new skills as required. My work is demanding and complex resulting in a final prototype(s) that fully responds to the target group requirements and has good market potential.</p>	<p>improve performance, including in relation to life cycle analysis, consumption, positive and negative impacts on the wider world, new and emerging technologies and the concept of, 'cradle to grave' and the circular economy.</p>	<p>conflict and manage compromise resolving criteria clashes whilst retaining focus. I can effectively specify needs, requirements, opportunities and constraints, which subsequently fully influence design procedures.</p>	<p>group. I can select a final menu to showcase my practical skills and produce a plan of action for the practical execution of the dishes. I can trial/ test a selection of recipes. I can evaluate the selection, preparation, cooking and presentation of the 3 dishes. I fully understand the effect of cooking on food.</p>
--	---	--	--	--	--

**English Language**

			Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8 and Grade 9
R e a d i n g	AO1  7.5 %	Identify and interpret explicit and implicit information and ideas  Select and synthesise evidence from different texts	With support students can understand the text and pick out sections.	Limited understanding of similarities and differences between texts.  Limited connections between texts.  The use of evidence is limited.	Some understanding of similarities and differences between texts.  Some connections between texts.  There is some use of evidence is.	Sound understanding of similarities. Clear synthesis of two texts  The selection of evidence is valid but not developed and there may be an imbalance.	Detailed understanding of similarities. Detailed synthesis of two texts.  The selection of evidence is appropriate and relevant to the points being made.	Some sophisticated understanding of similarities.  Some sophisticated synthesis of two texts.  The selection of evidence is precise and relevant to the points being made.	Sophisticated understanding of similarities. Sophisticated synthesis of two texts.  The selection of evidence is discerning and relevant to the points being made.	Sophisticated and original understanding of similarities. Sophisticated synthesis of two texts.  The selection of evidence is discerning, original and relevant to the points being made.

	<p>AO2 15%</p>	<p>Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p>	<p>Limited comment on the text.</p>	<p>Identification of the language and/or structure used to achieve effects and influence readers.  The use of references is limited.</p>	<p>Some comment on the text. Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary.  There is some textual reference.</p>	<p>Comment on the text. Explanation of the language and structure used to achieve effects and influence readers, including use of vocabulary.  The selection of references is valid, but not developed.</p>	<p>Detailed explanation, with some terminology, of how both language and structure are used to achieve effects and influence readers, including use of vocabulary and sentence structure.  The selection of references is appropriate and relevant to the points being made.</p>	<p>Exploration of the text. Exploration, with accurate terminology, of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. The selection of references is detailed, appropriate and fully supports the points being made.</p>	<p>Sophisticated exploration of the text. Sophisticated exploration, with accurate terminology, of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. The selection of references is discerning appropriate and fully supports the points being made.</p>	<p>Analysis of the text. Analysis of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features.  The selection of references is discriminating and clarifies the points being made.</p>
--	--------------------	---	-------------------------------------	--	---	---	--	---	--	--



	AO3 8.75 %	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	No comparison.  Limited description of writers' ideas.  Little or no textual reference.	The response does not compare the texts.  Description of writers' ideas and perspectives, including theme, language and/or structure.  The use of references is limited.	Some comment on obvious similarities and differences between texts.  Some comment on writers' ideas with possible mention of language or structure.  Some use of references.	Comment on obvious comparisons between the texts.  Explanation of writers' ideas and perspectives, including theme, language and/or structure.  The selection of references is valid, but not developed.	Considers a range of comparisons between the texts. Detailed explanation of writers' ideas and perspectives including theme, language and/or structure.  The selection of references is appropriate and relevant to the points being made.	Considers a wide range of comparisons between the texts. Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. References are balanced across both texts and fully support the points being made.	Considers a wide range of comparisons between the texts. Sophisticated exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. References are precise and balanced across both texts and fully support the points being made.	Considers a varied and comprehensive range of comparisons between the texts. Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. References are balanced across both texts, they are discriminating, and clarify the points being made.
--	------------------	--	---	--	--	--	--	--	--	---

AO4 18.7 5%	Evaluate texts critically and support this with appropriate textual references	<p>With support, students can describe ideas, events, themes or settings.</p> <p>No judgement or opinion is offered.</p> <p>Little or no textual reference.</p>	<p>Description of ideas, events, themes or settings.</p> <p>Limited assertions are offered about the text.</p> <p>The use of references is limited.</p>	<p>Some comment on ideas, events, themes or settings.</p> <p>Some basic opinions with limited judgements are offered about the text.</p> <p>Some selection of valid references but undeveloped.</p>	<p>Comment on ideas, events, themes or settings.</p> <p>Straightforward opinions with limited judgements are offered about the text.</p> <p>The selection of references is valid, but not developed.</p>	<p>Explanation of ideas, events, themes or settings.</p> <p>Informed judgement is offered about the text.</p> <p>The selection of references is appropriate and relevant to the points being made</p>	<p>Analysis of ideas, events, themes or settings.</p> <p>Sophisticated judgement is offered about the text.</p> <p>The selection of references is appropriate, detailed and fully supports the points being made.</p>	<p>Sophisticated analysis of ideas, events, themes or settings.</p> <p>Well-informed and developed critical judgement is offered about the text.</p> <p>The selection of references is discerning, detailed and fully supports the points being made.</p>	<p>Evaluation of ideas, events, themes or settings.</p> <p>There is a sustained and detached critical overview and judgement about the text.</p> <p>The selection of references is apt and discriminating and is persuasive in clarifying the points being made.</p>
-------------------	--	---	---	---	--	---	---	---	--

Writing	AO5 30%	<ul style="list-style-type: none"> <li>Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li>Organise information and ideas,</li> </ul>	<p>With support offers a basic response, little evidence that audience and purpose have been considered.</p> <p>With support, some limited use of structural and grammatical features</p>	<p>Offers a basic response, with audience and/or purpose not fully established.</p> <p>Expresses information and ideas, with limited use of structural and grammatical features</p>	<p>Shows some awareness of audience and purpose, with some straightforward use of tone, style and register.</p> <p>Expresses and orders information and ideas; Uses some basic paragraphs and some range of structural and grammatical features.</p>	<p>Shows an awareness of audience and purpose, with straightforward use of tone, style and register.</p> <p>Expresses and orders information and ideas; uses paragraphs and a range of structural and grammatical features.</p>	<p>Selects material and stylistic or rhetorical devices to suit audience and purpose, with appropriate use of tone, style and register.</p> <p>Develops and connects appropriate information and ideas; structural and grammatical features and paragraphing make meaning clear.</p>	<p>Develops material and stylistic or rhetorical devices to suit audience and purpose, with deliberate use of tone, style and register.</p> <p>Fully develops and connects appropriate information and ideas; structural and grammatical features and paragraphing are selected to make meaning clear.</p>	<p>Organises material for particular effect, with effective use of tone, style and register.</p> <p>Manages information and ideas, with structural and grammatical features used cohesively and deliberately across the text</p>	<p>Shapes audience response with subtlety, with sophisticated and sustained use of tone, style and register.</p> <p>Manipulates complex ideas, utilising a range of structural and grammatical features to support coherence and cohesion.</p>
---------	------------	--	---	---	--	---	--	--	--	--

		using structural and grammatical features to support coherence and cohesion of texts								
AO5.1	With help, ideas are developed but independence is limited.  Little awareness of style, purpose and audience.	Sparse ideas are developed with some independence. There is limited understanding of the task, purpose and audience.	Ideas are developed that begin to understand the task, purpose and audience.	There is some understanding of the task with some good ideas that begin to address the style, purpose and audience.	Makes obvious choices aimed at the brief with good ideas. There is a growing awareness of style and purpose and audience.	Well targeted at the brief with relevant ideas. Clear awareness of style, purpose and audience.	Interesting to read and well-targeted at the brief. There is a confident awareness of style, purpose and audience.	Engages the audience, making them want to read the text. Confident and assured awareness of the brief with growing sophistication regarding style, audience and	Unique and developed voice in writing. Sophisticated and original approach to task with a sophisticated awareness of style, purpose and audience.	

e								purpose.	
AO5 . 2 Text Stru ctur e	Writing is undeveloped and has little awareness of text features.	Developed but not paragraphed. There is an emerging awareness of text features.	Attempt at paragraphs but often inaccurate. Some awareness of text features.	Mechanical paragraphing with some accuracy. Growing awareness of text features.	Paragraphed securely. Clear awareness of text features.	Paragraphed to aid meaning and cohesion. Confident awareness of text features.	Strong opening and closing, with good organization between. Increasingly sophisticated awareness of text features.	Fluent text with some choices made for an impact. Sophisticated awareness of text features.	Text organized for deliberate effect. Innovative and original interpretation of text features.
AO6 20%	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	With support uses basic vocabulary, often misspelled.  With support uses basic punctuation with to create undeveloped sentence	Uses basic vocabulary, often misspelled.  Uses punctuation with basic control, creating undeveloped, often	Writes with some range of vocabulary, mostly correctly spelt, e.g. words with regular patterns such as prefixes, suffixes, double consonants.	Writes with a range of correctly spelt vocabulary, e.g. words with regular patterns such as prefixes, suffixes, double consonants.  Uses	Uses a varied vocabulary and spells words containing irregular patterns correctly.  Uses accurate and varied punctuation, adapting	Deliberately uses a wide vocabulary and spells words containing irregular patterns correctly.  Deliberately uses accurate and varied	Uses a wide, selective vocabulary with only occasional spelling errors.  Positions a range of punctuation for clarity, managing	Uses an extensive vocabulary strategically; rare spelling errors do not detract from overall meaning.  Punctuates writing with

			structures.	repetitive, sentence structures.	Uses punctuation with some control, creating a range of sentence structures.	punctuation with control, creating a range of sentence structures, including coordination and subordination.	sentence structure to contribute positively to purpose and effect.	punctuation, intentionally adapting sentence structure to contribute positively to purpose and effect.	sentence structures for deliberate effect	accuracy to aid emphasis and precision, using a range of sentence structures accurately and selectively to achieve particular effects.
	AO6 .1 Varied vocabulary	Simple vocabulary applied mostly correctly.	Simple vocabulary applied correctly.	Some interesting words applied occasionally.	Some interesting words applied consistently.	Words chosen to fit the purpose of the task.	Words carefully chosen to fit the purpose of the task	Words chosen to have an impact on the reader. There is a growing sophistication and awareness on the reader.	Sophisticated words chosen for powerful impact on the reader.	Crafted choices for purposeful effect. Evidence of sophistication and originality with deliberate impact on the reader.
	AO6 .2 Varied sentences	Sentences not demarcated	Some full stops give meaning to sentences	Mostly simple sentences used	A range of short and longer sentences used	Begins to use different sentence types	Begins to use different sentence types for effect	Uses well-chosen sentence types for effect	Uses well-chosen sentence types for powerful effect	Crafted choices for purposeful effect.

	es									
	A06 .3 Correct spellings	Spell some simple words correctly	Most simple words correct but with homophone errors	Most simple words correct including homophones	Commonly used words spelt correctly	Commonly used words spelt correctly and some irregular words	Nearly always accurate with lapses in editing of spelling	Nearly always accurate with careful editing	Flawless spelling, but some limitation in vocabulary	Flawless spelling, even with complex vocabulary
	A06 .4 Correct punctuation	Sentences not demarcated	Some full stops give meaning to sentences	Most simple sentences marked, with some use of comma.	Beginning to use a range of end of line punctuation mostly accurately.	Beginning to use a range of end of line punctuation accurately.	Some adventure in punctuation sometimes used accurately	Some adventure in punctuation mostly used accurately	Some adventure in punctuation used accurately	Adventurous punctuation used accurately
			PASS			MERIT			DISTINCTION	
S p o k	*A07	Demonstrate presentation skills in a formal setting								

e n  L a n g u a g e	*A08	Listen and respond appropriately to spoken language, including to questions and feedback to presentations			
	*A09	Use spoken Standard English effectively in speeches and presentations			

\*These AOs are for the Spoken Language Endorsement, which will be reported as a separate grade on the awarding body certificate.



**English Literature**

Assessment Objective and Weighting		Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8 and Grade 9
AO1 37 %	<p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>maintain a critical style and develop an informed persona</li> </ul>	<p>The response is simple treating the text as a narrative.</p> <p>There is no evidence of critical style and no reference to the content or themes beyond a story.</p>	<p>The response is simple with little personal response.</p> <p>There is little evidence of a critical style.</p> <p>Little reference is made to the content or themes of the play.</p>	<p>The response may be largely narrative but has some elements of personal response.</p> <p>There is some evidence of a critical style but it is not always applied securely.</p>	<p>The response may have some narrative but has increasing elements of personal response.</p> <p>There is evidence of a critical style and an increasing sense of security in interpretation.</p>	<p>The response shows a relevant personal response, soundly related to the text.</p> <p>There is an appropriate critical style, with comments showing a sound interpretation.</p>	<p>The response has an increasingly developed personal response and engagement, fully related to the text.</p> <p>The critical style is sustained, and there is an increasingly well-developed interpretation.</p>	<p>The response has a developed personal response and thorough engagement, fully related to the text.</p> <p>The critical style is sustained, and there is well developed interpretation.</p>	<p>There is an assured personal response, showing a high level of engagement with the text.</p> <p>A critical style is developed with maturity, perceptive understanding and interpretation.</p>

	<p>l respons e</p> <ul style="list-style-type: none"> <li>● use textual referen ces, includin g quotati ons, to support and illustrat e interpre tations</li> </ul>			Some valid points are made, but without consistent or secure focus.	Some valid points are made with consistent or secure focus	The response is relevant and focused points are made with support from the text.	There are some well-chosen references to the text to support a range of effective points.	Well-chosen references to the text support a range of effective points.	Discerning references are an integral part of the response, with points made with assurance and full support from the text.
AO2 42%	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	The response is mainly narrative based with little identification of language, form and structure.  No evidence of subject	The response is simple and the identification of language, form and structure is minimal.  Little evidence of relevant subject	The response is largely descriptive. There is some comment on the language, form and structure.  Limited use of	The response identifies a range of techniques and an understanding of language, form and structure but there is little development to	The response shows an understanding of a range of language, form and structure features and links these to their effect on the reader.	The response is increasingly focused and detailed. Analysis of language, form and structure features and their effect on the reader is beginning to be	The response is focused and detailed. Analysis of language, form and structure features and their effect on the reader is sustained.	The response is a cohesive evaluation of the interrelationships of language, form and structure and their effect on the reader.

		terminology.	terminology	relevant subject terminology to support examples given.	reveal the effect on the reader.	Relevant subject terminology is used to support examples given.	sustained.  Relevant subject terminology is used accurately and appropriately to develop ideas but this is not always consistent.	Relevant subject terminology is used accurately and appropriately to develop ideas.	Relevant subject terminology is integrated and precise.
A03  16%	Show understanding of the relationships between texts and the contexts in which they were written	There is no awareness of context and no comment on the relationship between text and context.	There is little awareness of context and little comment on the relationship between text and context.	There is some awareness of relevant context and some comment on the relationship between text and context.	There is increasingly sound comment on some relevant context with some sound relevant comment on the relationship between text and context.	There is sound comment on relevant context and sound and relevant comment on the relationship between text and context.	There is increasingly sustained comment on relevant context with some detailed awareness of the relationship between text and context.	There is sustained comment on relevant context and detailed awareness of the relationship between text and context.	There is excellent understanding of context, and convincing understanding of the relationship between text and context is integrated into the response.

AO4  5%	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	threshold performance-in the context of the Level of Demand of the question, Learners spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response;	intermediate performance-in the context of the Level of Demand of the question, Learners spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning;	high performance-in the context of the Level of Demand of the question, Learners spell and punctuate with consistent accuracy, and consistently use vocabulary and sentence structures to achieve effective control of meaning.
---------------	---	---	--	---

## Geography

	AO 1 Contextual knowledge of location and places	AO 2 Understanding of patterns, processes and environmental change	AO 3 Competence in geographical enquiry	AO 4 Application of geographical skills
9.	<p>Has an exceptional locational knowledge and makes exceptional use of case study material.</p> <p>Accurately and always uses an exceptional range of more complex and appropriate geographical vocabulary and terminology.</p> <p>Demonstrates an exceptional factual knowledge</p>	<p>Descriptions of human and physical geographical features and processes are exceptional and explanations show an exceptional depth of detail.</p> <p>Responses show an exceptional understanding and exceptional linkages are made between ideas.</p> <p>They are always able to apply their knowledge and understanding to analyses of unfamiliar contexts.</p> <p>Answers are always written in a logical sequence and arguments are always balanced There are no misinterpretations.</p> <p>They have an exceptional understanding of the interrelationships between people and the environment and can fully appreciate the values and attitudes of those involved in geographical issues.</p>	<p>Can select and accurately use an exceptional range of very advanced fieldwork skills and appropriate techniques and constantly shows initiative when researching work.</p>	<p>Can accurately and constantly use an exceptional range of geographical and map skills.</p> <p>Presentation skills are exceptional.</p> <p>Can analyse and interpret geographical evidence and reach exceptional more substantiated conclusions.</p> <p>Has an appreciation of the limitations of geographical evidence and is able to evaluate.</p>
8.	<p>Has an outstanding locational knowledge and regularly makes outstanding use of case study material.</p> <p>Accurately and consistently uses an outstanding range of more complex and appropriate geographical</p>	<p>Descriptions of human and physical geographical features and processes are outstanding and explanations show an outstanding depth of detail.</p> <p>Responses show a very advanced understanding and increasingly more complex and very advanced</p>	<p>Can select and accurately use a more complex range of fieldwork skills and appropriate techniques and always shows initiative when researching work</p>	<p>Can accurately and always use more complex and very advanced geographical and map skills.</p> <p>Presentation skills are outstanding.</p> <p>Can analyse and interpret geographical evidence and reach very advanced and more complex</p>

	<p>vocabulary and terminology</p> <p>Demonstrates an outstanding factual knowledge</p>	<p>explanations are offered. More complex linkages are made between ideas.</p> <p>They are able to apply their knowledge and understanding to analyses of unfamiliar contexts.</p> <p>Answers are written in a logical sequence and arguments are balanced. Misinterpretations are rare.</p> <p>They have very advanced understanding of the complex interrelationships between people and the environment and can fully appreciate the values and attitudes of those involved in geographical issues.</p>		<p>substantiated conclusions.</p> <p>Has an outstanding appreciation of the limitations of geographical evidence and is always able to critically evaluate the validity of information.</p>
7. r	<p>Has a thorough locational knowledge and regularly makes excellent use of case study material.</p> <p>Accurately and frequently uses a wider variety of appropriate and complex geographical vocabulary and terminology.</p> <p>Demonstrates a very thorough and broad factual knowledge</p>	<p>Descriptions of human and physical geographical features and processes are excellent and explanations show a very thorough depth of detail.</p> <p>Responses show an excellent understanding and increasingly very thorough explanations are offered.</p> <p>Very detailed linkages are made between ideas. .</p> <p>Answers are written in a logical sequence and arguments are increasingly balanced There are very few misinterpretations.</p> <p>They have a very thorough understanding of the interrelationships between people and the environment and can appreciate</p>	<p>Can select and accurately use a more comprehensive range of complex fieldwork skills and appropriate techniques and very regularly and confidently shows initiative when researching work.</p>	<p>Can accurately and very regularly use a more comprehensive and complex range of geographical and map skills. Presentation skills are excellent.</p> <p>Can analyse and interpret geographical evidence and reach more thorough and substantiated conclusions.</p> <p>Has a very thorough appreciation of the limitations of geographical evidence and is able to critically evaluate the validity of information.</p>

		more fully the values and attitudes of those involved in geographical issues.		
6.	<p>Has a comprehensive locational knowledge and regularly makes very good use of case study material. Accurately and regularly uses a wide range of appropriate geographical vocabulary and terminology. Demonstrates a comprehensive and very broad factual knowledge.</p>	<p>Descriptions of human and physical geographical features and processes are thorough and explanations show a much greater depth of detail. Responses show a thorough understanding and thorough explanations are offered. Regular and detailed linkages are made between ideas. Answers are written in a logical sequence although arguments may be imbalanced. There are a few misinterpretations. They have a thorough understanding of a wide range of interrelationships between people and the environment and can appreciate a range of values and attitudes of those involved in geographical issues.</p>	<p>Can select and accurately use a comprehensive range of fieldwork skills and appropriate techniques and very confidently shows initiative when researching work.</p>	<p>Can accurately and regularly use a comprehensive range of geographical and map skills. Presentation skills are usually excellent. Can analyse and interpret geographical evidence and reach thorough and substantiated conclusions. Has a thorough appreciation of the limitations of geographical evidence and is able to evaluate the validity of information.</p>
5.	<p>Has a very sound locational knowledge and makes good use of case study material. Accurately uses a wide range of appropriate geographical vocabulary and terminology. Demonstrates a very good and broad factual knowledge.</p>	<p>Descriptions of human and physical geographical features and processes are very detailed and explanations show a greater depth of detail. Responses show a very good understanding and increasingly very sound explanations are offered. Detailed linkages are made between ideas. There are fewer</p>	<p>Can select and accurately use a wide range of fieldwork skills and appropriate techniques and shows initiative when researching work.</p>	<p>Can accurately use a wide range of geographical and map skills. Presentation skills are very good. Can analyse and interpret geographical evidence and reach more substantiated conclusions. Can appreciate in detail the limitations of geographical evidence and is able to evaluate the validity of information.</p>

		<p>misinterpretations.</p> <p>They have a very sound understanding of some of the interrelationships between people and the environment and can appreciate some of the values and attitudes of those involved in geographical issues.</p>		
4.	<p>Has sound locational knowledge and is beginning to use case study material. Accurately uses a wider range of appropriate geographical vocabulary and terminology.</p> <p>Demonstrates a good factual knowledge</p>	<p>Descriptions of human and physical geographical features and processes are detailed and more specific.</p> <p>Responses show a good understanding and increasingly detailed explanations are offered.</p> <p>Good linkages are made between ideas. Misinterpretations are becoming less common.</p> <p>They have a sound understanding of a range of interrelationships between people and the environment and are beginning to appreciate the values and attitudes of those involved in geographical issues.</p>	<p>Can select and accurately use a wider range of fieldwork skills and appropriate techniques and is beginning to use own initiative when researching work.</p>	<p>Can accurately use a wider range of geographical and map skills. Presentation skills are good and accurate.</p> <p>Can analyse and interpret geographical evidence and is beginning to reach substantiated conclusions.</p> <p>Can appreciate the limitations of geographical evidence and is beginning to evaluate the validity of information.</p>
3.	<p>Has a satisfactory locational knowledge</p> <p>Uses a range of appropriate geographical vocabulary and terminology.</p> <p>Demonstrates a satisfactory factual knowledge.</p>	<p>Can describe and begin to explain a range of human and physical geographical features and processes.</p> <p>Responses show a satisfactory understanding and a range of reasoned explanations are offered.</p> <p>Some misinterpretations are still common at times.</p> <p>They have a satisfactory understanding of some of the</p>	<p>Can select and is beginning to accurately use a range of fieldwork skills and appropriate techniques.</p>	<p>Is beginning to accurately use a range of geographical and map skills. Presentation skills are generally accurate.</p> <p>Can interpret geographical evidence and reach plausible conclusions and can appreciate a range of the limitations of geographical evidence.</p>



		interrelationships between people and the environment and also what sustainable development is.		
2.	Has basic locational knowledge Uses appropriate geographical vocabulary and terminology. Demonstrates an adequate factual knowledge	Can understand, describe in more detail and is beginning to explain some human and physical geographical features and processes. Responses show some understanding but misinterpretations are common. They are beginning to understand some interrelationships between people and the environment and the idea of sustainable development.	Can use adequate fieldwork skills and techniques.	Can use adequate geographical and map skills. Presentation skills are satisfactory and generally adequate. Can interpret some geographical evidence to reach conclusions and recognise some of the limitations of geographical evidence.
1.	Has a limited locational knowledge Beginning to use basic appropriate geographical vocabulary and terminology. Demonstrates a superficial factual knowledge.	Can identify and simply describe a few simple human and physical geographical features and processes. Few explanations are offered (those that are offered are simplistic). Can identify a few simple relationships between people and the environment.	Can use a few simple fieldwork skills and techniques.	Can use a few simple geographical and map skills. Presentation skills are rather inaccurate. Can simply interpret some geographical evidence and reach basic conclusions.

## History

	STRAND ONE - CONCEPT & SKILLS				STRAND 2 - KNOWLEDGE
AO GRADE	Cause & Consequence	Change & Continuity	Evidence	Interpretation	Knowledge
9	<p>Learners use knowledge to construct a causal argument, although they may struggle to make this knowledge fully relevant to the question asked. There is some attempt to organise their answer using a causal focus and there will be evidence of an argument forming, but this will only be for some sections and will not be sustained. Learners are beginning to place their causal reasoning within a wider contextual knowledge of the period or country studied.</p>	<p>Learners can describe how lines of development often interact with each other, pulling in different directions and affecting the pace, extent and direction of change. The examples that they choose to illustrate their arguments about lines of development are becoming more fluid and they are able to link them to each other rather than engaging in 'case study' repetitions. They will be able to construct an explanation of why these changes and developments are significant within the</p>	<p>Learners are starting to make judgements about sources and how they can be used for a specified enquiry. They support the comments that they make by using precise content from sources and backing it up with sound contextual knowledge. Judgement of provenance is becoming more of a feature of learners' understanding, so that ideas of nature, origin and purpose are sometimes reflected in their answers. Learners are confident in asking historical source questions of their own and can describe the types of sources which would be useful.</p>	<p>Learners can explain the key features of an interpretation, including how and why it has been constructed. Learners can make a case for or against an interpretation and use some relevant contextual knowledge to support their evaluation, but they tend to make only assertive judgements of interpretations that lack clear justification.</p>	<p>Learners can assimilate new knowledge into their understanding of the past and are beginning to research and add their own ideas to this picture. Learners are able to challenge generalisations about the past using their knowledge of the period and an understanding of diversity. Learners can now recognise that diversity operates on a number of levels and are less deterministic about the way that people may have felt in the past. They struggle to see why historical generalisations are sometimes necessary and may still be overwhelmed by too many 'facts' in order to make their own. Learners use historical vocabulary in their work and are able to adapt to new terms with ease. They are successful in adapting their use of language depending on which period or country they are working with and clearly appreciate the need to take</p>

		period studied.			<p>similarity and difference into consideration when choosing language.</p> <p>Learners can construct a narrative account which shows some sound analysis and a basic understanding of how the relevant historical concept should be linked to the narrative. They are able to organise their account so that it shows some logic and an ability to plan, but there is no overall coherence. Learners are able to select relevant knowledge that has some links with the topic and the question.</p>
8	<p>Learners are able to construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes, but there will be a lack of organisation or sustained argument. Learners show recognition of the importance of</p>	<p>Learners are confident when using the language of change and are beginning to explain why some changes are significant or seen as significant depending on perspective. Learners can explain lines of development in which changes work cumulatively in the same direction or pull in different directions. However, they struggle to link lines of development (e.g. religious, political, and</p>	<p>Learners can distinguish between ideas of utility and reliability, and understand that historians use 'unreliable' sources as valuable pieces of evidence. Learners can support their comments on sources by using source content and sometimes by referencing the provenance of a source, although they struggle to draw conclusions from ideas of nature, origin and purpose. They use general contextual knowledge of the period studied to support their comments, but this remains unfocused. Learners can</p>	<p>Learners can explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection. This may remain quite deterministic and simplistic (e.g. 'Historian X wrote this because he was from France'). Learners will understand that interpretations can be tested for validity, but will need a lot of support to begin to do this.</p>	<p>Learners can use new knowledge that they have been given to add to their understanding by beginning to assimilate both 'facts' and historical ideas into their own historical picture of the past. Learners can recognise where they and other historians are making generalisations about the past, although they find it hard to challenge these with any accuracy. They can comment on simple ideas of similarity and difference in the past (e.g. rich and poor, male and female) but find it difficult to understand the past beyond these broad categories. Learners use historical vocabulary throughout their work and are becoming confident when using new</p>

	<p>selecting knowledge to strengthen their points, although this is not always successful. Learners can explain why events had certain consequences and begin to recognise that one cause may have multiple or conflicting consequences. They will begin to see how causes and consequences overlap and interact.</p>	<p>economic) to each other and may see them as discrete from each other.</p>	<p>formulate their own historical questions but struggle to plan a line of enquiry or select sources to use.</p>		<p>language. Learners make a good attempt at adapting their historical vocabulary depending on the period or country that they are talking about. They are also able to make a good attempt to adapt their vocabulary to take account of some elements of historical similarity and difference. Learners' narrative accounts attempt analysis and show some appreciation of the relevant historical concept (e.g. constructing a narrative of a cause) but are not clearly focused. They are able to plan an answer that builds an account, but it lacks internal logic. Learners are able to select mostly relevant knowledge so that it adds to the quality of their work.</p>
7	<p>Learners are becoming confident in forming a causal picture using information that they are given and can construct a sound explanation of why something happened. They may be starting to prioritise some causes as more important than others, but the explanation or reasoning behind this</p>	<p>Learners can use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent). Learners understand that the historical significance of changes differs depending on the timescale used or the person looking at the</p>	<p>Learners can make supported inferences about the past by using a source and the detail contained within it. Learners can comment on the utility of a source as well as its reliability, but they may be confused about how these two ideas work together. They can support comments on utility and reliability by using content from sources that they are given, but this remains undeveloped. They are able to</p>	<p>Learners are able to link the construction of different interpretations to the use of different sources. They have a broad understanding that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic argument, as the work of white abolitionists, or as a story of slave revolts and resistance). Learners may still see these interpretations as</p>	<p>Learners are confident when approaching new historical periods or contexts and increasingly have their own simple chronological picture into which they can place new knowledge, although they may still need some support. They are beginning to make assumptions about periods because of knowledge that they already have (e.g. 'was everyone a Catholic because this was before the Reformation?'). There will still be areas of confusion in their knowledge, but they are building a</p>

	<p>remains weak. There is little or no evidence of sustained argument. Learners are beginning to be more selective when deploying historical knowledge, although this may be patchy.</p>	<p>change, but they cannot yet link these ideas with other developments. They will be able to communicate their understanding of changes by identifying lines of development rather than just individual changes.</p>	<p>formulate questions that are loosely based on a line of enquiry, but struggle to explain why this would be an important question to answer.</p>	<p>either right or wrong.</p>	<p>historical picture of the past. Use of historical vocabulary is a clear feature of learners' work and there is some evidence that new vocabulary is being assimilated. There is a sound understanding of the importance of context when using historical vocabulary in different periods. There is also a basic awareness that historical vocabulary may need to be adapted within a period. Learners' narrative accounts of the past are sometimes analytical, but they struggle to link this to a particular key concept. There is an attempt at organisation, but this may be weaker in parts. They use some accurate information in their work but this does not necessarily show conceptual understanding and may be limited in scope.</p>
6	<p>Learners can link categories of causes to form a simple causal picture and begin to explain why something happened in history. Learners may still hold the belief that things happen because people wanted them to and may be over-reliant on the agency</p>	<p>Learners can begin to use some of the language of change to talk simply about the pace or extent of changes with which they are familiar. They can recognise that a change may be important to one society or group of people but has little</p>	<p>Learners use sources to make simple inferences about the past and are beginning to understand that historians gather evidence by interrogating information with a particular purpose. Learners can use a small group of sources together to make simple inferences and present this as evidence. Learners struggle to ask their own historically valid</p>	<p>Learners can select and describe the key features of a variety of interpretations (e.g. visual, written, spoken) and explain the reasons for their construction (e.g. to entertain, to inform, to persuade). They will understand that this is linked to who made the interpretations, but will not be able to go beyond simple</p>	<p>Learners are increasingly confident in placing a new period or topic within their own chronological reference and are beginning to make links between periods that they have studied. Learners' timelines and other work show an appreciation of the different scales of time and how they fit together. Learners use historical vocabulary correctly in their work and it is becoming a feature of the way in</p>

	<p>of historical figures. Learners may be starting to use simple knowledge of the event or period to back up their statements, but this will remain generic. Learners understand that events have consequences as well as causes and can describe, in simple terms, one or more of the consequences of an event or development in isolation from other consequences.</p>	<p>historical significance in another context. They struggle to link changes together to talk about lines of development.</p>	<p>questions about sources or identify appropriate sets of sources.</p>	<p>statements. Learners may regard interpretations as simply opinions and so be inclined to say that they are either all valid or that none of them hold historical purpose.</p>	<p>which they talk and write about history. They have a growing awareness of context and can begin to explain why some historical language is relevant in one period but not another (e.g. Leveller, Lollard, Protestant). Learners can construct a descriptive narrative about the past and show hints of analysis within their work. There are hints of organisation, but this does not yet have an impact on the overall structure. The information that they use to support their narrative is sometimes accurate, but may lack relevance in places.</p>
5	<p>Learners can categorise causes with some confidence and are beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society. These links may still be unclear as learners have not begun to prioritise or construct</p>	<p>Learners can describe change using features of the period or periods that they are studying. They understand that change often happens as a result of events or actions by individuals, rather than being the event or individual themselves. They show a basic understanding that not all changes that take place are as important as each</p>	<p>Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z. Learners may still have confused notions of reliability surrounding different types of historical material and reference to provenance remains generalised (e.g.</p>	<p>Learners can select and describe the key features of a historical interpretation and begin to talk about the messages that it might send to the people viewing it. They have a basic understanding that different interpretations (e.g. films, paintings, songs) are made to provide groups of people with a story about the past but cannot explain purpose beyond this.</p>	<p>Learners can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims, i.e. I can suggest that X was important because of evidence Y and Z. Learners may still have confused notions of reliability surrounding different types of historical material and reference to provenance remains generalised (e.g. 'primary sources are more reliable than secondary sources').</p>

	specific causal networks.	other.	'primary sources are more reliable than secondary sources').		
4	<p>Learners can identify a number of causes and are beginning to categorise these into different types or groups of causes, e.g. short-term and long-term or 'things to do with money'. These categories remain fixed in learners' minds and there is little appreciation of interconnectivity. Learners understand consequence as the fixed result of all the possible causes and may regard the idea of consequences as inevitable or the only possible outcome.</p>	<p>Learners can identify and describe some historical changes that took place in periods with which they are familiar, but they view changes as events that took place and continuity simply as the absence of change. They can describe some broad historical developments and trends (e.g. technological progress), but with little accuracy or linking to chronology.</p>	<p>Learners appreciate that historians need to interrogate sources to work out what happened in the past and will have a sense that historians use sources with the benefit of hindsight. Learners comment on the reliability of sources ('biased' may be used as a catch-all term) but have little understanding of how historians build an evidence picture.</p>	<p>Learners recognise that the arguments that people have had about the past are important to the historical discipline and that history is made up of different stories about the past. They can give simple descriptions of two opposing interpretations of an event or person, but are still inclined to look for the interpretation that is most 'true'.</p>	<p>Learners can use terms like year, decade or century in their work and can apply them to historical situations with which they are familiar. They can construct a simple timeline of periods that they have studied and are beginning to understand the use of terms such as 'the sixteenth century' or 'the Victorian era'. Learners can remember historical vocabulary for more than one historical period that they have studied. They are beginning to attempt to transfer language to different situations, although they will be confused by some words (e.g. the difference between kings and emperors). Learners can construct a narrative about the past that describes what happened but with no development or organisation. They use some information to support their narrative, but this may lack detail and/or relevance.</p>

3	<p>Learners can identify a number of causes of historical events and understand that these are a result of relationships in the past. However, learners will view these causes as operating in a linear or mechanical way, like 'billiard balls colliding'. They display little understanding of unintended consequence or other non-human factors.</p>	<p>Learners recognise that different historical periods had different rules, beliefs and practices, but this does not go beyond basic comments. Learners see these differences as the result of people in the past being 'stupid' or not knowing as much about the world as we do now.</p>	<p>Learners understand that sources are used by historians to find out about the past. However, they view the role of the historian as trying to work out what is true and what is false in the evidence and then presenting the 'facts' from this. They may suggest that some sources tell the truth and that some sources are lying.</p>	<p>Learners can pick out simple differences in accounts of the past, but still regard this as showing that one account is 'true' whilst others must be 'false'. Although they appreciate that people have argued about the past, they still want to find out what really happened.</p>	<p>Learners understand the literal meanings of terms such as year, decade and century, but may still have difficulty in applying this to actual historical situations or using them in the correct way. They are beginning to be able to place periods or events in order (e.g. X happened before Y) but struggle to build a historical timeline beyond a simple structure.</p> <p>Learners can remember a range of historically relevant vocabulary within a given historical period (e.g. World War Two) and can use it to describe the period.</p> <p>Learners can begin to construct simple stories about the past using what they have been taught. These narratives are likely to be uneven and lacking in detail, and may make some basic errors.</p>
2	<p>Learners show a basic comprehension of causes and understand that things happen in the past for more than one reason. However, they view these relationships as unmoving or definite, i.e. X was always going to cause Y. They may</p>	<p>Learners can identify basic differences between our lives and the lives of people in the past, but will often see the present as a time when problems of the past have been solved or sorted out.</p>	<p>Learners have a sense that historians need to look at evidence about the past to find out what happened, but they see this evidence as independent and able to speak for itself. For example, they may believe that a report or relic has its own truth without any interrogation.</p>	<p>Learners can decide what they think about the past (e.g. I think that King John was bad) but cannot link this idea to the way in which history is constructed. They may be able to repeat stories that they have been told about the past, but cannot see that these stories are interpretations.</p>	<p>Learners begin to use simple historical terms, such as years, and understand that some things happened a long time ago. However, they are unable to distinguish between different lengths of time. They may be able to talk about periods that they have studied (e.g. Ancient Greeks, Romans) but cannot fit these into their existing knowledge.</p>



	display a simple understanding of consequence.				Learners can remember historical vocabulary with some relevance within a given period (e.g. Roman emperors, Viking long ships) but struggle to use it to describe the period or features of the period. Learners can recount simple stories about the past (e.g. myths, battles) but are unable to move beyond what they have already been told or to combine knowledge together.
1	Learners struggle to describe how and why historical events occur. They may look for a singular cause as the 'answer' to a historical problem and understand causes as 'things that happened'.	Learners show little understanding of how things that are present in their lives were created by historical processes. They struggle to describe simple differences between the present and the past.	Learners have a limited sense of what we mean by evidence about the past. They regard sources as information that tells us what happened in the past. Learners have a sense that what happened in the past is what has been written down as history and that there is only one version.	Learners struggle to pick out differences in accounts of the past and regard different histories as either right or wrong. They believe there is one story about the past which is 'true'.	Learners have little understanding of chronology or the way that time is structured. They struggle to place an event or person on a timeline and see the periods that they study in isolation. Learners can remember some historical words (e.g. kings, castles) but have little understanding of the concepts behind them. They may muddle the meanings of words. Learners will confuse stories about the past with things from the present day and show little organisation of narrative.

## Modern Foreign Languages

AO GRADE	Listening	Speaking	Reading	Writing
1	I can pick out and respond to single words I hear.	I can repeat, remember and say single words.	I can pick out and understand single words I see in a short text.	I can repeat, remember and write accurately single words.
2	I can show that I can understand brief sentences I hear made up of familiar language.	I can ask and answer a few simple questions in brief sentences.	I can show that I can understand brief sentences I hear made up of familiar language.	I can write a few brief sentences.
3	I can understand familiar language I hear and I can work out the meaning of some words I don't know.	I can take part in a brief dialogue using support to include new words.	I can understand familiar language I see and I can work out the meaning of some words I don't know.	I can write a short paragraph connecting my sentences using a dictionary to include new language and to check spelling.
4	I can understand others' opinions about things.	I can say how I feel about things and ask others how they feel.	I can understand others' opinions about things.	I can write how I feel about things.
5	I can understand language I hear which differentiates between present and future events.	I can use the present and future tenses to talk about present and future events and activities.	I can understand language I hear which differentiates between present and future events.	I can use the present and future tenses to write about present and future events and activities.

6	I can understand longer passages spoken at near normal speed containing information about people's points of view. I can understand information delivered in two different tenses.	I can communicate quite a lot of information and opinions but I may be brief and hesitant. There are inaccuracies and errors, even some basic ones.	I can understand longer passages containing information about people's points of view. I can understand information delivered in two different tenses.	I can communicate quite a lot of information and opinions generally clearly but there basic errors. I've tried to write some complex language.
7	I am able to cope with passages containing some complex and unfamiliar language. I can understand information delivered in past, present and future tenses. I can use the language I hear in my speaking and writing.	My responses are a bit brief at times but some are longer. I'm trying to use 3 tenses. I can explain my opinions. My pronunciation is inaccurate at times and I'm making errors, especially when I'm putting together a complex sentence.	I can understand people's points of view in extended texts of written language. I can pick out past, present and future tenses. I can deal with unfamiliar language and use what I read in my speaking and writing.	I can communicate quite a lot of information and even my attempts at complex structures, with two times frames, are more accurate than inaccurate.
8	I can understand lengthy passages with complex, extended language spoken at near-normal speed.	My response is generally clear but there are mistakes and inaccuracies especially when I try to use complex phrases. I can use 3 tenses and explain my opinions.	I am able to deal with both fictional and non-fictional texts.	My written response is generally clear but there are mistakes and inaccuracies especially when I try to use complex phrases. I can use 3 tenses and explain my opinions.
9	I can show my understanding of some longer passages with different types of spoken language, using familiar language across a range of contemporary and cultural themes.	I can give some extended responses and opinions clearly with some complex structures using 3 tenses. My pronunciation is good generally and there are hardly any errors.	I can understand different types of written language, including relevant personal communication, public information and factual and literary texts.	I can write around 150 words clearly with no ambiguity, explaining my opinions. I can use a variety of more complex structures, using 3 tenses. There are hardly any errors.

## Music

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
<b>AO GRADE</b>	To be able to perform with technical control, expression and interpretation	To be able to compose and develop musical ideas with technical control and coherence	To be able to demonstrate and apply musical knowledge	To be able to use appraising skills to make evaluative and critical judgements about music
<b>9</b>	<ul style="list-style-type: none"> <li>• Accurate and fluent</li> <li>• Convincing technical control, very good tone quality across the pitch range, sensitive tonal contrast, entirely in tune</li> <li>• Appropriate and consistent use of tempo, music frequently shaped by dynamics, phrasing and articulation, sense of communication</li> <li>• Music of a standard equivalent to grade 5 or higher</li> </ul>	<ul style="list-style-type: none"> <li>• Stylish and confident use of imaginative ideas within the chosen / specified style</li> <li>• Ideas developed creatively</li> <li>• Secure control of a wide range of musical elements</li> <li>• Forces selected effectively and exploited idiomatically</li> <li>• Excellent balance of unity and variety, alongside sense of coherence</li> <li>• Convincing, musical and coherent</li> </ul>	<ul style="list-style-type: none"> <li>• Musical features of both familiar and unfamiliar music identified and described using an accurate and extensive musical vocabulary</li> <li>• Thorough understanding of a wide range of complex musical features related to musical elements, musical contexts and musical language</li> <li>• Advanced level of aural discrimination</li> <li>• Fluency in reading and writing staff notation</li> </ul>	Critical judgements made using an accurate and extensive musical vocabulary
<b>8</b>	<ul style="list-style-type: none"> <li>• Almost always accurate and fluent</li> <li>• Convincing technical control, very good tone quality across the pitch range, sensitive</li> </ul>	<ul style="list-style-type: none"> <li>• Imaginative ideas used appropriately within the chosen / specified style</li> <li>• Ideas developed very</li> </ul>	<ul style="list-style-type: none"> <li>• Musical features of both familiar and unfamiliar music identified and described using an advanced musical vocabulary</li> <li>• Understanding of a wide range of</li> </ul>	Critical judgements made using an accurate and extensive musical vocabulary

	<p>tonal contrast, entirely in tune (apart from maybe a few notes)</p> <ul style="list-style-type: none"> <li>• Music of a standard equivalent to grade 4/5</li> </ul>	<p>effectively</p> <ul style="list-style-type: none"> <li>• Secure control of a range of musical elements</li> <li>• Forces selected effectively and used with creativity</li> <li>• Very good balance of unity and variety, alongside sense of coherence</li> </ul> <ul style="list-style-type: none"> <li>• Musical and entirely coherent</li> </ul>	<p>advanced musical features related to musical elements, musical contexts and musical language</p> <ul style="list-style-type: none"> <li>• High level of aural discrimination</li> </ul> <ul style="list-style-type: none"> <li>• Fluency in reading and writing staff notation</li> </ul>	
<p><b>7</b></p>	<ul style="list-style-type: none"> <li>• Largely accurate and fluent</li> <li>• Convincing technical control, very good tone quality across the pitch range, sensitive tonal contrast, entirely in tune (apart from maybe a few notes)</li> <li>• Mostly appropriate and consistent use of tempo, music frequently shaped by dynamics, phrasing and articulation, sense of communication almost always present</li> <li>• Music of a standard equivalent to grade 4</li> </ul>	<ul style="list-style-type: none"> <li>• Convincing ideas used appropriately within the chosen / specified style</li> <li>• Ideas developed effectively</li> <li>• A variety of musical elements used competently</li> <li>• Forces selected effectively and used with some creativity</li> <li>• Effective use of contrast within a well-organised structure</li> </ul> <ul style="list-style-type: none"> <li>• A more extended outcome: musical and generally coherent</li> </ul>	<ul style="list-style-type: none"> <li>• Musical features of both familiar and unfamiliar music identified and described using an extended musical vocabulary</li> <li>• Understanding of a range of more difficult musical features related to musical elements, musical contexts and musical language, e.g. recognition of contrasting textures</li> <li>• Strong skills of aural discrimination</li> </ul> <ul style="list-style-type: none"> <li>• Strong skills of reading and writing staff notation</li> </ul>	<p>Critical judgements made using an accurate and wide musical vocabulary</p>

<p style="text-align: center;"><b>6</b></p>	<ul style="list-style-type: none"> <li>• Mostly accurate, with no more than a few noticeable / obtrusive errors, mostly fluent</li> <li>• Sound technical control and tone quality and mostly in tune (likely to be some exceptions)</li> <li>• Some use of dynamics, phrasing and articulation, and some involvement in the music</li> <li>• Music of a standard equivalent to grade 3/4</li> </ul>	<ul style="list-style-type: none"> <li>• Generally confident ideas used appropriately within the chosen / specified style</li> <li>• Ideas developed in a variety of ways</li> <li>• A number of musical elements used</li> <li>• Well-chosen forces, used appropriately</li> <li>• A well-organised structure with some variety</li> <li>• A more extended outcome demonstrating some musicality and coherence</li> </ul>	<ul style="list-style-type: none"> <li>• Musical features of both familiar and unfamiliar music identified and described using a confident musical vocabulary</li> <li>• Understanding of a range of musical features related to musical elements, musical contexts and musical language</li> <li>• Very good skills of aural discrimination</li> <li>• Good skills of reading and writing staff notation</li> </ul>	<p>Critical judgements made using an accurate and varied musical vocabulary</p>
<p style="text-align: center;"><b>5</b></p>	<ul style="list-style-type: none"> <li>• Mostly accurate, with no more than a few noticeable / obtrusive errors, mostly fluent despite an occasional hesitation</li> <li>• Sound technical control and tone quality (except perhaps at extremes of pitch) and mostly in tune (likely to be some exceptions)</li> <li>• Some use of dynamics,</li> </ul>	<ul style="list-style-type: none"> <li>• Competent ideas used appropriately within the chosen / specified style</li> <li>• Ideas developed in a variety of simple ways</li> <li>• Some musical elements used</li> <li>• Appropriate writing for the chosen forces</li> </ul>	<ul style="list-style-type: none"> <li>• Musical features of both familiar and unfamiliar music identified and described using a secure musical vocabulary</li> <li>• Understanding of a growing range of musical features related to musical elements, musical contexts and musical language</li> <li>• Good skills of aural</li> </ul>	<p>Critical judgements made using an mostly accurate and varied musical vocabulary</p>

	<p>phrasing and articulation, and some involvement in the music</p> <ul style="list-style-type: none"> <li>• Music of a standard equivalent to grade 3</li> </ul>	<ul style="list-style-type: none"> <li>• A well-organised structure</li> <li>• A more extended outcome demonstrating some musicality</li> </ul>	<p>discrimination</p> <ul style="list-style-type: none"> <li>• Developing skills of reading and writing staff notation</li> </ul>	
<b>4</b>	<ul style="list-style-type: none"> <li>• Mostly accurate, with no more than a few noticeable / obtrusive errors, mostly fluent despite an occasional hesitation</li> <li>• Sound technical control and tone quality (except perhaps at extremes of pitch) and mostly in tune (likely to be some exceptions)</li> <li>• Some use of dynamics, phrasing and articulation, and some involvement in the music (NB: importance and meaning of shaping will vary from instrument to instrument)</li> <li>• Music of a standard equivalent to grade 2</li> </ul>	<ul style="list-style-type: none"> <li>• Simple ideas used appropriately within the chosen / specified style</li> <li>• Ideas partially developed in simple ways</li> <li>• Some musical elements used (but with some inconsistency)</li> <li>• Some attempt to write appropriately for the chosen forces</li> <li>• Satisfactory use of basic structures</li> <li>• A more extended outcome demonstrating some (inconsistent) musicality</li> </ul>	<ul style="list-style-type: none"> <li>• Musical features of both familiar and unfamiliar music identified and described using musical vocabulary</li> <li>• Understanding of a range of musical features related to musical elements, musical contexts and musical language</li> <li>• Sound skills of aural discrimination</li> <li>• Some skills of reading and writing staff notation</li> </ul>	<p>Critical judgements made using a mostly accurate musical vocabulary</p>
<b>3</b>	<ul style="list-style-type: none"> <li>• Reasonable accuracy and fluency gives a clear</li> </ul>	<ul style="list-style-type: none"> <li>• Simple ideas with some sense of style</li> </ul>	<ul style="list-style-type: none"> <li>• Musical features of both familiar and unfamiliar music identified and</li> </ul>	<p>Judgements made using an often accurate vocabulary</p>

	<p>impression of the piece</p> <ul style="list-style-type: none"> <li>• Some technical control of the instrument (NB: importance of and meaning of technical control will vary from instrument to instrument)</li> <li>• Some emerging attempt to shape music, e.g. through dynamics, phrasing or articulation (NB: importance and meaning of shaping will vary from instrument to instrument)</li> <li>• Music of a standard equivalent to grade 1</li> </ul>	<ul style="list-style-type: none"> <li>• Beginnings of some simple development of ideas</li> <li>• Use of some basic musical elements</li> <li>• Thought given to use of resources</li> <li>• Basic organisation of ideas</li> <li>• A simple outcome, becoming more extended, and with musical success in fulfilling its purpose</li> </ul>	<p>described using musical vocabulary (but with some inconsistency)</p> <ul style="list-style-type: none"> <li>• Understanding of a range of simple musical features related to musical elements, musical contexts and musical language</li> <li>• Developing skills of aural discrimination</li> <li>• Some skills of reading and writing staff notation</li> </ul>	
2	<ul style="list-style-type: none"> <li>• Good accuracy and fluency gives a clear impression of the piece</li> <li>• Basic technical control of the instrument (NB: importance of and meaning of technical control will vary from instrument to instrument)</li> </ul>	<ul style="list-style-type: none"> <li>• Basic but effective ideas</li> <li>• Use of some basic musical elements</li> <li>• Basic organisation of ideas</li> <li>• A simple outcome with musical success in fulfilling its purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Musical features of both familiar and unfamiliar music identified and described using simple vocabulary</li> <li>• Some understanding of simple musical features related to musical elements, musical contexts and musical language</li> <li>• Attentive listening skills</li> <li>• Emerging skills of reading and writing</li> </ul>	Some musical justification for opinions expressed



	<ul style="list-style-type: none"> <li>• Music of a standard equivalent to less than grade 1 (more difficult than TG1, e.g. in terms of length or complexity e.g. both hands together)</li> </ul>		<p>staff notation</p>	
<b>1</b>	<ul style="list-style-type: none"> <li>• Some accuracy and fluency gives a clear impression of the piece</li> <li>• Some basic technical control of the instrument (NB: importance of and meaning of technical control will vary from instrument to instrument)</li> <li>• Music of a standard equivalent to less than grade 1</li> </ul>	<ul style="list-style-type: none"> <li>• Basic ideas</li> <li>• Use of some basic musical elements</li> <li>• Basic organisation of ideas</li> <li>• A simple outcome with some musical success in fulfilling its purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Musical features of both familiar and unfamiliar music identified and described using basic vocabulary</li> <li>• Basic understanding of simple musical features related to musical elements, musical contexts and musical language, e.g. recognition of different timbres</li> <li>• Developing attentive listening skills</li> <li>• Beginning skills of reading and writing staff notation</li> </ul>	<p>Some justification for opinions expressed</p>

## Physical Education

AO GRADE	As a Player/ Performer....	Understanding of Rules....	Decision Making....	Officiator....	Leader/ Coach....	Analysing Performance....	Understanding Theory....
<b>9</b>	The student shows excellent advanced skill and technique for the activity in the game/ competitive type practice situations and in the competitive situation itself.	The student will demonstrate a very clear understanding of the rules when taking part in the activity	The student demonstrates an excellent application of strategies and tactics and positional sense as appropriate for the activity. In activities which allow for improvisation, touch and deception they demonstrate this at an excellent level.	The student will have the ability to apply the rules/laws at a high performance level. They will display excellent communication, positioning and signalling skills and have the confidence to assert authority by making instant, well-informed and accurate decisions in any given situation.	As an inspirational leader, the student will be confident, highly organised, and display excellent communication skills.	The Student will observe and analyse performance with accuracy and make and use a variety of recognised techniques. They link detailed analysis of all aspects into comprehensive feedback.	The student demonstrates an excellent in depth knowledge and understanding across a wide range of theoretical components including fitness and the bodies systems
<b>8</b>	The student shows very good advanced skill and technique for the activity in the game/ competitive type practice situations and in the competitive situation itself	The student will demonstrate a clear understanding of the rules when taking part in the activity	The student demonstrates a very good application of strategies and tactics and positional sense as appropriate for the activity. In activities which allow for improvisation, touch and deception	The student will have the ability to apply the rules/laws at an appropriate performance level. They will display good communication, positioning and signalling skills and	As a leader, the student will be confident in most situations, displaying good organisational and communication skills.	The Student will make a detailed and accurate observation and analyse performance making use of a variety of recognised techniques applicable to the activity.	The student demonstrates a very good knowledge and understanding across a range of theoretical components including fitness and the bodies systems
<b>7</b>							

			they demonstrate this at a very good level.	have the confidence to assert authority by making quick, well-informed and accurate decisions in most situations.			
<b>6</b>	The student shows good advanced skill and technique for the activity in the game/competitive type practice situations and in the competitive situation itself.	The student will demonstrate some understanding of the rules when taking part in the activity	The student demonstrates a good application of strategies and tactics and positional sense as appropriate for the activity. In activities which allow for improvisation, touch and deception they demonstrate this at a very good level.	The student will have the ability to apply the rules/laws at an appropriate performance level. They will display satisfactory communication, positioning and signalling skills and have the confidence to assert some authority by making well-informed and accurate decisions in some situations.	As a leader, the student will be confident in certain situations, displaying some good organisational and communication skills.	The Student will make an accurate observation and analyse performance making use of a variety of recognised techniques applicable to the activity.	The student demonstrates good knowledge and understanding across a range of theoretical components including aspects of fitness and the bodies systems
<b>5</b>							
<b>4</b>	The student shows limited advanced skill and technique for the activity in the game/ competitive type practice situations and this may be even more evident in the competitive situation itself.	The student may not demonstrate a clear understanding of the rules when taking part in the activity	The student demonstrates good application of strategies and tactics and positional sense as appropriate for the activity. In activities which allow for improvisation, touch and deception they demonstrate	The student may be able to apply some of the rules/laws at an appropriate performance level but their communication, positioning and signalling skills will be limited and they may lack the	The student will lack confidence, displaying limited organisational and communication skills.	The students will make a sound observation and is able to analyse simple, but not technical, aspects of techniques movements, tactics or	The student demonstrates basic knowledge and understanding of some of the theoretical components in relation to fitness and the bodies systems
<b>3</b>							

			this at a good level.	confidence to assert authority in certain situations.		Strategies.	
<b>2</b>	The student shows low levels of skill and technique for the activity in the game/ competitive type practice situations and this will be very clearly evident in the competitive situation itself.	The students understanding of the rules limits their performance	The student has a very low ability when applying strategies and tactics and a poor positional sense as appropriate for the activity.	The student may be able to apply some of the rules/laws at an appropriate performance level but their communication, positioning and signalling skills will be poor and they will lack the confidence to assert any authority.	The student will lack confidence, displaying very limited organisational and communication skills.	The Student may describe what they have seen but not analyse the performance effectively	The student demonstrates limited knowledge and understanding of some of the basic theoretical components in relation to fitness and the bodies systems
<b>1</b>							

## Religious Education

AO GRADE	AO1 Demonstrate knowledge and understanding of religion and belief* , including: belief, practices and sources of authority influence on individuals, communities and societies similarities and differences within and/or between religions and belief	AO2 Analyse and evaluate aspects of religion and belief*, including their significance and influence	SPAG
9	As grade 8 but with exceptional flair and sophistication.	As grade 8 but with exceptional flair and sophistication	As grade 8 but usage adds impact and originality.
8	Excellent, highly detailed explanation showing knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies. Uses a range of religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.	An excellent, highly detailed analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies. An excellent, highly detailed consideration of non-religious beliefs, such as those held by humanists and atheists. Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.	Spells and punctuates with consistent accuracy and uses rules of grammar with effective control of meaning overall. Uses a wide range of specialist RE terms. Faultless
7	An excellent explanation showing knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. An excellent understanding of how belief influences individuals, communities and societies. Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.	An excellent analysis and evaluation of the issue based on detailed knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. An excellent understanding of how belief influences individuals, communities and societies. An excellent consideration of non-religious beliefs, such as those held by humanists and atheists. Uses and interprets religious/specialist language, terms and sources of wisdom and authority extensively, accurately and appropriately.	Accurate spelling and punctuation. Very few errors.

6	A very good, detailed explanation showing knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. A very good understanding of how belief influences individuals, communities and societies. Uses a range of religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.	A very good, detailed analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A very good understanding of how belief influences individuals, communities and societies. Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.	Accurate spelling and punctuation. Few errors
5	A good explanation showing knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. A good understanding of how belief influences individuals, communities and societies. Uses religious/specialist language, terms and sources of wisdom and authority accurately and appropriately.	A good analysis and evaluation of the issue based on accurate knowledge of religion, religious teaching and moral reasoning to formulate judgements and present alternative or different viewpoints. A good understanding of how belief influences individuals, communities and societies. Uses and interprets religious/specialist language, terms and sources of wisdom and authority appropriately and in detail.	Generally accurate spelling and punctuation.
4	A satisfactory, generally accurate explanation showing some knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. A satisfactory understanding of how belief influences individuals, communities and societies. Uses religious/specialist language and terms and/or sources of wisdom and authority generally accurately.	A satisfactory analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognise alternative or different viewpoints. A satisfactory understanding of how belief influences individuals, communities and societies. Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.	Spelling and punctuation is inconsistent.
3	A basic explanation showing some knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. A basic understanding of how belief influences individuals, communities and societies. Uses religious/specialist language and terms and/or sources of wisdom and authority with variable accuracy.	A basic analysis and evaluation of the issue based on a generally accurate knowledge of religion, religious teaching and moral reasoning to formulate reasonable judgements and recognises different viewpoints. Basic understanding of how belief influences individuals, communities and societies. Uses and interprets some religious/specialist language, terms and/or sources of wisdom and authority.	Detracts from the answer making it difficult to read or assess.

2	<p>A limited explanation showing limited knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies. Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way</p>	<p>Limited statement(s) of more than one viewpoint based on limited knowledge of religion, religious teaching and moral reasoning to formulate judgements. A limited understanding of how belief influences individuals, communities and societies. Uses limited religious/specialist language, terms and/or few sources of wisdom and authority</p>	<p>Errors in spag severely hinder meaning</p>
1	<p>A limited and/or poorly organised explanation showing limited knowledge and understanding of the diversity of the religious idea, belief, practice, teaching or concept. A limited understanding of how belief influences individuals, communities and societies. Uses religious/specialist language, terms and/or sources of wisdom and authority in a limited way</p>	<p>A poor, basic statement of a point of view and a very limited attempt or no attempt to formulate judgements or offer alternative or different viewpoints. Tenuous attempt or no attempt made to demonstrate how belief influences individuals, communities and societies. Poor use or no use, of religious/specialist language, terms and/or sources of wisdom and authority.</p>	<p>Errors in spag severely hinder meaning</p>

## Science

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures. (40%)
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures (40%)
- AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures. (20%)

Students are assessed in science in a variety of ways to test different skill areas. “Working Scientifically” (WS) skills are assessed through Investigations, while content is assessed through more traditional tests and Past Paper Questions (PPQ). Higher level skills such as the ability to apply knowledge to new situations are assessed through Level Assessed Tasks. The range of content across Biology, Chemistry and Physics, and the skills in WS are too numerous to list out in full here, so the table below should be treated as a summary and rough guide only.

AO	Biology	Chemistry	Physics	Working Scientifically
GRADE	AO1/AO2	AO1/AO2	AO1/AO2	AO3
9/8/7	Describe and explain complex scientific situations involving multiple factors.  Evaluate scientific solutions using higher order math skills and questioning. Use subject knowledge to suggest solution to problems.	Describe and explain complex scientific situations involving multiple factors.  Evaluate scientific solutions using higher order math skills and questioning. Use subject knowledge to suggest solution to problems.	Describe and explain complex scientific situations involving multiple factors.  Evaluate scientific solutions using higher order math skills and questioning. Use subject knowledge to suggest solution to problems.	Formulate complex hypotheses, based on scientific understanding.  Plan valid investigations  Evaluate Risks, Methods, Results based on data, identify limitations and suggest improvements.
6/5/4	Describe and explain observations based on scientific understanding	Describe and explain observations based on scientific understanding	Describe and explain observations based on scientific understanding	Describe and explain observations  Present the results of investigations appropriately.



	<p>Make simple comparisons.</p> <p>Use data to support explanations</p> <p>Form links with related science and evaluate ideas.</p>	<p>Make simple comparisons.</p> <p>Use data to support explanations</p> <p>Form links with related science and evaluate ideas.</p>	<p>Make simple comparisons.</p> <p>Use data to support explanations</p> <p>Form links with related science and evaluate ideas.</p>	<p>Plan and carry out investigations using good scientific method.</p>
3/2/1	<p>Recall and state simple facts</p> <p>Recall and list information</p> <p>Give some simple descriptions of basic scientific ideas.</p>	<p>Recall and state simple facts</p> <p>Recall and list information</p> <p>Give some simple descriptions of basic scientific ideas.</p>	<p>Recall and state simple facts</p> <p>Recall and list information</p> <p>Give some simple descriptions of basic scientific ideas.</p>	<p>Follow simple instructions</p> <p>Carry out simple scientific investigations</p> <p>Identify hazards</p> <p>Present results in simple formats.</p>

