

# **GRADE DESCRIPTORS FOR** **KEY STAGE 4**

End of Key Stage 4 assessments are made in a number of ways. The most common is the GCSE examination which leads to one of the following grades

A\*  
A  
B  
C  
D  
E  
F  
G  
—  
U      Unclassified

Some pupils follow an Entry Level course which is graded as Gold, Silver, Bronze or Level 1, Level 2 or Level 3. Drama awards a pass, merit or distinction.

The information in this document consists of the following:

## **Targets**

Using government statistical research and the pupils' prior attainment levels at the end of Key Stage 2 and 3, it is possible for us to calculate target grades for most subjects.

VA Target - The grade a pupil would achieve if he/she makes the same progress as the average pupil nationally. This is the minimum target we expect.

UQ Target – The grade a pupil would achieve if he/she makes the same progress as a pupil performing in the top 25% nationally.

These targets are an indication of a pupil's potential. They are not predicted grades or minimum and maximum grades.

Teacher Target – This is the grade which the teacher believes the pupil could attain if he or she made every possible effort. In most cases it will be at least as high as the VA Target.

## **Current Grade**

This is the level around which the teacher considers the pupil to be working at present.

## **Teacher Predicted**

This is the grade that the teacher believes the pupil is likely to achieve if he or she continues to work and progress at his or her current rate. Of necessity this cannot be totally accurate.

## **Effort and Behaviour**

**Effort** - How well does the student pay attention in lessons, attempt all tasks in class to a good standard, regularly completes homework and asks for help when needed?

E = Excellent (ie always)

VG = Very Good (almost always)

S = Satisfactory (usually)

U = Unsatisfactory (one or more aspects missing that will be inhibiting learning)

P = Poor (level of effort made in lessons is having a negative impact on learning)

**Behaviour** - How well does the student focus in class? Does he/she get distracted? Does he/she try to distract others?

E = Excellent (always well behaved and courteous)

VG = Very Good (almost always well behaved and courteous)

S = Satisfactory (usually well behaved and courteous, may need to be brought back on task occasionally)

U = Unsatisfactory (loses focus but can be brought back on task easily)

P = Poor (poor behaviour in a significant number of lessons leading to negative impact on learning)

## **Controlled Assessment**

All new GCSEs have Controlled Assessment rather than coursework. Controlled Assessment is similar to coursework in many ways and gives students an opportunity to show what they know about a certain topic or area of a subject.

However, Controlled Assessment is different by having controls which determine how and where students complete their assessments and what resources they may use.

The codes are as follows:

C = Completed

N/A = Not applicable (no controlled assessment in this subject)

I = Inadequate

U = Unfinished

The grade descriptors for each subject that staff work to are generally much lengthier and more detailed than those that you will find on the following pages. Some Curriculum Leaders have summarised and abbreviated them and in some cases given just a few examples. Including the full grade descriptors would have made the booklet too large to send out. We hope to give you a flavour of the kind of things children have to achieve. If you are interested in seeing the descriptors in full we are hoping in the near future to put them onto our website.

When considering the progress your child is making in any subject please be aware that it is almost never smooth. Children vary greatly in the rates at which they move up through levels and grades and, indeed, the differences between any two consecutive levels can vary greatly both between and within subjects

# ART

In KS4 Year 10 and 11 students have started studying the BTEC Art and Design course. It is the equivalent to 2 GCSE grades A\*-C. The course is divided into 4 units, Units 1, 2 and 3 are mandatory and Unit 7 has been chosen as the optional unit. The units are as follows: Unit 1: Contextual References in Art and Design, Unit 2: 2D Visual Communication, Unit 3: 3D Visual Communication and Unit 7: Working with Graphics Design Briefs.

## **Unit 1: Contextual References in Art and Design**

### Grading criteria

To achieve a **pass** grade the evidence must show that the learners are able to identify the influences of historical and contemporary art and design developments, investigating key movements, schools, individuals and cultural differences through study of original artwork or by using high quality visual materials. Learners at this level are expected to cover a breadth of imagery but not expected to cover an extensive range.

Learners will explore the work of others to use as inspiration in developing their own response, they will generate ideas and use a variety of media to collect and record information. Learners will need to be able to present their findings clearly and the visual information should be organised.

To achieve a **merit** grade the evidence must show that learners are able to explain the influences of a variety of art and design developments from the past and present, learners should be able to provide evidence of a deeper understanding of these influences.

Learners should be consistent in presenting well organised and coherent, effective information about the work studied. Their presentations will be interesting and informative and include their own ideas about the work studied. Learners will show skill in their use of visual and critical analysis.

To further achieve a **distinction** grade learners are required to analyse and connect information on the different influences of art and design developments from the past and present. Learners will demonstrate a creative approach and conduct independent research and development of ideas. They will make thoughtful personal judgements on relevant historical, cultural and contemporary references and in their own work they will show informed understanding of visual language.

Learners will be expected to effectively plan and present personal, imaginative and well-structured information.

## **Unit 2: 2D Visual Communication**

### Grading criteria

To achieve a **pass** grade the evidence must show that learners have worked from primary and secondary sources and show some skill in the use of various techniques. The correct terms for techniques and references to formal elements should be evident and can be presented in a variety of ways.

Learners should be able to demonstrate the use of 2D techniques and processes safely in the studio and are expected to use a limited range of materials and technical skills.

Learners are required to communicate their ideas, showing development and process and show connections to the work of others. Responses will show some creativity and experimentation. The correct terms for techniques and reference to formal elements should be evident. Comments and observations will be descriptive with some attempt to compare and contrast.

To achieve a **merit** grade learners will demonstrate a stronger grasp of 2D mark-making techniques and application; the mark-making will be better articulated and controlled and the learners approach may be more experimental. A deeper understanding of techniques, processes and formal elements will be evident. Learners will show how the use of formal elements can meet various requirements for 2D visual communication and will develop capabilities in transferring skills across disciplines.

To achieve a **distinction** grade learners will demonstrate more in-depth skill in using 2D mark-making techniques and applications. An imaginative approach will be evident through the independent development and communication of ideas. More confidence will be evident in working from primary sources. Techniques will be applied more accurately and links across disciplines will be more fully explored.

Learners' evaluations of techniques and formal elements will be of a high standard in terms of content and presentation. Evaluation of own and others' work will support progression and development, demonstrating learning and understanding.

### **Unit 3: 3D Visual Communication**

To achieve a **pass** grade learners will be able to demonstrate the use of 3D materials and techniques safely and will be expected to use some 3D making techniques when applying creative and development skills.

Learners should communicate ideas using making skills and show evidence through samples, experiments, maquettes and scale models. The correct terms for materials, techniques and reference to formal elements will be evident and can be presented in a variety of ways.

To achieve a **merit** grade learners will demonstrate a firm grasp of 3D making skills and application using appropriate materials and techniques. Learners will, with some guidance, show how 2D making skills can be used to develop design ideas. The approach from learners will be more creative and experimental and they will have a deeper understanding of materials, techniques and processes and the use of formal elements will be evident.

To further achieve a **distinction** grade learners will demonstrate more independence and control in 3D making skills and application. Imaginative use of making skills will be evidenced through the creative use of materials, techniques and development of ideas and communication. Learners will demonstrate an individual approach and work produced will be of a high standard in terms of content and presentation.

### **Unit 7: Working with Graphic Design Briefs**

To achieve a **pass** grade learners will be expected to use specific graphic design studio materials and techniques showing competence and safe working. Learners will provide evidence that they have researched and recorded from a range of primary and secondary resources in response to a brief using different methods to record and collect information.

Learners will be expected to develop basic ideas and outcomes to a given brief and should select appropriate materials, techniques and processes for investigation and exploration and they should document the development of these ideas. Learners will also be taught the vocabulary associated with graphic design and be able to use technical terms appropriately when discussing and evaluating work.

To achieve a **merit** grade learners will be able to handle more complex materials and techniques (both traditional studio and digital). The evidence will demonstrate that the learner is using the techniques effectively and safely and the experimentation carried out is expected to be more in-depth and varied.

The learner will conduct competent research from a range of primary and secondary resources effectively in response to the brief and will demonstrate an ability to produce varied developmental and experimental work as well as a final outcome which effectively meets the requirements of a given brief. Learners must explore alternative ideas and select appropriate materials and techniques. Learners will competently annotate their work including evaluations, achievements and their use of materials and techniques.

To further achieve a **distinction** grade learners are required to combine different studio materials and techniques, working safely and showing creativity and independence. Learners will show evidence that they have researched and recorded from a wide range of primary and secondary resources independently in response to the brief and confidence in using different methods to record and collect information.

Learners are required to develop independent, imaginative and varied ideas and final outcomes to meet a pre-defined design brief. Confident handwritten annotations and articulate recordings of their evaluations are expected together with in-depth notes on the quality of their ongoing achievement and their use of media and techniques.

# DESIGN AND TECHNOLOGY

## Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of design and technology, including its wider effects. They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively. They test their solutions and work safely with a high degree of precision.

They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.

## Grade C

Candidates recall, select and communicate sound knowledge and understanding of design and technology, including its wider effects. They apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks. They test their solutions and work safely with precision.

They review the evidence available, analysing and evaluating some information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.

## Grade F

Candidates recall, select and communicate knowledge and understanding of basic aspects of design and technology, including its wider effects. They apply limited knowledge, understanding and skills to plan and carry out simple investigations and tasks, with an awareness of the need for safety and precision. They modify their approach in the light of progress. They review their evidence and draw basic conclusions.

# DRAMA

In KS4 the students study the BTEC in Performing Arts Acting. It is the equivalent to 2 GCSE grades. The course is divided into 3 units – Devising, Acting, and Scripted. The student will cover the criteria listed below and this will be through assignment briefs. They will have 12 assignment briefs over the 2 years.

## B4 Acting Skills & Techniques

Grading Criteria		To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:		To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:	
P1	Take part in vocal exercises and show improvement in the use of vocal techniques [TW, EP]	M1	Take part in vocal exercises and show marked improvement of vocal techniques	D1	Take part in vocal exercises and demonstrate significant improvements to vocal techniques
P2	Use vocal skills in a way that is appropriate to the acting role with technical control [CT, EP]	M2	Use vocal skills in ways that demonstrate a good degree of technical control in an acting role	D2	Demonstrate a strong technical command of vocal skills within an acting role
P3	Take part in movement exercises and show improvement in body control [TW, EP]	M3	Take part in movement exercises and show marked improvement in body control	D3	Take part in movement exercises and show complete body control
P4	Use movement skills in a way that is appropriate to the acting role with technical control [CT, EP]	M4	Use movement skills in ways that demonstrate a good degree of technical control in an acting role	D4	Demonstrate a strong technical command of movement skills within an acting role
P5	Demonstrate ways of exploring, researching and creating a character/role [IE, CT, RL, SM]	M5	Demonstrate responsive ways of exploring, researching and creating a character/role	D5	Demonstrate highly flexible and creative ways of exploring, researching and creating a character/role
P6	Develop a character and make decisions about interpretation [IE, CT, RL, SM]	M6	Develop a character and make considered decisions about interpretation	D6	Develop a character which shows use of imagination and/or insight in the choices and decisions made about
P7	Perform a role showing a basic handling of the role with commitment [EP]	M7	Perform a role that is handled with commitment and some attention to detail	D7	Perform a role with focus, commitment, imagination and some sense of ease
P8	Communicate with an audience with occasional lapses in consistency. [EP]	M8	Communicate with an audience and remain focused and engaged in the drama.	D8	Communicate effectively with an audience and remain focused and engaged in the drama throughout.

IE – independent enquirers  
CT – creative thinkers

RL – reflective learners  
TW – team workers

SM – self-managers  
EP – effective participators

## B6 Devising Plays

Grading Criteria					
To achieve a pass grade the evidence must show that the learner is able to:		To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:		To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:	
P1	Contribute some ideas and suggestions that are relevant to the work [TW]	M1	Develop ideas and suggestions which are clearly focused on the drama and attempt to shape the structure of the work	D1	Develop ideas and suggestions that make a positive contribution to the shape and form of the work with effective results
P2	Select and use some drama forms and techniques as part of the development process [CT]	M2	Select and use a range of forms and techniques with some invention as part of the development process	D2	Experiment creatively with different forms and techniques as part of the developmental process
P3	Develop a role and make some artistic decisions [CT]	M3	Develop a role and make considered artistic decisions	D3	Develop a role which shows use of imagination and/or insight in the choices and decisions made
P4	Perform a role with vocal and physical expression connecting with other performers most of the time [TW]	M4	Perform a role with vocal and physical accuracy connecting with other performers throughout	D4	Perform a role with vocal and physical imagination being responsive to other performers at all times
P5	Communicate intentions to the audience with some success [EP]	M5	Communicate intentions to an audience effectively	D5	Communicate intentions to an audience with clarity
P6	Evaluate the main strengths and weaknesses of the final devised piece. [RL]	M6	Evaluate strengths and weaknesses of the final devised piece with reference to the preparation process and with some reasoning.	D6	Evaluate in detail the effectiveness of the final devised piece with reference to the preparation process and with considered conclusions.

IE – independent enquirers

CT – creative thinkers

RL – reflective learners

TW – team workers

SM – self-managers

EP – effective participators

## B7 Performing Scripted Plays

Grading Criteria					
To achieve a pass grade the evidence must show that the learner is able to:		To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:		To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:	
P1	Develop a role and make decisions about interpretation [CT]	M1	Develop a role and make considered decisions about interpretation with some insight and imagination	D1	Develop a role which shows effective use of imagination and insight in the choices and decisions made about the interpretation
P2	Attend rehearsals and performances demonstrating personal management and technical skills [TW]	M2	Attend rehearsals and performances and demonstrate engagement with the material with commitment and concentration	D2	Attend rehearsals and performances and demonstrate a purposeful sense of focus on the work throughout
P3	Perform a role with vocal and physical expression connecting with other performers most of the time [TW]	M3	Perform a role with vocal and physical accuracy, connecting with other performers throughout	D3	Perform a role with imagination and vocal and physical accuracy, being responsive to other performers at all times
P4	Communicate intentions to the audience [EP]	M4	Communicate intentions to an audience with success	D4	Communicate intentions to an audience with clarity and meaning
P5	Review the main strengths and weaknesses of performance work. [RL]	M5	Review strengths and weaknesses of performance work with some reasoning.	D5	Review in detail the effectiveness of performance work with considered conclusions.

IE – independent enquirers

CT – creative thinkers

RL – reflective learners

TW – team workers

SM – self-managers

EP – effective participators

# ENGLISH LANGUAGE

## Grade A

In a range of contexts, candidates select and use appropriate styles and registers. They vary their sentence structure, vocabulary and expression confidently for a range of purposes. They sustain discussion through the use of a variety of contributions, listening with sensitivity. They show assured use of standard English in a range of situations and for a variety of purposes. Candidates articulate and sustain their responses to texts, developing their ideas and referring in detail to aspects of language, structure and presentation. They identify and analyse argument, opinion and alternative interpretations, making cross references where appropriate. They make apt and careful comparison within and between texts. Candidates' writing has shape and assured control of a range of styles. Narratives use structure as well as vocabulary for a range of effects and non-fiction is coherent, logical and persuasive. A wide range of grammatical constructions is used accurately. Punctuation and spelling are correct; paragraphs are well constructed and linked to clarify the organisation of the writing as a whole.

## Grade C

Candidates match their talk to the demands of different contexts. They use varied vocabulary and organise their talk to communicate clearly, engaging the interest of the listener. In discussion, candidates make significant contributions, varying how and when they participate. They show confident use of standard English in situations which require it. Candidates show understanding of the ways in which meaning and information are conveyed in a range of literary and non-literary texts. They give personal and critical responses to literary texts, referring to aspects of language, structure and themes in justifying their views. They select and summarise a range of information from different sources. Candidates' writing engages and sustains the reader's interest. It shows adaptation of style and register to different forms, including using an impersonal style where appropriate. Candidates use a range of sentence structures and varied vocabulary to create effects. Paragraphing and correct punctuation are used to make the sequence of events or ideas coherent and clear to the reader. Spelling is accurate and handwriting is neat and legible.

## Grade F

Candidates talk and listen in a range of contexts. Their talk is adapted to the purpose; developing ideas, describing events and conveying their opinions clearly. In discussion, they listen with concentration and make contributions which are responsive to others' ideas and views. They use some of the core features of standard English vocabulary and grammar appropriately. In responding to a range of texts, candidates show understanding of key ideas, themes, events and characters, using inference and deduction. They refer to aspects of texts when explaining their views. They locate and retrieve ideas and information from different sources. Candidates' writing communicates clearly, shows liveliness and is organised. The main features of different forms are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically and words are chosen for variety and interest. The grammatical structure of simple and some complex sentences is usually correct. Spelling is usually accurate. Full stops, capital letters and question marks are used correctly and other punctuation is also used, mostly accurately. Handwriting is legible.

# ENGLISH LITERATURE

## Grade A

Candidates respond critically and sensitively to a range of texts, taking into account alternative approaches and interpretations. They explore and evaluate the ways meaning, ideas and feelings are conveyed through language, structure and form, making connections and comparisons between texts. They identify and comment on social, historical and cultural contexts of texts, and show awareness of literary tradition. They select forms appropriately and convey their ideas coherently.

## Grade C

In responding to a range of texts, candidates show understanding of how meanings and ideas are conveyed through language, structure and form. They explore connections and comparisons between texts, referring to details to support their views. They show awareness of some of the cultural and social contexts of texts. They convey their ideas appropriately in a range of forms.

## Grade F

In giving personal responses to texts, candidates show understanding of key features, including themes, characters and language. They make straightforward connections between texts, and show some understanding of influences on texts and readers. They refer to aspects of texts when explaining their views. They convey their responses in appropriate ways.

# GEOGRAPHY

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content in the specification; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

The grade descriptors have been produced by the regulatory authorities in collaboration with the awarding bodies.

## Grade F

Candidates recall, select and communicate knowledge and some limited aspects of understanding about places, environments and concepts at more than one scale. They communicate their ideas using everyday language.

They apply their understanding of some simple physical and human processes and patterns in different contexts. They recognise simple relationships between people and the environment. They identify problems and issues and make decisions informed by simple reasons and evidence.

They use skills and a limited number of techniques and technologies to undertake an investigation. They collect and record a limited selection of evidence from some sources, including fieldwork. They interpret evidence to reach some basic conclusions.

## Grade C

Candidates recall, select and communicate knowledge and understanding of places, environments, concepts and locations across different scales. They use geographical terminology appropriately.

They apply their knowledge and understanding of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They understand relationships between people and the environment, identifying and explaining different problems and issues and making geographical decisions that are supported by reasons, including sustainable approaches.

They select and use a variety of skills, and appropriate techniques and technologies to identify questions and issues to undertake investigations. They collect and record appropriate evidence from different sources, including fieldwork. They analyse and interpret evidence and recognise some of the limitations of evidence to reach plausible conclusions.

## Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of places, environments, concepts and locations at a range of scales. They use geographical terminology accurately and appropriately.

They apply appropriate knowledge and understanding of a wide range of geographical concepts, processes and patterns in a variety of both familiar and unfamiliar physical and human contexts. They recognise and understand complex relationships between people and the environment, identifying and evaluating current problems and issues, and making perceptive and informed geographical decisions. They understand how these can contribute to a future that is sustainable.

They select, evaluate and use effectively a wide range of relevant skills and appropriate techniques and technologies. They identify relevant questions and issues and establish appropriate sequences to undertake investigations independently. They collect and record accurately a range of appropriate evidence from a wide range of sources, including fieldwork. They analyse and interpret information and critically evaluate its validity. They reflect on the limitations of evidence, detecting and responding to bias to make informed and reasoned judgements to present substantiated and appropriate conclusions.

# HISTORY

## Grade A

Grade A candidates can give sustained explanation and analysis and develop different causes (short and long term), consequences and changes. They can evaluate sources in depth, draw conclusions about the past using sources and their own knowledge. They can place historical interpretations in context and can explain relative importance of factors.

## Grade C

Grade C candidates can identify causes and consequences and explain them, can identify change and/or continuity and compare information in sources. They will be able to identify fact, opinion or bias, explain why sources differ and can explain, in detail, several factors.

### Grade E

Grade E candidates can describe sources, make simple inferences and describe relevant aspects of the past. They can show simple understanding of key features and can describe factors in simple detail.

## **HOME ECONOMICS CHILD DEVELOPMENT**

### Grade A

Candidates recall, select and communicate detailed knowledge and thorough understanding of home economics. They apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with a high degree of precision. They analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.

### Grade C

Candidates recall, select and communicate sound knowledge and understanding of aspects of home economics. They apply suitable knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks, working safely and with precision. They review the evidence available, analysing and evaluating some of the information clearly and with some accuracy. They make judgements and draw appropriate conclusions.

### Grade F

Candidates recall, select and communicate knowledge and understanding of basic aspects of home economics. They apply basic knowledge, understanding and skills to plan and carry out simple investigations and tasks with an awareness of the need for safety and precision. They modify their approach in the light of progress. They review their evidence and draw basic conclusions.

## **ICT**

### **OCR Level 2 National First Award in ICT**

To succeed in this qualification pupils will need to complete and pass THREE units of work. Unit 1: ICT Skills for Business, Unit 21: Website Graphics and Unit 5: Desk Top Publishing.

#### **The first unit, Unit 1, is as follows:**

##### **Pass**

To achieve a **pass** pupils will have used software packages to produce a presentation, a letter, a memo and a flyer; a simple spreadsheet; edit and use a database; they also will have sent, received and forwarded an email, opened and saved an attachment and have done some simple file organisation, including the setting up and use of folders. They will also have designed and produced some graphics for use in a website. Pupils must complete **all** the pass elements in the compulsory unit to gain the qualification.

##### **Merit**

In achieving a **merit** a pupil will have produced more advanced work including a newsletter and used software to produce reports from a database as well as all the elements to achieve a pass.

## **Distinction**

This is earned by pupils doing more complex work in all the areas covered by merit and pass tasks. This includes creating and editing shortcuts; evaluating and improving a presentation and creating a more advanced spreadsheet using more than one function.

# **MATHEMATICS**

## Grade A

When problem solving, pupils are able to fully explore a task in a familiar or unfamiliar context. They are able to give a convincing reasoned argument with mathematical justifications for their solutions to a problem involving a number of variables. They are able to simplify by using factors of quadratic and cubic expressions. They work confidently with negative and fractional indices. They can solve a range of problems using graphs of algebraic, trigonometrical and distance/time/speed functions. Pupils can solve problems in 2 and 3 D by using the Sine and Cosine Rules. They are able to calculate lengths, areas and volumes of all prisms, pyramids and spheres. They understand sampling techniques and they can construct and interpret histograms of unequal class intervals. They recognise when and how to work with probabilities associated with independent and mutually exclusive events.

## Grade C

When problem solving pupils are able to develop the investigation, giving reasons for their choices and justifying their solutions. They can give estimates to calculations by approximating to one significant figure and they can use a variety of functions to use a calculator efficiently. They can solve problems by using proportional change and can find the formula for the  $n$ th term of linear or quadratic sequences. Pupils can solve simultaneous equations by algebraic and graphical methods and they can solve simple inequalities. They can use Pythagoras' Theorem to solve problems and calculate lengths, areas and volumes of plane shapes and prisms. They can draw transformations and enlarge shapes by a fractional scale factor. They can compare distributions involving continuous and grouped data and can draw scatter diagrams and lines of best fit. They understand relative frequency as an estimate of probability.

## Grade F

When problem solving pupils are able to break down the task into smaller parts, obtain necessary information and then check that their results are sensible. They illustrate their results with appropriate diagrams. They can use all four operations with decimals and can calculate simple fractions and percentages of quantities and can solve simple problems involving direct proportion. Pupils can follow simple sequences and can use simple formulae. They can plot coordinates in all four quadrants. They understand symmetry and can calculate some angles in triangles and where lines intersect. Pupils can compare two distributions of discrete data by using the mean, mode, median or range. They can interpret graphs and pie charts. They understand and use the probability scale.

# MODERN FOREIGN LANGUAGES

## Grade A\*

The candidates will demonstrate an understanding of main points given by a native speaker at their normal pace. They can start and develop conversations and discussions and express their point of view fully. They will be able to speak confidently with good use of grammar points in the past, present, future and other tenses.

The candidates may make tiny mistakes but the meaning will always be very clear. They will be able to read long articles in foreign languages and understand them clearly, having the ability to guess at unknown words and phrases by working out their meaning. They can use long structures, a variety of tenses and a large range of vocabulary with the spelling and grammar generally accurate.

## Grade C

The candidates understand main points given by a native speaker at near normal pace. They will be able to express their point of view and speak in the past, present and future tense. They may make some errors but the meaning is still clear. The candidates will read articles of varying lengths and understand the meaning on the whole. They will be able to write in the past, present and future tense and use a fairly large range of vocabulary. Spelling and grammar may contain mistakes but the meaning is clear.

## Grade F

The candidates will be able to identify some points given by a native speaker at near normal pace. They will be able to say a few words and phrases in the foreign language with fairly accurate pronunciation. They can identify the main points given in a text and write short sentences in the foreign language. They can substitute key words in longer texts to change their meaning. They may make mistakes but the meaning is usually clear.

# MUSIC

## Grade A

Candidates explore the expressive potential of musical resources and conventions used in selected genres, styles and traditions. They sing and/or play music with a sense of style, a command of the resources used and making appropriate gradations of tempo, dynamics and balance. They compose music that shows a coherent and imaginative development of musical ideas and consistency of style, and fulfils a brief. They make critical judgments about their own and others' music using accurate and extensive musical vocabulary.

## Grade C

Candidates sing and/or play music with control, making expressive use of phrase and dynamics appropriate to the style and mood of the music. They compose music which shows ability to develop ideas, use conventions, explore the potential of musical structures and resources, and fulfils a brief. They make critical judgments about their own and others' music using musical vocabulary.

## Grade F

Candidates sing and/or play music with some fluency and control of the resources used. They compose music that shows some ability to organise musical ideas and use appropriate resources in response to a brief. They describe musical features using simple musical vocabulary, make improvements to their own work and offer some justification of opinions expressed.

# PHYSICAL EDUCATION

## **BTec LEVEL 2 CERTIFICATE IN SPORT**

The Edexcel BTec Level 2 Certificate in Sport is a 15-credit qualification that consists of one 5-credit mandatory unit plus one 10-credit mandatory specialist unit that provide for a combined total of 15 credits.

- Mandatory Unit :** 1) Fitness Testing and Training (5 credits)  
**Mandatory Specialist Units :** 2) Practical Sport (10 credits)  
3) Outdoor and Adventurous Activities (10 credits)

## **BTec LEVEL 2 EXTENDED CERTIFICATE IN SPORT**

The Edexcel BTec Level 2 Extended Certificate in Sport is a 30-credit qualification that consists of one 5-credit mandatory unit plus one 10-credit mandatory specialist unit plus optional units that provide for a combined total of 30 credits.

- Mandatory Unit :** 1) Fitness Testing and Training (5 credits)  
**Mandatory Specialist Units :** 2) Practical Sport  
3) Outdoor and Adventurous Activities

**Optional Units** consist of 17 others (to name a few)

- 4) Anatomy and Physiology for Sport
- 5) Injury in Sport
- 7) Planning and Leading Sports Activities
- 14) Exercise and Fitness Instruction

## **BTec LEVEL 2 DIPLOMA IN SPORT**

The BTec Level 2 Diploma in Sport is a 60-credit qualification that consists of one 5-credit mandatory unit plus one 10-credit mandatory specialist unit plus optional units that provide for a combined total of 60 credits.

- Mandatory Unit :** 1) Fitness Testing and Training (5 credits)  
**Mandatory Specialist Units :** 2) Practical Sport  
3) Outdoor and Adventurous Activities

**Optional Units** from 4-20 including some from :

- 4) Anatomy and Physiology
- 5) Injury in Sport
- 7) Planning and Leading Sports Activities
- 20) Planning and Running a Sports Event

## **BTec EXTENDED CERTIFICATE IN PERFORMING ARTS (DANCE)**

The Edexcel BTec Level 2 Extended Certificate in Performing Arts (Dance) is a 30-credit qualification that consists of one mandatory unit plus two non-optional units that combine for a total of 30 credits.

- 1 x **Mandatory Unit** C13 Performing Dance (10 credits)  
2 x **Optional Units** from a choice of 10

# RELIGIOUS STUDIES

## Grade A\*

Candidates demonstrate detailed and comprehensive knowledge and understanding of beliefs and values and their impact on the lives of individuals, societies and cultures. They do this by consistently using and interpreting a range of specialist vocabulary, drawing out and explaining the meaning and religious significance of the key elements of the religion(s) studied and explaining, where appropriate, how differences in belief lead to differences of religious response. They support, interpret and evaluate a variety of responses recognizing the complexity of issues, weighing up opinions and making reasoned judgments supported by a range of evidence and well-developed arguments.

## Grade C

Candidates demonstrate, generally with accuracy, a knowledge and understanding of beliefs, values and traditions and their impact on individuals, societies and cultures. They do this by using correct specialist vocabulary and describing accurately and explaining the importance of the key elements of the religion(s) studied. They identify, support, interpret and evaluate different responses to issues studied by presenting relevant evidence to support arguments, incorporating reference to different points of view using arguments to make reasoned judgments.

## Grade E

Candidates demonstrate elementary knowledge and understanding of beliefs, values and traditions studied and their impact on adherents and others. They do this through limited use of specialist vocabulary and knowledge, sometimes correctly but not often systematically and by making simple connections between religion and people's lives. They support and evaluate responses to issues studied by giving a reason in support of an opinion.

# SCIENCE - GCSE

## **Grade A\***

- Demonstrate an extensive knowledge and understanding of all areas of Science.
- Identify and explain patterns and draw conclusions from evidence by combining data of more than one kind from more than one source.
- Routinely use scientific or mathematical conventions.
- Explain how scientific theories can be changed by new evidence and identify some areas of uncertainty in Science.

## **Grade A**

- Recall a wide range of knowledge from all areas of Science.
- Identify and explain patterns and draw conclusions from evidence by combining data of more than one kind from more than one source.
- Routinely use scientific or mathematical evidence.

## **Grade B**

- Recall a wide range of knowledge from all areas of Science.
- Identify and explain patterns and draw conclusions from evidence by combining data of more than one kind from more than one source.
- Use scientific or mathematical conventions.

### **Grade C**

- Recall a range of scientific information from all areas of Science and use and apply it in some general contexts.
- Identify and explain patterns within data and draw conclusions consistent with evidence.

### **Grade D**

- Recall a range of scientific information from several areas of Science and use and apply it in some general contexts.

### **Grade E**

- Recall some scientific information from several areas of Science and use and apply it in some general contexts.

### **Grade F**

- Recall a limited range of scientific information and use and apply it in some specific everyday contexts.

### **Grade G**

- Make some use of scientific and technical vocabulary and make simple generalisations from this information.

### **Grade U**

- Cause for concern.

## **SCIENCE – BTec**

### Pass

A pass grade learner will require significant assistance from a teacher to achieve all the outcomes of this unit.

To carry out the investigative work the learner will require a brief from the tutor which will guide the learner through the practical or case study/assignment work that needs to be carried out and gives ideas about how to obtain information to complete straightforward problems.

The tutor will also need to be present during practical investigations to supervise the learners and provide guidance for the pass learner.

### Merit

A merit grade learner will work with more independence. The learner will carry out research with little guidance and will be able to plan and carry out practical work to solve more complex problems or using a range of practical techniques. The merit learner will be able to make accurate observations and give reasons for any inaccuracies.

The descriptions of the issues in the range will be more detailed, showing an understanding of the concepts involved. The merit learner will be able to link ideas from different areas and discuss the impact of a variety of factors on an issue such as the temperature effect on industrial equilibrium reactions.

### Distinction

The distinction learner will work with greater autonomy using the teacher as a resource when necessary. The learner will use a wide range of resources and analyse the information from these to produce fluent explanations and discussions using the correct scientific language and units.

The practical work will be planned, carried out and evaluated with a minimum of support. Errors will be identified and conclusions drawn.

The examples given will be detailed and comprehensive, details of the factors effecting industrial applications of chemistry. The learner will present reasoned discussions of issues showing consideration of conflicting viewpoints