

## Life After Levels Assessment Handbook

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Core Flightpath – End of Year GCSE Grades required to be on target for the targeted result.

Flight Path - English and Maths

2016 KS2	KS2	Y7 T3	Y8 T3	Y9 T3	Y10 T3	Y11 T3	Result
N	W	F	F+	W-	W+	1	1
80	1	F	W	1-	1+	2	2
82	2	W	1	2-	2+	3	3
88	3c	1-	2-	2+	3	4	4
91	3b	1	2	3-	3+	4+	4
94	3a	1+	2+	3	4	5	5
97	4c	2-	3-	3+	4+	5+	5
100	4b	2	3	4-	5	6	6
103	4a	2+	3+	4	5+	6+	6
106	5c	3-	4-	5-	6	7	7
109	5b	3	4	5	6+	7+	7
112	5a	3+	5-	6-	7	8	8
116	6c	4	5	6	7+	8+	8
119	6b	4+	6-	7-	8	9	9
120	6a	5	6	7	8+	9+	9

## English (Writing)

	Criteria
<b>Foundation</b>	<ul style="list-style-type: none"> <li>Mostly relevant ideas and content, brief comments</li> <li>Some appropriate word choices</li> <li>Ideas in sections, linked by content</li> <li>Sentences usually have capital letters and full stops ABC .</li> <li>Mainly simple sentences, some variation in openings</li> <li>Usually correct spelling of simple high frequency words</li> </ul>
<b>Working towards</b>	<ul style="list-style-type: none"> <li>Some appropriate ideas with some attempt to elaborate</li> <li>Generally appropriate word choices</li> <li>Some links between sentences within paragraphs/sections</li> <li>Straightforward sentences usually demarcated with capitals, full stops, exclamation and question marks ABC . ! ? ,</li> <li>Simple and compound sentences, reliance on simple structures sentences</li> <li>Accurate basic spelling</li> </ul>
<b>1 Simple</b>	<ul style="list-style-type: none"> <li>Simple communication of ideas, some clarity</li> <li>Simple vocabulary</li> <li>Simple structural features with attempt to paragraph</li> <li>Evidence of conscious punctuation, commas used to separate clauses (not always accurately) ABC . ! ? ,</li> <li>Some variety in sentences with use of some subordinating connectives in complex sentences</li> <li>Correct spelling of the majority of words used</li> </ul>
<b>2 Variety</b>	<ul style="list-style-type: none"> <li>Communication of ideas is sometimes successful, attempt to match style/purpose</li> <li>Begins to vary vocabulary</li> <li>Paragraphs used although not always accurately</li> <li>Sentences demarcated accurately, speech marks used ABC . ! ? , "hello"</li> <li>Variety of sentence forms used with some success</li> <li>Some accurate spelling of more complex words</li> </ul>
<b>3 Success</b>	<ul style="list-style-type: none"> <li>Communication of ideas is mainly successful</li> <li>Conscious use of vocabulary with some linguistic devices</li> <li>Some use of paragraphs and linked ideas</li> <li>Begins to use more ambitious punctuation, generally accurate ABC . ! ? "hello" ... ( ) ;</li> <li>Controlled use of a variety of sentence forms to contribute to overall effect</li> <li>Mainly accurate spelling , including some irregular words</li> </ul>
<b>4 Clear</b>	<ul style="list-style-type: none"> <li>Clear writing which engages the reader</li> <li>Vocabulary clearly chosen for effect with successful use of linguistic devices</li> <li>Well-structured with coherent paragraphing- some other structural features</li> <li>Full range of punctuation is used with success ABC . ! ? , "hello" ... ( ) ; - :</li> <li>Successfully uses a variety of accurate sentence forms for effect</li> <li>Generally accurate spelling, including complex and irregular words</li> </ul>
<b>5 Consistent</b>	<ul style="list-style-type: none"> <li>Consistently clear and effective writing which manipulates the reader's response</li> <li>Extensive vocabulary chosen for effect including use of linguistic devices</li> <li>Ideas are connected in developed and engaging detail- other structural features are used for effect</li> <li>Wide range of punctuation used for effect ABC . ! ? , "hello" ... ( ) ; - :</li> <li>Wide range of appropriate sentence forms for effect</li> <li>Good level of accuracy in spelling</li> </ul>
<b>6 Developed</b>	<ul style="list-style-type: none"> <li>Writing is consistently crafted for effect</li> <li>Increasingly sophisticated vocabulary with evidence of conscious crafting of linguistic devices</li> <li>Well-structured and developed writing with a range of engaging complex ideas</li> <li>Full range of punctuation is used with a high level of accuracy ABC . ! ? , "hello" ... ( ) ; - :</li> <li>Full range of appropriate sentence forms with control over more complex grammatical structures</li> <li>High level of accuracy in spelling, including irregular and ambitious vocabulary</li> </ul>
<b>7 Secure</b>	<ul style="list-style-type: none"> <li>Thoughtful writing which is consistently crafted for impressive effect</li> <li>Sophisticated vocabulary with consistently conscious crafting of linguistic devices</li> <li>Structured and developed writing with a range of engaging complex ideas</li> <li>Full range of punctuation is used accurately and purposefully for effect</li> <li>Full range of sophisticated sentence forms for impressive effect with secure control over complex grammatical structures</li> <li>High level of accuracy in spelling, including irregular and ambitious vocabulary</li> </ul>
<b>8 Sophisticated</b>	<ul style="list-style-type: none"> <li>Consistently writes in a purposeful way which has with impact and influence</li> <li>Vocabulary and use of linguistic devices is consistently sophisticated and judicious</li> <li>Writing is ambitious, accomplished and effectively-structured</li> <li>A variety of well selected sentence structures are used for impact with complete control over complex grammatical structures</li> <li>Secure, error free control over the full range of punctuation</li> <li>Spelling (including sophisticated and irregular vocabulary) is virtually error free</li> </ul>
<b>9 Exceptional</b>	<ul style="list-style-type: none"> <li>Writes in a professional and convincing way that has exceptional impact</li> <li>Use of vocabulary and linguistic devices is exceptionally sophisticated and judicious</li> <li>Writing is exceptionally ambitious, accomplished and effectively-structured</li> <li>Sentence structures are used for exceptional impact with exceptional control over complex grammatical structures</li> <li>Secure, error free control over the full range of punctuation</li> <li>Spelling (including sophisticated and irregular vocabulary) is error free</li> </ul>

## English Reading (Literature)

	Criteria
<b>Foundation</b>	<ul style="list-style-type: none"> <li>○ Recalls some specific, straightforward information and has a generally clear idea of where to look for information.</li> <li>○ Can pick out some "good" words, e.g. <i>'slimy' is a good word there</i></li> <li>○ Has likes and dislikes about what texts and can sometimes give reasons for those.</li> <li>○ I can tell if a book is fiction or non-fiction and can sometimes tell if a book is set in a different time and place.</li> </ul>
<b>Working towards</b>	<ul style="list-style-type: none"> <li>○ Identify the simple, most obvious points and make straightforward inferences (best guesses) based on a single word or phrase in the text</li> <li>○ Identify a few basic features of a writer's use of language, but does not explain why they are used</li> <li>○ Gives a personal opinion about the content of the writing but I don't always say what the writer thinks</li> <li>○ Recognises some ideas about when the text was set or whether the text is similar or different to my life.</li> <li>○ Makes some simple connections between texts</li> </ul>
<b>1</b> Simple awareness	<ul style="list-style-type: none"> <li>○ Simple comments about obvious meanings in texts</li> <li>○ General references to obvious details of texts</li> <li>○ Awareness of writer making deliberate choices in terms of language, form and structure</li> <li>○ Show simple awareness of some contextual factors</li> <li>○ (Awareness of similarities between texts)</li> </ul>
<b>2</b> Straightforward	<ul style="list-style-type: none"> <li>○ Straightforward comments about explicit meanings of texts</li> <li>○ Reference to relevant details of texts</li> <li>○ Describe straightforward aspects of language, form or structure</li> <li>○ Show awareness that texts are related to contexts</li> <li>○ (Make basic links between texts)</li> </ul>
<b>3</b> Some explanation	<ul style="list-style-type: none"> <li>○ Some explanation of explicit meanings in text with some understanding of implied meaning</li> <li>○ References used to support a range of relevant comments</li> <li>○ Comments on writers' methods are explained and relevant, with some relevant use of subject terminology</li> <li>○ Some explanation of relevant contextual factors</li> <li>○ (Explain some similarities and differences between texts).</li> </ul>
<b>4</b> Clear	<ul style="list-style-type: none"> <li>○ Clear, explained understanding of implicit and explicit meanings</li> <li>○ Effective use of references to support explanation</li> <li>○ Clear explanation of writers' methods and their effects with appropriate use of relevant subject terminology</li> <li>○ Clear understanding of relevant contextual factors, demonstrated by specific links</li> <li>○ (Clearly explain key similarities and differences between different texts)</li> </ul>
<b>5</b> Developed	<ul style="list-style-type: none"> <li>○ Generally coherent and engaged response to explicit and implicit meanings of texts</li> <li>○ Use apt textual references to support responses</li> <li>○ Developed explanation of the ways in which writers use language, form and structure with appropriate subject terminology</li> <li>○ Use understanding of contexts to inform responses to texts</li> <li>○ (Make credible comparisons between texts)</li> </ul>
<b>6</b> Thoughtful	<ul style="list-style-type: none"> <li>○ Thoughtful, developed response texts that includes thorough understanding of implicit and explicit meanings</li> <li>○ Apt references integrated into interpretation(s)</li> <li>○ Examination of writers' methods with subject terminology used effectively to support consideration of methods</li> <li>○ Thoughtful consideration of contexts demonstrated by examination of links between texts and context</li> <li>○ (Comparisons between texts are detailed)</li> </ul>
<b>7</b> Sustained and thoughtful	<ul style="list-style-type: none"> <li>○ Sustained, thoughtful, developed response texts that includes personal response to implicit and explicit meanings</li> <li>○ Judicious and well-integrated textual references are used throughout</li> <li>○ Examination of writers' methods is sometimes exploratory; subject terminology is used precisely and effectively to support consideration of methods</li> <li>○ Thoughtful consideration of contexts demonstrated by examination of links between texts and context</li> <li>○ (Comparisons between texts are thoughtful and well developed)</li> </ul>
<b>8</b> Perceptive	<ul style="list-style-type: none"> <li>○ Sustain a convincing, informed personal response to explicit and implicit meanings of texts</li> <li>○ Use judicious and well-integrated textual references to develop personal responses</li> <li>○ Sustain a perceptive critical analysis of the ways in which writers use language, form and structure</li> <li>○ Show perceptive understanding of how contexts shape texts and responses to texts</li> <li>○ (Comparisons between texts are illuminating)</li> </ul>
<b>9</b> Exceptional	<ul style="list-style-type: none"> <li>○ Sustain an exceptionally convincing, well informed personal response to explicit and implicit meanings of texts</li> <li>○ Use exceptionally judicious and well-integrated textual references to develop personal responses</li> <li>○ Sustain an original and exceptionally perceptive critical analysis of the ways in which writers use language, form and structure</li> <li>○ Demonstrate an exceptionally perceptive understanding of how contexts shape texts and responses to texts</li> <li>○ (Comparisons between texts are precise, illuminating and perceptive)</li> </ul>

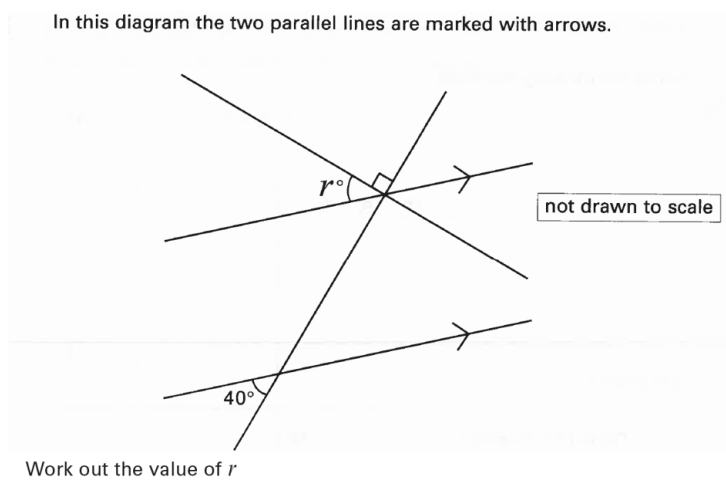
## Mathematics

Grade	Skills	Number	Algebra	Measures & Data Handling
<b>F</b>	Pupils are beginning to discuss their work without the use of mathematical language and notation, terminology, facts and definitions. They can perform some simple procedures. Pupils can recall some of the content from grades 1 and 2 that they have learned and apply it to some routine calculations. They are developing the skills necessary to solve simple problems that are presented in a variety of ways.	* Basic Counting		* Recognise basic 2D shapes
<b>W</b>		* Basic Adding / Subtracting		* Read values from simple charts
<b>1</b>	Pupils discuss their work using mathematical language and are beginning to represent it using notation, terminology, facts and definitions. They can perform routine procedures, including some multi-step procedures. Pupils can apply the content from grades 1 and 2 that they have learned in a variety of scenarios including solving simple problems that are presented. Pupils may be able to recall and perform more simple procedures for content in higher grade descriptors but have not yet developed to applying these in more complex situations.	* Place value * Ordering integers * Ordering decimals * Reading scales * Interpreting tables	* Coordinates * Algebraic conventions	* Naming polygons * Symmetry * Tessellations * Naming angles * Probability scale * Tally and bar charts * Pictograms
<b>2</b>		* Adding and subtracting decimals * Four operations with integers * Negative numbers in real life * Equivalent and simplifying fractions * Factors, multiples and primes * Multiplying and dividing by powers of 10 * Rounding decimals * Using ratio notation	* Simplifying algebraic expressions * Function machines * Generating term to term sequences * Simple proportion * Listing outcomes * Simple probability * Two way tables * Averages	* Properties of solids * Nets * Angles on a line and at a point * Measuring and drawing angles * Reflections, rotations and translations * Plans and elevations * Area and perimeter
<b>3</b>	Pupils develop their own strategies for solving problems and use these strategies both in working within mathematics and in applying mathematics to practical contexts. When solving problems, they check their results are reasonable by considering the context. They look for patterns and relationships, presenting information and results in a clear and organized way. Pupils can apply the majority of the content from grades 1 through to 3/4 that they have learned to solve these problems. Pupils may be able to recall and perform more simple procedures for content in higher grade descriptors but have not yet developed to applying these in more complex situations.	* Multiplying and dividing decimals * Four operations with negative numbers * Four operations with fractions * Order of operations * Highest common factor and lowest common multiple * Standard Form * Roots and powers * Converting between fractions, decimals and percentages	* Calculating percentages and the result of percentage change * Rounding significant figures * Estimations * Sharing an amount into a ratio  * Expanding a single bracket * Factorising linear expressions * Algebraic substitution * Nth term sequences	* Surface area of prisms * Volume of prisms * Area of circles * Circumference of circles * Metric Conversions * Bearings * Angle sums in triangles, quadrilaterals and parallel lines * Introducing Venn diagrams * Pie charts * Scatter graphs * Averages from a table of data
<b>4</b>		* Index notation * Upper and lower bounds of numbers * Compound units * Distance-time graphs * Value for money	* Expanding and simplifying brackets * Solving linear equations and inequalities * Rearrange basic formulae * Constructing formulae	* Perpendiculars and bisectors * Enlargements * Pythagoras theorem * Angles in polygons * Simple tree diagrams * Sampling * Time series
<b>5</b>	Pupils perform routine single and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae. They are beginning to solve quite complex problems by independently and systematically breaking them down into smaller, more manageable tasks, developing mathematical justifications and making connections between the current situation and situations they have encountered before. Pupils can apply the majority of content from grades 1 through to 5/6 that they have learned to solve these problems. Pupils may be able to recall and perform more simple procedures for content in higher grade descriptors but have not yet developed to applying these in more complex situations.	* Negative index numbers * Error intervals * Compound interest and depreciation	* Factorising and solving quadratics * Equation of a straight line * Cubic and reciprocal graphs * Simultaneous equations	* Loci * Sectors of circles * Trigonometry * Spheres, cones and pyramids * Tree diagrams * Stratified Sampling
<b>6</b>		* Recurring decimals to fractions	* Product of three binomials * Iterative processes	* Enlargements with a negative scale factor * Combining transformations * Circle theorems * Venn diagrams * Cumulative Frequency * Box Plots

7	Pupils develop and follow alternative approaches, performing procedures accurately. They compare and evaluate representations of a situation, introducing and using a range of mathematical techniques. They reflect on their own lines of enquiry when exploring mathematical tasks. They communicate mathematical or statistical meaning to different audiences through precise and consistent use of symbols that is sustained throughout the work. They examine generalizations or solutions reached in an activity and make further progress in the activity as a result. They comment constructively on the reasoning and logic, the process employed and the results obtained. Pupils can apply the majority of the content from grades 1 through to 7/8 that they have learned to solve these problems.	<ul style="list-style-type: none"> <li>* Fractional index numbers</li> <li>* Recurring decimals</li> <li>* Direct and inverse proportion</li> </ul>	<ul style="list-style-type: none"> <li>* Rearranging complex formula</li> <li>* Quadratic formula</li> <li>* Factorising quadratics with coefficient of <math>x^2</math> bigger than 1</li> <li>* Algebraic proof</li> <li>* Exponential functions</li> </ul>	<ul style="list-style-type: none"> <li>* Trigonometric graphs</li> <li>* Sine and cosine rules</li> <li>* Similarity</li> <li>* Histograms</li> <li>* Conditional and independent probability</li> </ul>
8	Pupils critically examine the strategies adopted when investigating within mathematics itself or when using mathematics to analyse tasks. They explain why different strategies were used, considering the elegance and of alternative lines of enquiry or procedures. They apply the mathematics they know in a wide range of familiar and unfamiliar contexts. They use mathematical language and symbols effectively in presenting a convincing, reasoned argument. Their reports include mathematical justifications, distinguishing between evidence and proof and explaining their solutions to problems involving a number of features or variables. Pupils can apply all of the content from grades 1 through to 8 that they have learned to solve any type of complex problem they are presented with.	<ul style="list-style-type: none"> <li>* Surds</li> <li>* Limits of accuracy</li> </ul>	<ul style="list-style-type: none"> <li>* Completing the square</li> <li>* Perpendicular lines</li> <li>* Algebraic fractions</li> <li>* Quadratic simultaneous equations</li> <li>* Quadratic sequences</li> <li>* Composite and inverse functions</li> </ul>	<ul style="list-style-type: none"> <li>* Pythagoras theorem in three dimensions</li> <li>* Trigonometry in three dimensions</li> <li>* Vectors</li> </ul>
9	Pupils critically examine the strategies adopted when investigating within mathematics itself or when using mathematics to analyse tasks. They explain why different strategies were used, considering the elegance and of alternative lines of enquiry or procedures. They apply the mathematics they know in a wide range of familiar and unfamiliar contexts. They use mathematical language and symbols effectively in presenting a convincing, reasoned argument. Their reports include mathematical justifications, distinguishing between evidence and proof and explaining their solutions to problems involving a number of features or variables. Pupils can apply all of the content from grades 1 through to 8 that they have learned to solve any type of complex problem they are presented with.			

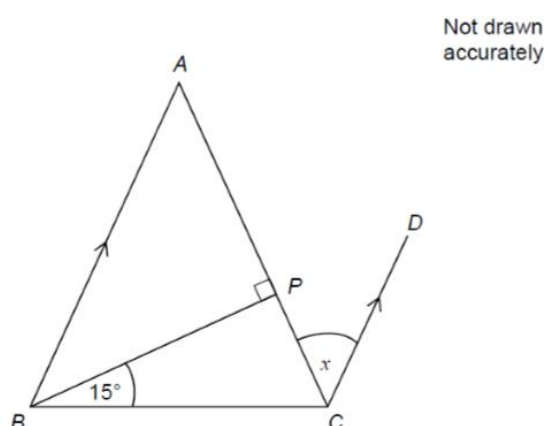
Current national theory is that grades should not explicitly be placed onto individual mathematical content, due to the nature that a mathematical problem can call on various strategies and knowledge in order to solve it. As such a topic listed below as e.g. grade 3 could be required to solve a problem that would be more indicative of a pupil with e.g. grade 6 skills (an example of which is included at the end).

Below is an example of a topic with a 'rough guide' of a grade 3 (angles on parallel lines)



Then below, a much more difficult question, which requires knowledge of the above topic to fully develop and solve the problem.

ABC is a triangle with  $AB = AC$   
 BA is parallel to CD.



Show that angle  $x = 30^\circ$

[3 marks]

# Science - Biology, Chemistry, Physics and Trilogy Science

## Flight Path – Science

2016 KS2	KS2	Y7 T3	Y8 T3	Y9 T3	Y10 T3	Y11 T3	Result
N	W	F	F	W-	W+	1	1
80	1	F	W	1-	1+	2	2
82	2	W	1	2-	2+	3	3
88	3c	1-	2-	2+	3	4	4
91	3b	1	2	3-	3+	4+	4
94	3a	1+	2+	3	4	5	5
97	4c	2-	3-	3+	4+	5+	5
100	4b	2	3	4-	5	6	6
103	4a	2+	3+	4	5+	6+	6
106	5c	3-	4-	5-	6	7	7
109	5b	3	4	5	6+	7+	7
112	5a	3+	5-	6-	7	8	8
116	6c	4	5	6	7+	8+	8
119	6b	4+	6-	7-	8	9	9
120	6a	5	6	7	8+	9+	9

Grade	Knowledge, Understanding, Terminology and Application	Mathematical Skills	Data Analysis	Evaluation
<b>Foundation F</b>	Understanding of simple scientific concepts is challenging but present in one or two areas. Scientific terminology is currently absent and factual knowledge is lost over the long term.	Unable to carry out basic calculations without guidance.	Able to identify if there is an increase or decrease in a limited number of simply presented data but unable to relate to the variables in the investigation.	Students currently lack the understanding of scientific method to make comments beyond human error. An advantage or disadvantage is occasionally given in a simple and very familiar area of study.
<b>Working towards W</b>	Able to demonstrate some simple scientific knowledge but rarely uses scientific terminology. Retention of knowledge is absent over the long term.	Occasional attempts at basic calculations but frequently done with error unless guidance is provided.	Able to identify if there is an increase or decrease in simply presented data but unable to relate to the variables in the investigation.	Comments relating to experimental methods are limited and relate only to human error. An advantage or disadvantage can be given in a simple and familiar area of study
<b>1-</b>	Demonstrates some scientific knowledge and occasionally uses scientific terminology in a few simple topic areas. Long term retention is a significant challenge and is often absent. Application to contexts is absent.	Attempts at basic calculations in some areas occur however there are frequent errors.	Able to identify increases and decreases and occasionally identify a pattern if data is presented in simple and familiar formats.	Comments relating to experimental methods are limited and frequently limited to human error. Advantages and disadvantages are occasionally given but are limited to one or two points for one or two simple and familiar areas of study.
<b>1</b>	Demonstrate some scientific knowledge and uses the scientific terminology for a few topic areas. Long term retention of topic content is a significant challenge and application to familiar contexts is rare.	Perform basic calculations in a limited number of areas, however errors occur.	Able to identify a simple pattern if data is presented in a simple format. A simple conclusion is given in some circumstances but difficulty occurs with quantitative data or unfamiliar formats.	Occasionally make basic comments relating to experimental methods. Advantages and disadvantages given for a very limited number of situations where the topic is very familiar.
<b>2</b>	Demonstrate some relevant scientific knowledge and understanding using limited scientific terminology for a narrow range of topic areas. Students experience difficulty in retaining knowledge over the long term and detail is often limited.	Perform basic calculations in some areas.	Able to identify and correctly describe a pattern using the correct variables for data provided in simple formats. Draw simple conclusions from qualitative or quantitative data	For investigations make basic comments relating to experimental methods. For topics studied in the course the student is able to provide some evaluative points for a limited number of situations.
<b>3</b>	Demonstrate relevant scientific knowledge and understanding using scientific terminology in familiar contexts and rarely with unfamiliar. Long term retention of knowledge presents a challenge but is present for a number of topic areas but can lack detail. Correct application to both familiar and unfamiliar contexts is rare.	Basic calculations can be correctly done in a range of circumstances.	Able to identify and correctly describe a pattern using the correct variables for data provided in simple formats. Draw simple conclusions from qualitative or quantitative data. For a limited number of simpler topics areas the student is able to use their knowledge and understanding to give a basic reason for the pattern.	For investigations make basic comments relating to experimental methods with suggestions for improvements in a limited number of simple investigations. For topics studied in the course the student is able to give some evaluative points based on knowledge gained through study with occasional breadth.
<b>4</b>	Demonstrate accuracy and appropriate knowledge and understanding in a number of different topic areas. In some cases this	In some circumstances the student attempts appropriate mathematical skills to perform	Analyse qualitative and some quantitative data and occasionally draw plausible conclusions. Simple	For investigations make basic and occasionally more in depth comments relating to

	knowledge can be partially applied to unfamiliar contexts as well as familiar. Students have difficulty in retaining the detail of factual content over the long term.	multi-step calculations but there are occasional errors in procedure. Basic calculations can be correctly done in a range of circumstances.	descriptions of data can be made and occasionally basic knowledge and understanding can be used to explain situations. This level of analysis and explanation is limited to a few basic formats of tabulates and graphical data where situations are familiar.	experimental methods with occasional suggestions for improvements. For topics studied in the course the student is able to give some evaluative points in based on knowledge gained through study and occasionally based on information provided in the question.
5	Demonstrate mostly accurate and appropriate knowledge and understanding and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology. There is loss in the retention of detail in a number of topic areas over the long term.	Use appropriate mathematical skills to perform multi-step calculations. Complex calculations are attempted but there are errors in procedures.	Analyse qualitative and quantitative data to draw plausible conclusions supported by some simple evidence. Descriptions of basic formats of data are detailed and knowledge and understanding can be applied to simple situations to explain observed patterns. This levels of analysis and explanation is for basic formats of tabulated and graphical data where situations are familiar.	For investigations evaluate methodologies to suggest basic improvements to experimental methods, and comment on scientific conclusions. For topics studied in the course the student is able to give evaluative points within exams based on information provided and knowledge gained whilst studying topics.
6	Demonstrate good levels of accuracy and appropriate knowledge and understanding and apply these frequently correctly to familiar and unfamiliar contexts, using a detailed and accurate scientific terminology in nearly all cases. This level of accuracy is maintained over the long term with a high number of topic areas.	Use a range of appropriate mathematical skills to preform multi-step calculations and occasional complex scientific calculations.	Analyses qualitative and quantitative data to draw correct conclusions that are often evidenced. Descriptions of data often have detail and for simple, and some more advanced topic areas knowledge and understanding can be applied to explain observed patterns. This level of analysis and explanation is used for a number of formats for tabulated and graphical data where situations are familiar and occasionally unfamiliar.	For investigations evaluate and occasionally refine methodologies. The validity of scientific conclusions is commented upon but depth is lacking. For topics studied in the course the student is able to use provided information to provide evaluative points that are explained and occasionally backed up for familiar contexts in a number of topic areas.
7	For a very high number of topics demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using detailed and accurate terminology. Able to retain this knowledge over the long term. For some situations students are able to synthesise knowledge and understanding from different topic areas to suggest explanations.	Select and use a range of mathematical skills to perform complex scientific calculations applied to many topics across the course including unfamiliar contexts.	Analyses qualitative and quantitative data to draw logical, evidenced conclusions. The detail of data is described and relevant knowledge and understanding is applied to explain observed patterns in data, frequently accurately. This level of analysis and explanation is used for a wide range of formats for tabulated and graphical data including unfamiliar formats.	For investigations, evaluate and refine methodologies, and judge the validity of scientific conclusions with a degree of accuracy. For topics studied in the course students are able to use both data and provided information to provide evaluative points within exams that are explained and often backed up for both familiar and unfamiliar contexts across a range of topic areas.
8	Demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using detailed and accurate terminology. Able to retain this knowledge over the long term. There are only minor errors in 1 or two topic areas. In addition students are able to synthesise knowledge and understanding from different topic areas to suggest explanations for a wide variety of situations.	Use a range of mathematical skills to perform complex scientific calculations applied to the full range of topics across the course, including the correct selection of skills to apply to unfamiliar contexts.	Critically analyses qualitative and quantitative data to draw logical, well-evidenced conclusions. The detail of data is described and relevant knowledge and understanding is applied accurately to explain observed patterns in data. This level of analysis and explanation is used for the full range of tabulated and graphical data including unfamiliar formats.	For investigations, critically evaluate and refine methodologies, and judge the validity of scientific conclusions. For topics studied in the course the student is able to use both data and provided information to provide evaluative points that are fully explained and backed up for both familiar and unfamiliar contexts across the full range of topic areas.
9	Able to retain the comprehensive knowledge and understanding, and apply all the skills at the level 8 standard described below correctly for the full range of topics studied over the duration of the course.			

The grading in science is based on the proportion of the final GCSE papers a student can correctly answer. For example, a student may have thorough knowledge and understanding of a complex concept for one topic area and they have fully understood an unfamiliar context presented to them in the exam. They are able to accurately apply their knowledge and gain full marks. However for a different topic area they may have no retention of the factual content or they may have the knowledge but cannot interpret or make the necessary connection to the context of a question. This means that whilst a student may perform very well in one particular assessment for one topic, they may not have the breadth of knowledge, skill in application or the long term retention for the wide range of topics that they study over the duration of the course. Therefore, whilst internal assessments are useful in determining how well a student has progressed in individual topic areas, the results of an individual assessment alone cannot be used to predict how well that student will perform in a full GCSE exam. Our predictions and the tracking grades provided to parents will consider a range of data collected in different assessments that year.

Flight Path -Geography

2016 KS2	KS2	Y7 T3	Y8 T3	Y9 T3	Y10 T3	Y11 T3	Result
N	W	F	W-	W+	1-	1	1
80	1	F+	W	1-	1+	2	2
82	2	W	W+	1	2	3	3
88	3c	W+	1	2	3	4	4
91	3b	W+	1+	2+	3+	4+	4
94	3a	1-	2	3	4	5	5
97	4c	1-	2+	3+	4+	5+	5
100	4b	1	2+	4	5	6	6
103	4a	1	3-	4+	5+	6+	6
106	5c	1+	3	5	6	7	7
109	5b	1+	3+	5+	6+	7+	7
112	5a	2-	3+	6-	7	8	8
116	6c	2	4-	6	7+	8	8
119	6b	2+	4	6+	8-	9-	9
120	6a	3-	5-	7-	8	9	9

Grade	Knowledge & Understanding	Case Studies	Skills
<b>Foundation F</b>	Identify or name places/ features only Awareness of their own locality/ no context of scale (2b)	NA	Unable to utilise stimulus to assist knowledge and understanding
<b>Working towards W</b>	General statements with simple reference to basic geographical ideas using everyday language rather than geographical words Awareness of places beyond their own locality (3c)	Naming of well-known examples only	Can select and state obvious information from a stimulus
<b>1-</b>	You can use some basic geographical words to describe ideas (3a) Simple sentences with some descriptions and basic explanations (4c)	Simple naming of places to give an example	Simple understanding of what the map, graph, photograph is showing Can make simple observations and describe them – in terms of fieldwork
<b>1</b>	You are starting to describe ideas/ concepts in a more developed way Some very simple explanations using some linking words but still not very developed Some understanding of physical and human concepts and their connections (4a)	Starting to show some development in place knowledge e.g. names of specific places effected, maybe some key facts but will be limited	More developed understanding of what stimulus is showing – good description of the stimulus Construction of simple graphs such as line and bar graphs Can make more simple conclusions and interpret results
<b>2</b>	<i>Limited knowledge, understanding and application of geographical information and issues</i> <i>Basic understanding of aspects of interactions and interrelationships between people and the environment and between geographical phenomena</i> Beginning to use more geographical terms Started to explain using some linking words Reasons are starting to become more expanded but need more depth A developing understanding of physical and human concepts and connection (5b)	More specific detail with place understanding Facts and figures are more developed and are starting to be used to support answers	Can understand more of the stimulus – description is clear and some explanation exists using knowledge Construction of graph is more accurate Can make developed conclusions and interpret results
<b>3</b>	Developing geographical vocabulary More developed descriptions and explanations with clear link to concept/idea – clear use of linking words Ability to think about social, economic, environmental impacts A more developed understanding of the relationships between human and physical concepts (5a)	Facts and figures used to support ideas and concepts but needs more development	Clearer understanding of stimulus – clear description mad more developed explanations Construction of more difficult graphs such as climate graphs
<b>4</b>	Geographical terms used appropriately Answers demonstrate a clear understanding of issues concepts	Place knowledge and understanding is starting to show depth	Developing understanding of stimulus – clear description and developed explanations



	Well developed explanations with some understanding of the complexity of relationship between people and the environment Beginning to think about sustainability and the longer term (6c)	Good use of facts and figures to add to work but can still be superficial and not developed enough	Construction of more difficult graphs such as climate graphs and ability to interpret Starting to show ability to interpret data and make conclusions and beginning to evaluate more clearly
<b>5</b>	<i>Mostly accurate and appropriate knowledge, understanding and application of geographical information and issues</i> <i>Clear understanding of the interactions &amp; interrelationships between people &amp; the environment and between geographical phenomena</i> <i>Construct coherent arguments to draw conclusions supported by evidence (6b)</i>	Good and more thorough understanding of place, facts and figures are clearly used to develop points (moving away from sweeping statements about place Knows a range of case study knowledge	Can interpret the stimulus and develop understanding and apply knowledge with rigour to stimulus Can construct more complex skills – cartographic Strong ability to interpret data, make valid and offer more justified conclusions
<b>6</b>	Developed use of geographical terms Answers show developed understanding of issues through effective description and explanation Good understanding of the complexity of the relationships between human and physical geography Good understanding of sustainability (6a/7c) Beginning to evaluate issues in a developed manner		
<b>7</b>	Accurate use of terminology Strong understanding of geographical concepts in familiar and unfamiliar contexts Understanding of the complexities of the relationships between people and the environment Developed understanding of sustainability and the longer term Evaluation of issues in a coherent manner Own knowledge is evident (7b/7a)	Excellent and thorough depth of case study detail. Clear demonstration of ideas using the case study Clear understanding of the complexities of case study Some depth of social, economic and environmental impacts Knows a range of places of different scales	Can interpret the stimulus and develop understanding and apply knowledge with rigour to stimulus Can construct more complex skills, cartographic – dot maps Strong ability to interpret data, make valid conclusions and offer more justified evaluation and can think about the impact this has on the data
<b>8</b>	<i>Demonstrate relevant and comprehensive knowledge, understanding and application of geographical information and issues</i> <i>Demonstrate perceptive understanding of complex interactions and interrelationships between people and the environment and between geographical phenomena</i> <i>Construct sustained and convincing arguments to draw well-evidenced conclusions</i> <i>Use and evaluate a wide range of geographical skills and techniques effectively</i> Developed and excellent use of terminology Strong and developed understanding of geographical concepts in both familiar and unfamiliar contexts	Excellent and thorough depth of case study detail. Clear demonstration of ideas using the case study Clear understanding of the complexities of the case study Clear depth of social, economic and environmental impacts Will show understanding of possible solutions for the case study and alternative futures	Can interpret the stimulus and develop understanding and apply knowledge with rigour to stimulus Can construct more complex skills, cartographic – dot maps Strong ability to interpret data, make valid conclusions and offer more justified evaluation and can think about the impact this has on the data – how might it be useful?
<b>9</b>	Strong understanding of the complexities of relationships between people and the environment Can think about sustainability and alternative futures clearly (8 & EP) Up-to-date knowledge – research evident		

## Flight Path - History

2016 KS2	KS2	Y7 T3	Y8 T3	Y9 T3	Y10 T3	Y11 T3	Result
N	W	W	W	W	1-	1	1
80	1	W	1-	1-	1	2	2
82	2	1-	1	1+	2	3	3
88	3c	1-	1	1+	2+	3+	4
91	3b	1-	2-	2+	3-	4-	4
94	3a	1	2-	2+	3	4	5
97	4c	1+	2	3-	4-	5-	5
100	4b	2-	2+	3	4	5	6
103	4a	2-	2+	3+	4+	5	6
106	5c	2+	3	4-	5-	6-	7
109	5b	2+	3	4	5	6	7
112	5a	3	4-	5	6-	7	8
116	6c	3+	4+	5	6	7	8
119	6b	4	5	6	7	8	9
120	6a	4	5	6	7	8	9

### HISTORY GRADE DESCRIPTORS (9-1)

Grade	Sources	Interpretations	Analysis
<b>Foundation F</b>	Students are able to use sources to answer simply questions about the past.	n/a	Students are able to answer questions about the past. Work shows no awareness of change/causes/significance.
<b>Working towards W</b>	Students are able to use sources to answer simply questions about the past.	n/a	Students are able to use knowledge to answer questions about the past. Work shows no awareness of change/causes/significance.
<b>1-</b>	Students are able to use sources to answer simply questions about the past. Questions require students to comprehend information in the source.	Students understand that it is possible to disagree and argue but still believe that there is one "truth"	Students are able to use knowledge to answer questions about the past. Examples are relevant and, showing an understanding of the period. Work has limited focus and show little awareness of change/causes/significance.
<b>1</b>	Students are able to use sources to answer questions about the past. Questions require students to comprehend and interpret information in the source.	Students are beginning to understand the viewpoint of different historians. They are able to understand the main thrust of the interpretation.	Students are able to use knowledge and examples to develop their answers. Students select relevant examples to develop their answer. Work has a tendency to lack focus and show little awareness of change/causes/significance.
<b>2</b>	Students are able to use sources to answer more complicated questions about the past. Questions require students to comprehend and interpret information in the source. Source are still taken at face value and believed to present a true account of events.	Students are beginning to understand the viewpoint of different historians. They are able to understand the main thrust of the interpretation, identifying similarities and differences.	Students are able to produce coherent answers, which are supported with relevant examples. Awareness of change/causes/significance is beginning to underpin answers. Explanations are not fully developed and answer lack focus
<b>3</b>	Students are able to use sources to answer more complicated questions about the past. Questions require students to comprehend and interpret information in the past. Source are still taken at face value and believed to present a true account of events.	Students understand the viewpoint of different historians. They are able to understand the main thrust of the interpretation, identifying similarities and differences. They suggest which interpretations they find more convincing.	Students are producing explanation of change/causes/significance. The understanding of the concepts is coherent and explanation are well developed and coherent.
<b>4</b>	Students are able to use a range of sources to find the answers to questions about the past. They select information from the relevant sources material. Access to a range of sources allows students to answer more involved questions. Sources are still taken at face value. Students collate information from the sources	Students understand the viewpoint of different historians. They are able to understand the main thrust of the interpretation, identifying similarities and differences. They identify evidence which supports the interpretation they find most convincing.	Students produce fully developed explanation of causes/change/significance. Explanation are well considered and supported

5	Students are beginning to use the sources as evidence to support their ideas. Students are beginning to show discrimination in their selection of evidence, avoiding sources which they deem to be not relevant. Any consideration about reliability is limited to superficial assumptions, such as "bias"	Students are able to comprehend different historian's interpretations. They are able to understand what the viewpoint of the historian is and identify the evidence they make use of.	Students produce fully developed explanation of causes/change/significance. Explanation are well considered and supported.
6	Students use source as evidence to investigate the past. They are used as evidence to support and develop conclusions. Inferences are made from the information available and used to support statements they are not directly mentioned in the sources	Students are aware that interpretations are different viewpoints on the past. Students make use of their knowledge and other sources to assess the validity and persuasiveness of different viewpoints. They reach valid conclusions about the validity of the different viewpoints.	Students are able to form valid judgement about the past. They reach valid conclusions based on a good understanding of causation/change/significance but fail to fully support these with detailed evidence
7	Students use sources as evidence about the past. Sources are approached in a methodical manner, with inference being made. Sources cross-referenced to develop well supported conclusions.	Students are aware that interpretations are different viewpoints on the past. Students make use of their knowledge and other sources to assess the validity and persuasiveness of different viewpoints.	Students are able to form valid judgement about the past. They reach valid conclusions based on a good understanding of causation/change/significance. Judgements are mostly well supported.
8	Students use sources as evidence about the past. Sources are cross-referenced to develop well supported conclusions. Source are used in a manner which takes into consideration problems of reliability and utility, selecting those sources that are relevant to their enquiry.	Students are aware that interpretations are different viewpoints on the past. Students make use of their knowledge and other sources to assess the validity and persuasiveness of different viewpoints. Students attempt to establish the intended audience, the purpose and the evidence used when evaluating the interpretation.	Students are able to form substantiated judgement about the past. They form valid judgement about causation/change/ significance which are supported with detailed and specific evidence.
9	Students are able to use a broad range of sources to investigate the past. Sources are evaluated and selected based on their relevance to the given enquiry. Awareness of tone, provenance and context are used in a manner which substantiate the line of enquiry.	Students are aware that interpretations are different viewpoints on the past. Students make use of their knowledge and other sources to assess the validity and persuasiveness of different viewpoints. Students consider the intended audience, the purpose and the evidence used when evaluating the interpretation.	Students are able to form substantiated judgement about the past. They form valid judgement about causation/change/ significance which are fully supported with detailed and specific evidence

## Flight Path - Religious Studies / Philosophy &amp; Ethics

2016 KS2	KS2	Y7 T3	Y8 T3	Y9 T3	Y10 T3	Y11 T3	Result
N	W	F-	W-	W	1-	1	1
80	1	F+	W	1-	1+	2	2
82	2	W	W+	1	2	3	3
88	3c	W+	1	2	3	4	4
91	3b	W+	1+	2+	3+	4+	4
94	3a	1-	2	3	4	5-	5
97	4c	1-	2+	3+	4+	5	5
100	4b	1	2+	4	5	6-	6
103	4a	1	3-	4+	5+	6	6
106	5c	1+	3	5	6	7-	7
109	5b	1+	3+	5+	6+	7	7
112	5a	2-	3+	6-	7	8-	8
116	6c	2	4-	6	7+	8	8
119	6b	2+	4	6+	8-	9-	9
120	6a	3-	5-	7-	8	9	9

Grade	AT1 Learning About Religions	AT2 Learning From Religions
<b>F</b>	Pupils can recount outlines of some religious stories; recognise features of religious life and practice, recognise some religious symbols and words.	Pupils identify aspects of own experience and feelings, in religious material studied identifying things they find interesting or puzzling and identifying what is of value and concern to themselves.
<b>W</b>	Pupils can retell religious stories and identify some religious beliefs and teachings. They can identify some religious practices and know that some are characteristic of more than one religion. They are able to suggest meaning in religious symbols, language and stories	Pupils respond sensitively to the experiences and feelings of others, including those with a faith, they realise that some questions that cause people to wonder are difficult to answer, they respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.
<b>1</b>	Pupils demonstrate an understanding of key religious language and highlight an appreciation of various sources, practices, beliefs, ideas, feelings and experiences. They begin to formulate links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives and suggest meanings for a range of forms of religious expression.	Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.
<b>2</b>	Pupils widen their religious vocabulary to explain the impact of beliefs on individuals and communities. They describe why people belong to religions. They explain how religious sources are used to provide answers to ultimate questions and ethical issues.	Pupils ask, and provide reasoned answers to, questions of identity, belonging, meaning, purpose and truth, values and commitments, relating them to their own and others' lives. They explain what inspires and influences them, expressing their own and others' views on the challenges of belonging to a religion.
<b>3</b>	Pupils increasingly show an understanding and awareness of key religious terminology. They understand that similarities and differences illustrate distinctive beliefs within and between religions and suggest possible reasons for this. They recognise diversity in forms of religious, spiritual and moral expression, within and between religions. They present a variety of evidenced reasons in support of opinions about the issues studied. They show an understanding of the complexity of the issues by describing different points of view.	Pupils use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth.
<b>4</b>	Pupils use religious terminology effectively and show a comprehensive understanding of the impact of belief on individuals and communities. They can explain the effect that religion can have on the life of adherents. They can explain the similarities and differences within different religions and suggest possible reasons for this.	They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.
<b>5</b>	Pupils demonstrate sound knowledge and understanding of religion to describe and explain the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They show awareness of the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied, and can analyse the impact of these on the lives of believers. They recognise how differences in belief lead to differences of religious response. They communicate their ideas using specialist vocabulary appropriately. They use argument	Pupils articulate personal and critical responses to questions of meaning, purpose and truth and ethical issues. They evaluate the significance of religious and other views for understanding questions of human relationships, belonging, identity, society, values and commitments, using appropriate evidence and examples.

	supported by relevant evidence to express and evaluate different responses to issues studied.	
<b>6</b>	Pupils use a comprehensive religious and philosophical vocabulary to analyse a range of religions and beliefs. They contextualise interpretations of religion with reference to historical, cultural, social and philosophical ideas. They critically evaluate the impact of religions and beliefs on differing communities and societies. They analyse differing interpretations of religious, spiritual and moral sources, using some of the principal methods by which religion, spirituality and ethics are studied. They interpret and evaluate varied forms of religious, spiritual and moral expression. They refer to different points of view in making judgements about these issues.	Pupils coherently analyse a wide range of viewpoints on questions of identity, belonging, meaning, purpose, truth, values and commitments. They synthesise a range of evidence, arguments, reflections and examples, fully justifying their own views and ideas and providing a detailed evaluation of the perspectives of others.
<b>7</b>	Candidates demonstrate detailed knowledge and thorough understanding of religion to describe, explain and analyse the significance and impact of beliefs, teachings, sources, practices, ways of life and forms of expressing meaning. They interpret, draw out and explain the meaning and importance of the beliefs and practices of the religion(s) and/or beliefs studied, and assess the impact of these on the lives of believers. They explain, where appropriate, how differences in belief lead to differences of religious response. They understand and use accurately and appropriately a range of specialist vocabulary. They use reasoned argument supported by a range of evidence to respond to religious beliefs, moral issues and ultimate questions, recognising the complexity of issues. They demonstrate informed insight in evaluating different points of view to reach evidenced judgements about these beliefs, issues and questions.	Pupils analyse in depth a wide range of perspectives on questions of identity and belonging, meaning, purpose and truth, and values and commitments. They give independent, well-informed and highly reasoned insights into their own and others' perspectives on religious and spiritual issues, providing well-substantiated and balanced conclusions.
<b>8</b>	Candidates characteristically: a) select accurate and relevant material b) explain clearly relevant features or key ideas, supported by examples and/or sources of evidence c) use accurately a range of technical language and terminology d) show evidence of being familiar with issues raised by relevant scholars, or a variety of views, where appropriate.	Pupils are able to critically analyse a range of philosophical and religious texts and come to a reasoned conclusion.
<b>9</b>	Candidates characteristically: a) construct a coherent and well-organised argument supported by examples and/or sources of evidence b) identify strengths and weaknesses of the argument c) use accurate and fluent expression.	Pupils consistently raise and identify strength and weaknesses of arguments and come to fully justified conclusions.

## Citizenship (inc. CSI & Eric)

### Flight Path - Citizenship, CSI & ERIC

2016 KS2	KS2	Y7 T3	Y8 T3	Y9 T3	Y10 T3	Y11 T3	Result
N	W						1
80	1						2
82	2						3
88	3c						4
91	3b						4
94	3a						5
97	4c						5
100	4b						6
103	4a						6
106	5c						7
109	5b						7
112	5a						8
116	6c						8
119	6b						9
120	6a						9

	SKILLS
<b>Foundation (F)</b>	You can recount outlines or features of everyday life in relation to common practice / custom or tradition and can identify a moral right / wrong; You can identify aspects of your own experience and feelings and can articulate this. You can identify interesting or puzzling ideas and say with some confidence what is of value and concern to you.
<b>Working Towards (WT)</b>	You can identify some moral questions and have some concept of legal and illegal activities. You can appreciate that this can mean different things to different people. You realise that some questions that cause people to wonder are difficult to answer and you may / will try to answer these yourself in simplistic terms.
<b>Approaching (AP)</b>	You can ask questions and give simple answers to questions of identity, belonging, meaning, purpose, truth, values and commitments and / or the meaning of right and wrong You can apply your ideas to their own and other people's lives. You can describe what inspires and influences you and others. You will discuss a citizenship issue in simple terms with another person You can talk about citizenship issues that are suggested to you You will state an opinion on a citizenship topic that is suggested to you
<b>Developing (AP)</b>	You will discuss a citizenship issue in simple terms in a small group You begin to ask questions to find out more about the topic You can make a <b>few</b> observations when using sources of information You will state an opinion on citizenship topics that are suggested and that interest you You will state an opinion on citizenship topics showing that you understand that others may have different opinions You discuss and describe the topic/lesson and find answers to questions using different sources of information provided for you You will present ideas to a small group and begin to acknowledge the response to your ideas from others in the group You can use sources of information in ways that are not just simple observations, to answer questions and say what a source tells you
<b>Securing (SE)</b>	You can state and explain your own opinion and show that you understand views and opinions opposite to your own You explore a range of sources of information to engage with topical and controversial issues. They use what they find out to make informed contributions in debates. You can use information as <b>evidence</b> to test their ideas and say if they are correct You use sources to back up their ideas You can make informed contributions to a debate You can discuss and debate topical and controversial issues You use different methods of enquiry and sources of information to investigate issues and explore a range of viewpoints, drawing some conclusions You communicate their arguments clearly, giving reasons for their opinion and recognising the range of ideas involved You can state their own opinions with a clear explanation of their arguments and show understanding of opinions different to theirs You can <b>evaluate</b> sources to establish relevant evidence for particular enquiries You can start to say if a source is reliable or useful for a task

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Advancing (AD)</b></p>	<p>You develop informed arguments that show a number of different views and ideas.  You are aware of the diversity of opinions on topical and controversial issues and describe some of the influences that shape these opinions  You decide on appropriate research strategies and develop questions to investigate issues  You explore and interpret different sources of information and begin to assess these for validity and bias.  You develop informed arguments, taking account of diverse viewpoints, and challenge assumptions or ideas as they explore them  You use their findings to present a persuasive case for a particular course of action, giving reasons for their view  can show they can challenge assumptions and ideas  can give their opinion clearly and back themselves up with evidence as well as explaining if a source is reliable or useful for a task  can select, organise and use relevant information to produce well-structured narratives, descriptions and explanations, making appropriate use of dates, statistics and terms  can use information to present a convincing argument and give reasons for their views  Students state their own opinion and show that they are aware of a range of opinions on topical and controversial issues  Students explore the origins of a range of opinions, including their own, on topical and controversial issues  Students question assumptions and their own views as a result of informed debate and examination of relevant evidence  Students argue persuasively and represent the views of others including those they do not agree with  Students can weigh up and assess the implications of situations  Students can sometimes reach <b>substantiated</b> (supported by evidence) conclusions <b>independently based on evidence they have been given</b>  Students can provide in depth and good explanations, to demonstrate an understanding of the uses, limitations and reliability of sources.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Mastering (MA)</b></p>	<p>Students debate challenging questions.  Students use and apply their detailed knowledge of citizenship issues, problems and events to analyse how these affect groups and communities in different parts of the world.  Students make connections between information derived from different sources and their own experience in order to make perceptive observations.  Students have a detailed understanding of the key citizenship concepts.  Students can sometimes reach <b>substantiated</b> (supported by evidence) conclusions <b>independently based upon the sources and research they have done.</b>  Students can evaluate complex sources and interpretations of them</p>

Flight Path – Business Studies

2016 KS2	KS2	Y7 T3	Y8 T3	Y9 T3	Y10 T3	Y11 T3	Result
N	W	F	F+	W-	W+	1	1
80	1	F	W	1-	1+	2	2
82	2	W	1	2-	2+	3	3
88	3c	1-	2-	2+	3	4	4
91	3b	1	2	3-	3+	4+	4
94	3a	1+	2+	3	4	5	5
97	4c	2-	3-	3+	4+	5+	5
100	4b	2	3	4-	5	6	6
103	4a	2+	3+	4	5+	6+	6
106	5c	3-	4-	5-	6	7	7
109	5b	3	4	5	6+	7+	7
112	5a	3+	5-	6-	7	8	8
116	6c	4	5	6	7+	8+	8
119	6b	4+	6-	7-	8	9	9
120	6a	5	6	7	8+	9+	9



2016 KS2	KS2	Y7 T3	Y8 T3	Y9 T3	Y10 T3	Y11 T3	Result
N	W	F-	F	W-	1-	1+	1
80	1	F-	F	W-	1	2	2
82	2	F	F+	W	2-	3	3
88	3c	W	W+	1	3-	4-	4
91	3b	W	W+	1	3-	4	4
94	3a	W+	1-	1+	3+	5-	5
97	4c	1-	1	2-	4-	5	5
100	4b	1	1+	2	4	6-	6
103	4a	1+	2-	2+	4+	6	6
106	5c	2-	2+	3	5	7-	7
109	5b	2	3-	3+	5+	7	7
112	5a	2+	3-	4-	6	8-	8
116	6c	2+	3	4	6+	8	8
119	6b	3-	3+	4+	7-	9-	9
120	6a	3-	3+	4+	7	9	9

Grade	<b>Listening:</b>	<b>Speaking:</b>	<b>Reading:</b>	<b>Writing:</b>
<b>Foundation F</b>	I can understand a <b>few</b> familiar <b>words</b> (F-), <b>short phrases</b> (F) & <b>questions</b> (F+) but many need some repetition & teacher gestures to help me.	I can say a <b>few words</b> (F-) or <b>short phrases</b> (F). I have good pronunciation (F+). I might sometimes need <b>pictures</b> or ask my teacher for help.	I can recognise and read out a few (F-) or a variety of (F) <b>single words</b> , with <b>fairly accurate</b> pronunciation (F+), using visual clues to help me.	I can <b>copy</b> (F-) & <b>label</b> (F) things correctly. I can <b>select words</b> to complete phrases (F+).
<b>Working towards W</b>	I can demonstrate understanding of some familiar words and phrases, spoken clearly and repeated if necessary.	I can say single words and short phrases with support. I can answer <b>simple questions (W)</b> &/or give <b>descriptions</b> using short <b>set phrases (W+)</b> .	I can demonstrate understanding of familiar words and phrases. I can understand <b>various short phrases</b> and read them out loud with <b>mainly good pronunciation (W+)</b> . I can also check the meaning of new words from the <b>word list</b> in my textbook.	I am able to write or copy simple words correctly as well as label items correctly. I can <b>copy 1-2 short phrases</b> correctly. I can <b>label items</b> correctly (W+) & I can write words I have learned, <b>by heart with very few spelling errors</b>
<b>1</b>	I can demonstrate understanding of short phrases (Grade 1-) or longer sentences (Grade 1) and points from slowly spoken language which uses familiar vocabulary. I can pick out the main points from slowly spoken language also (Grade 1+).	I can answer simple questions (Grade 1-) I can also exchange simple answers to basic questions in brief dialogues (Grade 1) using the present tense in the 1 <sup>st</sup> person and/or the 3 <sup>rd</sup> person (1+)	I can demonstrate understanding of familiar words and phrases. I can also read familiar words and phrases aloud with an improving accent. I can understand a <b>few</b> (Grade 1- ), <b>many</b> (Grade 1) <b>most</b> (Grade 1+) of the main points and personal responses contained in <b>short passages</b> of written French/Spanish with <b>familiar language in simple sentences</b> .	I can <b>write 3-4 short topic sentences fairly accurately</b> (Grade 1- ) or <b>very accurate</b> (Grade 1), which include my likes/dislikes, using my notes or textbook to help me. I can write a few short phrases <b>from memory with very few errors</b> (Grade 1+)
<b>2</b>	I can demonstrate understanding of main points and opinions from short passages using familiar vocabulary (Grade 2-), short phrases and common verbs in the present tense, spoken clearly(Grade 2). I can also understand a range of varied activities and opinions (Grade 2+).	I can ask and answer simple questions in the 1 <sup>st</sup> person and 3 <sup>rd</sup> (Grade 2- ). I can also exchange simple opinions as well as take part in brief dialogues (Grade 2), using short phrases referring to the present tense and varied opinions (Grade 2+).	I can demonstrate understanding of main points in short texts using familiar language (Grade 2-). I can translate familiar words and short phrases into English (Grade 2). I can match sound to print by reading aloud words and phrases and varied opinions also (Grade 2+).	I can write several short sentences with support to give information and express simple opinions (Grade 2- ). I can translate familiar words and short phrases into the target language (Grade 2). I am generally accurate in using straightforward language and meaning is clear. There may be major

				errors with verbs but my opinions are varied in longer sentences (Grade 2+)
3	I can demonstrate understanding of main points, opinions and some details in short passages (Grade 3-) which include reference to either the present or the future and/ or conditional tense (Grade 3) or both tenses (Grade 3+) when spoken clearly and recognise some unfamiliar vocabulary (Grade 3+).	I can take part in simple conversations, referring to the present <b>OR</b> the future (Grade 3- ). I can exchange opinions and give simple reasons. I can also describe and give information in short dialogues using familiar vocabulary (Grade 3) and common grammatical structures, including use of some grammar points and both tenses (adjectival agreement is mainly accurate: my nouns agree with adjectives (Grade 3+)	I can demonstrate understanding of main points, opinions, overall message and some detail in short written texts (Grade 3-), referring to the present or future/conditional tense (Grade 3). I can translate simple sentences containing familiar vocabulary and grammar into English using the present and future (Grade 3+).	I am able to write short texts for different purposes using mainly memorised language, referring to the present or the future (Grade 3- ) or both (Grade 3). I express opinions and give simple reasons. I can translate simple sentences into the target language containing familiar words and structures (Grade 3+). I am generally accurate in using straightforward language and meaning is clear, but there may be errors with verbs and some spelling of more unfamiliar or difficult vocabulary.
4	I can demonstrate understanding of a range of short passages which include opinions with basic reasons, details and reference to either the present and the past, or the present and the future (Grade 4-) or all 3 (Grade 4), spoken clearly as well as transcribe short sentences (i.e. copy out word for word or close to). I can recognise unknown vocab or an unknown tense (Grade 4+).	I can take part in short conversations on a range of topics, describing, informing, expressing opinions and giving reasons. I am able to demonstrate spontaneity by asking some unprovoked questions. I can refer to the past <b>OR</b> future, as well as the present, (Grade 4-) or all 3 tenses (Grade 4) using a range of familiar vocabulary and common grammatical structures. I use increasingly accurate pronunciation and intonation (Grade 4+).	I can demonstrate understanding of a range of short and longer texts which include opinions and refer to the past or future as well as the present (Grade 4-) or all 3 (Grade 4). I am able to use processes to work out meaning in short authentic texts (e.g. adapted adverts, poems and songs). I can translate longer sentences into English, showing awareness of familiar grammar (up to and including adjectival agreement, present and/ or future and present tenses as well as connectives and extended sentences (Grade 4+).	I can write short texts giving and seeking information (e.g. asking questions) and opinions, referring to the past <b>OR</b> future as well as the present (Grade 4-) or all 3 (Grade 4). My work is mostly accurate and meaning is clear but there are some minor errors (e.g. spellings, genders, agreements) and some errors with verbs and tenses. I can add some unknown vocab and can use more than one reference to all 3 tenses (Grade 4+).
5	I can demonstrate understanding of short and longer passages which include opinions with reasons, a range of basic grammatical structures and reference to the present, the past and the future (Grade 5-), spoken clearly in order to transcribe sentences and may include another tense such as the conditional <b>or</b> imperfect (Grade 5). I can accurately transcribe longer pieces of information in 3+ tenses (Grade 5+).	I can take part in longer conversations, expressing and justifying opinions, giving detail and referring to the present, the past and the future on several occasions (Grade 5- ). I can use a range of common vocabulary and grammatical structures. I can demonstrate spontaneity by asking unprovoked questions (Grade 5), and expand answers using connectives. I can also use increasingly accurate pronunciation and intonation and reference at least another tense (conditional and/or imperfect) (Grade 5+)	I can demonstrate understanding of a range of short and longer texts which include opinions and refer to the present, the past and the future (Grade 5- ). I can also read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). I am able to translate into English short passages containing a variety of tenses, vocabulary and grammatical structures (including 3 tenses and more complex opinions and verbs) (Grade 5). I can use more than the three tenses either the conditional or imperfect (Grade 5+).	I can write short (Grade 5- ) medium length (Grade 5) or longer detailed texts (Grade 5+) in a range of contexts, giving and seeking information and opinions and referring to the present, the past and the future. I can translate into the target language longer sentences containing linked ideas and a variety of vocabulary and grammatical structures (higher tier opinions and connectives). I can write mostly accurate longer texts where meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.
6	I can demonstrate understanding of a range of short (Level 6-) and some longer passages which include opinions with more detailed reasons and reference to the present, past and the future tenses spoken clearly (Level 6) , as well as transcribe short sentences (i.e. copy out word for word as well as give clear answers in English and sometimes the target language). I can understand and transcribe some unfamiliar grammar structures or a tense and infer meaning (Grade 6 +)	I can take part in medium to long conversations on a few (Grade 6- ) or a wider range of topics (Grade 6), describing, informing, expressing opinions and giving reasons. I am able to demonstrate spontaneity by asking <b>MOSTLY</b> unprovoked questions .I can refer to the past as well as the imperfect <b>AND</b> future tenses, in addition to the present. I am using a range of familiar vocabulary, sometimes some original material and common grammatical structures (Grade 6+). My accuracy, pronunciation and intonation are improving. My opinions are varied and detailed using a range of structures.	I can demonstrate understanding of a range smaller (Grade 6- ) and longer texts which include opinions and refer to the present, the past, imperfect and the future tenses (Grade 6). I can also read short authentic texts (e.g. adapted adverts, information leaflets, poems and songs). I am able to translate into English short to long passages containing a variety of tenses, vocabulary and grammatical structures (including 3 tenses and more complex opinions and verbs). I can also decipher meaning from unknown vocabulary and/ or grammar structures (Grade 6+).	I can write short texts giving and seeking information (Grade 6-) (e.g. asking questions) and opinions. I can write longer (Grade 6) texts in a few different (Grade 6) or a wider range (Grade 6+) of contexts, giving and seeking information and opinions and referring to the present, the past <b>AND</b> the future tenses. I can give a range of future and past tenses to achieve a Grade 6+. I can translate into the target language longer sentences containing linked ideas and a variety of vocabulary and grammatical structures (higher tier opinions and connectives). I can write mostly accurate (Grade 6) or very accurate (Grade 6+) longer

				texts and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and some errors with more complex structures.
7	I can deduce meaning and demonstrate understanding of most messages and detail in most passages (including authentic sources) which include a range of at least three different tenses, opinions and some more complex grammatical structures (including some grammar up to a Grade 6+ or beyond) and less familiar vocabulary, spoken clearly. I can demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures.	I can demonstrate recognition of themes and ideas in longer passages (including authentic sources, adapted or abridged) covering some contemporary and cultural themes, including some different types of spoken language, a combination of complex tenses and grammatical structures and some less common vocabulary. I am using strategies to deal with unknown words and phrases.	I can deduce meaning in longer texts, including extracts from literary texts, which include a combination of different tenses, opinions, some more complex grammatical structures (e.g.in news magazine articles, email exchanges and extracts from plays). I can translate into English, accurately with occasional errors, short passages containing more complex language and grammar.	I can use a range of grammatical structures, including a combination of tenses (including less common tenses such as the conditional with the imperfect subjunctive set phrases) and structures contained in 32 steps to a Grade 9. I can use a range of grammatical structures, including a combination of tenses (which may include less common tenses such as the conditional or simple future) and structures like higher tier opinion verbs and adjectives. I can use language creatively to express individual thoughts, ideas and points of view in a few different ways.
8	I can use a range of grammatical structures, including a combination of tenses (including less common tenses such as the conditional with the imperfect subjunctive set phrases) and structures contained in 32 steps to Grade 9. I can use a range of grammatical structures, including a combination of tenses (which may include less common tenses such as the conditional or simple future) and structures like higher tier opinion verbs and adjectives. I can use language creatively to express individual thoughts, ideas and points of view in a few different ways.	I can initiate, develop, sustain and expand longer conversations and discussions independently. I can use language creatively to exchange and justify a range of thoughts and opinions. I can use some range of less common vocabulary and some complex grammatical structures by using a range of tenses including less common tenses such as the conditional and pluperfect. I can interact semi-naturally, with occasional hesitation. I use pronunciation and intonation which would be understood by a native speaker with occasional clarification or repetition.	I can translate into English, accurately with occasional errors, longer passages containing complex grammatical structures and less common vocabulary. I can translate into English, accurately with occasional errors, longer passages containing complex grammatical structures and less common tenses or verbs. I can respond to key information, themes and ideas and scan for meaning in authentic texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures and some unfamiliar material.	I can manipulate language to produce long sequences of mainly fluent writing with some extended, well-linked sentences. I am able to expand on the main points, using a wide variety of vocabulary and grammatical structures with frequent examples of complex structures including a range of tenses (including less common tenses such as the conditional and pluperfect) and less common language. I am able to translate into the target language a passage containing a range of less common vocabulary and less common structures, communicating meaning. My writing is mostly accurate with isolated minor errors.
9	I can do all as per Grade 8+ including: draw conclusions and interpret meaning in a range of longer passages (including authentic sources, adapted or abridged) covering a wide range of contemporary and cultural themes, including abstract material, different types of spoken language, multiple tenses, complex grammatical structures and a range of uncommon vocabulary spoken clearly or at a pace akin to a semi-native speaker.	I can do all as per Grade 8+ including: consistently initiate, develop, sustain and expand long conversations and discussions independently. I consistently use language creatively to exchange and fully justify a wide range of thoughts and opinions. I consistently use appropriate pace, not robotic and sound semi-native speaker. I can use a very wide range of uncommon vocabulary and complex grammatical structures. I can use a range of tenses including less common tenses such as the conditional and pluperfect. I interact naturally, with minimal hesitation and use pronunciation and intonation which would be understood by a semi-native speaker.	I can do all as per Grade 8+ including: using pronunciation and intonation which would be understood by a native speaker. I respond to key information, themes and ideas and scan for meaning in a wide range of authentic texts (e.g. novels, newspaper articles, factual information) containing multiple tenses, complex grammatical tenses and structures and unfamiliar material. I translate into English, accurately with isolated errors, long passages containing a wide range of complex grammatical structures and uncommon vocabulary.	I can do all as per Grade 8+ and including: translate into English, accurately with isolated errors, long passages containing a wide range of complex grammatical structures and uncommon vocabulary. I can translate into the target language a passage containing a wide range of less common vocabulary and complex structures, fully communicating the meaning. Linguistic structures are accurate throughout and inaccuracies are isolated.

## ICT – Computing

At IGS years 7, 8 and 9 students study a Core Computing course, which will be assessed using the different strands of this subject; ICT, Computer Science and Digital Literacy. During each project, students will be assessed using the criteria below and we will report on their overall performance using the following grade descriptors; Foundation, Approaching, Developing, Securing, Advancing and Mastering. In addition to the overall grade awarded, you may wish to see your son/daughters performance on each individual project, this can be seen in Showbie on the student's iPad.

Y7 T3	Y8 T3	Y9 T3
Foundation		
Working Towards		
Approaching -		
Approaching		
Approaching +	Approaching +	
Developing -	Developing -	
Developing	Developing	Developing
Developing +	Developing +	Developing +
	Securing -	Securing -
	Securing	Securing
	Securing +	Securing +
	Advancing -	Advancing -
	Advancing	Advancing
	Advancing +	Advancing +
		Mastering -
		Mastering
		Mastering +

	Criteria
<b>Foundation</b>	<ul style="list-style-type: none"> <li>○ Can login to the school network</li> <li>○ Knows the value of creating and using a strong password</li> <li>○ Can access materials via network drives and websites</li> <li>○ Can send and read e-mail</li> <li>○ Is aware of some of the dangers of using ICT</li> </ul>
<b>Working towards</b>	<ul style="list-style-type: none"> <li>○ Can plan and design elements for their own computer programs</li> <li>○ Uses ICT to find stored information by using simple searching</li> <li>○ Can work with text and images to share ideas</li> <li>○ Is able to share and exchange their ideas with others</li> </ul>
<b>Approaching</b>	<ul style="list-style-type: none"> <li>○ Can create computer programs with limited functionality</li> <li>○ Can make a computer program respond to an input from the user</li> <li>○ Uses variables in their programming</li> <li>○ Is able to create a sequence of instructions</li> <li>○ Can use outputs in computer programs</li> <li>○ Can identify computer components</li> <li>○ Can use a visual programming language to write simple programs</li> <li>○ Can generate, develop, organise and present their work</li> <li>○ Can save and retrieve work</li> <li>○ Can share their ideas in different forms, including text, tables, images and sound</li> <li>○ Can present information in different forms and show they are aware of the intended audience and the need for quality</li> <li>○ Can exchange information and ideas with others in a variety of ways, including using digital communication</li> <li>○ Understands the risk associated with communicating digitally, including the security of personal information</li> <li>○ Can model real life situations and make predictions, based on changing values</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>○ Can explain how variables are used in their own code</li> <li>○ Can identify errors by using the debug facility</li> <li>○ Uses selection statements to enhance the functionality of their programs</li> <li>○ Explains the purpose of different computer components</li> <li>○ Explains the purpose of an operating system</li> <li>○ Can select the information they need for different purposes, check its accuracy and organise it in a suitable form</li> <li>○ Is able to critically evaluate in order to make improvements in subsequent work</li> <li>○ Can model real life situations and make predictions, based on changing values</li> <li>○ You use filters effectively to gain information about a data set and understand a range of benefits for doing so</li> <li>○ Uses appropriate evaluation criteria to critically evaluate the fitness for purpose of their work as it progresses</li> <li>○ Uses a variety of software to accomplish given goals</li> </ul>

Securing	<ul style="list-style-type: none"> <li>○ Effectively debugs problems independently</li> <li>○ Uses iteration to make their computer programs more efficient</li> <li>○ Can write a procedure</li> <li>○ Can store multiple values in different data structures</li> <li>○ Can explore the appropriate computer components for a user's needs</li> <li>○ Identifies, with guidance, the information relevant to solve a problem from the context</li> <li>○ Can plan and design solutions to meet a specific purpose and audience, demonstrating increased integration and efficiency in their use of ICT tools</li> <li>○ Knows that web pages are made using HTML and can identify what a range of the tags do on a web page and appreciate that style is controlled by CSS declarations</li> </ul>
Advancing	<ul style="list-style-type: none"> <li>○ Can write a function</li> <li>○ Can describe the benefits of using modular programming techniques</li> <li>○ Can identify when it's appropriate to use procedures and functions</li> <li>○ Assesses and evaluates the impact of computer components on performance</li> <li>○ Reviews their work and evaluates the way that they and others use computer technology to solve problems</li> <li>○ Considers the benefits and limitations of tools and information sources and of the results they produce, and they use these results to inform future judgements about the quality of their work</li> <li>○ Makes use of audience and user feedback to refine and enhance their ICT solutions</li> <li>○ Can sort data effectively and understand a range benefits for doing so</li> </ul>
Mastering	<ul style="list-style-type: none"> <li>○ Works independently to adapt and improve their work</li> <li>○ Applies previous learning to larger projects</li> <li>○ Confidently articulates programming techniques, the functionality of a computer program and how parts work together</li> <li>○ Takes opportunities to extend themselves</li> <li>○ Evaluates software packages, analysing the situations for which they were developed and assessing their efficiency, ease of use and appropriateness</li> </ul>

## ICT – Computer Science

At IGS year 9 students can opt to study a discreet Computer Science course, which is an appropriate foundation to lead to GCSE Computer Science. During each project, students will be assessed using the criteria below and we will report on their overall performance using the 1-9 grade descriptors. In addition to the overall grade awarded, you may wish to see your son/daughters performance on each individual project, this can be seen in Showbie on the student's iPad.

2016 KS2	KS2	Y9 T3	Y10 T3	Y11 T3	Result
N	W	W-	W+	1	1
80	1	1-	1+	2	2
82	2	2-	2+	3	3
88	3c	2+	3	4	4
91	3b	3-	3+	4+	4
94	3a	3	4	5	5
97	4c	3+	4+	5+	5
100	4b	4-	5	6	6
103	4a	4	5+	6+	6
106	5c	5-	6	7	7
109	5b	5	6+	7+	7
112	5a	6-	7	8	8
116	6c	6	7+	8+	8
119	6b	7-	8	9	9
120	6a	7	8+	9+	9

	Criteria
<b>Foundation</b>	<ul style="list-style-type: none"> <li>Attempts to break a problem into separate steps and place them in order</li> <li>Can use one type of software to manipulate and present digital content in a clear and easily navigable form: data and information</li> </ul>
<b>Working towards</b>	<ul style="list-style-type: none"> <li>Can break a problem into separate steps and place them in order</li> <li>Can use a variety of software to manipulate and present digital content in a clear and easily navigable form: data and information</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>Can use a variety of software to manipulate and present digital content in a clear and easily navigable form: data and information</li> <li>Can understand algorithms in terms of inputs, processes and outputs</li> <li>Can identify and explain how Computer Science can impact on society in positive and negative ways, focusing on a particular issue (e.g. privacy issues)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>Can demonstrate limited knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts</li> <li>Can apply fundamental concepts, principles and mathematical skills, using basic analytical and logical computational thinking, to straightforward problems with limited accuracy</li> <li>Can produce a partially working solution that meets some requirements of a substantial problem</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Can use diagrams to show algorithms</li> <li>Can use logical reasoning to predict outputs, showing an awareness of inputs</li> <li>Can understand the difference between, and can use appropriately if and if, elif and else statements</li> <li>Can understand and can use string manipulation within computer programs</li> <li>Can identify and explain how Computer Science can impact on society in positive and negative ways, with knowledge of two issues (e.g. privacy issues, ethical issues)</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>Can write algorithms by breaking down (decomposing) a problem and writing a solution for each of the parts</li> <li>Can confidently use the most appropriate basic programming constructs to control the flow of a program: Sequence; Selection; Iteration</li> <li>Can recognise that the design, build, test process is a cycle of continuous improvement: Testing leads to improvements and links back to the Design and Development stage</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>Can demonstrate mostly accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts</li> <li>Can appropriately apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems</li> <li>Can produce a working solution that meets most requirements of a substantial problem</li> </ul>
<b>6</b>	<ul style="list-style-type: none"> <li>Can recognise that some problems share the same characteristics and can use the same algorithm to solve both</li> <li>Can use standard libraries when programming</li> <li>Can justify the choice of and independently combine and use multiple digital devices, internet services and application software to achieve given goals</li> <li>Can evaluate the trustworthiness of digital content and consider the usability of design features when designing and creating digital artefacts for a known audience</li> </ul>

7	<ul style="list-style-type: none"> <li>○ Can use logical reasoning to explain how an algorithm works and can evaluate the effectiveness of models for similar problems</li> <li>○ Can understand and use parameter passing within their solutions to problems</li> <li>○ Can appreciate the effect of the scope of a variable, e.g. a local variable cannot be accessed from outside its function</li> <li>○ Can use truth tables to determine the outputs of a logical statement</li> <li>○ Can understand the purpose of testing and know different types: e.g. beta, alpha and acceptance.</li> </ul>
8	<ul style="list-style-type: none"> <li>○ Can demonstrate relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impact</li> <li>○ Can effectively apply fundamental concepts, principles and mathematical skills, using sustained analytical, logical and evaluative computational thinking, to a wide range of complex problems</li> <li>○ Can develop and refine a complete solution that meets the requirements of a substantial problem</li> </ul>
9	<ul style="list-style-type: none"> <li>○ Can independently solve a range of complex problems to a given brief. Solutions show efficiency in the techniques used and are solved in a logical manner</li> <li>○ Can evaluate the impact of technology on individuals, organisations and society, including situations outside of their normal experiences</li> <li>○ Can understand and apply computer related mathematics using the relevant arithmetic operators</li> <li>○ Can show secure understanding of the technical terminology and concepts that arise from investigations through analysis of the data collected</li> </ul>

## ICT – Specialist IT

At IGS year 9 students can opt to study a Specialist IT course, which is an appropriate foundation to lead to a KS4 ICT course. During each project, students will be assessed using the criteria below and we will report on their overall performance using the following descriptors; Foundation, Approaching, Developing, Securing, Advancing and Mastering. In addition to the overall grade awarded, you may wish to see your son/daughters performance on each individual project, this can be seen in Showbie on the student's iPad.

Y9 T3
F
WT
Approaching -
Approaching
Approaching +
Developing -
Developing
Developing +
Securing -
Securing
Securing +
Advancing -
Advancing
Advancing +
Mastering -
Mastering
Mastering +

	Criteria
Foundation	<ul style="list-style-type: none"> <li>○ Is aware of some of the dangers of using ICT</li> <li>○ Can use basic software packages to write reports and present information</li> <li>○ Is able to share and exchange their ideas with others</li> <li>○ Uses ICT to find stored information by using simple searching</li> <li>○ Is able to share and exchange their ideas with others</li> </ul>
Working towards	<ul style="list-style-type: none"> <li>○ Can create 3D graphics using software</li> <li>○ Knows how to merge objects together</li> <li>○ Can create a basic animation using the frame by frame technique</li> <li>○ Knows the difference between HTML and CSS</li> <li>○ Can use basic tools to create digital graphics</li> <li>○ Can identify a cell using the unique cell reference</li> </ul>
Approaching	<ul style="list-style-type: none"> <li>○ Can create an animation using motion tweening</li> <li>○ Can export media in the correct format for use in other pieces of software and playback</li> <li>○ Can record and edit audio files</li> <li>○ Can create a database table and add information manually</li> <li>○ Can share their ideas in different forms, including text, tables, images and sound</li> <li>○ Can present information in different forms and show they are aware of the intended audience and the need for quality</li> <li>○ Can exchange information and ideas with others in a variety of ways, including using digital communication</li> </ul>
Developing	<ul style="list-style-type: none"> <li>○ Knows how to source images appropriately, taking into account copyright implications and referencing the author</li> <li>○ Creates digital publications that are suitable for audience and purpose</li> <li>○ Knows how to create style sheets and apply them to multiple web pages to achieve a consistent style</li> <li>○ Knows how to add hyperlinks to webpages so they are easy to navigate</li> <li>○ Understands the different data types and can select them appropriately</li> <li>○ Can add transitions, titles and import audio to video clips</li> <li>○ Use a variety of software to accomplish given goals</li> <li>○ Uses appropriate evaluation criteria to critically evaluate the fitness for purpose of their work as it progresses</li> <li>○ Can select the information they need for different purposes, check its accuracy and organise it in a suitable form</li> </ul>
Securing	<ul style="list-style-type: none"> <li>○ Knows how to search a data set using appropriate search strings in a query</li> <li>○ Can use an IF and COUNTIF statement to give meaningful feedback to the user</li> <li>○ Can use conditional formatting to draw attention to key pieces of data</li> <li>○ Can work with layers and understands the purpose of doing so</li> <li>○ Can use filters and editing tools to improve the look of an original photograph</li> </ul>



	<ul style="list-style-type: none"> <li>○ Knows how to animate using a mask and motion guide</li> <li>○ Uses technology responsibly</li> <li>○ Identifies, with guidance, the information relevant to solve a problem from the context</li> <li>○ Can plan and design solutions to meet a specific purpose and audience, demonstrating increased integration and efficiency in their use of ICT tools</li> </ul>
Advancing	<ul style="list-style-type: none"> <li>○ Can use code to enhance their digital products and increase interactivity</li> <li>○ Can use a range of media in webpages, including the location feature</li> <li>○ Selects a variety of software to accomplish given goals</li> <li>○ Selects, uses and combines internet services</li> <li>○ Considers the benefits and limitations of tools and information sources and of the results they produce, and they use these results to inform future judgements about the quality of their work</li> <li>○ Makes use of audience and user feedback to refine and enhance their ICT solutions</li> </ul>
Mastering	<ul style="list-style-type: none"> <li>○ Knows how to include a form in a webpage</li> <li>○ Can set up and make use of a template to achieve consistency across webpages</li> <li>○ Can analyse and evaluate information</li> <li>○ Takes opportunities to extend themselves</li> </ul>

Flight Path –Art / Art Photography

2016 KS2	KS2	Y7 T3	Y8 T3	Y9 T3	Y10 T3	Y11 T3	Result
N	W	F	W	-1	-1	1	1
80	1	-1	1	1+	-2	2	2
82	2	1	1+	2-	2+	3	3
88	3c	1+	2	2+	3+	4	4
91	3b	1+	2	2+	3+	4	4
94	3a	2-	2+	3	4	5	5
97	4c	2-	2+	3	4	5	5
100	4b	3-	3+	4-	5	6	6
103	4a	3-	3+	4-	5	6	6
106	5c	3+	4-	4+	6	7	7
109	5b	3+	4-	4+	6	7	7
112	5a	4-	4+	5	7	8	8
116	6c	4-	4+	5	7	8	8
119	6b	4	5-	6	8	9	9
120	6a	4	5-	6	8	9	9

	Develop ideas informed by artistic understanding	Experiment, develop and refine work	Recording ideas and observations	Create a personal response making connections to the work of others
<b>F</b>	Student is able to express personal opinion about an artist's work.	Student explores a variety of materials.	Student tries to express their own ideas.	Student presents a conclusion to the unit.
<b>W</b>	<b>Minimal</b> attempt / ability to copy an artist's work. <b>Minimal</b> ability to evaluate an artist's work. Work does not reflect that of relevant artists.	A <b>minimal ability</b> to use a variety of materials. A <b>minimal ability</b> to recognise what is working well and why. Work remains <b>unrefined</b> . Work is <b>straightforward</b> explorations.	<b>Minimal ability</b> to generate own ideas. Over reliance on the teacher. Student <b>attempts</b> to use the images that the teacher has provided. They may <b>not understand</b> the relevance of these. Observational skills are <b>limited</b> . Student needs extensive guidance with presentation.	Personal responses remain <b>incomplete</b> and/or intentions are not realised. Personal responses are <b>straightforward</b> and show <b>minimal</b> links to the artists studied.
<b>1</b>	<b>Basic</b> attempt / ability to copy an artist's work. <b>Basic</b> ability to evaluate an artist's work. Work does not always reflect that of relevant artists.	A <b>basic ability</b> to use a variety of materials, showing <b>basic</b> skill in places. A <b>basic ability</b> to recognise what is working well and why. Work shows a <b>basic refinement</b> . Work is <b>straightforward</b> . Design decisions lack thought and consideration.	A <b>basic ability</b> to generate own ideas. Over reliance on the teacher. Student <b>attempts</b> to use the images that the teacher has provided. Observational skills are <b>basic</b> . Student needs guidance with presentation.	A <b>basic ability</b> to complete personal responses as intended. <b>Basic</b> personal response are <b>straightforward</b> and show <b>basic</b> links to the artists studied.
<b>2</b>	<b>Limited ability</b> to copy an artist's work. Basic written evaluation of an artist's work shows <b>some understanding</b> . Work <b>attempts</b> to reflect that of relevant artists.	<b>Some ability</b> to experiment with a variety of art materials and techniques, showing some skill in places. <b>Some ability</b> to identify what is working well and why. Work is <b>refined</b> occasionally. <b>Occasionally</b> try out designs and colour schemes beforehand.	<b>Some ability</b> to generate own ideas with others' help. Ideas are often straightforward and are documented in a basic way. The student <b>is able</b> to use the images that the teacher has provided and is also able to independently source further images from secondary sources.	<b>Some ability</b> to complete personal responses as intended. Personal responses are <b>straightforward</b> and show <b>some</b> links to the artists studied.

			Observational work shows <b>some</b> resemblance to the original image. <b>Some</b> attempt made to present work to a <b>basic</b> standard.	
3	<b>Some ability</b> to identify appropriate artists. <b>Some accuracy and skill</b> shown when copying an artist's work. Written evaluation of an artist's work shows <b>some understanding</b> and uses full sentences.	<b>An ability</b> to experiment with a variety of art materials and techniques, showing skill in places. <b>An ability</b> to identify what is working well and why. Work is then <b>refined</b> and improved. Experiment with a <b>range</b> of colour schemes and compositions before making final decisions.	<b>Be able</b> to document a range of ideas in the early planning stages. These are documented using mind maps, bullet points, sentences or simple sketches. Independently source relevant images from the Internet or books. Observational work <b>resembles</b> the original images and shows some skill and <b>accuracy</b> with <b>increasing consistency</b> . Work is presented in a clear and logical manner.	Work <b>generally</b> goes according to plan and is completed as <b>intended</b> . Work shows some care and attention. Personal responses show some understanding of the artists studied. Designs are trialled during the planning stage, resulting in a more <b>successful</b> personal response.
4	<b>Appropriate</b> artists sourced. <b>Generally consistent</b> ability to copy artists' work with <b>accuracy and skill</b> . Written evaluation of an artist's work shows a <b>general understanding</b> of the key characteristics. Comments are made on how this shall influence resulting work.	<b>Generally consistent</b> ability to experiment with art materials and techniques skilfully, including colour schemes and compositions. Identify the strongest to <b>develop</b> further. Experimentation is <b>purposeful</b> and resources are selected with <b>thought</b> . Work shows <b>refinement</b> and a <b>consistent</b> level of skill.	A <b>range</b> of ideas are investigated, both at the start of the project but also at regular intervals during. These are documented effectively using mind maps, bullet points or full sentences. A <b>consistent ability</b> to <b>independently</b> source images from a variety of <b>primary</b> and <b>secondary</b> sources, for example the Internet, books, photography and sketching. Observational work is well composed and sketched with increasing <b>accuracy</b> . Three dimensions and depth are represented <b>effectively</b> , using light and shade. Work is <b>effectively</b> presented, so that the student's learning journey and is <b>clear</b> .	Personal responses reflect time and care, demonstrating an <b>ability</b> to realise intentions <b>effectively</b> . Personal responses reflect a <b>clear</b> understanding of the artists studied. Designs have been redrafted and improved so the resulting personal response is <b>effective</b> .
5	<b>Select a range</b> of <b>appropriate</b> artists <b>independently</b> using <b>secondary</b> sources such as books and the Internet. <b>Consistent ability</b> to copy artists' work <b>skilfully and accurately</b> . Written evaluation of an artist's work shows a <b>general understanding</b> of the key characteristics. Comments are made on how this shall influence resulting work.	<b>A consistent</b> ability to experiment with <b>appropriate</b> art materials and techniques skilfully. Experimentation is <b>purposeful</b> and resources are selected with <b>thought</b> . <b>Consistently experiment</b> with a range of <b>appropriate</b> colour schemes and compositions. <b>Identify</b> the strongest to <b>develop</b> further. <b>Consistently</b> identify what has been successful or not, and explain why. <b>Effectively progress</b> with the successful plans, <b>refining</b> and <b>developing</b> the work further.	<b>Consistently</b> investigate a range of ideas both at the start of the project but also at regular intervals during. <b>Clearly</b> document these in writing and visually. A <b>consistent ability</b> to <b>independently</b> source relevant images from a variety of <b>primary</b> and <b>secondary</b> sources, for example the Internet, books, photography and sketching. Be selective, choosing the most <b>relevant</b> images to work from. Observational work is well composed and sketched <b>accurately</b> . Three dimensions and depth are represented <b>skilfully</b> , using a variety of techniques including perspective and tone. Mark-making is used to represent texture. Work is presented with thought and care. Work is in a logical order, clearly documenting the students' learning journey.	Personal responses reflect time and care, and are meaningful, demonstrating a <b>consistent</b> ability to realise intentions <b>effectively</b> and <b>clearly</b> . Personal responses are influenced by the work of others, showing a <b>clear</b> knowledge of the artists studied. Designs have been <b>consistently</b> redrafted and improved so the resulting personal response is <b>effective</b> .
6	<b>Appropriate</b> examples of art and design are sourced from both <b>primary and secondary</b> sources. These then influence the development of the project work. <b>Consistent ability</b> to copy/ respond to an artists' work <b>skilfully</b> , noticing <b>subtle</b> use of materials and colour. <b>In-depth</b> understanding of the artist and its place in history is evident in written and visual work. Comments are made on how this shall influence own planning. Own ideas are included, to make the work more <b>personal</b> .	<b>A consistent</b> ability to be experimental and imaginative with a <b>range</b> of <b>appropriate</b> art materials and techniques. As the project develops materials and techniques are selected with <b>purpose</b> and work is <b>refined</b> further. <b>Consistently</b> experiment with a range of colour schemes and compositions <b>appropriate</b> to the development of the project work. <b>Consistently</b> identify areas of success and weakness, and explain why. <b>Effectively progress</b> with the successful plans, <b>refining</b> and <b>developing</b> the work further.	<b>Consistently</b> investigate a range of ideas both at the start of the project but also at regular intervals during. Identify and progress with the strongest ideas. <b>Highly developed</b> ability to communicate these in writing and visually throughout the sketchbook. Backgrounds and titles complement the project work and do not dominate. <b>Highly developed</b> ability to <b>consistently</b> research and use relevant images from both <b>primary</b> and <b>secondary</b> sources. When sketching or photographing from real life, work shows <b>consideration</b> and <b>skill</b> .	Personal responses reflect time and care, and are meaningful, demonstrating a <b>highly developed ability</b> to realise intentions <b>effectively</b> and <b>clearly</b> . Personal responses are clearly influenced and <b>informed</b> by the chosen artists, making the resulting work even stronger. The work remains original, reflecting <b>personal</b> ideas also. Regular reflection and redrafting during the planning stage, results in a <b>highly successful</b> personal response.

			Observational skills are <b>accurate</b> , showing consideration for composition, tone and texture. Observational work is then used in the developing project work.	
7	<p><b>Consistently identify</b> examples of relevant art and design from both <b>primary and secondary</b> sources that then influence the development of your own work.</p> <p>Copy a number of artist's works <b>accurately and skilfully</b>.</p> <p>Write an <b>in-depth understanding</b> of a <b>range</b> of artists, their work and historical context. Comment how this shall impact on the development of your own work.</p> <p>Create <b>highly developed</b> pieces of art that are <b>thoughtful, personal</b> and skilful.</p>	<p><b>A highly developed</b> ability to be experimental with a <b>range of appropriate</b> art materials and techniques used <b>skilfully</b>. As the project develops materials and techniques are selected with <b>purpose</b> and work is <b>refined</b> further.</p> <p><b>Consistently</b> experiment with a range of colour schemes and compositions <b>appropriate</b> to the work, using a range of relevant media with <b>skill</b>.</p> <p><b>A highly developed ability to consistently</b> identify areas of success and weakness and document this thoroughly the sketchbook. <b>Purposefully refine</b> and develop work further in light of this information.</p>	<p><b>Consistently and fluently</b> investigate a range of ideas throughout the project. The strongest ideas are identified and developed further.</p> <p><b>Highly developed</b> ability to communicate these in writing and visually throughout the sketchbook. Work is presented clearly and imaginatively. Backgrounds and titles complement the project work and do not dominate. Links are made between initial research and the development of own work.</p> <p><b>Highly developed</b> ability to <b>fluently</b> research and use relevant images from both <b>primary and secondary</b> sources.</p> <p>When sketching or photographing from real life, work shows <b>accuracy, consideration</b> and <b>skill</b>.</p> <p>Observational skills are <b>highly accurate</b>, showing consideration for composition, tone and texture. A variety of media and techniques are used with <b>skill</b>.</p> <p>Observational work is then used in the developing project work.</p>	<p>A <b>fluent</b> and <b>highly developed</b> ability to realise intentions thoroughly and <b>skilfully</b>.</p> <p>Personal responses are influenced and <b>informed</b> by the chosen artists with <b>fluency</b>, making the resulting work even stronger.</p> <p>The work remains original, reflecting <b>personal</b> ideas also.</p> <p>Regular reflection and redrafting during the planning stage, results in a <b>highly successful, fluent</b> personal response.</p>
8	<p><b>Independently identify and investigate</b> artists <b>appropriate</b> to the development of your own work and collect examples from both <b>primary and secondary sources</b>.</p> <p>Copy a number of artist's works <b>accurately and skilfully</b>, noticing <b>subtle</b> tones and colours.</p> <p><b>A highly developed ability</b> to write an <b>in-depth understanding</b> of appropriate artists, their work, and historical context. Comment how these shall impact on the development of your own work in a <b>thoughtful</b> manner.</p> <p>Create <b>highly developed</b> pieces of art that are <b>thoughtful, personal</b> and skilful. These clearly benefit from the knowledge gained from studying <b>appropriate</b> artists.</p>	<p><b>A highly developed</b> ability to experiment with a <b>range of appropriate art</b> materials and techniques, displaying high levels of <b>skill</b>. The student is not afraid to take risks, trialling new ways of creating art, in addition to using techniques covered in the lesson. As the project develops materials and techniques are selected with <b>purpose</b> and work is <b>refined</b> further.</p> <p><b>A highly developed ability to consistently</b> evaluate the progress of the work identifying areas of strength and weakness, documenting this in the sketchbook. Be able to <b>refine</b> and improve work further and show <b>confidence</b> in changing direction if work is not developing as intended.</p> <p><b>A highly developed</b> ability to trial a range of <b>appropriate</b> colour schemes and compositions, using a variety of media with <b>consistent skill</b>.</p>	<p><b>A highly developed</b> ability to generate and investigate a range of appropriate ideas <b>consistently</b> throughout the project.</p> <p>Ideas are <b>thoughtful</b> and relevant, and help propel the work forward.</p> <p>These are documented <b>clearly, accurately</b> and <b>skilfully</b> in the sketchbook, in both written and visual format.</p> <p><b>A highly developed</b> ability to regularly and <b>independently</b> sketch and photograph from real life, relying less and less on images from the Internet.</p> <p>Works shows <b>accuracy</b> and <b>skill</b>. Photography shows consideration for the composition, angle, distance and lighting. Photography, when used is used an art form, creating thoughtful images rather than quick snapshots.</p> <p>Observational skills are <b>confident</b> and <b>highly accurate</b>, showing consideration for composition, tone and texture. A variety of media and techniques are used with a <b>high level of skill</b>.</p> <p>Observational work is intrinsic to the development of the project work.</p> <p><b>A confident and highly developed</b> ability to present work clearly, <b>imaginatively</b> and <b>skilfully</b>.</p> <p>Backgrounds and titles complement the project work and do not dominate. Links are <b>fluent</b> between initial research and the development of own work.</p>	<p>A <b>fluent</b> and <b>highly developed</b> ability to realise intentions with <b>confidence, accuracy</b> and <b>skill</b>.</p> <p>Clearly a lot of time, thought and care has been invested in the work.</p> <p>Personal responses demonstrate <b>critical understanding</b> of the artists studied. This is used with <b>fluency and confidence</b>, making the resulting work even stronger. The work remains original, reflecting <b>personal</b> ideas also.</p> <p><b>A confident</b> ability to regularly reflect upon and redraft designs during the planning stage. The resulting work is a <b>highly successful, skilful</b> personal response.</p>
9	<p><b>Independently and confidently</b> identify artists appropriate to the <b>effective and creative</b> development of your own work and collect examples from both <b>primary and secondary sources</b>.</p>	<p><b>A confident and highly developed</b> ability to experiment with a <b>range of appropriate</b> art materials and techniques, displaying the highest levels of <b>skill</b>. The student is not afraid to take risks, trialling new ways of creating art, in addition to using techniques</p>	<p><b>A confident and highly developed</b> ability to generate and investigate a range of appropriate ideas <b>consistently</b> throughout the project.</p> <p>Ideas are thoughtful and relevant, and help propel the work forward.</p>	<p>A <b>fluent</b> and <b>highly developed</b> ability to realise intentions with <b>confidence, accuracy</b> and <b>skill</b>. Work surpasses initial expectations.</p> <p>Personal responses demonstrate an <b>in-depth critical understanding</b> of the artists studied. This is used</p>

<p>Copy a number of artist's works <b>accurately</b> and with <b>highly developed</b> skills, showing consideration for technique, materials and scale. Present this in a <b>creative and clear</b> manner.</p> <p>A <b>highly developed ability</b> to write an <b>in-depth understanding</b> of appropriate artists, their work, and historical context. Comment how these shall impact on the development of your own work in an <b>articulate and mature</b> manner.</p> <p>Create <b>highly developed</b> pieces of art that are <b>thoughtful, personal</b> and <b>highly skilful</b>. These clearly benefit from the knowledge gained from studying <b>appropriate</b> artists, however still retain a sense of originality and uniqueness.</p>	<p>covered in the lesson. As the project develops materials and techniques are selected with <b>purpose</b> and work is <b>refined</b> further.</p> <p>A <b>confident</b> and <b>highly developed ability</b> to <b>fluently</b> evaluate the progress of the work identifying areas of strength and weakness, documenting this in the sketchbook.</p> <p>Be able to <b>refine</b> and improve work further and show <b>confidence</b> in changing direction if work is not developing as intended.</p> <p>A <b>highly developed</b> ability to <b>confidently</b> trial a range of <b>appropriate</b> colour schemes and compositions, using a variety of media with <b>consistent skill</b>.</p> <p>Work is reflected upon, identifying strengths and weaknesses. The resulting work shows <b>refinement</b> and is <b>highly successful</b> as a result.</p> <p>A <b>highly developed</b> ability to <b>confidently</b> trial a range of <b>appropriate</b> colour schemes and compositions, using a variety of media with <b>consistent skill</b>.</p> <p>Work is reflected upon, identifying strengths and weaknesses. The resulting work shows <b>refinement</b> and is <b>highly successful</b> as a result.</p>	<p>These are documented <b>clearly, accurately</b> and <b>skilfully</b> in the sketchbook, in both written and visual format.</p> <p>A <b>highly developed</b> ability to regularly and <b>independently</b> sketch and photograph from real life, relying less and less on images from the Internet. Photography when used, shows a <b>high level</b> of <b>accuracy</b> and <b>skill</b>. Work shows consideration for the composition, angle, distance and lighting. Photography is used an art form, creating thoughtful images rather than quick snapshots.</p> <p>A <b>highly developed ability</b> to regularly record observations <b>independently, fluently</b> and with a <b>high level of skill</b>. Consideration is shown for composition, tone and texture.</p> <p>A variety of media and techniques are used <b>skilfully</b> and <b>accurately</b>.</p> <p>Observational work is intrinsic to the development of the project work.</p> <p>A <b>confident and highly developed</b> ability to present work clearly, <b>imaginatively</b> and <b>skilfully</b>. Backgrounds and titles complement the project work and do not dominate. Links are <b>fluent</b> between art theory, ongoing image research and the development of own work.</p>	<p>with <b>fluency and confidence</b>, making the resulting work even stronger. The work remains original, reflecting <b>personal</b> ideas also.</p> <p>A <b>fluent</b> ability to regularly reflect upon and redraft designs during the planning stage with increasing independence. The resulting work is a <b>highly successful, skilful</b> personal response.</p>
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## Drama

2016 KS2	KS2	Y7 T3	Y8 T3	Y9 T3	Y10 T3	Y11 T3	Result
N	W	F-	F	F+	1-	1	1
80	1	F	W	W+	1-	2-	2
82	2	1-	1+	2	2+	3-	3
88	3c	1	2-	2	2+	3+	4
91	3b	1+	2-	2+	3-	4-	4
94	3a	2-	2	3	4	4+	5
97	4c	2-	2+	3+	4+	5-	5
100	4b	2	3-	4-	5-	5+	6
103	4a	2	3-	4	5+	6-	6
106	5c	2+	3	4+	6-	6+	7
109	5b	3-	3+	5-	6	7-	7
112	5a	3	3+	5+	6+	7+	8
116	6c	3	4-	6-	7-	8-	8
119	6b	3+	4	6	7	8+	9
120	6a	3+	4	6+	7+	9-	9

Assessment Strands	Making		Performing		Responding
<b>Learning Objective/Milestone</b>	<b>Group Work Skills</b> - Developing ideas - Refining skills	<b>Forms, Styles, Conventions &amp; Genres for Performance &amp; Design</b> <b>Realising Intentions</b> - Developing a creative response with a group - Communicating meaning	<b>Technical Skills</b> - Developing use of Acting & Design skills	<b>Staging</b> - Developing understanding and use of stage space	<b>Analysis &amp; Evaluation</b> - Developing oral and written analysis & evaluation skills
<b>F</b>	Sometimes can listen to others.	Cannot recognise what a technique is.	Sometimes can take part in a performance in a limited way.	Sometimes will allow others to position them in the stage space where they need to be.	Cannot say what they liked about the performance.
<b>W</b>	Can listen to others. Sometimes can take part.	Sometimes can use 1 technique in a limited way.	Can take part in a performance in a limited way.	Will allow others to position them in the stage space where they need to be.	When asked can sometimes say what they liked about the performance.
<b>1</b>	Can take part and listen to others.	Can use 1 technique in a limited way.	I can take part in a performance in front of others.	Accepts the help of others to know where they should be in the stage space.	When asked can explain in limited terms why they liked something about the performance/design.
<b>2</b>	I can contribute one or two ideas to the group. Can work in a group and follow the lead of others.	Can use two or more techniques with some success.	Can pretend to be a character. Can create some lines for their character and deliver these using different volumes. Can create a simple design that has a limited function.	Knows where they should be in the stage space.	Sometimes offers comments on the performance/design. Sometimes explains why they used a particular voice, chose a character or made a design choice.

<b>3</b>	Can offer some ideas. Can sometimes direct others.	Can choose and use 3 techniques with reasonable success. Can work in two different styles.	Can create clear characters using their: <ul style="list-style-type: none"> <li>• voice.</li> <li>• body language.</li> <li>• facial expressions</li> </ul> Can create a basic design which is appropriate to the performance.	Understands some of the impact of the use of space.	Can say what they thought was good and what needs improving with the presentation. Can explain the decisions they have made.
<b>4</b>	Can offer some effective ideas. Can work very well with others.	Has an intention for the performance. Can choose and use a range of techniques and styles appropriate to the performance. Can understand and apply a practitioner's approach.	Can create a fully controlled performance using: <ul style="list-style-type: none"> <li>• a vocal range</li> <li>• a range of body language</li> <li>• a range of facial expressions</li> </ul> Can work fully in the fiction. Can create a competent design which adds meaning to the performance.	Can identify and use two different types of staging.	Can discuss the work, suggesting improvements using some drama vocabulary. Can justify the decisions they have made.
<b>5</b>	Can offer imaginative ideas to ensure a successful performance. Can organise a group.	Has a clear intention for the performance. Can use a range of forms, techniques and styles successfully. Can apply a range of practitioner's approaches.	Can create a crafted performance using a wide range of: <ul style="list-style-type: none"> <li>• Voice</li> <li>• Body Language</li> <li>• Facial Expression</li> </ul> Can use and select aspects of design which add meaning to the performance.	Can identify and use a range of staging to fit with the intention. Can understand the impact on the audience of the style of staging.	Can evaluate the work, comparing the way ideas were presented. Gives specific examples. Uses a range of drama vocabulary confidently.
<b>6</b>	Can consistently contribute imaginative ideas which contribute to the development of the performance. Can often lead and direct others.	Can use a wide range of forms, styles and techniques to meet their intentions. Can use a wide range of different practitioner's approaches in developing the performances.	Can create crafted and engaging performances using voice, facial expression and body language effectively. Can use and select a range of design elements to build mood and create tension.	Can select an appropriate style of staging for the performance to enhance the effect on the audience. Can use stage directions correctly.	Can evaluate how the effects were created, giving specific examples. Uses a wide range of drama vocabulary confidently.
<b>7</b>	Can contribute well-developed ideas which develop the performance. Confidently leads and directs others.	Can use an extensive range of forms, styles and techniques to create atmospheric performances. Can experiment with pace and rhythm to create mood. Can apply different practitioner styles effectively to the performances.	Can create well-crafted , polished performances which demand attention using voice, facial expression and body language effectively. Can use and select a wide range of design elements to build mood and add meaning to the performance.	Can select and use a range of staging which links to the style of the performance.	Evaluates the presentations in detail, using an extensive range of drama vocabulary.
<b>8</b>	Listens to others and combines there ideas with their own to develop the performance. Consistently lead and direct others.	Can experiment with forms, techniques, styles & genres to create powerful performances. Can make links between different styles, genres and practitioners.	Can create well-crafted characters which demand attention using an extensive range of voice, facial expression and body language. Can use and select an extensive range of design elements to build mood and create layers of meaning.	Can select and use the stage space imaginatively to achieve their artistic intentions.	Analyses and evaluate the presentations in detail, using an extensive range of drama vocabulary. Can make connections between their own work and the wider world of theatre – identifying practitioners and explaining how and why they used them.
<b>9</b>	Adapts their ideas, seeking others' contributions and refining the work as it is developed. Leads and directs others in rehearsal, with a sophisticated awareness of others' needs.	Can use an extensive range of different techniques, genres and styles to create powerful performances. Can make outstanding links between different styles, genres and practitioners.	Creates outstanding performances which demand attention using an extensive range of voice, facial expression and body language. Creates complex characters and perform with confidence. Can create outstanding designs which give insight into character, creates mood and adds layers of meaning.	Can use the stage space in a symbolic way to resonate meaning.	Demonstrates an excellent, highly comprehensive knowledge and understanding of the context of the presentation. Uses an extensive range of drama vocabulary fluently to analyse and evaluate the presentations. Makes reasoned arguments, backed up with key specific examples which draw on their knowledge of theatre forms and practitioners.

## Music

2016 KS2	KS2	Y7 T3	Y8 T3	Y9 T3	Y10 T3	Y11 T3	Result
N	W	F	W-	W+	1-	1	1
80	1	F+	W	1-	1+	2	2
82	2	W-	W	1	2	3	3
88	3c	W	W+	1+	2+	4-	4
91	3b	W+	1+	2+	3+	4	4
94	3a	1-	2-	3-	4-	5-	5
97	4c	1	2	3	4	5	5
100	4b	1+	2	3	4+	6-	6
103	4a	1+	2+	4	5	6	6
106	5c	2-	4	5-	6	7	7
109	5b	2-	4+	5	6+	7+	7
112	5a	2	5-	5+	6+	8-	8
116	6c	2	5-	5+	6+	8	8
119	6b	2+	5	6-	7-	8+	9
120	6a	3-	5	6-	7	9-	9

Grade	<b>Performing:</b>	<b>Composing:</b>	<b>Listening:</b>
<b>Foundation F</b>	Sing/play basic phrases with limited accuracy/accurately.	Use basic stimulus to create a simple ostinato/pattern.	Identify or name some orchestral/popular instruments.
<b>Working towards W</b>	Sing/play basic phrases with some accuracy/accurately.	Can follow a list of instructions to create a rhythmic texture with others.	Begin to link elements of music to composers intentions.
<b>1-</b>	Perform from basic notation/graphic notation with limited success. Can maintain a steady pulse (with support) or a simple ostinato in a group texture.	Can enhance rhythmic/vocal texture with use of layering and rests.	Can provide basic feedback to peers given a list of stems/focus points.
<b>1</b>	Perform from basic notation/graphic notation with some success. Can maintain a steady pulse, a simple ostinato or a repetitive line in a group texture.	Can enhance rhythmic/vocal texture with use of layering, rests, accents and dynamics. Elements of music beginning to feature in work.	Can provide basic feedback to peers given a word-bank and exemplar statements.
<b>2</b>	Sing/play longer phrases with some accuracy/accurately. Perform from basic notation/graphic notation.	Use given patterns/ideas to construct simple pieces with a growing sense of structure. Limited understanding of musical devices/elements with emerging success.	Elements of music quite secure when providing feedback on music heard. Able to assess own progress against success criteria quite successfully.
<b>3</b>	Sing/play accurately demonstrating a developing awareness of expression to performances. Can improvise around an idea within given parameters and know how to develop and improve work. Perform from basic staff notation.	Combine layers to show developing skills in constructing textural interest. Add detail and improve graphic notation to include musical elements. Awareness of textural balance when building compositions. Detail added and improved graphic notation to include subtle musical details.	Can suggest improvements to work on listening back. Appraisal skills are developing and use of musical vocabulary is growing. Can describe several elements of music when listening. Able to assess the work of others and suggest musical targets effectively.
<b>4</b>	Perform more challenging pieces with an awareness of how part fits into texture. Perform from more challenging notation with developing confidence.	A more secure understanding of elements and devices emerging in work. Use of notation when planning compositions. A sense of awareness of time/place in composition. Secure grasp of devices pertinent to units studied.	Can identify elements of music and can comment with some security and accuracy. More secure appraisal of others' work and an emerging ability to comment on their intentions. Can describe elements of music/devices with accuracy. Secure appraisal of others' work with clear, accurate comments. Ability to



		Use of notation to securely track progress from lesson to lesson.	break down thoughts and link to compositional intentions.
<b>5</b>	Perform more challenging pieces confidently. A developing sense of awareness of demands of performance style. Refine and adjust performances to accommodate others. Use sophisticated notation to record own work.	Compositions include well-planned execution of musical elements/devices covered in class. Use of detailed notation to plan, revise, refine and evaluate work.	Critical, accurate judgements about the use of devices using appropriate, mature language and terminology.
<b>6</b>	Perform more challenging pieces with good awareness/flexibility of how part fits into texture. An awareness of balance and blend. Use detailed, sophisticated notation to record own performances and track progress.	A more secure, idiomatic understanding of elements and devices emerging in work. A sense of awareness of time/place in composition and an ability to justify choices. Secure grasp of devices pertinent to units studied.	Can identify elements of music and can comment with security and accuracy. More secure appraisal of others' work and an ability to comment on their intentions. Secure appraisal of others' work with clear, accurate comments. Ability to break down thoughts and link to compositional intentions. Ability to draw upon other styles and draw comparisons across genres.
<b>7</b>	Perform with a sense of style and loyalty to genre in question. An emerging sense of a 'personal performance style'. Extend own ideas through improvisation and use of sequences. Mastery of techniques demonstrated through improvisation, selection of ideas and subtleties in performance. Developing leadership skills/conducting/directing balance whilst performing.	Compositions include well-planned execution of musical elements/devices. Use of detailed notation to plan, revise, refine and evaluate work. Compositions are coherent demonstrating thorough development of ideas. Own sense of style emerging that demonstrates idiomatic use of elements/devices to reflect intentions. A grasp of harmony and the confidence using different, extended tonalities.	Critical, accurate judgements about the use of devices using appropriate, mature language and terminology. Makes critical judgements about musical conventions, characteristics and examine how they are used. An understanding of different periods and genres in musical history and the ability pull evidence from this knowledge to reinforce arguments.
<b>8</b>	Idiomatic understanding of genre through subtleties in performance, observation of composer's intentions and use of extended techniques (eg vibrato).	Compositions demonstrate imagination and sense of wholeness with a well-planned execution of musical elements/devices. Use of very detailed notation to plan, revise, refine and evaluate work. Careful attention to detail.	Critical, accurate judgements about the use of devices using appropriate, mature language and terminology. Handles longer answers successfully. Makes critical judgements about musical conventions, characteristics and examine how they are used.
<b>9</b>	Deep understanding of own performance style demonstrated consistently in a variety of styles/genres. Own sense of style secure that demonstrates idiomatic use of elements/devices to reflect intentions. The ability to direct and lead others in performance whilst participating within the texture.	Compositions are coherent and have a satisfying sense of wholeness. A real sense of a musical journey. Complete competence in handling all elements of music.	Accomplished listening skills. Ability to discriminate and comment on how and why changes occur and assess contribution of significant musicians/composers.

Flight Path -Design & Technology

2016 KS2	KS2	Y7 T3	Y8 T3	Y9 T3	Y10 T3	Y11 T3	Result
N	W	F	W	W+	1-	1	1
80	1	F+	W+	1-	1+	2	2
82	2	W	1+	1	2	3	3
88	3c	W	1+	2	3	4	4
91	3b	W	1+	2	3	4	4
94	3a	1-	2	3	4	5	5
97	4c	1-	2	3	4	5	5
100	4b	1	2+	4	5	6	6
103	4a	1	2+	4	5	6	6
106	5c	1+	3	5	6	7	7
109	5b	1+	3	5	6	7	7
112	5a	2-	3+	6-	7	8	8
116	6c	2-	3+	6-	7	8	8
119	6b	2	4	6+	8	9	9
120	6a	2	4	6+	8	9	9

Grade	Investigating	Designing	Making	Analysing and Evaluating
<b>Foundation</b>	Little or no response to a brief or specification. Can search for mostly relevant images to help and inspire ideas. Can name different types of movement and force.	Shows initial ideas through drawings with little or no development. Some colour used to add to improve the appearance. Labels designs with key words. Designs are shown in 2D only.	Needs considerable assistance to solve problems. Constant support during the manufacturing process. Working outcome produced with a poor finish. Used equipment and machinery with assistance and close supervision.	Uses advice and feedback to close the gap. Evaluated final outcome showing limited strengths and areas to develop.
<b>Working towards</b>	Responds to a brief or specification superficially. Can search for specific images to help build knowledge and inspire ideas. Can name and demonstrate different types of movement and force.	Shows initial ideas through sketching or simplistic drawings with little or no development. Uses colour to show forward planning. Label designs with key information. Designs are shown in 2D only.	Needs assistance or guidance to solve problems. Supported during the manufacturing process. Superficial testing when making to ensure the outcome will work. Working outcome with little consideration of finish. Safely used equipment and machinery with support.	Uses advice and feedback to close the gap. Evaluated final outcome showing realistic strengths and areas to develop.
<b>1</b>	Responds to a brief or specification. Produce secondary research showing an understanding of the theme set or basic understanding of work of others. Can name, describe and demonstrate basic types of movement and forces.	Shows imagination when producing a range of designs with little development. Uses colour and simple lines to show the material properties. Annotate designs with key information. Designs are shown in 2D sketches and attempted in 3D. CAD used with considerable assistance and supervision.	Needs assistance to solve problems. Ongoing testing when making to ensure a quality outcome is produced. Chronological evidence of making through a diary or photos. Successful pleasing appearance and well finished. Working outcome. With support can apply different types of motion to outcome such a linear and rotary. Little evidence of making through a diary or photos.	Uses advice and feedback to close the gap. Evaluated final outcome showing clear strengths and areas to develop. Tested and evaluated final outcome to see if it works.

		Limited or no consideration of materials that could be used.	Successful working outcome with little consideration of finish. Select correct equipment. Safely used equipment and machinery.	
<b>2</b>	Creates and responds to a specification. Produce secondary research that aids the design process and identifies work of others that could be inspirational. Impact on society has been vaguely considered. Profiles who the product could be designed and made for. Understands how more advanced mechanical systems used in their products enable changes in movement and force.	Shows creativity and imagination when producing a design with little or no development. Uses colour and lines/mark making to show the material properties and finish. Annotate designs with thoughts and key information. Designs are shown in 2D and 3D. CAD used if appropriate with resilience to trail new tools. Limited consideration of materials that could be used.	Needs some guidance to solve problems. Used some guidance and supervision during the manufacturing process Ongoing testing and QC is minimal. Understand and apply different types of motion to outcome such a linear and rotary. Basic evidence of making through a diary or photos. A mostly successful appearance, working outcome and some consideration of finish. Accurately and safely used equipment and machinery.	Uses advice and feedback to close the gap. Evaluated final outcome showing clear strengths and areas to develop. Basic testing, evaluation and refining their ideas and products against a specification, taking into account the views of intended users and other interested groups.
<b>3</b>	Basic analysis of the task/brief showing areas to consider when designing and making. Understands and can state limited information on a client's needs and wants. Can investigate and use information gathered on iconic designers/movements to inform ideas. Understands how society can change/impact on design.	Shows creativity and imagination when producing one or more designs with little or no development. Developed design ideas with consideration of the client's needs and ongoing research. Considered function, aesthetics and innovation when developing ideas through visual or annotated evidence. Designs are shown using different 2D and 3D techniques. CAD used if appropriate with resilience to trail new tools. Evidence of modelling the final solution.	Independent decision making and problem solving, Produces models of work in fabric, paper/card or rough material or programming (breadboard) to ensure the outcome is feasible. Inconsistent QC in making. A mostly successful appearance, working outcome and some consideration of finish. Basic, well ordered evidence of making through a diary or photos.	Uses advice and feedback to close the gap. Evaluated final outcome showing clear strengths and areas to develop. Some aspects of the final product have been tested, evaluated and refined to improve ideas and the final product against a specification, taking into account the views of intended users and other interested groups
<b>4</b>	Analyse the task/brief in detail showing areas to consider when designing and making. Produced a client profile suited to the outcome that can mostly be used to address a client's needs and wants Understood pattern and shape and how they can be used within a design. Displayed research from eras, design movements or work of others. Show an understanding of traditional and industrial processes. Identify and solve design problems and understand how to reformulate problems. Basic research evident into materials and their properties to make an informed decision in making.	Shows creativity and imagination when producing a small range of designs with little or no development. Develops designs ideas using ongoing research and others opinions. Final solution designed and annotated. Forward planning shown for manufacture. Use technical language in annotation.	Basic manufacturing specification is produced. Produces models of work in fabric, paper/card, rough material or programming (breadboard) to ensure the outcome is feasible. Can design and assemble nets accurately. Demonstrates marking and measuring out onto materials with correct equipment and cut/saw accurately. Explain the process of manufacture and justify actions. Can explain and demonstrate inputs, processes and outputs. Chronological evidence of making through a diary or photos.	Evaluated skills throughout the project. Evaluated strengths and stated areas to develop. Most aspects of the final product have been tested, evaluated and refined to improve ideas and the final product against a specification, taking into account the views of intended users and other interested groups.

5	<p>Detailed brief and analysis. Shown an understanding and consideration of SMSC with limited understanding of the impact. Investigated existing products. Understand what a client wants and needs and investigates this through an interview or profile. A mostly accurate and appropriate design and manufacturing specification.</p>	<p>None obvious ideas with more outside the box thinking for initial ideas. Taken ongoing research into consideration when designing. Measuring and accuracy applied to technical drawings. Some evidence of experimented in 2D and 3D techniques. Development shown in drawing and modelling. Selected material and components with reference to their properties. CAD has been used confidentially if appropriate.</p>	<p>Good level of finishing skills that are appropriate for the outcome. Appropriate use of CAM. Tools and equipment are used safely, accurately and confidently. Good level of QC through the project. Shown consideration of industrial practice through making. Chronological evidence of making through a diary, photos or flowchart. Most of the specification points have been met.</p>	<p>Justify the need for modifications when evaluating. Some parts of the outcome have been tested against the specification/s Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists when identifying areas to modify and improve.</p>
6	<p>Analysed existing products to influence designs in depth. Shown an understanding and consideration of SMSC with limited understanding of the impact. Understand what a client wants and needs and investigates this through an interview or profile Understand how more advanced electrical and electronic systems can be powered and used in their products [for example, circuits with heat, light, sound and movement as inputs and outputs]</p>	<p>Avoided stereotypical responses. Taken into account the client's needs and wants and justified these. Mathematical modelling using oral and digital presentations and computer-based tools. Considered the cost of materials and components. Investigate new and emerging technologies. Planned for combining materials.</p>	<p>Trialled a wide range of techniques that are suitable for chosen outcome. Transferred skills to final outcome independently. Combines a range of materials and techniques in final outcome/s. Can display complex joints or seams to attach and join material. Have inserted or combined premade components accurately. Understand material properties and use this to make informed decisions. Take risks and show resilience during manufacture. Built in tolerance when making and conduct QA/QC. Demonstrated computer-aided manufacture. Selected from and use a wider, more complex range of materials and components, taking into account their properties. Most of the specification points have been met.</p>	<p>Justify the need for modifications when evaluating. Some parts of the outcome have been tested against the specification/s Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists when identifying areas to modify and improve.</p>
7	<p>Detailed design brief and Analysis is evident with justified conclusion. Investigated potential client and explained their needs and wants. All research conducted is relevant and concise. Have analysed work of others in a range of styles to aid inspiration. Shows an understanding of SMSC in general Appropriate written, drawn or practical investigations conducted.</p>	<p>Detailed specification produced that links to research conducted. Shows great creativity in designs and presentation. Development is done accurately and from ongoing research conducted. Evidence of experimenting and or modelling At least one model is fit for purpose.</p>	<p>Trialled a wide range of techniques that are suitable for chosen outcome. Transferred skills to final outcome independently. Combines a range of materials and techniques in final outcome/s. Can display complex joints or seams to attach and join material. Have inserted or combined premade components accurately. Understand material properties and use this to make informed decisions. Take risks and show resilience during manufacture. Built in tolerance when making and conduct QA/QC. Demonstrated computer-aided manufacture. Selected from and use a wider, more complex range of materials and components, taking into account their properties. Most of the specification points have been met. Manufacturing specification produced that has clear relevance to work produced. High level of making and finishing Skilfully used equipment.</p>	<p>Justify the need for modifications when evaluating. Some parts of the outcome have been tested against the brief and /or specification/s Understand developments in design and technology, its impact on individuals, society and the environment, and the responsibilities of designers, engineers and technologists when identifying areas to modify and improve. Ongoing evaluation shown throughout.</p>

8	<p>Understand and display knowledge of materials and properties with original source and process of manufacturing.</p> <p>Can explain a range of appropriate material finishes.</p> <p>State how materials are commercially sold.</p> <p>Understand how market research can affect the design process.</p> <p>Demonstrate industrial skills.</p> <p>Display client's wants and needs through a questionnaire or survey and analyse results.</p> <p>Create and differentiate between a design and manufacturing specification.</p> <p>Researched and shown an understanding for SMSC.</p>	<p>Creative and innovative ideas considering functionality and aesthetics.</p> <p>Plan for manufacture.</p> <p>Apply computing and use electronics to embed intelligence in products that respond to inputs [for example, sensors], and control outputs [for example, actuators], using programmable components [for example, microcontrollers].</p>	<p>Consider costing and availability of materials and components.</p> <p>Can explain Scale of production and production systems.</p> <p>Demonstrate manipulation of materials.</p> <p>Use Jigs, pattern blocks, templates, reference points.</p> <p>QA and QC conducted.</p> <p>Considered ergonomics and anthropometrics when making.</p> <p>Produce creative ideas that are able are viable.</p> <p>Demonstrated further research.</p> <p>Consider different mechanisms to make the outcome move.</p> <p>Use CAD independently where appropriate.</p> <p>Create a manufacturing specification.</p> <p>Create a cutting list with quantities, cost and size.</p> <p>Shows scale/working drawings</p> <p>Develops ideas through modelling a number of ideas.</p> <p>Further small scale experimenting evident through a wide range of 2D and 3D techniques.</p>	<p>Redesign and suggest areas for development and modifications.</p> <p>Show third party opinions when evaluating throughout.</p> <p>A variety of testing throughout as well as the final product and recorded with a clear understanding and justification of results.</p> <p>Tested designs and final product against the specifications and function such as strength, appearance, durability and safety.</p>
9	<p>Use Primary and Secondary sources for research of others.</p> <p>Written an appropriate and detailed brief.</p> <p>Analyse the context and problem in detail.</p> <p>Consider new and emerging technologies through research.</p> <p>Show knowledge of Modern and smart materials.</p> <p>Display Systems for designing and making that could be used.</p> <p>Look at market place focusing on current and changing trends.</p> <p>Profiled and investigated a relevant target market.</p> <p>Researched and shown an understanding for SMSC with a specific focus on the project.</p>	<p>Produce creative ideas that are able are viable.</p> <p>Demonstrated further research.</p> <p>Consider different mechanisms to make the outcome move.</p> <p>Use CAD independently where appropriate.</p> <p>Select appropriate materials and components for the design/s.</p> <p>Show clear forward planning for manufacture with QA/QC and safety tests build in.</p> <p>Create a manufacturing specification.</p> <p>Create a cutting list with quantities, cost and size.</p> <p>Shows scale/working drawings</p> <p>Develops ideas through modelling a number of ideas.</p> <p>Further small scale experimenting evident through a wide range of 2D and 3D techniques.</p> <p>Selected appropriate and challenging materials and components.</p>	<p>Detailed manufacturing specification.</p> <p>Exceptional high standard of outcome and finish.</p> <p>Meets the specification fully.</p> <p>Use and/or explain the industrial practice used to manufacture the outcome.</p> <p>Use CAM independently where appropriate.</p> <p>Consistently adapting outcome where needed to meet clients, needs and wants.</p> <p>Apply appropriate finishes to materials used.</p> <p>Commercially viable outcome.</p> <p>Large body of detailed evidence of making the outcome.</p>	<p>Redesign and suggest areas for development and modifications.</p> <p>Show third party opinions when evaluating throughout.</p> <p>A variety of testing throughout as well as the final product and recorded with a clear understanding and justification of results.</p> <p>Tested designs and final product against the specifications.</p>

## Food Nutrition & Preparation

### Flight Path – Food Nutrition & Preparation

2016 KS2	KS2	Y7 T3	Y8 T3	Y9 T3	Y10 T3	Y11 T3	Result
N	W	F	W	W+	1-	1	1
80	1	F+	W+	1-	1+	2	2
82	2	W	1+	1	2	3	3
88	3c	W	1+	2	3	4	4
91	3b	W	1+	2	3	4	4
94	3a	1-	2	3	4	5	5
97	4c	1-	2	3	4	5	5
100	4b	1	2+	4	5	6	6
103	4a	1	2+	4	5	6	6
106	5c	1+	3	5	6	7	7
109	5b	1+	3	5	6	7	7
112	5a	2-	3+	6-	7	8	8
116	6c	2-	3+	6-	7	8	8
119	6b	2	4	6+	8	9	9
120	6a	2	4	6+	8	9	9

<u>Grade</u>	<u>Food preparation and cooking</u>	<u>Food Science</u>	<u>Food Safety</u>	<u>Food choice and Provenance</u>	<u>Nutrition and Health</u>
<b>Foundation</b>	Able to use bridge and claw method. Can weigh food accurately Use the hob, grill and oven.	Understand enzymic browning with fruit. How bacteria grows.	Understand the 4 Cs including cross contamination. Use equipment correctly.	Be able to select and use fruit in season.	Knowledge of the Eatwell Guide and how it affects my health.
<b>Working towards</b>	Able to use bridge and claw method. Can weigh food accurately Use the hob, grill and oven Explain the different cooking methods I have used.	Understand enzymic browning with fruit. How bacteria grows. To understand how to prevent Enzymic browning.	Understand the 4 Cs including cross contamination. Use equipment correctly. Demonstrate safe use of ingredients and equipment.	Be able to select and use fruit in season. Have an understanding of Food miles.	Knowledge of the Eatwell Guide and how it affects my health. Be able to change ingredients to increase the nutritional value of a dish.
<b>1</b>	Able to use bridge and claw method. Can weigh food accurately use the hob, grill and oven. Explain the different cooking methods I have used. Demonstrate that thought has been made with presentation.	Understand enzymic browning with fruit. How bacteria grows. To understand how to prevent Enzymic browning.	Understand the 4 Cs including cross contamination. Use equipment correctly. Demonstrate safe use of ingredients and equipment.. Show correct storage of food.	Be able to select and use fruit in season. Select foods to reflect family needs. Have an understanding of Food miles.	Knowledge of the Eatwell Guide and how it affects my health. Be able to change ingredients to increase the nutritional value of a dish. I know the different sections of the Eatwell Guide.

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

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



<p>9</p>	<p>Select, adapt and use a range of ingredients.          Be able to make own decisions with choice of ingredients.          Be able to combine, shape and form ingredients.          Successful presentation of dishes with examples of garnishes.          Show a range of skills in your cooking.          Show independence when following a recipe.          Demonstrate different techniques and cooking methods.          Select and Use a variety of electrical appliances.          Be able to plan and prepare dishes using a time plan.          Competently shows a wide range of complex technical skills and processes to an excellent standard in the making of the 3 final dishes.          Excellent evidence of time management.          All 3 dishes produced very successfully and the time plan is closely followed in the correct sequence with excellent linking of application of food safety.</p>	<p>Understand the functional and chemical properties of food.          Be able to write a hypothesis, investigate, test and conclude a report.          Explain using technical terms the changes when cooking food.          Understand the functions of ingredients used in some dishes.          Be able to draw conclusions from investigational work.          Be able to apply knowledge from investigations in future practical work.          Be able to lead others in practical investigations</p>	<p>Demonstrate safe use of ingredients and equipment.          Show correct storage of food.          Independently can demonstrate the 4 C's in all of their practical work.          Work correctly with high risk foods.          Understand and demonstrate the core temperatures using a temperature probe.</p>	<p>Be able to select and use fruit/vegetables in season.          Select foods to reflect family needs and healthy choices.          Understand the origins of foods used.          Have an understanding of Food miles and seasonality.          Have an awareness of other cultures and their differences.          Understand environmental issues and technological associated with food.          Have an awareness of the impact of food and food security on local and global markets.</p>	<p>Be able to change ingredients to increase the nutritional value of a dish.          Understand Macro nutrients and Macro nutrients.          Make informed choices for a varied and balanced diet.          Apply knowledge of diet and health to create a range of healthy dishes.          Understand the relationship between portion sizes and good health.          Understand the properties and sources of different nutrients in foods.          Be able to use current nutritional information and data to analyse dishes and modify to improve health and reflect current guidelines          Understand the major diet related health risks and how to recommend improvements to the diet.</p>
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2016 KS2	KS2	Y9 T3	Y10 T3	Y11 T3	Result
N	W	W-	W+	1	1
80	1	1-	1+	2	2
82	2	2-	2+	3	3
88	3c	2+	3	4	4
91	3b	3-	3+	4+	4
94	3a	3	4	5	5
97	4c	3+	4+	5+	5
100	4b	4-	5	6	6
103	4a	4	5+	6+	6
106	5c	5-	6	7	7
109	5b	5	6+	7+	7
112	5a	6-	7	8	8
116	6c	6	7+	8+	8
119	6b	7-	8	9	9
120	6a	7	8+	9+	9+

<b>Content</b>	<b>1.1.a. The structure and function of the skeletal system</b>	<b>1.1.b. The structure and function of the muscular system</b>	<b>1.1.c. Movement analysis</b>	<b>1.2.a. Components of fitness Benefit You</b>
	<p>Students are able to do a percentage of the following: know the name and location of the following bones in the human body: -cranium, vertebrae, ribs, sternum, clavicle, scapula, pelvis, humerus, ulna, radius, carpals, metacarpals, phalanges, femur, patella, tibia, fibula, tarsals, metatarsals. Functions of the skeleton; understand and be able to apply examples of how the skeleton provides or allows: support, posture, protection, movement, blood cell production, storage of minerals. Know the definition of a synovial joint</p> <ul style="list-style-type: none"> <li>• know the following hinge joints: knee – articulating bones – femur, tibia; elbow – articulating bones – humerus, radius, ulna</li> <li>• know the following ball and socket joints: shoulder – articulating bones –</li> </ul>	<p>Students are able to do a percentage of the following: Know the name and location of the following muscle groups in the human body and be able to apply their use to examples from physical activity/sport:</p> <ul style="list-style-type: none"> <li>-deltoid</li> <li>-trapezius</li> <li>-latissimus dorsi</li> <li>-pectorals</li> <li>-biceps</li> <li>-triceps</li> <li>-abdominals</li> <li>-quadriceps</li> <li>-hamstrings</li> <li>-gluteals</li> <li>gastrocnemius.</li> </ul> <p>Know the definitions and roles of the following and be able to</p>	<p>Students are able to do a percentage of the following: Know the three classes of lever and their use in physical activity and sport:</p> <ul style="list-style-type: none"> <li>1st class</li> <li>– neck</li> <li>2nd class</li> <li>– ankle</li> <li>3rd class</li> <li>– elbow</li> <li>• know the definition of mechanical advantage.</li> </ul> <p>Know the location of the planes of movement in the body and their application to physical activity and sport:</p> <ul style="list-style-type: none"> <li>frontal</li> <li>transverse</li> <li>sagittal</li> <li>• know the location of the axes of rotation in the body and their</li> </ul>	<p>Students are able to do a percentage of the following: Know the following components of fitness:</p> <ul style="list-style-type: none"> <li>• cardiovascular endurance/stamina. Know the definition of cardiovascular endurance/stamina. Be able to apply practical examples where this component is particularly important in physical activity and sport. Know suitable tests for this component, including: – Cooper 12 minute run/walk test, multi-stage fitness test</li> <li>• muscular endurance - know the definition of muscular endurance. Be able to apply practical examples where this component is particularly important in physical activity and sport. Know suitable tests for this component, including: – press-up test, sit-up test</li> <li>• speed - know the definition of speed. Be able to apply practical examples where this component is particularly important in physical activity and sport. Know suitable tests for this component, including: 30m sprint test</li> <li>• strength - know the definition of strength. Be able to apply practical examples of where this component is particularly important in physical activity and sport. Know suitable tests for this component, including: grip strength dynamometer test, 1 Repetition Maximum (RM)</li> <li>• power - know the definition of power. Be able to apply practical examples of where this component is particularly important in physical activity and sport. Know suitable tests for this component, including: – ‘standing jump’ or ‘vertical jump’ tests</li> </ul>

	<p>humerus, scapula, hip – articulating bones – pelvis, femur. Know the types of movement at hinge joints and be able to apply them to examples from physical activity/sport:</p> <ul style="list-style-type: none"> <li>-flexion</li> <li>-extension</li> </ul> <p>• Know the types of movement at ball and socket joints and be able to apply them to examples from physical activity/sport:</p> <ul style="list-style-type: none"> <li>-flexion</li> <li>-extension</li> <li>- rotation</li> <li>- abduction</li> <li>- adduction</li> <li>- circumduction.</li> </ul> <p>Know the roles of: ligament, cartilage, tendons.</p>	<p>apply them to examples from physical activity/sport:</p> <ul style="list-style-type: none"> <li>-agonist</li> <li>-antagonist</li> <li>- fixator</li> <li>- antagonistic muscle action.</li> </ul>	<p>application to physical activity and sport:</p> <ul style="list-style-type: none"> <li>frontal</li> <li>transverse</li> <li>longitudinal.</li> </ul>	<ul style="list-style-type: none"> <li>• flexibility - know the definition of flexibility. Be able to apply practical examples of where this component is particularly important in physical activity and sport. Know suitable tests for this component, including: 'sit and reach' test</li> <li>• agility - know the definition of agility. Be able to apply practical examples of where this component is particularly important in physical activity and sport. Know suitable tests for this component, including: Illinois agility test</li> <li>• balance - know the definition of balance. Be able to apply practical examples of where this component is particularly important in physical activity and sport. Know suitable tests for this component, including: 'stork stand' test</li> <li>• co-ordination - know the definition of co-ordination. Be able to apply practical examples of where this component is particularly important in physical activity and sport. Know suitable tests for this component, including: 'wall throw' test</li> <li>• reaction time - know the definition of reaction time. Be able to apply practical examples of where this component is particularly important in physical activity and sport. Know suitable tests for this component, including: reaction time ruler test</li> <li>• Be able to collect and use data relating to the components of fitness.</li> </ul>
<b>Foundation</b>	1-13% of the above	1-13% of the above	1-13% of the above	1-13% of the above
<b>Working Towards</b>	14-27% of the above	14-27% of the above	14-27% of the above	14-27% of the above
<b>1</b>	28-39% of the above	28-39% of the above	28-39% of the above	28-39% of the above
<b>2</b>	40-49% of the above	40-49% of the above	40-49% of the above	40-49% of the above
<b>3</b>	50-59% of the above	50-59% of the above	50-59% of the above	50-59% of the above
<b>4</b>	60-67% of the above	60-67% of the above	60-67% of the above	60-67% of the above
<b>5</b>	68-70% of the above	68-70% of the above	68-70% of the above	68-70% of the above
<b>6</b>	71-79% of the above	71-79% of the above	71-79% of the above	71-79% of the above
<b>7</b>	80-89% of the above	80-89% of the above	80-89% of the above	80-89% of the above
<b>8</b>	90-99% of the above	90-99% of the above	90-99% of the above	90-99% of the above
<b>9</b>	100% of the above	100% of the above	100% of the above	100% of the above

## PE - CORE

At IGS students will be assessed in Core PE using a Bronze, Silver and Gold criteria.

Students will be assessed using the following 6 strands, Performance, Decision Making, Coaching, Leadership, Character and Health and Fitness.

For each activity block taught, students will gain a Bronze, Silver or Gold with their overall tracking being worked out as an average of what they have got. For example if a student got a Bronze in Gymnastics, a Silver in Football and a Gold in Rugby, overall they would be a Silver in PE.

Students will record each individual grade in their assessment booklet on their iPad giving strengths and areas for improvement at the end of each activity block.

A special Platinum award will be given to those students who achieve a gold in every activity for that year. This certificate will be presented in the award assemblies.

An example for Y7 rugby can be found at the bottom. The grades across each year align as follows:

Y7 T3	Y8 T3	Y9 T3
WTB		
WTB		
WTB		
Y7 Bronze	WTB	
Y7 Bronze	WTB	
Y7 Bronze	WTB	
Y7 Silver	Y8 Bronze	WTB
Y7 Silver	Y8 Bronze	WTB
Y7 Silver	Y8 Bronze	WTB
Y7 Gold	Y8 Silver	Y9 Bronze
Y7 Gold	Y8 Silver	Y9 Bronze
Y7 Gold	Y8 Silver	Y9 Bronze
Y7 Platinum	Y8 Gold	Y9 Silver
Y7 Platinum	Y8 Gold	Y9 Silver
Y7 Platinum	Y8 Gold	Y9 Silver
Y7 Platinum	Y8 Platinum	Y9 Gold
Y7 Platinum	Y8 Platinum	Y9 Gold
Y7 Platinum	Y8 Platinum	Y9 Gold
		Y9 Platinum

Rugby	Level 3 Bronze	Level 4 Silver	Level 5 Gold
Catching	I can catch the ball on a few occasions when not under pressure.	I can often catch the ball, and I can sometimes catch it whilst under a little pressure.	I can catch the ball whilst under pressure.
Running	I can run with the ball and pass accurately most of the time.	I can run with the ball, and sometimes beat opponents. I pass accurately most of the time.	I usually beat opponents. I am beginning to use changes of speed. I nearly always pass accurately.
Tackling	I can sometimes tackle an opponent.	I can usually tackle an opponent.	I can successfully use different types of tackle.
Ruck	I know about the Tower Of Power (TOP) body position needed to ruck. I can stand over the ball in a ruck	I have a good understanding of the Tower Of Power (TOP). I can stand over the ball in a good TOP position	I can perform the Tower Of Power position well and perform the TOP position over the ball in almost every ruck.
Scrum	I know about the Tower Of Power (TOP) body position needed to scrum. I can scrum age uncontested 1v1.	I have a good understanding of the Tower Of Power (TOP). I can scrum in a good TOP position 1v1 and 2v2 most of the time when contested.	I can perform the Tower Of Power position well and perform the TOP position in contested scrums in almost every scrum 3v3
Rules	I know the basic rules.	I know the rules but find it difficult to apply them as a referee.	I can apply the rules in a game situation.
Physical capacity	I have limited physical capacity (ie speed, stamina, strength and flexibility) to cope with the demands of the activity.	One area of my physical capacity (ie speed, stamina, strength and flexibility) is developed to cope with the demands of the activity.	More than one area of my physical capacity (ie speed, stamina, strength and flexibility) is developed to cope with the demands of the activity.
Mental capacity	I have the confidence to have a go and I can face challenging situations with help.	I am determined to succeed. I can deal with a few challenging situations, but I find it difficult to deal with my emotions.	I am determined to succeed, I keep going in most challenging situations, and I can deal with my emotions most of the time.
Strengths and weaknesses	I can sometimes correct faults.	I can recognise that something is wrong, but I do not always know what it is. I can identify others' strengths and weaknesses.	I know when I or others have done something wrong and I can usually put it right.