

Art & Design Grade Descriptors

Grade	Bloom's Taxonomy	AO1 (25%) DEVELOP Develop ideas through investigations, demonstrating critical understanding of sources.	AO2 (25%) REFINE Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.	AO3 (25%) RECORD Record ideas, observations and insights relevant to intentions as work progresses.	AO4 (25%) PRESENT Present a personal and meaningful response that reflects intentions and demonstrates understanding of visual language.
9	● Exceptionally sophisticated and excellent response in AO1/ AO2/ AO3/ AO4.				
8	<ul style="list-style-type: none"> ● Evaluation ● Comparing ideas ● Fully justifying judgements 	i) Ideas are developed with sophisticated reference to contextual sources. ii) Excellent critical understanding.	i) Sophisticated refinement with perceptive selection of media. ii) Excellent evidence of the exploration of work as it develops.	i) Excellent recording of ideas, observations and insights showing sophisticated links to intention. ii) Excellent ability to reflect on work and progress.	i) A personal response with sophisticated realisation of intentions. ii) Understanding of visual language, applying formal elements, is perceptive and sophisticated .
7	<ul style="list-style-type: none"> ● Clear organisation of ideas ● Forming judgements ● Fully explaining 	i) Ideas are developed with detailed reference to contextual sources. ii) In-depth critical understanding.	i) Confident refinement with perceptive selection of media. ii) In-depth evidence of the exploration of work as it develops.	i) Confident recording of ideas, observations and insights showing sophisticated links to intention. ii) Confident ability to reflect on work and progress.	i) A personal response with confident realisation of intentions. ii) Understanding of visual language, applying formal elements, is confident and fully developed .
6	Confident and detailed response in AO1/ AO2/ AO3/ AO4				
5	<ul style="list-style-type: none"> ● Application ● Using and applying knowledge ● Problem solving 	i) Ideas are developed with well-informed reference to	i) Well-considered refinement with effective selection of	i) Well-considered recording of ideas, observations and insights showing well-informed links to intention. ii) Well-informed ability to reflect on work and progress.	i) A personal response with well-informed realisation of intentions. ii) Understanding of visual language, applying formal elements, is well-informed and effective .

	<ul style="list-style-type: none"> • Beginning to explain 	<p>contextual sources.</p> <p>ii) Well-informed critical understanding .</p>	<p>relevant media.</p> <p>li) Well-considered evidence of the exploration of work as it develops.</p>		
4	<ul style="list-style-type: none"> • Understanding • Knowledge • Summarising • 	<p>i) Ideas are developed with competent reference to contextual sources.</p> <p>ii) Competent critical understanding .</p>	<p>i) Informed refinement with appropriate and relevant selection of media.</p> <p>li) Competent evidence of the exploration of work as it develops.</p>	<p>i) Informed recording of ideas, observations and insights showing relevant inks to intention.</p> <p>ii) Competent ability to reflect on work and progress.</p>	<p>i) A personal response with competent realisation of intentions.</p> <p>ii) Understanding of visual language, applying formal elements, is competent.</p>
3	<ul style="list-style-type: none"> • Knowledge • Identifying 	<p>i) Ideas are developed with basic reference to contextual sources.</p> <p>ii) Basic critical understanding .</p>	<p>i) Basic refinement with selection of some relevant media.</p> <p>li) Basic evidence of the exploration of work as it develops.</p>	<p>i) Basic recording of ideas, observations and insights showing undeveloped inks to intention.</p> <p>ii) Basic ability to reflect on work and progress.</p>	<p>i) A personal response with basic realisation of intentions.</p> <p>ii) Understanding of visual language, applying formal elements, is basic.</p>
2		<p>i) Ideas are undefined with limited reference to contextual sources.</p> <p>ii) Limited critical understanding</p>	<p>i) Superficial refinement with selection of some relevant media.</p> <p>li) Limited evidence of the exploration of work as it develops.</p>	<p>i) Superficial recording of ideas, observations and insights showing minimal inks to intention.</p> <p>ii) Limited ability to reflect on work and progress.</p>	<p>i) A personal response with undefined realisation of intentions.</p> <p>ii) Understanding of visual language, applying formal elements, is limited and superficial.</p>

Business Studies Grade Descriptors

Grade	Bloom's Taxonomy	AO1 (35%) Knowledge (Demonstrate knowledge and understanding of business concepts, issues and terminology)	AO2 (35%) Application (Apply knowledge and understanding to concepts and issues to business contexts and to interpret businesses information)	AO3 (30%) Analysis and Evaluation (Analyse and evaluate business information and issues to demonstrate understanding of the impact of these on business activity, to make reasoned judgements and justified business decisions)
9-7	<ul style="list-style-type: none"> • Evaluation • Assessing theories • Comparing ideas • Complex problem solving • Fully justifying judgements • Hierarchical Analysis 	Comprehensive and specific business knowledge	Applies knowledge and understanding to the context and successfully draws together several functional areas of business.	<p>Extended integrated analysis and evaluation with sustained judgement based on context.</p> <p>Different business areas are analysed and evaluated and the area which has been impacted on the most has been justified and made explicit</p> <p>Sustained integrated line of reasoning, which is coherent, relevant, substantiated with a focused conclusion that is fully justified.</p>
6	<ul style="list-style-type: none"> • Analysis • Analysing and explaining patterns • Clear organisation of ideas • Forming judgements • Fully explaining 	Developed and specific business knowledge	Applies knowledge and understanding to the context and starts to draw together several functional areas of business.	<p>Developed integrated analysis and evaluation of topics bases on the context</p> <p>Different business areas are analysed and evaluated and the area which has been impacted on the most has been justified</p> <p>An integrated line of reasoning, which is coherent, relevant, with a conclusion that is justified.</p>
5-4	<ul style="list-style-type: none"> • Application • Using and applying knowledge • Basic problem solving • Beginning to explain 	Detailed and specific business knowledge	Applies knowledge and understanding to the context sufficiently.	<p>Detailed evaluation of topics in isolation of their interdependence based on the context.</p> <p>Different business areas are analysed and evaluated independently.</p> <p>A line of reasoning, which is coherent, relevant, with a conclusion that is justified.</p>

<p>3 - 2</p>	<ul style="list-style-type: none"> • Comprehension • Understanding • Summarising • Describing 	<p>Partial demonstration of business knowledge</p>	<p>Applies some knowledge and understanding to the context.</p>	<p>Partial evaluation of topics in isolation of their interdependence based on the context.</p> <p>One business area is analysed and evaluated independently.</p> <p>A line of reasoning, with a conclusion that has some justification.</p>
<p>1</p>	<ul style="list-style-type: none"> • Knowledge • Listing • Identifying 	<p>Limited generic business knowledge</p>	<p>Partial relevance to the question.</p>	<p>Basic generic evaluation of topics</p> <p>Basic line of reasoning with a conclusion</p>

Citizenship - Grade Descriptors

Grade	Bloom's Taxonomy	AO1 Citizenship skills, processes and methods	AO2 Life in Modern Britain	AO3 Rights and responsibilities	AO4 Politics and Participation
9.					
8 - 7	<ul style="list-style-type: none"> • Evaluation • Assessing theories • Comparing ideas • Complex problem solving • Fully justifying judgements <p>Hierarchical Analysis</p>	<p>Demonstrates excellent, relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments which are well developed and analysed. The arguments lead to a coherent conclusion.</p> <p>Analysis is developed, justified and evaluated within the context of citizenship action.</p>	<p>Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue.</p> <p>Developed and reasoned justifications put forward form A coherent argument.</p>	<p>Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue.</p> <p>Developed and reasoned justifications are provided which relate to the evidence provided.</p> <p>The justifications put forward form a coherent argument.</p>	<p>Developed and sustained analysis of a wide range of evidence and views related to the citizenship issue.</p> <p>Developed and reasoned justifications are provided which relate to the evidence provided.</p> <p>The justifications put forward form a coherent argument.</p>
6 - 5	<ul style="list-style-type: none"> • Analysis • Clear organisation of ideas • Application • Using and applying knowledge • Problem solving • Fully explained 	<p>Demonstrates good, mostly relevant application of knowledge and understanding of citizenship actions. The evidence is used to support arguments but these arguments are not always completely developed or analysed. Conclusions drawn from the arguments may not be completely coherent.</p>	<p>Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely justified, developed or evaluated. Conclusions drawn from the arguments may not be completely coherent.</p>	<p>Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.</p>	<p>Analysis of a range of evidence and views related to the citizenship issue. The evidence is used to support arguments but these arguments are not always completely developed, justified or evaluated. Conclusions drawn from the arguments may not be completely coherent.</p>

4 - 3	<ul style="list-style-type: none"> • Comprehension • Understanding • Summarising • Describing • Knowledge • Listing • Identifying 	<p>Demonstrates some, occasionally relevant application of knowledge and understanding of citizenship actions.</p> <p>Weak arguments are made which are not necessarily related to the evidence selected.</p> <p>Some attempt is made to integrate the arguments into concluding remarks.</p>	<p>Basic analysis of a limited range of evidence and views related to the citizenship issue.</p> <p>Weak arguments are made which are not necessarily related to the evidence selected. The arguments represent only a limited range of viewpoints. Some attempt is made to integrate the arguments into concluding remarks.</p>	<p>Basic analysis of a limited range of evidence and views related to the citizenship issue.</p> <p>Weak arguments are made which are not necessarily related to the evidence selected.</p> <p>The arguments represent only a limited range of viewpoints.</p> <p>Some attempt is made to integrate the arguments into concluding remarks.</p>	<p>Basic analysis of a limited range of evidence and views related to the citizenship issue.</p> <p>Weak arguments are made which are not necessarily related to the evidence selected.</p> <p>The arguments represent only a limited range of viewpoints.</p> <p>Some attempt is made to integrate the arguments into concluding remarks.</p>

2		<p>Basic application of knowledge and understanding to the citizenship actions discussed. Little or no attempt is made to analyse the evidence presented or to provide own examples. Little or no attempt is made to integrate the points made.</p>	<p>Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.</p>	<p>Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.</p>	<p>Limited evidence presented and/or evidence presented is not directly related to the citizenship issue. Insufficient range of differing viewpoints considered. Little or no attempt is made to analyse or evaluate the evidence presented. Little or no attempt is made to integrate the points made.</p>
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D&T Grade Descriptors

G r a d e	Bloom's Taxonomy	AO1 (Explore) Identify, Investigate & Outline design possibilities to address needs & wants.	AO2 (Create) Design & Make prototypes that are fit for purpose	AO3 (Evaluate) Analyse & Evaluate – design decisions & outcomes, including prototypes. Wider issues in design & technology.
9 - 8	<ul style="list-style-type: none"> • Evaluation • Assessing theories • Comparing ideas • Complex problem solving • Fully justifying judgements • Hierarchical Analysis 	<p>Design possibilities identified and thoroughly explored, directly linked to a contextual challenge demonstrating excellent understanding of the problems/opportunities. A user/client has been clearly identified and is entirely relevant in all aspects to the contextual challenge and student has undertaken a comprehensive investigation of their needs and wants, with a clear explanation and justification of all aspects of these. Comprehensive investigation into the work of others that clearly informs ideas. Excellent design focus and full understanding of the impact on society including; economic and social effects. Extensive evidence that investigation of design possibilities has taken place throughout the project with excellent justification and understanding of possibilities identified.</p>	<p>Comprehensive design brief which clearly justifies how they have considered their user/client's needs and wants and links directly to the context selected. Comprehensive design specification with very high level of justification linking to the needs and wants of the client/user. Fully informs subsequent design stages. Imaginative, creative and innovative ideas have been generated, fully avoiding design fixation and with full consideration of functionality, aesthetics and innovation. Ideas have been generated, that take full account of on-going investigation that is both fully relevant and focused. Extensive experimentation and excellent communication is evident, using a wide range of techniques. Imaginative use of different design strategies for different purposes and as part of a fully integrated approach to designing. Very detailed development work is evident, using a wide range of 2D/3D techniques (including CAD where appropriate) in order to develop a prototype. Excellent modelling, using a wide variety of methods to test their design ideas, fully meeting all requirements. Fully appropriate materials/components selected with extensive research into their working properties and availability. Fully detailed manufacturing specification is produced with comprehensive justification to inform manufacture.</p> <p>The correct tools, materials and equipment (including CAM where appropriate) have been consistently used or operated safely with an exceptionally high level of skill. A high level of quality control is evident to ensure the prototype is accurate by consistently applying very</p>	<p>Extensive evidence that various iterations are as a direct result of considerations linked to testing, analysis and evaluation of the prototype, including well considered feedback from third parties. Comprehensive testing of all aspects of the final prototype against the design brief and specification. Fully detailed and justified reference is made to any modifications both proposed and undertaken. Excellent on-going analysis and evaluation evident throughout the project that clearly influences the design brief and the design and manufacturing specifications.</p>

			close tolerances. Prototype shows an exceptionally high level of making/finishing skills that are fully consistent and appropriate to the desired outcome. An exceptionally high quality prototype that has the potential to be commercially viable has been produced and fully meets the needs of the client/user.		
7 - 6	<ul style="list-style-type: none"> • Analysis • Analysing and explaining patterns • Clear organisation of ideas • Forming judgements • Fully explaining 	Design possibilities identified and explored, linked to a contextual challenge demonstrating a good understanding of the problems/opportunities. A user/client has been identified that is mostly relevant to the contextual challenge and student has undertaken an investigation of their needs and wants, with a good explanation and justification of most aspects of these. Detailed investigation into the work of others that has influenced ideas. Good design focus and understanding of the impact on society including; economic and social effects. Evidence of investigation of design possibilities at various stages in the project with good justification and understanding of possibilities identified.	<p>Good design brief with an attempt to justify how they have considered most of their client's needs and wants and has clear links to the context selected. Detailed design specification with good justification linking to the needs and wants of the client/user. Largely informs subsequent design stages.</p> <p>Imaginative and creative ideas have been generated which mainly avoid design fixation and have adequate consideration of functionality, aesthetics and innovation. Ideas have been generated, taking into account on-going investigation that is relevant and focused. Good experimentation and communication is evident, using a wide range of techniques. Effective use of different</p> <p>The correct tools, materials and equipment (including CAM where appropriate) have been used or operated safely with a good level, of skill. Detailed quality control is evident to ensure the prototype is mostly accurate through partial application of tolerances. Prototype shows a good level of making/finishing skills that are largely consistent and appropriate to the desired outcome. A good quality prototype that may have potential to be commercially viable has been produced which mostly meets the needs of the client/user.</p>	Good evidence that various iterations are as a result of considerations linked to testing, analysis and evaluation of the prototype, including some consideration of feedback from third parties. Good testing of most aspects of the final prototype against the design brief and specification. Detailed reference is made to any modifications either proposed or undertaken. Good analysis and evaluation at most stages of the project that influences the design brief and the design and manufacturing specifications.	
5 - 4	<ul style="list-style-type: none"> • Application • Using and applying knowledge • Basic problem solving • Beginning to explain 	Design possibilities identified and explored with some link to a contextual challenge demonstrating adequate understanding of the problems/opportunities. A user/client has been identified that is partially relevant to the contextual challenge. Student has	<p>Adequate design brief with some consideration of their client's needs and wants is evident, as is the relevance to the context selected. Adequate design specification lacking some detail. Some justification linking to the needs and wants of the client/user. Informs subsequent design stages to some extent.</p> <p>Imaginative ideas have been generated with a degree of</p>	Some evidence that various iterations are as a result of considerations linked to testing, analysis and evaluation of the prototype, including basic consideration of feedback from third parties. Adequate testing of some aspects of the final prototype against the design brief and specification. Some	

		<p>undertaken an investigation of their needs and wants, with some explanation and justification of some aspects of these. Some investigation into the work of others that has had some influence on their ideas. Some design focus and understanding of the impact on society including; economic and social effects. Investigation of design possibilities goes beyond the initial stages of the project but only some justification and understanding of possibilities identified.</p>	<p>design fixation and having some consideration of functionality, aesthetics and innovation. Ideas have been generated that take some account of investigations carried out but may lack relevance and/or focus. Experimentation is sufficient to generate a range of ideas. Communication is evident, using a range of techniques. Different design strategies explain good development work, using a range of 2D/3D techniques (including CAD where appropriate) in order to develop a prototype. Good modelling which uses a variety of methods to test their design ideas, largely meeting requirements. Materials/components selected are mostly appropriate with good research into their working properties and availability. Largely detailed manufacturing specification is produced with good justification to inform manufacture. Ordered but only at a superficial level with the approach tending to be fairly narrow.</p>	<p>reference is made to modifications either proposed or undertaken. Adequate analysis and evaluation is present at some stages of the project but does not have sufficient influence on the design brief and the design and manufacturing specifications.</p>
<p>3- 2</p> <ul style="list-style-type: none"> • Knowledge • Listing • Identifying 	<p>Basic design possibilities identified. Link to a contextual challenge is unclear and student demonstrates only a limited understanding of the problems/opportunities. An attempt has been made to identify a user/client but is not be relevant to the contextual challenge. Student has undertaken a basic investigation of their needs and wants, but given little explanation and justification of these. Basic investigation into the work of others that has not been used to inform their ideas. Limited design focus and understanding of the impact on society including; economic and social effects. Investigation of design possibilities only takes place in the initial stages of the project and there is very little justification and</p>	<p>Basic design brief that contains only limited consideration of their client's needs and wants and has little or no relevance to the context selected. Basic design specification has minimal detail. Limited justification linking to the needs and wants of the client/user. Very little influence on subsequent design stages.</p> <p>Basic ideas have been generated with clear design fixation and limited consideration of functionality, aesthetics and innovation. Ideas generated taking little or no account of investigations carried out. Basic experimentation and communication is evident, using a limited number of techniques. Basic use of a single design strategy.</p> <p>Basic development work is evident, using a limited range of 2D/3D techniques (including CAD where appropriate) in order to develop a prototype. Modelling is basic, using a limited number of methods to test their design ideas meeting requirements only superficially.</p>	<p>Limited evidence that various iterations are as a result of considerations linked to testing, analysis and evaluation of the prototype. Basic testing of some aspects of the final prototype against the design brief and specification. Little reference is made to any modifications either proposed or undertaken. Superficial analysis and evaluation. Little influence on the design brief and the design and manufacturing specifications.</p>	

		<p>understanding of possibilities identified.</p>	<p>Materials/components selected with minimal research into their working properties or availability and may not be fully fit for purpose. Basic manufacturing specification that lacks detail and has minimal justification to inform manufacture.</p> <p>Tools, materials and equipment (including CAM where appropriate) have been used or operated safely at a basic level. Basic quality control is evident through measurement only. Prototype shows a basic level of making/finishing skills which may not be appropriate for the desired outcome. A prototype of basic quality has been produced with little or no potential to be commercially viable and does not meet the needs of the client/user.</p>		
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English Grade Descriptors

GRADE	READING ASSESSMENT OBJECTIVES					
	<p>AO1.i Language: Identify and interpret explicit and implicit information and ideas and select and synthesise information.</p>	<p>AO1.ii Language: Select and synthesise evidence from different texts.</p>	<p>AO2 Language: 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>AO3 Language: Compare how writers' ideas and perspectives are conveyed across two texts or more.</p>		<p>AO4 Language: Evaluate texts critically.</p>
	<p>AO1.i Literature: Use textual references, including quotations, to support and illustrate interpretation.</p>	<p>AO1.ii Literature: Select and synthesise evidence from different texts.</p>	<p>AO2 Literature: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>		<p>AO3 Literature: Show understanding of the relationships between texts and the contexts in which they were written.</p>	<p>AO4 Literature: Maintain a critical style and develop an informed personal response.</p>

<p>9 Judicious analysis and evaluation</p>	<ol style="list-style-type: none"> 1. Judicious selection of evidence that is appropriate and relevant to the points being made. 2. Judicious selection of references that is discriminating and clarifies the points being made. 3. Judicious use of precise evidence/references to support interpretation(s). 	<ol style="list-style-type: none"> 1. Detailed understanding of similarities. 2. Detailed synthesis of the two texts. 3. References are balanced across both texts, they are discriminating, and clarify the points being made. 	<ol style="list-style-type: none"> 1. Analysis of the text. 2. 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. 3. There will be a fine - grained and insightful analysis of language, form and structure supported by judicious use of subject terminology. 4. Analysis of writer's methods with subject terminology used judiciously. 5. Exploration of effects of writer's methods. 	<ol style="list-style-type: none"> 1. The response considers a varied and comprehensive range of comparisons between the texts. 2. Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. 3. References are balanced across both texts, they are discriminating, and clarify the points being made. 	<ol style="list-style-type: none"> 1. Exploration of ideas/perspectives /contextual factors shown by specific, detailed links between context/text/task2 . Convincing exploration of one or more ideas/perspectives /contextual/factor s/ interpretations. 	<ol style="list-style-type: none"> 1. Response is likely to be a critical, exploratory, well-structured argument. It takes a conceptualised approach to the full task. 2. Critical, exploratory, conceptualised response to task and whole text. 3. Judicious use of precise references to support interpretation(s). 4. Evaluation of ideas, events, themes or settings. 5. There is a sustained and detached critical overview and judgement about the text.
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<p>8 Perceptive analysis and evaluation</p>	<p>1. Perceptive selection of evidence that is appropriate and relevant to the points being made. 2. Perceptive selection of references that is discriminating and clarifies the points being made. 3. Perceptive use of precise evidence/references to support interpretation(s) and analysis.</p>	<p>1. Detailed understanding of similarities. 2. Detailed synthesis of the two texts. 3. References are balanced across both texts, they are discriminating, and clarify the points being made.</p>	<p>1. Analysis of the text. 2. 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. 3. Perceptive analysis of writer's methods with subject terminology, used precisely. 4. Detailed exploration of effects of writer's methods on the reader.</p>	<p>1. The response considers a varied and comprehensive range of comparisons between the texts. 2. Analysis of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. 3. References are balanced across both texts, they are discriminating, and clarify the points being made.</p>	<p>1. Exploration of ideas/perspectives /contextual factors shown by specific, detailed links between context/text/task. 2. Convincing exploration of one or more ideas/perspectives /contextual/factors /interpretations.</p>	<p>1. Response is thoughtful, detailed and developed. It takes a considered approach to the full task, starting to demonstrate elements of exploratory thought and/or analysis. 2. Evaluation of ideas, events, themes or settings. 3. There is a sustained and detached critical overview and judgement about the text.</p>
<p>7 Detailed, precise analysis and evaluation</p>	<p>1. Precise selection of evidence is appropriate and relevant to the points being made. 2. Precise selection of references that is detailed, appropriate and fully supports the points being made. 3. Apt evidence / references integrated into interpretation(s) and analysis.</p>	<p>1. Detailed understanding of similarities. 2. Detailed synthesis of the two texts. 3. References are balanced across both texts and fully support the points being made.</p>	<p>1. Exploration of the text. 2. Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. 3. Detailed examination of the effects of language and/or structure and/or form supported by apt use of subject terminology. 4. Detailed and precise examination of effects of writer's methods on the reader.</p>	<p>1. The response considers a wide range of comparisons between the texts. 2. Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. 3. References are balanced across both texts and fully support the points being made.</p>	<p>1. Thoughtful consideration of ideas/perspectives /contextual factors shown by examination of detailed links between context/text/task. 2. Examination of ideas/perspectives /contextual factors, possibly including alternative interpretations/deeper meanings.</p>	<p>1. Response is likely to be thoughtful, detailed and developed. It takes a considered approach to the full task. 2. Analysis of ideas, events, themes or settings. 3. Well-informed and developed critical judgement is offered about the text.</p>

<p>6 Confident analysis and evaluation</p>	<p>1. Confident selection of evidence/references that is appropriate and relevant to the points being made. 2. Confident selection of detailed references that are appropriate and fully support the points being made.</p>	<p>1. Detailed understanding of similarities. 2. Detailed synthesis of the two texts. 3. References are balanced across both texts and fully support the points being made.</p>	<p>1. Exploration of the text. 2. Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. 3. Confident examination of writer's methods with subject terminology used effectively to support consideration of methods. 4. Confident examination of effects of writer's methods on the reader.</p>	<p>1. The response considers a wide range of comparisons between the texts. 2. Exploration of writers' ideas and perspectives including how the theme, language and/or structure are used across the texts. 3. References are balanced across both texts and fully support the points being made.</p>	<p>1. Thoughtful consideration of ideas/perspectives /contextual factors shown by examination of detailed links between context/text/task.</p>	<p>1. Response is likely to be clear, sustained and consistent. It takes a focused response to the full task which demonstrates clear understanding and is starting to demonstrate elements of thoughtful consideration and or examination. 2. Analysis of ideas, events, themes or settings. 3. Well-informed and developed critical judgement is offered about the text.</p>
<p>5 Consistently clear and evaluative</p>	<p>1. The selection of evidence / references is valid and fully developed. 2. The selection of evidence / references is appropriate and relevant to the points being made. 3. Effective use of evidence / references to support explanation.</p>	<p>1. Sound understanding of similarities. 2. Clear synthesis of the two texts.</p>	<p>1. Exploration of the text. 2. Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. 3. Clear and consistent explanation of writer's methods with appropriate use of relevant subject terminology. 4. Evaluation of effects of writer's methods on reader.</p>	<p>1. The response considers a range of comparisons between the texts. 2. Explanation of writers' ideas and perspectives including theme, language and/or structure. 3. The selection of references is appropriate and relevant to the points being made.</p>	<p>1. Clear and consistent understanding of ideas/perspectives /contextual factors shown by specific links between context/text/task.</p>	<p>1. Response is likely to be clear, sustained and consistent. It takes a focused response to the full task that demonstrates clear understanding. 2. Explanation of ideas, events, themes or settings. 3. Informed judgement is offered about the text.</p>

<p>4 Clear understanding</p>	<p>1. The selection of evidence / references is valid but not always fully developed. 2. The selection of evidence / references is appropriate and relevant to the points being made. 3. Effective use of evidence / references to support developing explanation.</p>	<p>1. Some clear understanding of similarities. 2. Some clear synthesis of the two texts.</p>	<p>1. Exploration of the text. 2. Exploration of how both language and structure are used to achieve effects and influence readers, including use of vocabulary, sentence structure and other language features. 3. Clear explanation of writer's methods with appropriate use of relevant subject terminology. 4. Understanding of effects of writer's methods on the reader.</p>	<p>1. The response considers a range of comparisons between the texts. 2. Explanation of writers' ideas and perspectives including theme, language and/or structure. 3. The selection of references is appropriate and relevant to the points being made.</p>	<p>1. Clear understanding of ideas/perspectives /contextual factors shown by specific links between context/text/task.</p>	<p>1. Response is likely to be explanatory in parts. It focuses on the full task with a range of points exemplified and will be starting to demonstrate elements of understanding and/or explanation. 2. Explanation of ideas, events, themes or settings. 3. Informed judgement is offered about the text.</p>
<p>3 Developing and attempting comments</p>	<p>1. The selection of evidence / references is valid but not developed. 2. References / evidence used to support a range of relevant comments.</p>	<p>1. Attempts understanding of similarities. 2. Attempts synthesis of the two texts. 3. The selection of evidence is valid but not developed and there may be an imbalance.</p>	<p>1. Comment on the text. 2. Comment on the language and/or structure used to achieve effects and influence readers, including use of vocabulary. 3. Relevant comments on writer's methods with some relevant use of subject terminology. 4. Identification of effects of writer's methods on the reader. 5. There will be identification of effects of a range of writer's methods supported by some relevant terminology.</p>	<p>1. The response considers obvious comparisons between the texts. 2. Comments on writers' ideas and perspectives, including theme, language and/or structure. 3. The selection of references is valid, but not developed. <i>NB: The mark awarded cannot progress beyond the top of Level 2 if only ONE text has been considered in detail.</i></p>	<p>1. Some understanding of implicit ideas/perspectives /contextual factors shown by links between context/text/task.</p>	<p>1. Response is likely to be explanatory in parts. It focuses on the full task with a range of points exemplified. 2. Comment on ideas, events, themes or settings. 3. Straightforward opinions with limited judgements are offered about the text.</p>

<p>2 Some Response</p>	<p>1. Supported response to task and text. 2. Comments on references / evidence.</p>	<p>1. Limited understanding of similarities. 2. Limited synthesis of the two texts.</p>	<p>1. Limited comment on the text. 2. Identification of the language and/or structure used to achieve effects and influence readers. 3. Identification of writers' methods. 4. Some reference to subject terminology. 5. There will be identification of effects of deliberate choices made by writer with some reference to subject terminology.</p>	<p>1. The response does not compare the texts. 2. Description of writers' ideas and perspectives, including theme, language and/or structure. 3. The use of references is limited.</p>	<p>1. Some awareness of implicit ideas/contextual factors.</p>	<p>1. Response is likely to be relevant and supported by some explanation. It will include some focus on the task. 2. Description of ideas, events, themes or settings. 3. Limited assertions are offered about the text.</p>
<p>1 Simple Response</p>	<p>1. Simple comments relevant to task and text. 2. Reference to relevant details. 3. The use of evidence / references is limited.</p>	<p>1. Simple, basic understanding of similarities. 2. Limited synthesis of the two texts.</p>	<p>1. Limited comment on the text. 2. Identification of the language and/or structure used to achieve effects and influence readers. 3. Awareness of writer making deliberate choices. 4. Possible reference to subject terminology. 5. There will be simple identification of method with possible reference to subject terminology.</p>	<p>1. The response does not compare the texts. 2. Description of writers' ideas and perspectives, including theme, language and/or structure. 3. The use of references is limited.</p>	<p>1. Simple comment on explicit ideas/contextual factors.</p>	<p>1. Response is likely to be a narrative and/or descriptive in approach. It may include awareness of the task. 2. Limited comments relevant to the task and text. 3. Description of ideas, events, themes or settings. 4. Limited assertions are offered about the text.</p>

FOOD & NUTRITION GCSE GRADE DESCRIPTORS: WRITTEN WORK

ASSESSMENT OBJECTIVE	9-7	6-4	3-1
RESEARCH	<p>Relevant, concise and accurate research that shows discrimination when selecting and acquiring information to answer the task. Detailed understanding and analysis of how the research has been/will be used in relation to the task.</p> <p>Planned and justified a detailed investigation related to the research with a clear and focussed hypothesis or prediction</p> <p>Selected a varied range of relevant dishes closely reflecting the research and chosen task</p>	<p>Relevant research carried out related to the task</p> <p>Includes analysis of how the research has been/will be used in relation to the task.</p> <p>Planned an investigation which relates to the research, some justification given. A hypothesis or prediction has been stated.</p> <p>Selected a range of relevant dishes reflecting the research and chosen task</p>	<p>Limited research carried out</p> <p>Limited analysis of how the research has been/will be used in relation to the task.</p> <p>Limited evidence of planning, with a basic approach to the investigation. A basic hypothesis or prediction has been stated.</p> <p>Selected some trial dishes reflecting the research and chosen task</p>
INVESTIGATION	<p>Practical investigations show detailed and high level knowledge and understanding of how ingredients work and why with a clear link to the hypothesis or prediction</p> <p>A wide range of testing has been carried out to formulate results</p> <p>Practical investigations are recorded and meticulously explained using methods such as graphs, tables, charts, sensory analysis methods, labelled diagrams, annotated photographic evidence.</p>	<p>Practical investigations/experiments show very good knowledge and understanding of how ingredients work and why with a link to the hypothesis or prediction.</p> <p>A range of testing has been carried out to formulate the results</p> <p>Practical investigations are recorded with very good explanation using methods such as graphs, tables, charts, sensory analysis methods, labelled diagrams, annotated photographic evidence.</p>	<p>Practical investigations/experiments show some knowledge and understanding of how ingredients work with some links to the hypothesis or prediction</p> <p>Some testing has been carried out to formulate the results</p> <p>Practical investigations are recorded with limited explanation</p>
ANALYSIS & EVALUATION	<p>Detailed, accurate interpretation and analysis of the task with justified conclusions and justification for all aspects of the work.</p> <p>Demonstrates an in-depth and specialist understanding of the task</p> <p>The work is communicated in a structured and coherent manner with accurate use of technical language</p>	<p>Relevant interpretation and analysis of the task with appropriate conclusions and some justification</p> <p>Demonstrates a good understanding of the task</p> <p>The work is communicated with clarity and with use of technical language</p>	<p>Some analysis is made and an attempt to draw conclusions</p> <p>Demonstrates some understanding of the task</p> <p>The work is communicated at a simplistic level with a limited use of technical vocabulary.</p>

FOOD & NUTRITION GCSE GRADE DESCRIPTORS: PRACTICAL WORK

ASSESSMENT OBJECTIVE	9-7	6-4	3-1
PLANNING	<p>Detailed review and full justification of the choice and appropriateness of the chosen dish related to the task</p> <p>Detailed, realistic, logical and accurate plan including selecting appropriate techniques for the making of the dish</p> <p>The time plan will include accurate timings, reference to food safety and relevant and accurate dovetailing</p>	<p>Reviews and explains the choice and appropriateness of the chosen dish related to the task</p> <p>Produced a clear, logical and accurate plan including selecting appropriate techniques for the making of the final dish with some dovetailing.</p> <p>The time plan will include appropriate timings, reference to food safety and appropriate dovetailing</p>	<p>Limited reasons for choice of the chosen dish and may not be clear</p> <p>Produced a simplistic plan for making the dishes which includes some appropriate timings, reference to food safety and limited dovetailing. Some inaccuracies are evident.</p>
MAKING	<p>Works independently and confidently throughout preparation and cooking</p> <p>Competently executes a wide range of complex technical skills and processes to an excellent standard in the making of dishes.</p> <p>Selects and uses appropriate equipment with precision and accuracy</p> <p>Dishes show a high level of demand, complexity and challenge.</p> <p>Dishes show a wide range of finishing techniques such as garnishing and decorating. All dishes are accurately presented with attention to detail and finished to an excellent standard</p> <p>Excellent evidence of time management</p> <p>Hygiene and food safety principles are evident throughout making and an excellent awareness of these are demonstrated when cooking</p>	<p>Works mostly independently and shows some confidence during preparation and cooking</p> <p>Executes technical skills and processes to a good standard in the making of dishes</p> <p>Selects and uses appropriate equipment with some accuracy</p> <p>Dishes cooked show some demand and challenge</p> <p>Final dishes show some appropriate finishing techniques such as garnishing and decoration and are presented to a good standard.</p> <p>Good evidence of time management</p> <p>Hygiene and food safety principles are evident making and a good awareness of these are demonstrated when cooking</p>	<p>Needs assistance and support when preparing and cooking dishes</p> <p>Limited/basic technical skills and processes used, sometimes with inaccurate outcomes in the making of dishes</p> <p>Some attempt is made to select appropriate equipment but assistance may be required</p> <p>Dishes lack demand and include mainly basic skills</p> <p>Final dishes are of a basic standard with a lack of appropriate finish and presentation</p> <p>Time plan is not used for most or all of the making of dishes</p> <p>Awareness of hygiene and food safety principles is basic and often not adhered to.</p>

Geography Grade Descriptors

G R A D E	Bloom's Taxonomy	AO1 (15%) Knowledge locations/places / processes/ environments/ scales	AO2 (25%) Understanding concepts and interrelationships places/processes/ environments	AO3 (35%) Apply knowledge and understanding to interpret, analyse and evaluate to make judgements	AO4 (25%) Select, adapt and use a variety of skills and techniques to investigate and communicate findings
9	• Exceptionally accurate answers and display of all required AO1/ AO2/ AO3/ AO4.				
8	<ul style="list-style-type: none"> • Evaluation • Assessing theories • Comparing ideas • Complex problem solving • Fully justifying judgements • Hierarchical Analysis 	i) Comprehensive and specific knowledge	i) Comprehensive and accurate understanding	i) Effective application of knowledge and understanding ii) Identifying and evaluating a range of complex problems and issues iii) Highly perceptive, thoroughly informed and explained geographical decisions and judgments iv) Analysing evidence and evaluating limitations v) Justification of significance vi) Fully substantiated conclusion.	i) Communicates ideas with clarity ii) Effective and accurate selection of information iii) Very high level use of geographical terminology iv) Highly able to use and independently select highly effective skills, techniques and technologies v) Highly able to devise and complete independent investigations vi) Source, collect and utilise a wide range of highly validated evidence from a wide range of evaluated sources
7	<ul style="list-style-type: none"> • Analysis • Analysing and explaining patterns • Clear organisation of ideas • Forming judgements • Fully explaining 	i) Detailed knowledge	i) Recognising and understanding complex relationships	i) Apply appropriate knowledge and understanding ii) Identifying and evaluating problems and issues iii) Making perceptive and informed geographical decisions with detailed explanations iv) Analysing evidence and reflecting on limitations v) Making informed and reasoned judgements about significance vi) Appropriate conclusions.	i) Communicates ideas accurately. ii) Accurate selection of information. iii) Accurate use of geographical terminology. iv) Highly able to use a wide range of relevant skills, techniques and technologies v) Highly able to complete independent investigations. vi) Collect and record accurately a range of appropriate analysed evidence from a wide range of evaluated sources.
6	• Exceptionally accurate answers and display of all required AO1/AO2/AO3/AO4 to this point.				
5	<ul style="list-style-type: none"> • Application • Using and applying knowledge • Basic problem solving 	i) Clear knowledge	i) Clear understanding of basic relationships	i) Mainly applying appropriate knowledge and understanding ii) Beginning to identify and evaluate problems and issues iii) Making some informed geographical decisions and beginning to explain iv) Beginning to analyse and basic evaluation	i) Clear communication of ideas. ii) Able to select information from a number of sources to support a judgement. iii) Clear use of geographical terminology. iv) Good selection and use of skills, technologies and techniques. v) Able to use questions to explore issues and develop

	<ul style="list-style-type: none"> • Beginning to explain 			<ul style="list-style-type: none"> v) Beginning to justify significance vi) Beginning to reach a conclusion. 	<ul style="list-style-type: none"> investigations. vi) Collects and records evidence from different sources.
4	<ul style="list-style-type: none"> • Comprehension • Understanding • Summarising • Describing 	<ul style="list-style-type: none"> i) Partial demonstration of clear knowledge 	<ul style="list-style-type: none"> i) Beginning to understand basic relationships 	<ul style="list-style-type: none"> i) Some relevant knowledge and understanding ii) Describing evidence and recognising basic limitations iii) Making some geographical decisions and beginning to explain iv)- v) Describing and explaining significance vi) Limited plausible conclusion. 	<ul style="list-style-type: none"> i) Varied quality of communication of ideas. ii) Varied quality of selection of information. iii) Varied quality in the use of geographical terminology. iv) Appropriately selects and uses a few skills, techniques and technologies. v) Identifies some questions and issues to undertake investigations. vi) Collect and record appropriate basic evidence from different sources
3	<ul style="list-style-type: none"> • Knowledge • Listing • Identifying 	<ul style="list-style-type: none"> i) Limited generic knowledge 	<ul style="list-style-type: none"> i) Limited understanding of basic relationships 	<ul style="list-style-type: none"> i) Basic identification and limited application ii) Basic description iii)- iv)- v) Order significance vi) Drawing basic conclusions. 	<ul style="list-style-type: none"> i) Limited communication of ideas. ii) Limited selection of information and uses it in a largely copied format iii) Basic use of geographical terminology. iv) Basic selection and use of a few skills, techniques and technologies. v) Limited identification of some questions and issues to undertake investigations. vi) Basic collection and record appropriate basic evidence from different sources Selects information
2		<ul style="list-style-type: none"> i) Very limited knowledge 	<ul style="list-style-type: none"> i) Recognise simple relationships 	<ul style="list-style-type: none"> i) Very limited identification of obvious information ii) Very limited description iii)- iv)- v)- vi)- 	<ul style="list-style-type: none"> i) Very limited communication of ideas. ii) Very limited ability to select information. iii) Largely communicating at one scale with everyday language. iv) Limited number and use of inappropriate skills, techniques and technologies. vi) Very limited ability to investigate, collect and record a limited selection of evidence from some sources.

History Grade Descriptors

G R A D E	Bloom's Taxonomy	AO1 Knowledge and Understanding events/periods/ societies/local/ British/world	AO2 Explain and Analyse cause/consequence/ change/continuity/ similarity/ difference/ significance	AO3 Analyse and Evaluate using Contemporary Sources Sources/judgement/context/using author, place, time it was created etc to determine purpose/what is the source/interpretation saying? What is the message or inference?	AO4 Analyse, evaluate and make substantiated judgements about interpretations differences/historiography/context/provenance /How does the source/interpretation relate to their contextual knowledge of the historical period?
9	• Exceptionally accurate answers and display of all required AO1/ AO2/ AO3/ AO4.				
8	<ul style="list-style-type: none"> • Analysis • Analysing and explaining links • Assessing Historical interpretation • Comparing ideas • Complex problem solving • Fully justifying judgements • Historiographical Analysis 	i) Demonstrate excellent, detailed knowledge and understanding of key features and characteristics of the periods of history they have studied. Confident use of historical abstract terms.	i) Explain clearly and rigorously analyse historical events and periods using second-order concepts successfully (cause/consequence/ change/continuity/ similarity/ difference/ significance)	i) In analysing and evaluating sources draw on contextual knowledge to question critically the content and provenance of sources (e.g. the context of the time in which source was created, place, author's situation, knowledge, beliefs, circumstances, access to information, purpose and audience) ii) developed evaluation of sources by complex reasoning related to utility on basis of content and provenance iii) evaluate relationship between sources based on analysis of provenance and contextual knowledge	i) Communicates ideas with clarity ii) Effective and accurate selection of information iii) Very high level use of historical terminology iv) Highly able to use and independently select highly effective skills, techniques and technologies v) Highly able to devise and complete independent historical enquiry vi) Evaluate and Analyse a wide range of highly validated evidence from a wide range of sources
7	<ul style="list-style-type: none"> • Evaluation • Clear organisation of ideas • Forming judgements • Fully explaining 	i) Detailed historical knowledge and understanding of key features and characteristics of the periods of history they have studied. Confident use of historical abstract terms.	i) Explain and analyse historical understanding clearly, using second-order concepts successfully.	i) May progress from a simple evaluation of sources with extended reasoning related to utility on the basis of content and/or provenance. ii) May focus on the specific aspects of the sources individually and explain their significance iv) Analysing evidence and reflecting on limitations v) Making informed and reasoned judgements about significance vi) Appropriate conclusions.	i) May progress from a developed evaluation of interpretation by complex analysis of the interpretation supported by factual knowledge and understanding. ii) Accurate selection of information. iii) Accurate use of terminology. iv) Highly able to use a wide range of relevant skills, techniques and technologies v) Highly able to complete independent historical enquiry. vi) Evaluates and analyses evidence from different sources.
6	• Exceptionally accurate answers and display of all required AO1/AO2/AO3/AO4 to this point.				
5	<ul style="list-style-type: none"> • Application • Using and applying 	i) Clear historical knowledge and understanding	i) Clear explanation and some analysis of	i) Clear knowledge and understanding of context ii) May progress from a basic analysis of the	i) Clear communication of ideas. ii) Able to select information from a number of sources to support a judgement.

	<ul style="list-style-type: none"> • knowledge • Basic problem solving • Beginning to explain 	and appropriate and confident use of historical terminology.	historical understanding, mostly using second-order concepts successfully.	source to simple evaluation of the content and/or provenance. iii)Beginning to analyse and making basic evaluative comments about the sources iv)Beginning to justify significance v) Beginning to reach a conclusion based on evidence provided.	<ul style="list-style-type: none"> iii)Clear use of terminology. iv)Good selection and use of skills, technologies and techniques. v)Able to use questions to explore issues and develop investigations. vi)Evaluates and analyses evidence from different sources.
4	<ul style="list-style-type: none"> • Comprehension • Understanding • Summarising • Describing 	i) Partial demonstration of clear historical knowledge. Successful use of some historical terms	i) Beginning to explain historical understanding. Occasionally using basic second-order concepts.	<ul style="list-style-type: none"> i)Some relevant knowledge and understanding ii)Describing evidence and recognising basic provenance iii) Identify basic features which are valid about the sources and related to the enquiry point. iv)- Describing and explaining significance v) Limited plausible conclusion. 	<ul style="list-style-type: none"> i) May progress from a simple evaluation of the interpretation by extended reasoning supported by factual knowledge and understanding of more than one aspect of the interpretation. ii)Varied quality of selection of information. iii)Varied quality in the use of historical terminology. iv)Appropriately selects and uses a few skills, techniques and technologies. v)Identifies some questions and issues to undertake investigations. vi)Collect and record appropriate basic evidence from different sources
3	<ul style="list-style-type: none"> • Knowledge • Listing • Identifying 	i) Limited generic knowledge. Developing the appropriate use of historical terms.	i)Limited ability to explain. Some evidence of basic second-order concepts demonstrated.	<ul style="list-style-type: none"> i) May show understanding/support for one or both sources when making comparisons, but case is made by assertion/basic inference ii)Identify basic features which are valid about the sources and related to the enquiry point iii)Order significance iv) Draw basic conclusions. 	<ul style="list-style-type: none"> i)Limited communication of ideas. ii)Limited selection of information and uses it in a largely copied format iii)Basic use of historical terminology. iv)Basic selection and use of a few skills, techniques and technologies. v)Limited identification of some questions and issues to undertake investigations. vi)Basic collection and record appropriate basic evidence from different sources
2		i) Very limited knowledge. Some basic Historical terminology understood and demonstrated.	i) Recognise simple aspects of explanation.	<ul style="list-style-type: none"> i) Very limited identification of obvious information within sources ii) Very limited description of basic features of source iii) Little to no discussion or origins of source 	<ul style="list-style-type: none"> i)Very limited communication of ideas. ii)Very limited ability to select information. iii)Largely communicating at one scale with everyday language. iv)Limited number and use of inappropriate skills, techniques and technologies. vi)Very limited ability to investigate, collect and record a limited selection of evidence from some sources.

Modern Foreign Language multi-skill descriptors

GRADE	SUCCESS CRITERIA
9	<ul style="list-style-type: none"> • I can extract & evaluate information in extended passages /unplanned dialogues in TL with little hesitation • I can deduce unknown word meaning by listening to a whole passage and the context. • I can always understand passages in a variety of different time frames and a range of complex structures • I am spontaneous, independent and confident with unpredictable & complex structures from memory with some fluency in all topics.
8	<ul style="list-style-type: none"> • I can use/understand longer passages or dialogues which might contain unpredictability • I can deduce the meaning from context or tone of voice of some of unfamiliar words. • I can use/understand & give more developed responses on a range of topics with little to no hesitation • I can infer, sustain, interact clearly and coherently using more complex sentences to express my own ideas and opinions clearly with confidence and in a varied and interesting way.
7	<ul style="list-style-type: none"> • I can use/understand longer passages or dialogues which may contain a couple of unpredictable elements which may include a range of time frames & other key structures and a combination of complex tenses. • I can understand less familiar vocab and more complex grammar. • I can use/understand & construct responses independently, using a variety of vocabulary and structures • I can cope with some unfamiliar language, using context to figure out the overall meaning • I can use/understand learned paragraphs from memory, using a variety of structures to express facts, ideas, opinions, reasons and justifications, and ask questions
6	<ul style="list-style-type: none"> • I can use/understand and extract essential information from longer passages or dialogues containing predictable information using memory. • I am confident with passages that may include a range of structures including 3 time frames, and vocabulary from several familiar topics and some authentic texts • I can interact confidently on familiar topics and using/understanding including a range of questions independently • I can pick out and translate longer phrases with more complex grammar into TL with ease
5	<ul style="list-style-type: none"> • I can use/understand longer passages or dialogues containing predictable info and some less familiar vocab from passages drawing on a range of vocabulary in familiar topics, which could include three time frames (present and past and future) using key high-frequency verb forms • I can use/understand a range of texts containing predictable information at times from authentic literature • I can pick out and translate longer phrases / short passages into TL with some teacher input. • I can use/understand text with occasional complex structures. • I can adapt known structures (some inaccuracy) to express a range of simple ideas and own opinions. • I can use a dictionary mainly with success to add new language
4	<ul style="list-style-type: none"> • I can understand the main details in short factual texts/passages or dialogues based on a few familiar topics in simple sentences • I can identify and understand the meaning of a passage which could include two time frames (present/past or future) • I am understanding grammatical structures to manipulate the language to make my own written pieces • I can understand opinions and basic reasons. • I can translate longer sentences confidently • I am beginning to require less repetition

3	<ul style="list-style-type: none"> • I can use/understand short passages made up of familiar words and basic phrases within two time frames (present and past or future) • I can adapt models on a few topics successfully to give my own simple opinions using connectives using a model. • I can use/understand several short phrases and questions with familiar language on a familiar topic. • I can spot new words in a short text made up of familiar material guessing meaning by context • I can translate short phrases that have been taught into TL with input from my teacher
2	<ul style="list-style-type: none"> • I can use/understand the main points of a short passage made up of a few familiar words and phrases with basic opinions in one time frame from memory. • I can use the present OR the future • I can recognise and use the main dictionary codes for nouns and can find the meanings of new nouns. • I can translate/transcribe one or two basic phrases that have been taught into TL • I can use adjectives (agreement and position) a variety of plural nouns, including some irregular ones
1	<ul style="list-style-type: none"> • I can use/understand a few familiar spoken words and short phrases in TL (and translate) • I can follow along and repeat key words from a passage or dialogue, in one time frame • I can ask and answer simple pre-learned questions from memory • I can use a word list to locate and understand specific words

Physical Education Grade Descriptors

G R A D E	Bloom's Taxonomy	AO1 (25%) Knowledge and Understanding of factors that underpin performance and involvement in physical activity and sport.	AO2 (20%) Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.	AO3 (15%) Analyse and evaluate factors that underpin performance and involvement in physical activity.	AO4 (40%) Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance.
9	<ul style="list-style-type: none"> • Exceptionally accurate answers and display of all required AO1/ AO2/ AO3/ AO4. 				
8	<ul style="list-style-type: none"> • Evaluation • Assessing theories • Comparing ideas • Complex problem solving • Fully justifying judgements • Hierarchical Analysis 	<p>Comprehensive and specific knowledge applied to The human body and movement in physical activity and sport.</p> <p>Socio-cultural influences and well-being in physical activity and sport</p>	<p>Comprehensive and accurate understanding applied to The human body and movement in physical activity and sport.</p> <p>Socio-cultural influences and well-being in physical activity and sport</p>	<p>Effective application of knowledge and understanding.</p> <p>Ability to identify and evaluate a range of factors that underpin performance and involvement in physical activity.</p> <p>Fully substantiated conclusions.</p> <p>Can fully justify significance of points made.</p>	<p>4) Highly able to evaluate their own and others performances.</p> <p>3) High level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position of the opponent.</p> <p>1) student maintains a high level of technique, accuracy and consistency in the performance of all skills Able to provide a clear, detailed and in-depth self-analysis for both strengths and weaknesses.</p> <p>2) The student has an excellent knowledge and appreciation of the demands of their chosen activity.</p> <p>3) The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations</p> <p>3) The student shows the ability to make successful and effective tactical and strategic decisions, usually relevant to the position being played, with only minor</p>

					lapses.
7	<ul style="list-style-type: none"> • Analysis • Analysing and explaining patterns • Clear organisation of ideas • Forming judgements • Fully explaining 	Detailed knowledge applied to The human body and movement in physical activity and sport. Socio-cultural influences and well-being in physical activity and sport	Recognising and understanding complex issues applied to The human body and movement in physical activity and sport. Socio-cultural influences and well-being in physical activity and sport	<p>Can apply appropriate knowledge and understanding.</p> <p>Identifies and evaluates factors that underpin performance and involvement in physical activity.</p> <p>Offers appropriate conclusions.</p> <p>Makes informed and reasoned judgements about significance of points made.</p>	<p>2) Student has good knowledge and appreciation of the demands of their chosen activity.</p> <p>4) They are able to provide detailed in-depth self-analysis for most of their strengths and weaknesses, although some are clearer than others.</p> <p>1) The quality of technique is maintained for all skills and throughout all practices. When faced with opposition, decision making is consistently effective in both predetermined and spontaneous situations</p> <p>3) The student shows the ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses and they are occasionally not relevant to the position being played.</p>
6	<ul style="list-style-type: none"> • Exceptionally accurate answers and display of all required AO1/AO2/AO3/AO4 to this point. 				
5	<ul style="list-style-type: none"> • Application • Using and applying knowledge • Basic problem solving • Beginning to explain 	Clear knowledge applied to The human body and movement in physical activity and sport. Socio-cultural influences and well-being in physical activity and sport	Clear understanding of factors applied to The human body and movement in physical activity and sport. Socio-cultural influences and well-being in physical activity and sport	<p>Mainly applies appropriate knowledge and understanding</p> <p>Begins to identify and evaluate factors that underpin performance and involvement in physical activity.</p> <p>Begins to reach conclusions.</p> <p>Begins to analyse basic information and justify its significance.</p>	<p>2) Student shows knowledge and appreciation of the demands of their chosen activity but sometimes lacks depth in their explanation.</p> <p>4) He/she is conversant with many of the specific movements and terminology used when referring to the activity, though terminology is occasionally used imprecisely or unclearly.</p> <p>1) The quality of technique is maintained for most skills but may deteriorate in the most challenging practices.</p> <p>3) The student shows only a limited ability to make tactical and strategic decisions and they are seldom relevant to the position being played.</p>
4	<ul style="list-style-type: none"> • Comprehension • Understanding • Summarising • Describing 	Partial demonstration of clear knowledge applied to The human body and movement in physical	Beginning to understand basic factors applied to The human body and movement in physical activity and sport. Socio-cultural	<p>Displays some relevant knowledge and understanding.</p> <p>Describes factors that underpin performance and involvement in physical activity.</p> <p>Limited conclusions drawn.</p>	<p>2) Student shows only a limited knowledge and appreciation of the demands of their chosen activity and lacks depth in their explanation.</p> <p>4) He/she is conversant with a few of the specific movements and terminology used when referring to the activity, but confuses many of the terms and lacks precision and clarity.</p> <p>1) The quality of technique is maintained for some skills</p>

		activity and sport. Socio-cultural influences and well-being in physical activity and sport	influences and well-being in physical activity and sport	Is able to describe and explain significance in a physical activity.	but sometimes deteriorates in the most challenging practices.
3	<ul style="list-style-type: none"> • Knowledge • Listing • Identifying 	Limited generic knowledge applied to The human body and movement in physical activity and sport. Socio-cultural influences and well-being in physical activity and sport	Limited understanding of basic factors applied to The human body and movement in physical activity and sport. Socio-cultural influences and well-being in physical activity and sport	<p>Basic knowledge and understanding.</p> <p>Basic description of factors that underpin performance and involvement in physical activity.</p> <p>Draws basic conclusions.</p>	<p>2) student shows some knowledge and appreciation of the demands of their chosen activity but frequently lacks depth in their explanation</p> <p>4) He/she is conversant with some of the specific movements and terminology used when referring to the activity, but they often lack precision and clarity and have confused some terms.</p> <p>1) The quality of technique is maintained for few skills and often deteriorates in the most challenging practices.</p>
2		Very limited knowledge applied to The human body and movement in physical activity and sport. Socio-cultural influences and well-being in physical activity and sport	Recognise simple factors applied to The human body and movement in physical activity and sport. Socio-cultural influences and well-being in physical activity and sport	<p>Very limited knowledge and understanding.</p> <p>Limited descriptions linked to physical activity.</p>	<p>Very Limited ability to demonstrate relevant skills.</p> <p>Very Limited ability to evaluate own performance.</p> <p>2) student shows limited knowledge and appreciation of the demands of their chosen activity but lacks depth in their explanation</p> <p>4) He/she is conversant with some of the specific movements and terminology used when referring to the activity, but they often lack precision and clarity and have confused many terms.</p> <p>1) The quality of technique is maintained for very few skills and often deteriorates in the most challenging practices.</p>

Performing arts - Grade Descriptors

Grade	Bloom's Taxonomy	Explore / Develop / Review	Rehearsal and Performance	Preparation, Performance and Production
9-8 Level 2 Distinction*				
7 – Level 2 Distinction	<ul style="list-style-type: none"> ● Evaluation ● Assessing theories ● Comparing ideas ● Complex problem solving ● Fully justifying judgements <p>Hierarchical Analysis</p>	<p>Demonstrate competent use and control of technical and interpretive acting skills, showing imagination and insight and a high level of focus, response and effort in practice and development.</p> <p>Present a detailed and ongoing review of performance skills, making qualitative judgements about strengths and areas to develop. Setting and justifying achievable targets for improvement and evaluating progress.</p>	<p>Demonstrate competent use and control of technical and interpretive performance skills, showing imagination and insight and a high level of focus, response and effort in practice and development.</p> <p>Present a detailed and ongoing review of acting skills, making qualitative judgements about strengths and areas to develop, setting and justifying achievable targets for improvement and evaluating progress.</p>	<p>Explore, develop and shape performance material with focus, insight and imagination, using activities and research findings effectively.</p> <p>Carry out preparatory work in a performance or production role for a live performance with competent, confident and effective application of relevant skills, demonstrating a high level of commitment and input to the process.</p> <p>Take part in a performance, Demonstrating sustained and effective use and control of performance skills, making a significant contribution to the success of the piece.</p>
6 - Level 2 Merit	<ul style="list-style-type: none"> ● Analysis ● Clear organisation of ideas ● Application ● Using and applying knowledge ● Problem solving ● Fully explained 	<p>Demonstrate competent use and control of technical and interpretive acting skills, showing consistency in focus, response and effort in Practice and development.</p> <p>Present a detailed and ongoing</p>	<p>Demonstrate competent use and control of technical and interpretive acting skills, showing consistency in focus, response and effort in practice and development.</p>	<p>Explore, develop and shape performance material using activities and research findings, making considered decisions in relation to the demands of the work. Carry out preparatory work in a performance or</p>

		<p>review of acting skills, describing strengths and areas to develop, setting achievable targets for improvement and reviewing progress.</p>	<p>Present a detailed and ongoing review of acting skills, describing strengths and areas to develop, setting achievable targets for improvement and reviewing progress.</p>	<p>production role for a live performance with responsive, competent and consistent application of relevant skills, making positive contributions to the process.</p> <p>Take part in a performance, demonstrating competent use and control of performance skills, making a confident and consistent contribution that is integral to the success of the piece.</p>
<p>5 – Level 2 Pass</p>	<ul style="list-style-type: none"> ● Comprehension ● Understanding ● Summarising ● Describing ● Knowledge ● Listing ● Identifying 	<p>Demonstrate competent use and control of technical and interpretive acting skills in practice and development. Present an ongoing review of acting skills, describing strengths and areas to develop.</p>	<p>Demonstrate personal management skills and competent application of acting skills in rehearsal. Perform a role using relevant technical and interpretive acting skills competently.</p>	<p>Use exploration and research in order to develop performance material in relation to the demands of the work.</p> <p>Carry out preparatory work in a performance or production role for a live performance with competent application of relevant skills, making a positive contribution to the process.</p> <p>Take part in a performance, demonstrating competent use and control of performance skills, making a positive contribution to the overall piece.</p>

2.5 – Level 1 Pass

Demonstrate limited use and control of technical and interpretive acting skills in practice and development.

Identify, with guidance, strengths and areas to develop in own technique.

Demonstrate limited acting and personal management skills in rehearsal.

Participate in a performance using limited technical acting skills.

Explore and develop performance material by carrying out directed tasks.

Carry out preparatory work in a performance or production role for a live performance by completing directed tasks.

Take part in a performance, demonstrating the use of performance skills.

RS Grade Descriptors

G R A D E	Blooms Taxonomy	AO1 (50%)	AO2 (50%)
		<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of religion and beliefs including: <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within and/or between religions and beliefs. 	<ul style="list-style-type: none"> • Analyse and evaluate aspects of religion and belief, including their significance and influence.
		Paper 1 25% Paper 2 25%	Paper 1 25% Paper 2 25%
9	Exceptionally accurate answers and display of all required AO1/ AO2.		
8	<ul style="list-style-type: none"> • Evaluation • Assessing theories • Comparing ideas • Complex problem solving • Fully justifying judgements <li style="padding-left: 20px;">Hierarchical Analysis 	Demonstrate excellent, detailed knowledge and understanding of key features of religion and beliefs.	A well-argued response, reasoned consideration of different points of view. 10-12 Logical chains of reasoning leading to judgement(s) supported by knowledge and understanding of relevant evidence and information.
7	<ul style="list-style-type: none"> • Analysis • Analysing and explaining patterns • Clear organisation of ideas • Forming judgements <li style="padding-left: 20px;">Fully explaining 	Detailed religious knowledge and understanding of key features on religious beliefs and practices.	Reasoned consideration of different points of view. 7-9 Logical chains of reasoning that draw on knowledge and understanding of relevant evidence and information.
6	Exceptionally accurate answers and display of all required AO1/AO2 to this point.		
5	<ul style="list-style-type: none"> • Application • Using and applying knowledge • Basic problem solving <li style="padding-left: 20px;">Beginning to explain 	Clear religious knowledge and understanding and appropriate, confident use of terminology.	Reasoned consideration of a point of view. 4-6 A logical chain of reasoning drawing on knowledge and understanding of relevant evidence and information. OR Recognition of different points of view, each supported by relevant reasons / evidence.

4	<ul style="list-style-type: none"> • Comprehension • Understanding • Summarising • Describing 	Partial demonstration of clear Religious knowledge. Some successful use of terminology.	
3	<ul style="list-style-type: none"> • Knowledge • Listing <p style="text-align: center; margin-top: 10px;">Identifying</p>	Limited generic knowledge. Developing the appropriate use of religious terms.	Point of view with reason(s) stated in support.
2			
1			

Science Grade Indicators

Grades 9-7	AO1	Communicate clearly and accurately using a range of key terms and procedures. Link ideas together and use models to explain abstract ideas
	AO2	Construct lines of reasoning using a range of sources of data and evidence, which may be unfamiliar. Manipulate data, equations and formulae with confidence. Draw ethical and social conclusions.
	AO3	Generalize and analyse appropriate evidence to support logical conclusions/arguments, identifying outliers and degree of confidence in data. Draw comparisons to critically evaluate and suggest improvements to procedures.
Grades 6-4	AO1	Descriptions and explanations are clearly sequenced, use key words accurately and translate information between formats
	AO2	Apply and interpret notation, terms, facts, formulae to solve problems; retrieve and use information to perform a range of procedures
	AO3	Make sound conclusions using data and evidence; simply evaluate methods, procedures and link to data. Justify choices.
Grades 3-1	AO1	Recalls and uses simple terms, facts, definitions
	AO2	Performs routine procedures, follows given instructions, selects appropriate information, organises simple data
	AO3	Identifies simple trends/patterns, makes simple interpretations and deductions

Cestrian Way Behaviours		Grade Awarded	Attendance Grade
RARELY	<ol style="list-style-type: none"> 1. Punctual to school and/or lessons. 2. Adheres to school rules in corridors, lesson transition and lining up. 3. Correct uniform and pride in appearance. 4. Completes prep. 5. Is prepared for practical lessons. 6. Has knowledge maps / text books. 7. Has necessary stationery/equipment for lessons. 	D Significantly Impeding Learning	Below 90% Significantly Impeding Learning
SOMETIMES	<ol style="list-style-type: none"> 8. Adheres to school rules regarding mobile phones, chewing/eating, language etc. 9. SLANT (Sit up straight, Listen, Attention, Never interrupt, Track teacher). 10. Is respectful towards the teacher and other pupils. 	C Hampering Progress	90-94.9% Hampering Progress
REGULARLY	<ol style="list-style-type: none"> 11. Stays on task. 12. Contributes in lessons. 13. Takes pride in their work. 14. Completes work/tasks in lesson. 15. Reflects, corrects and improves own work (DIRT). 16. Demonstrates progress and improvement (including SPAG) from acting on feedback. 	B Coasting	95-98% Minimum Expected
CONSISTENTLY	<ol style="list-style-type: none"> 17. Completes independent study and extension tasks regularly. 	A Role Model	98.1-100% National Leader