



ARENA
ACADEMY

Autumn Term Grade Descriptors

Year 10

Dr Jekyll and Mr Hyde Assessment Criteria

Subject	English Literature	Achieved <input type="checkbox"/>	Target <input type="checkbox"/>
Year	10		
Term	Autumn 1		
Focus	Literature AO1, AO2, AO3		

 Mark:
You have:

1-5 marks	<ul style="list-style-type: none"> • Simple Explicit Comments • Made simple comments relevant to task and text • Referenced to relevant detail • Awareness of writer making deliberate choices • Possible references to subject terminology • Simple comment on explicit ideas/contextual factors
6-10 marks	<ul style="list-style-type: none"> • Supported, Relevant Comments • Supported response to task and text • Commented on references made • Identified writer's methods • Some reference to subject terminology • Some awareness of implicit ideas/contextual factors
11-15 marks	<ul style="list-style-type: none"> • Explained, Structured Comments • Made some explained response to task and whole text • Used references to support a range of relevant comments • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identified effects of writer's methods on the reader • Some understanding of implicit ideas/perspectives/contextual factors shown by links between context/text/task
16-20 marks	<ul style="list-style-type: none"> • Clear Understanding • Made a clear explained response to task and whole text • Effectively used references to support explanations • Clearly explained writer's methods with appropriate use of subject terminology • Understands the effects of writer's methods on the reader • Clear understanding of ideas/perspectives/contextual factors between context/text/task
21-25 marks	<ul style="list-style-type: none"> • Thoughtful, developed consideration • Made a thoughtful, developed response to task and whole text • Made apt references integrated into interpretations • Examined writer's methods with effective use of subject terminology to support consideration of methods • Examined the effects of writer's methods on the reader • Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task
26-30 marks	<ul style="list-style-type: none"> • Convincing, critical analysis and exploration • Made a critical, exploratory and conceptualised response to task and whole text • Judicious use of precise references to support interpretations • Analysis of writer's methods with subject terminology used judiciously • Explored the effects of writer's methods on the reader • Explored ideas/perspectives/ contextual factors shown by specific, detailed links between context/text/task

What I have done well is:

My Target is:



Scheme Skills Audit	
Subject	Maths
Year	10
Term	AUT
Focus	Number, Probability, Algebra, Shape, Data Handling

skills	To be 'On Target' or 'Above Target' this term, I need to be able to...	When did I secure this?
Complete, define and apply	<p>1/2</p> <ul style="list-style-type: none"> Complete stages for using the four rules of arithmetic with integers and decimals. Understand approximate conversion factors to change between imperial units and metric units. Use tally charts and frequency tables to collect and represent data Apply grouped frequency tables to collect and represent data. Understand how to work out the mode, median, mean and range of small sets of data Apply prime factors and HCF/LCM. 	
Understand stages of process	<p>3</p> <ul style="list-style-type: none"> Understand processes for statistical averages and decide which is the best average to use to represent a data set. Understand stages for angle facts and triangle facts. Use information to work out simple missing angles Describe laws for rounding SF and DP. Understand fractions and describe processes for calculations with fractions 	
Describe processes	<p>4</p> <ul style="list-style-type: none"> Describe processes for geometry and measures: Angles, triangles, polygons and quadrilaterals Explore and understand concepts of bearings and how to approach real life worded problems. Describe processes how to make approximations and estimations. Describe processes for calculations for fractions. 	
Explain fluently concepts	<p>5</p> <ul style="list-style-type: none"> Evaluate and explain methods for calculations with fractions and fractions on a calculator. Fluently understand $y=mx + C$ and apply it in algebra Evaluate and explain functions to draw linear graphs. Complex problems in algebra for factoring with powers 	
Critically evaluate methods and processes	<p>6</p> <ul style="list-style-type: none"> Critically evaluate methods in ratio and proportion and rates of change: Ratio, speed and proportion Evaluate processes in algebra for expressions and formulae including expanding and factorising quadratics. Link drawing graphs skills and algebra skills for solving simultaneous equations. Explain and explore applications to find the equation of lines from graphs and the equation of lines from parallel lines. Link worded problems for fractions with real life problems. Combine algebra skills to apply rules for Pythagoras. 	

<p>Link and combine applications for problems</p>	<p>7</p>	<ul style="list-style-type: none"> • Link and combine methods for number and sequences problems involving quadratic. • Tackle mixed problems with ratio and proportion compound interest and reverse percentages. • Link geometrical properties of a diagram to calculate a bearing. • Link skills in shape to evaluate processes for transformations, constructions and loci. • Analyse and evaluate processes for Length, area and Volume (prisms, pyramids, cylinders and spheres) • Link algebra skills to apply rules for trigonometry 	
<p>Analyse, evaluate and synthesize ideas to tackle multi-layered problems</p>	<p>8/9</p>	<ul style="list-style-type: none"> • Synthesis methods in shape and number to solve problems in area/ volume and similar shapes. • Synthesis methods in algebra to work out real life problems involving Pythagoras and trigonometry • Evaluate methods to find lengths of sides and angles in right-angled triangles using the sine and cosine functions. 	



Scheme Skills Audit	
Subject	Science
Year	10
Term	AUT
Focus	Atomic Structure

	To be 'On Target' or 'Above Target' this term, I need to be able to...	When did I demonstrate this?
1/2	Identify the composition of an atom. Define 'atomic number', 'mass number' and 'isotope'.	
3	Describe how electrons are arranged within the atom. Describe the composition of a given atom in terms of the number of protons, neutrons and electrons.	
4	Confirm the number of protons, the number of neutrons or the mass number given information on an atom. Discuss the different kinds of nuclear radiation and the safety precautions taken when using them.	
5	Discuss the differences between different models of the atom. Discuss radioactive decay and how it can be predicted. Discuss the different kinds of nuclear radiation. Apply knowledge of radiation to describe how radioactive contamination can occur, how risk can be minimised and the safety requirements taken. Explain the uses of irradiation.	
6	Explain how electrons can be moved from their position within the atom. Compare the use of different shielding materials for use when handling radioactive sources. Construct and complete nuclear decay equations. Calculate the half-life of a radioactive source from a decay curve of the radioactive element. Debate the advantages and disadvantages of irradiating food.	
7	Calculate the size of an atom given the size of the nucleus and the scale of the nucleus compared to the atom.	
8/9	Calculate the mass of a radioactive substance remaining given the half-life of the substance, and the initial mass	



Scheme Skills Audit

Subject	Science
Year	10
Term	AUT
Focus	Chemical changes

To be ' On Target ' or ' Above Target ' this term, I need to be able to...		When did I demonstrate this?
1/2	Label electrolysis equipment. Recognise the pH scale and the use of Universal Indicator. Recognise that a chemical reaction has taken place	
3	Identify separating techniques to use when obtaining salts. Describe how acids can neutralise alkalis to produce salts	
4	Make simple predictions on reactions using reactivity series. Name salts from neutralisation reactions.	
5	Describe products made from simple electrolysis cells. Use basic symbol equations. Identify if elements make positive or negative ions.	
6	Relate strength of acids to concentration of H ⁺ ions. Describe methods to produce a salt.	
7	Use formulae for different salts to deduce chemical formulae. Explain neutralisation using H ⁺ and OH ⁻ and choose appropriate methods for making soluble salts.	
8/9	Explain the processes of electrolysis and write half equations. Write ionic equations for displacement reactions. Explain REDOX reactions.	



Scheme Skills Audit

Subject	Science
Year	10
Term	AUT
Focus	Energy changes

To be ' On Target ' or ' Above Target ' this term, I need to be able to...		When did I demonstrate this?
1/2	Recognise examples of exothermic + endothermic reactions. Recognise that a chemical reaction occurs in cells. Recognise that a chemical reaction has taken place	
3	Describe what exothermic and endothermic reactions are in terms of energy.	
4	Use reaction profiles to identify reactions as endothermic or exothermic	
5	Interpret simple energy diagrams. Describe energy changes in bond breaking/making. Describe a simple fuel cell.	
6	Use collision theory to explain fully how chemical reactions occur.	
7	Calculate the energy transferred in a chemical reaction using bond energies.	
8/9	Construct a reaction profile diagram. Explain activation energy. Evaluate fuel cells and write half equations.	

AQA Health and the People

Paper 2 Section A

AO1 Knowledge and Understanding

AO2 Second Order Concepts

AO3/4 Sources and Interpretations



Grade	To be 'On Target' or 'Above Target' this term, I need to be able to...	When did I achieve this?
1/2	<p>AO1 Identification of ideas about causes and treatments in an historical period. (e.g. Medieval)</p> <p>AO2 Identification of the beliefs around diagnosis and treatment in medicine. (e.g. Four Humour Theory)</p> <p>AO3/4 Identification of any relevant historical detail from a source. (e.g. label a source with relevant detail)</p>	
3	<p>AO1 Describe the key ideas about causes and treatments in an historical period. (e.g. Medieval, Renaissance)</p> <p>AO2 Description of the causes or consequences of beliefs around diagnosis and treatment in an historical period. (e.g. use of the Four Humour Theory)</p> <p>AO3/4 Draw simple conclusions from a source using historical content.</p>	
4	<p>AO1 Describe the key ideas about causes and treatments in an historical period alongside the description of the contribution of key individuals to medicine. (e.g. Galen, Vesalius)</p> <p>AO2 Explanation of the causes and consequences of beliefs around diagnosis and treatment in an historical period supported by relevant historical content. (Impact of Four Humour Theory)</p> <p>AO3/4 Explain the value of a source to investigating an historical period. (e.g. Medieval)</p>	
5	<p>AO1 Demonstrate accurate and appropriate knowledge showing a clear understanding of ideas in medicine and the contribution of key individuals.</p> <p>AO2 Explanation of multiple factors that influenced medicine in an historical period supported by relevant historical content and presented in a structured manner.</p> <p>AO3/4 Construct and analysis of a range of sources, in context, to investigate the value of a source to an historical period. (e.g. Medieval)</p>	
6	<p>AO1 Demonstrate mostly relevant and comprehensive knowledge combining a clear understanding of ideas in medicine and the contribution of key individuals.</p> <p>AO2 Explanation of multiple factors that influenced medicine in an historical period supported by relevant historical content and presented in a structured manner with analysis. (e.g. judgement or conclusion)</p> <p>AO3/4 Construct and analysis of a range of sources, in context and using both the content and the provenance of a source to investigate the value of a source to an historical period. (e.g. using content or provenance to explain utility of source)</p>	
7	<p>AO1 Demonstrate relevant and comprehensive knowledge combining a developed understanding of ideas in medicine and the contribution of key individuals.</p> <p>AO2 Explanation of multiple factors that influenced medicine in an historical period supported by relevant historical content and presented in a structured manner with comprehensive analysis. (e.g. a supported judgement or conclusion)</p> <p>AO3/4 Construct a comprehensive analysis of a range of sources, in context and using both the content and the provenance of a source to investigate the value of a source to an historical period. (e.g. using both content and provenance to explain utility of source)</p>	
8/9	<p>AO1 Demonstrate relevant and comprehensive knowledge combining a sophisticated understanding of ideas in medicine and the contribution of key individuals.</p> <p>AO2 Explanation of multiple factors that influenced medicine in an historical period supported by relevant historical content and presented in a structured manner with a convincing analysis.</p> <p>AO3/4 Construct a comprehensive critical analysis of a range of sources, in context and using both the content and the provenance of a source to investigate the value of a source to an historical period.</p>	



Scheme Content Audit

Subject	Geography
Year	KS4
Term	Summer 2018
Focus	UK in the 21 st Century

	To be 'On Target' or 'Above Target' this term, I need to be able to...	When did I secure this?
1/2	<p>...demonstrate a very basic understanding of the UK and its population.</p> <p>...comment on the problems of the UK economy but they are not always accurate.</p>	
3	<p>... identify how the UK's human and physical landscape can affect us.</p> <p>... make straightforward comments about the UK's role, globally.</p>	
4	<p>... describe how the UK's population is changing and how it is predicted to change in the future.</p> <p>... recognise the challenge faced by the UK with an ageing population.</p>	
5	<p>... describe the location of core economic hubs around the UK and begin to explain how these influence local population and business.</p> <p>... make straight forward comments about the issues of the UK's over-dependence on London as an economic centre.</p>	
6	<p>... explain how the economy of the UK has changed and the importance of London within the UK economy.</p> <p>... use this information to put forward a heavily one sided argument that starts to consider different points of view and whether there is an over reliance on London.</p>	
7	<p>... explain why the human and physical landscape of the UK has changed.</p> <p>... explain, using some accurate statistics and information, how the changes have evolved and how a range of issues, such as the weakening UK's global influence, these changes have created (effects).</p> <p>... order this information into a well thought out, balanced argument with a conclusion that uses some evidence.</p>	
8	<p>... explain why the human landscape of the UK has changed and will continue to change in the 21st Century. I will be able to analyse the social, economic and environmental impacts of these changes, at both a national and international level.</p> <p>... accurately use a wide range of keywords and key statistics. I can clearly explain what influence UK has on the modern world and link to regions including the Middle East.</p> <p>... order my thoughts into a coherent argument and draw upon accurate statistics and research to form well-argued conclusions.</p>	



Scheme Skills Audit	
Subject	Geography
Year	KS4
Term	Spring
Focus	Urban Futures AO1 – knowledge of locations, places, processes, environments and scales AO2 – Understanding of concepts and inter relationships between places, environments and processes AO3 – Interpret, analyse and evaluate information and issues to make judgements AO4 – select, adapt and use a variety of skills/techniques to investigate questions and communicate findings

	To be 'On Target' or 'Above Target' this term, I need to be able to...	When did I demonstrate this?
1/2	Identify reasons why cities change in size over time	
3	Describe reasons why cities change differently in ACs and LIDCs.	
4	Describe the causes and consequences of movements in population. These movements could be into other countries, into cities or away from cities.	
5	Explain a range of reasons as to why cities have grown at a faster in LIDCs using push and pull factors. I will also need to explain how cities create more opportunities but also more challenges for local people and the government.	
6	Analyse (examine in detail and interpret) the changes, opportunities and challenges of life in an AC and EDC city.	
7	Evaluate the changes, opportunities and challenges of life in an AC and EDC city by comparing and contrasting these two cities. I will need to do this by using some place specific information, geographical terminology or data. I will need to order this information into an analytical argument with a conclusion.	
8/9	Critically evaluate how specific cities in ACs and EDCs have/will continue to respond to challenges they face using a range of place specific information, geographical terminology or data. I will need to order this information into a well thought out argument with different points of view and a clear conclusion.	

Year 9 RE Skills Audit

Autumn – Islam Practices

AO1 Knowledge and Understanding



	To be ' On Target ' or ' Above Target ' this term, I need to be able to...	When did I secure this?
1/2	Able to recall some knowledge on Muslim practices.	
3	Able to describe some Muslim practices using some keywords.	
4	Can begin to explain how some Muslim practices are carried out, sometimes using quotes and keywords from the Qur'an or Hadith.	
5	Can explain how most Muslim practices are carried out, using quotes and keywords from the Qur'an or Hadith. Can begin to refer to Shi'a and Sunni differences.	
6	Can begin to assess the importance of Muslim practices using quotes and keywords from the Qur'an or Hadith. Can confidently explain to Shi'a and Sunni differences.	
7	Can confidently assess the importance of Muslim practices using quotes and keywords from the Qur'an or Hadith and referring to Shi'a and Sunni differences.	
8/9	Can analyse (argue for and against) the different perspectives (including non-religious) on the importance of Muslim practices and come to a reasoned conclusion. Can also compare the similarities and differences between Muslim and Christian practices using quotes and keywords from religious books and referring to different denominations.	

AQA Sociology: Unit 2: Crime and deviance

Paper 2 Section A

AO1 Knowledge and Understanding

AO2 Key ideas and studies

AO3/4 Evaluation and Interpretations



Grade	To be 'On Target' or 'Above Target' this term, I need to be able to...	When did I achieve this?
1/2	AO1 Identify different factors of criminal behaviour	
3	AO1 Describe different factors of criminal behaviour AO2 Description of the factors resulting to criminal behaviour	
4	AO1 Describe the key factors of criminal behaviour in society AO2 Explanation of the causes and consequences of factors concerning criminal behaviour while identifying key ideas concerning criminality. AO3/4 Explain key sociological perspectives regarding a range of theoretical principles.	
5	AO1 Demonstrate accurate and appropriate knowledge showing a clear understanding of the ideas of criminal behaviour. AO2 Explanation of multiple factors that influenced criminal behaviour supported by relevant sociological studies and presented in a structured manner. AO3/4 Construct and analysis of a range of factors and ideas to investigate criminal behaviour, with links to sociological perspectives.	
6	AO1 Demonstrate mostly relevant and comprehensive knowledge combining a clear understanding of factors influencing criminal behaviour and the contribution of key sociological studies. AO2 Explanation of multiple factors that influenced criminal behaviour supported by relevant sociological studies and presented in a structured manner with analysis. (e.g. judgement or conclusion) AO3/4 Construct and analysis of a range of sources, in context and using both the subject content and the studies to investigate criminal behaviour.	
7	AO1 Demonstrate relevant and comprehensive knowledge combining a developed understanding of factors influencing criminal behaviour and the contribution of key studies. AO2 Explanation of multiple factors that influenced criminal behaviour in society supported by relevant theoretical perspectives and presented in a structured manner with comprehensive analysis. (e.g. a supported judgement or conclusion) AO3/4 Construct a comprehensive analysis of a range of factors and studies, in context and using both the content and the theoretical perspectives to investigate criminal behaviour.	
8/9	AO1 Demonstrate relevant and comprehensive knowledge combining a sophisticated understanding of factors resulting to criminal behaviour. AO2 Explanation of multiple factors that influenced criminal behaviour in society supported by relevant theoretical ideas presented in a structured manner with a convincing analysis. AO3/4 Construct a comprehensive critical analysis of a range of factors influencing criminal behaviour, drawing upon key theoretical frameworks.	

Psychology Skills Audit

Autumn – Psychological Problems

To be 'On Target' or 'Above Target' this term, I need to be able to...		When did I secure this?
1/2	Identify a basic knowledge and understanding about problems with mental health including theories of depression or addiction.	
3	Identify knowledge and understanding about problems with mental health including theories of depression and addiction.	
4	Describe knowledge and understanding about problems with mental health including the characteristics of depression and addiction.	
5	Explain problems with mental health with reference to biological and psychological explanations of depression and addiction, using mostly accurate subject terminology.	
6	Apply knowledge and understanding of psychological ideas to concepts surrounding mental health problems including both the causes and treatments, using a range of subject terminology. Explain the difference between the biological and psychological explanations.	
7	Demonstrate accurate and appropriate knowledge and understanding of mental health problems including causes of them and the effectiveness of treatments available. Demonstrate a detailed understanding of the biological and psychological explanations.	
8/9	Develop a comprehensive understanding of the wider impacts of mental health problems as well as using accurate terminology to explain the causes and effectiveness of multiple treatment options available. Demonstrate a detailed understanding of the biological and psychological explanations.	



Scheme Skills Audit	
Subject	French
Year	10
Term	Autumn
Focus	Speaking about holidays with a focus on opinions, tenses and time phrases.

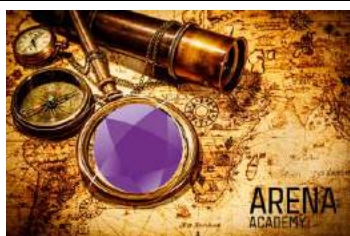
Autumn – Holidays

Communication – Describing holidays in present, past and future tenses..

Grammar: - Negative, tenses, ‘y’ pronoun, après avoir + être+ past participle, venir de + infinitive, depuis + present tense.

‘WOW’ Language: ‘j’y suis allée’, ‘après être arrivé’, ‘une perte d’argent’

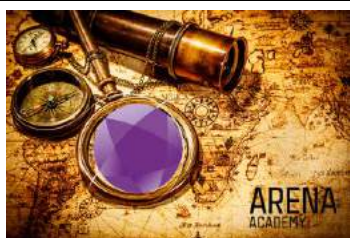
To be ‘On Target’ or ‘Above Target’ this term, I need to be able to...		When did I demonstrate this?			
		L	W	R	W
1/2	Communicate in simple words and identify basic familiar language. Can extend sentences with simple connectives.				
3	Communicate and understand sentences with simple opinions and reasons with varying accuracy for different purposes. ‘J’aime l’Espagne car c’est sympa.’				
4	Able to communicate and understand extended sentences with more variety of grammar and vocabulary. Can manipulate basic grammar and justify opinions.				
5	Able to communicate and understand passages with reasons, opinions and simple grammar and vocabulary. 2 tenses are referred to. E.g. ‘L’année dernière je suis allée en France. Je voudrais aller en Espagne l’année prochaine.’				
6	Able to communicate and understand longer passages with opinions and reasons in 2 tenses. Better variety of grammar and vocabulary attempted. ‘Je suis resté dans un hotel 4 étoiles où on pouvait avoir un peu de luxe.’				
7	Able to communicate and understand longer passages. Opinions are explained and justified. Complex structures and verbs in 3 tenses may be referred to. ‘ Je suis allée en France avec m famille. Nous sommes restés dans un camping car nous aimons bien la nature. Un jour j’aimerais faire un safari.’				
8/9	Able to communicate and understand longer passages confidently and clearly using a variety of complex structures. Opinions are justified. Can manipulate tenses and complex grammar reasonably accurately. 3 tenses are attempted and an idiom is included. ‘ L’année dernière on est allés au Portugal pendant une semaine mais à mon avis c’était une perte de temps car il pleuvait des cordes. Je n’ai pas envie d’y retourner !!’				



Scheme Skills Audit

Subject	GCSE Fine Art
Year	10
Term	Autumn Term
Focus	Abstract – samples and responses

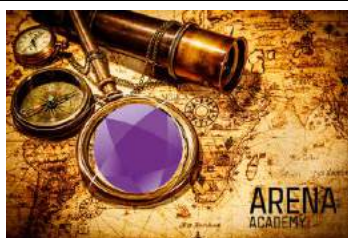
To be ' On Target ' or ' Above Target ' this term, I need to be able to...		When did I secure this?
1/2	I can show minimal ability to create a response to my artists and theme. I can apply materials and techniques with minimal control to create basic samples/experiments. I can show some understanding of formal elements.	
3	I can show moderate ability to create a response that references my chosen artists /themes. I can show purposeful consideration of techniques and materials to create a range of relevant samples/experiments.	
4	I can create appropriate and generally controlled responses that show clear influence from my artists. I can apply materials and techniques with control to create a range of relevant samples/experiments.	
5	I can show a consistent ability to create effective responses that show thoughtful influence of my chosen artist. I can show creative manipulation of materials and techniques to create detailed samples/experiments.	
6	I can show a confident ability to develop original and well executed responses that extend existing skills and explore the artists themes carefully. I can manipulate materials and techniques to create a range of consistently skilful samples/experiments.	
7	I can show a highly developed ability to creatively explore and combine influences to create complex and skilful responses. My samples/experiments show an advanced level of skill and control.	
8/9	I can demonstrate exceptional skill and independence in the development and execution of my responses and combine influences meaningfully. My samples are executed with a high level of skill, are complex and show an exceptional understanding of visual language.	



Scheme Skills Audit

Subject	GCSE Fine Art
Year	10
Term	Autumn Term
Focus	Abstract Design Ideas

To be ' On Target ' or ' Above Target ' this term, I need to be able to...		When did I secure this?
1/2	I can show minimal ability to create design ideas that reference my chosen artists/themes. I can apply materials and techniques with minimal control. I can show some understanding of formal elements.	
3	I can show moderate ability to create design ideas that reference my chosen artists themes. I can apply the formal elements appropriately, showing purposeful consideration of techniques and materials.	
4	I can create appropriate design ideas that are generally consistent in terms of material application. My design ideas show clear influence from my artists. I can make purposeful decisions regarding formal elements and visual language.	
5	I can show a consistent ability to create effective design ideas that show thoughtful influence of your chosen artist. I can show creative manipulation of materials and techniques that are appropriate to the artists themes.	
6	I can show a confident ability to develop original and well executed design ideas that extend existing skills and explore the artists themes carefully. I can demonstrate controlled and accurate manipulations of materials and techniques.	
7	I can show a highly developed ability to creatively explore and combine influences to create complex and skilful design ideas. My material and techniques use shows an advanced level of skill and control. I can purposefully explore media to create meaningful visual language.	
8/9	I can demonstrate exceptional skill and independence in the development and execution of my design ideas and combine influences meaningfully. My ideas are fully realised, ambitious and show an exceptional understanding of visual language.	



Scheme Skills Audit

Subject	GCSE Photography
Year	10
Term	Autumn Term
Focus	Urban Landscapes – critical study

To be 'On Target' or 'Above Target' this term, I need to be able to...		When did I secure this?
1/2	I can use a basic photography vocabulary when describing and analysing my work/the work of others. I have shown limited ability to experiment. I can take images that show a basic knowledge of my chosen photographer's work.	
3	I can experiment with purpose to create more meaningful results. I can take images that appropriately investigate my chosen photographer's work. I can use photography vocabulary adequately when describing and analysing my work/the work of others.	
4	I can adapt my technique to capture higher quality images. I can take images that are in focus, have effective lighting and that appropriately represent the style of my chosen photographer's work. I can use photography vocabulary accurately when describing and analysing my work/the work of others.	
5	I can capture effective images that accurately represent ideas in my chosen photographer's work. I can capture images which are individual and show a consistent control of techniques/settings. I can effectively analyse my own work/the work of others.	
6	I can thoughtfully analyse my work/the work of others. I can capture images that creatively interpret the ideas in my chosen photographer's work. I can demonstrate a confident use of photographic techniques and equipment.	
7	I can create in depth and accurate analysis of technique, context and meaning. I can capture images that show a highly developed understanding of my chosen photographer's work. My outcomes are consistently skilful and original.	
8/9	I can confidently and fluently analyse my work/the work of others making in depth judgements about context and meaning. I can skilfully interpret the photographer's work in a range of ways to create exceptional responses. I can select and apply techniques with maturity and deliberation.	



Scheme Skills Audit

Subject	GCSE Design and Technology
Year	10
Focus	Technical properties of materials

To be 'On Target' or 'Above Target' this term, I need to be able to...

<u>Technical material knowledge</u>		When did I demonstrate this?
8/9	<p>I can compare several timbers based upon my knowledge of how they are harvested/ produced (including sustainability) and how this can affect their properties. I can apply this knowledge to suggest ways in which they can be worked or manipulated into products.</p> <p>Use and selection of hand tools/ machinery has led to an excellent standard, demonstrating high levels of accuracy. Finishing techniques have been applied well.</p>	
7	<p>I can link knowledge of how the harvest/ production (including sustainability) can affect the properties of timbers and apply this knowledge to suggest ways in which they can be worked or manipulated into products.</p> <p>Use and selection of hand tools/ machinery has led to a high standard, demonstrating high levels of accuracy. Finishing techniques have been applied appropriately.</p>	
6	<p>I can analyse and select materials based upon their properties and suggest ways in which they can be worked or manipulated into products. I can analyse and explain how timbers and boards have been harvested/ produced.</p> <p>Use and selection of hand tools/machinery is effective leading to a very good standard of accuracy to be clearly demonstrated throughout.</p>	
5	<p>I can explain how the properties of hardwoods, softwoods and manufactured boards affect their uses in the production of products. This includes applying knowledge of sustainability issues.</p> <p>Use and selection of hand tools/machinery is good, allowing Good standards and levels of accuracy to be demonstrated.</p>	
4	<p>I can explain how the properties of hardwoods, softwoods and manufactured boards affect their uses in the production of products.</p> <p>Sufficient standard demonstrated through a generally accurate outcome. Finishing is appropriate but the outcome could be better presented.</p>	
3	<p>I can identify several different types of hardwoods, softwoods and manufactured boards and describe their typical uses.</p> <p>Use and selection of hand tools/machinery is sufficient, but not always consistently appropriate. This leads to inaccurate and/or basic standards demonstrated.</p>	
1/2	<p>I can state several different types of hardwoods, softwoods and manufactured boards.</p> <p>Use and selection of hand tools/machinery is limited and rarely appropriate, allowing basic standards to be set.</p>	



Scheme Skills Audit	
Subject	Drama
Year	10
Term	Autumn 1 & 2
Focus	Building Character and Confidence Using a Text. (MUCH ADO ABOUT CLUBBING)

To be 'On Target' or 'Above Target' this term, I need to be able to...		When did I secure this?
1/2	I can demonstrate an understanding of the script. (Key characters)	
3	I can portray a relevant character in a performance from the script beginning to use some drama skills.	
4	I can play a relevant character in a performance showing a narrow range of drama skills.	
5	I can play a character in a performance from the script showing a fair range of drama skills.	
6	I can play a character in a performance from the script showing a fair range of drama skills consistently and confidently.	
7	I can play a character in a performance from the script showing a wide range of drama skills consistently and confidently.	
8	I can play a character in a performance from the script showing an extensive range of drama skills consistently and confidently.	



Scheme Skills Audit

Subject	Music Technology
Year	10
Term	Autumn 1 st Half Term
Focus	Unit 01 Using a Digital Audio Workstation: LO1

To be ' On Target ' or ' Above Target ' this term, I need to be able to...		When did I secure this?
Pass	Learners should describe all hardware components and software functions shown in the specification. The learners may not be able to relate technical terms to some specific areas.	
Merit	Learners should consistently use technical terms to describe both hardware components and software functions. There may be some minor errors of understanding.	
Distinction	Learners should support points with well thought out explanations (for example, the learner should explain how hardware components interrelate and how software functions could be used creatively in the context of producing music). Technical terms should be used consistently and correctly throughout.	

Feedback:



Scheme Skills Audit

Subject	Music Technology
Year	10
Term	Autumn 2nd Half Term
Focus	Unit 01 Using a Digital Audio Workstation: LO2

To be ' On Target ' or ' Above Target ' this term, I need to be able to...		When did I secure this?
Pass	<p>Learners should apply the range of tools and techniques stated in the specification to create a musical project.</p> <p>The final musical result may not always be fluent.</p> <p>Application of tools and techniques may not always be consistent.</p> <p>Process evidence may not be detailed</p>	
Merit	<p>Learners should apply the range of tools and techniques stated in the specification to create a musical project.</p> <p>The end result may have some small areas which lack musical fluency.</p> <p>There may be some areas of application which lack detail or skill.</p> <p>Process evidence may lack detail in some areas.</p>	
Distinction	<p>Learners' application of tools and techniques will be consistently skilful leading to a musically fluent end result.</p> <p>Process evidence should be detailed and indicate considered use of skills in all areas to meet the brief.</p>	

Feedback:

KS4 iMedia Grade	KS4 GCSE BUSINESS STUDIES THEME 1 Exam Unit	Indicative Writing Skills
9	Exceptional and comprehensive knowledge and very sophisticated understanding regarding Enterprise and Entrepreneurship concepts.	<p>Accurate vocabulary and historical conventions are used throughout. Accurate SPAG is used throughout. Meaning of sentences is always clear.</p> <p>Generally accurate vocabulary and historical conventions are used throughout. Generally accurate SPAG is used throughout. Meaning of sentences is almost always clear.</p> <p>Generally accurate vocabulary and historical conventions are used throughout. Generally accurate SPAG is used throughout. Meaning of sentences is almost always clear. Some errors in vocabulary and conventions, although meaning is usually clear. A number of mistakes in SPAG. Meaning of sentences is sometimes in doubt</p> <p>A large number of errors in vocabulary and persistent misuse of media key</p>
	Exceptional analysis and evaluation of advantages and disadvantages, forming very convincing justifications.	
	Exceptional analysis of primary and secondary sources, producing a very convincing solution for the scenario.	
8	Relevant and comprehensive knowledge, using first order concepts, with sophisticated understanding of key features and characteristics.	
	Critically analyses and evaluates demonstrating an understanding of why they differ to reach reasoned substantiated judgements	
	Critically analyses a range of sources, in context, to investigate issues and reach reasoned, substantiated solutions by applying.	
7	Accurate and appropriate Enterprise and Entrepreneurship knowledge with good understanding of key features and characteristics.	
	Begins to critically analyse and interpret and use contextual knowledge to reach mostly substantiated judgements	
	Begins to critically select, analyse and interpret sources and use contextual knowledge to reach mostly substantiated judgements and solutions.	
6	Mostly accurate and appropriate Enterprise and Entrepreneurship knowledge with clear understanding of key features and characteristics.	
	Analyses and evaluates using contextual knowledge to discuss limitations, differences or omissions	
	Analyses and evaluates sources, using contextual knowledge to discuss the strengths, limitations, differences or omissions of a solution.	
5	Mostly accurate and appropriate Enterprise and Entrepreneurship knowledge with generally clear understanding of key features and characteristics. Some irrelevance or inaccuracy may occur.	
	Analyses and provides some evaluation and reasoned judgements.	
	Analyses and provides some evaluation of a range of sources, in context, to reach a solution with reasoned judgement.	
4	Some accurate and appropriate Enterprise and Entrepreneurship knowledge although there may be significant misconceptions or irrelevance.	
	Begins to analyse by making comparisons and using contextual knowledge to draw simple evaluative conclusions.	
	Begins to explore strategies to sources of information by making comparisons and using contextual knowledge to draw simple evaluative conclusions.	
3	Some specific knowledge of Business Start-up processes demonstrated and the use of some specialised business vocabulary. Good understanding of common business words	

	Describes some of the content of and compares strengths and weaknesses referring to the specific brief.	words. SPAG has numerous errors although meaning is generally still clear. Many sentences have doubtful meanings
	Describes the content of the scenario and applies the key descriptions to Enterprise and Entrepreneurship conventions.	
2	Generalised Enterprise and Entrepreneurship knowledge, using everyday language and basic understanding of business features and characteristics.	
	Draws simple conclusions by identifying key information.	
	Draw simple conclusions about the scenarios issues by comprehending surface detail of sources.	
1	Generalised enterprise and business knowledge with vague references to Enterprise and Entrepreneurship techniques.	
	Identifies basic points in an evaluation.	
	Identifies a basic point in the scenario.	



Scheme Skills Audit

Subject	Financial Education
Year	10
Term	Term 1.2
Focus	Unit 1: What is Modern Banking and how do we manage it?

To be 'On Target' or 'Above Target' this term, I need to be able to...		When did I secure this?
1/2	<p>I demonstrate a very basic understanding of what 'Modern Banking' is.</p> <p>I show that I understand how to stay safe online</p>	
3	<p>I attempt to identify the different kinds of modern banking. I can identify most of these correctly.</p> <p>I show that I understand how people can use modern banking to suit their lifestyle.</p>	
4	<p>I can describe the different tools available to manage money electronically.</p> <p>I can describe the basic characteristics of income and spot whether it is online or telephone banking</p>	
5	<p>I can describe why people use different types of modern banking and describe some consequences of using them.</p> <p>I can start to compare sources to identify similarities and differences between telephone and mobile banking.</p>	
6	<p>I can explain why it is important to keep track of finances, using a range of alternatives and explaining consequences.</p> <p>I can extract information from sources and include this information to support my arguments about the most suitable type of modern banking to suit different lifestyles.</p>	
7	<p>I can explain why it is important to ensure security features of automated payments are kept safe. I can explain the impact this could have on a person, their finances or identity.</p> <p>I can use sources appropriately and start to suggest the strengths and limitations of each source for using online banking.</p>	
8/9	<p>I can explain why people use online banking and can be exposed to fraud. I can explain the impact it may have on a person's finances. I will give my opinion on whether it is a good idea to use online banking.</p> <p>I can evaluate and justify case studies by applying to a real life business situation.</p>	

KS4 iMedia Grade	Exam Unit R064 (50%)			Indicative Writing Skills
	a) Knowledge	b) Evaluation	c) Problem Solving	
9	Exceptional and comprehensive knowledge and very sophisticated understanding regarding Enterprise and Marketing concepts.	Exceptional analysis and evaluation of advantages and disadvantages, forming very convincing justifications.	Exceptional analysis of primary and secondary sources, producing a very convincing solution for the scenario.	Accurate vocabulary and historical conventions are used throughout. Accurate SPAG is used throughout. Meaning of sentences is always clear.
8	Relevant and comprehensive knowledge, using first order concepts, with sophisticated understanding of key features and characteristics.	Critically analyses and evaluates demonstrating an understanding of why they differ to reach reasoned substantiated judgements	Critically analyses a range of sources, in context, to investigate issues and reach reasoned, substantiated solutions by applying.	
7	Accurate and appropriate Enterprise and Marketing knowledge with good understanding of key features and characteristics.	Begins to critically analyse and interpret and use contextual knowledge to reach mostly substantiated judgements	Begins to critically select, analyse and interpret sources and use contextual knowledge to reach mostly substantiated judgements and solutions.	Generally accurate vocabulary and historical conventions are used throughout. Generally accurate SPAG is used throughout. Meaning of sentences is almost always clear
6	Mostly accurate and appropriate Enterprise and Marketing knowledge with clear understanding of key features and characteristics.	Analyses and evaluates using contextual knowledge to discuss limitations, differences or omissions	Analyses and evaluates sources, using contextual knowledge to discuss the strengths, limitations, differences or omissions of a solution.	
5	Mostly accurate and appropriate Enterprise and Marketing knowledge with generally clear understanding of key features and characteristics. Some irrelevance or inaccuracy may occur.	Analyses and provides some evaluation and reasoned judgements.	Analyses and provides some evaluation of a range of sources, in context, to reach a solution with reasoned judgement.	Some errors in vocabulary and conventions, although meaning is usually clear. A number of mistakes in SPAG. Meaning of sentences is sometimes in doubt
4	Some accurate and appropriate Enterprise and Marketing knowledge although there may be significant misconceptions or irrelevance.	Begins to analyse by making comparisons and using contextual knowledge to draw simple evaluative conclusions	Begins to explore strategies to sources of information by making comparisons and using contextual knowledge to draw simple evaluative conclusions	
3	Some specific knowledge of Business Start-up processes demonstrated and the use of some specialised business vocabulary. Good understanding of common business words	Describes some of the content of and compares strengths and weaknesses referring to the specific brief.	Describes the content of the scenario and applies the key descriptions to Enterprise and Marketing conventions	A large number of errors in vocabulary and persistent misuse of media key words. SPAG has numerous errors although meaning is generally still clear. Many sentences have doubtful meanings
2	Generalised Enterprise and Marketing knowledge, using everyday language and basic understanding of business features and characteristics.	Draw simple conclusions by identifying key information.	Draw simple conclusions about the scenarios issues by comprehending surface detail of sources	
1	Generalised enterprise and business knowledge with vague references to Enterprise and Marketing techniques.	Identifies basic points in an evaluation	Identifies a basic point in the scenario	



Scheme Skills Audit

Subject	Financial Education
Year	10
Term	Autumn 1
Focus	Unit 1: What is money and how do we manage it?

To be 'On Target' or 'Above Target' this term, I need to be able to...		When did I secure this?
1/2	I demonstrate a very basic understanding of what money is?	
	I show that I understand most people have an income and income can come from various places	
3	I attempt to identify the different sources of money. I can identify most of these correctly.	
	I show that I understand how people can use sources of money to suit their lifestyle.	
4	I can describe how to calculate income.	
	I can describe the basic calculation of income and spot whether it is gross or net income	
5	I can describe why people pay tax to the government and describe some consequences of paying tax / not paying tax	
	I can start to compare sources to identify similarities and differences between salary and wages.	
6	I can explain why it is important to store money safely, using a range of alternatives and explaining consequences.	
	I can extract information from sources and include this information to support my arguments about how people should store money safely.	
7	I can explain why it is important to manage money well by budgeting, spending, saving and selling goods or items. I can explain the impact this could have on a person and their finances.	
	I can use sources appropriately and start to suggest the strengths and limitations of each source for explaining budgeting and spending.	
8/9	I can explain why people borrow money, take out insurance and can be exposed to fraud. I can explain the impact it may have on a person's finances. I will give my opinion on whether it is a good idea to borrow money or take out insurance and justify my answer.	
	I can evaluate and justify case studies by applying to a real life business situation.	

New Grade	Cambridge Nationals Award/Certificate/Diploma in Creative iMedia Unit R082
L2D*	L2D criteria met throughout all units
L2D	<p>LO1: Understand the purpose and properties of digital graphics.</p> <p>I can produce a summary of how and why digital graphics are used, demonstrating a thorough understanding of the purpose of digital graphics.</p> <p>I can identify a wide range of file types and formats, which are consistently appropriate to digital graphics. [7 8 9]</p> <p>I can demonstrate a thorough understanding of the connection between the properties of digital graphics and their suitability for use.</p> <p>I can demonstrate a thorough understanding of how different purposes and audiences influence the design and layout of digital graphics. [8 9]</p>
	<p>LO2: Be able to plan the creation of a digital graphic.</p> <p>I can produce an interpretation from the client brief which fully meets the client requirements.</p> <p>I can produce a clear and detailed identification of target audience requirements.</p> <p>I can clearly draw upon relevant skills/knowledge/understanding from other units in the specification. [5 6]</p> <p>I can produce a clear and detailed work plan for the creation of the digital graphic, which is fully capable of producing the intended final product.</p> <p>I can produce a clear and detailed visualisation diagram for the intended final product. I can identify most assets needed to create a digital graphic, demonstrating a thorough understanding of their potential use.</p> <p>I can identify most of the resources needed to create a digital graphic, demonstrating a thorough understanding of their purpose.</p>

	<p>I can demonstrate a thorough understanding of legislation in relation to the use of images in digital graphics. [10 11 12]</p> <p>LO3: Be able to create and save a digital graphic.</p> <p>Sources and creates a wide range of assets for use in the digital graphic. Prepares the assets for use in the digital graphic, all of which are technically appropriate and compatible. [8 9]</p> <p>I can use of a range of advanced tools and techniques to create the digital graphic is effective and therefore creates a complex digital graphic which is appropriate for the client brief.</p> <p>I can consistently save and export the digital graphic in formats and properties, which are appropriate. I can consistently save electronic files using file and folder names and structures which are consistent and appropriate. [8 9]</p> <p>LO4: Be able to review the digital graphic.</p> <p>I can produce a review of the finished graphic which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief.</p> <p>I can review and identify areas for improvement and further development of the final digital graphic, which are wholly appropriate and justified. [5 6]</p>
<p>L2M</p>	<p>LO1: Understand the purpose and properties of digital graphics.</p> <p>I can produce a summary of how and why digital graphics are used, demonstrating a sound understanding of the purpose of</p>

digital graphics.

I can identify a **range** of file types and formats, **most** of which are appropriate to digital graphics.

[4 5 6]

I can produce a work plan for the creation of the digital graphic, which is **mostly** capable of producing the intended final product.

I can produce a **sound** visualisation diagram for the intended final product.

I can identify **many** assets needed to create a digital graphic, demonstrating a **sound** understanding of their potential use.

I can identify **many** of the resources needed to create a digital graphic, demonstrating a **sound** understanding of their purpose.

I can demonstrate a **sound** understanding of legislation in relation to the use of images in digital graphics.

[6 7 8 9]

LO2: Be able to plan the creation of a digital graphic.

I can produce an interpretation from the client brief which meets **most** of the client requirements.

I can produce a **clear** identification of target audience requirements.

I can draw upon **some relevant** skills/knowledge/understanding from other units in the specification.

[3 4]

I can produce a work plan for the creation of the digital graphic, which is **mostly** capable of producing the intended final product.

I can produce a **sound** visualisation diagram for the intended final product.

I can identify **many** assets needed to create a digital graphic, demonstrating a **sound** understanding of their potential use.

I can identify **many** of the resources needed to create a digital graphic, demonstrating a **sound** understanding of their purpose.

I demonstrate a **sound** understanding of legislation in relation to the use of images in digital graphics.

[6 7 8 9]

	<p>LO3: Be able to create and save a digital graphic.</p> <p>I can source and create a range of assets for use in the digital graphic. I can prepare the assets for use in the digital graphic, most of which are technically appropriate and compatible. [5 6 7]</p> <p>I can use of standard tools and techniques to create the digital graphic which is effective and therefore creates a digital graphic which shows some detail which is appropriate to most aspects of the client brief.</p> <p>I can mostly save and export the digital graphic in formats and properties which are appropriate. I can mostly save electronic files using file and folder names and structures which are consistent and appropriate. [5 6 7]</p>
	<p>LO4: Be able to review the digital graphic.</p> <p>I can produce a review of the finished graphic which demonstrates a reasonable understanding of what worked and what did not, mostly referencing back to the brief. I can review identifies areas for improvement and further development of the final digital graphic, which are mostly appropriate and explained well. [3 4]</p>
<p>L2P</p>	<p>LO1: Understand the purpose and properties of digital graphics.</p> <p>I can produce a summary of how and why digital graphics are used, demonstrating a limited understanding of the purpose of digital graphics. I can identify a limited range of file types and formats, only some of which are appropriate to digital graphics.</p> <p>I can demonstrate a limited understanding of the connection between the properties of digital graphics and their suitability for use. I can demonstrate a limited understanding of how different purposes and audiences influence the design and</p>

L02: Be able to plan the creation of a digital graphic.

MB1: 1- 2 marks

I **can** produce an interpretation from the client brief which meets a **few** of the client requirements.

I can produce a **limited** identification of target audience requirements.

I can draw upon **limited** skills/knowledge/understanding from other units in the specification.

[1 2]

MB1: 1-5 marks

I can produce a work plan for the creation of the digital graphic, which has **some** capability in producing the intended final product.

I can produce a **simple** visualisation diagram for the intended final product.

I can identify a **few** assets needed to create a digital graphic, demonstrating a **limited** understanding of their potential use.

I can identify a **few** of the resources needed to create a digital graphic, demonstrating a **limited** understanding of their purpose.

I can demonstrate a **limited** understanding of legislation in relation to the use of images in digital graphics.

[1 2 3 4 5]

L03: Be able to create and save a digital graphic.

MB1: 1-4 marks

I can source and create a **limited range** of assets for use in the digital graphic.

I can prepare the assets for use in the digital graphic, **some** of which are technically **appropriate** or **compatible**.

[1 2 3 4]

MB1: 1-4 marks

I **can** use of standard tools and techniques to create the digital graphic is **limited** and therefore creates a **simple** digital graphic which is appropriate to **some** aspects of the client brief.

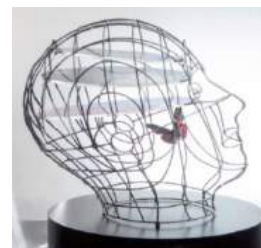
I **occasionally** save and export the digital graphic in formats which are **appropriate**.

I **occasionally** saves electronic files using appropriate file and folder names and structures.

[1 2 3 4]

	<p>LO4: Be able to review the digital graphic.</p> <p>MB1: 1-2 marks MB2: 3-4 marks MB3: 5-6 marks</p> <p>I can produce a review of the finished graphic which demonstrates a limited understanding of what worked and what did not, making few references back to the brief.</p> <p>I review identifies areas for improvement and further development of the final digital graphic, some of which are appropriate and sometimes explained.</p> <p>[1 2]</p>
<p>Criteria not yet met</p>	

Student Name:	
Subject & Year:	ICT L2 – KS4
Topic:	Term 1: Pre-Production Documents



Skills Audit Grade Descriptors		Date evidenced?
Pass	<p>A) I can state the meaning of a mood board, mind map, visualisation diagram, storyboard and script.</p> <p>B) I can state the client requirements and target audience for a given client brief.</p> <p>C) I can state what primary and secondary research is, giving examples.</p> <p>D) I can create and review pre-production documents and work plans with some accuracy.</p> <p>E) I can state health and safety and legislative considerations for a given scenario.</p> <p>F) I can state the file types for images, audio and moving images.</p>	
Merit	<p>A) I can describe the content and use of a mood board, mind map, visualisation diagram, storyboard and script.</p> <p>B) I can describe the clients' requirements and target audience for a given client brief.</p> <p>C) I can describe what primary and secondary research is, giving examples.</p> <p>D) I can plan and create detailed pre-production documents that meet the clients' needs and include annotations.</p> <p>E) I can describe health and safety and legislative considerations for a given scenario, giving details of the consequences.</p> <p>F) I can describe a range of file types and their limitations.</p> <p>G) I can evaluate pre-production documents providing the strengths, weaknesses and areas for improvement.</p>	
Distinction	<p>A) I can explain and evaluate the purpose and use of a mood board, mind map, visualisation diagram, storyboard and script.</p> <p>B) I can explain the clients' requirements and target audience for a given client brief, assessing the hardware, software and techniques that could be utilised.</p> <p>C) I can explain what primary and secondary research is and the impact that it could have on the pre-production documents produced.</p> <p>D) I can create a detailed work plan for a client brief, with an appropriate work schedule.</p> <p>E) I can create detailed pre-production documents that meet the needs of the client, with annotations that justify my design decisions.</p> <p>F) I can analyse health and safety and legislative considerations for a given scenario, giving details of the consequences and preventative strategies.</p> <p>G) I can evaluate a wide range of file types and assess their limitations in relation to the clients' needs.</p> <p>H) I can evaluate pre-production documents in detail providing the strengths and weaknesses and analyse areas for improvement in terms of the users' needs (i.e. web developer), needs of the target audience and the clients' needs.</p>	

CAMBRIDGE NATIONALS IN ICT

Unit R082: Creating Digital Graphics

LEVEL 2

PASS	MERIT	DISTINCTION	
L01: Understand the purpose and properties of digital graphics			
MB1: 1 - 3 marks	MB2: 4 - 6 marks	MB3: 7 - 9 marks	MARK
Produces a summary of how and why digital graphics are used, demonstrating a limited understanding of the purpose of digital graphics.	Produces a summary of how and why digital graphics are used, demonstrating a sound understanding of the purpose of digital graphics.	Produces a summary of how and why digital graphics are used, demonstrating a thorough understanding of the purpose of digital graphics.	
Identifies a limited range of file types and formats, only some of which are appropriate to digital graphics.	Identifies a range of file types and formats, most of which are appropriate to digital graphics.	Identifies a wide range of file types and formats, which are consistently appropriate to digital graphics.	
MB1: 1 - 4 marks	MB2: 5 - 7 marks	MB3: 8 - 9 marks	MARK
Demonstrates a limited understanding of the connection between the properties of digital graphics and their suitability for use.	Demonstrates a sound understanding of the connection between the properties of digital graphics and their suitability for use.	Demonstrates a thorough understanding of the connection between the properties of digital graphics and their suitability for use.	
Demonstrates a limited understanding of how different purposes and audiences influence the design and layout of digital graphics.	Demonstrates a sound understanding of how different purposes and audiences influence the design and layout of digital graphics.	Demonstrates a thorough understanding of how different purposes and audiences influence the design and layout of digital graphics.	
L02: Be able to plan the creation of a digital graphic			
MB1: 1 - 2 marks	MB2: 3 - 4 marks	MB3: 5 - 6 marks	MARK
Produces an interpretation from the client brief which meets few of the client requirements.	Produces an interpretation from the client brief which meets most of the client requirements.	Produces an interpretation from the client brief which fully meets the client requirements.	
Produces a limited identification of target audience requirements.	Produces a clear identification of target audience requirements.	Produces a clear and detailed identification of target audience requirements.	
Draws upon limited skills / knowledge / understanding from other units in the specification	Draws upon some relevant skills / knowledge / understanding from other units in the specification	Clearly draws upon relevant skills / knowledge / understanding from other units in the specification	
MB1: 1 - 5 marks	MB2: 6 - 9 marks	MB3: 10 - 12 marks	MARK
Produces a work plan for the creation of the digital graphic, which has some capability in producing the intended final product.	Produces a work plan for the creation of the digital graphic, which is mostly capable of producing the intended final product.	Produces a clear and detailed work plan for the creation of the digital graphic, which is fully capable of producing the intended final product.	
Produces a simple visualisation diagram for the intended final product.	Produces a sound visualisation diagram for the intended final product.	Produces a clear and detailed visualisation diagram for the intended final product.	
Identifies few assets needed to create a digital graphic, demonstrating a limited understanding of their potential use.	Identifies many assets needed to create a digital graphic, demonstrating a sound understanding of their potential use.	Identifies most assets needed to create a digital graphic, demonstrating a thorough understanding of their potential use.	
Identifies few of the resources needed to create a digital graphic, demonstrating a limited understanding of their purpose.	Identifies many of the resources needed to create a digital graphic, demonstrating a sound understanding of their purpose.	Identifies most of the resources needed to create a digital graphic, demonstrating a thorough understanding of their purpose.	
Demonstrates a limited understanding of legislation in relation to the use of images in digital graphics.	Demonstrates a sound understanding of legislation in relation to the use of images in digital graphics.	Demonstrates a thorough understanding of legislation in relation to the use of images in digital graphics.	
L03: Be able to create and save a digital graphic			
MB1: 1 - 4 marks	MB2: 5-7 marks	MB3: 8-9 marks	MARK
Sources or creates a limited range of assets for use in the digital graphic.	Sources and creates a range of assets for use in the digital graphic.	Sources and creates a wide range of assets for use in the digital graphic.	
Prepares the assets for use in the digital graphic, some of which are technically appropriate or compatible.	Prepares the assets for use in the digital graphic, most of which are technically appropriate and compatible.	Prepares the assets for use in the digital graphic, all of which are technically appropriate and compatible.	
MB1: 1 - 4 marks	MB2: 5-7 marks	MB3: 8-9 marks	MARK
Use of standard tools and techniques to create the digital graphic is limited and therefore creates a simple digital graphic which is appropriate to some aspects of the client brief.	Use of standard tools and techniques to create the digital graphic is effective and therefore creates a digital graphic which shows some detail which is appropriate to most aspects of the client brief.	Use of a range of advanced tools and techniques to create the digital graphic is effective and therefore creates a complex digital graphic which is appropriate for the client brief.	
Occasionally saves and exports the digital graphic in formats which are appropriate.	Mostly saves and exports the digital graphic in formats and properties which are appropriate.	Consistently saves and exports the digital graphic in formats and properties, which are appropriate.	
Occasionally saves electronic files using appropriate file and folder names and structures.	Mostly saves electronic files using file and folder names and structures which are consistent and appropriate.	Consistently saves electronic files using file and folder names and structures which are consistent and appropriate.	
L04: Be able to review the digital graphic			
MB1: 1 - 4 marks	MB2: 5-7 marks	MB3: 8-9 marks	MARK
Produces a review of the finished graphic which demonstrates a limited understanding of what worked and what did not, making few references back to the brief.	Produces a review of the finished graphic which demonstrates a reasonable understanding of what worked and what did not, mostly referencing back to the brief.	Produces a review of the finished graphic which demonstrates a thorough understanding of what worked and what did not, fully referencing back to the brief.	
Review identifies areas for improvement and further development of the final digital graphic, some of which are appropriate and sometimes explained.	Review identifies areas for improvement and further development of the final digital graphic, which are mostly appropriate and explained well.	Review identifies areas for improvement and further development of the final digital graphic, which are wholly appropriate and justified.	

WHAT WORKED WELL...	EVEN BETTER IF...
TOTAL	

Grade	Algorithms	Programming and Developing
	I can confidently	I can confidently
9	<ul style="list-style-type: none"> • I can create a complex program that uses many techniques and functions correctly. • I can create complex code using a range of blocks including VARIABLES, more than one IF block and multiple LOOPS. • I can add detailed comments to my code that show a detailed understanding of how it works using programming terminology. • I can create one or more accurate flow diagrams to plan more than one part of my program including loops and decisions. • I can design a solution to a problem that depends on solutions to smaller instances of the same problem (recursion). • I can understand that some problems cannot be solved computationally. 	<ul style="list-style-type: none"> • I can understand and use two dimensional data structures.
8	<ul style="list-style-type: none"> • I can use logical reasoning to explain how an algorithm works. • I can represent algorithms independently using structured language. 	<ul style="list-style-type: none"> • I can use advanced tools, such as variables and levels, to control an object in Scratch. • I can design and write nested modular programs that enforce reusability utilising sub-routines where ever possible. • I can understand the difference between ‘While’ loop and ‘For’ loop, which uses a loop counter.

<p>7</p>	<ul style="list-style-type: none"> • I can recognise and compare the expression of an algorithm in different programming languages. • I can evaluate the effectiveness of algorithms and models for similar problems. • I can recognise where information can be filtered out in generalising problem solutions (abstraction). 	<ul style="list-style-type: none"> • I can use advanced tools, such as variables, to control an object in Scratch. • I can appreciate the effect of the scope of a variable e.g. a local variable can't be accessed from outside its function whereas a global variable can. • I can understand and apply parameter passing. (call a procedure etc.) • I can understand the difference between, and use, both pre-tested e.g. 'while', and post-tested e.g. 'until' loops • I can apply a modular approach to error detection and correction.
<p>6</p>	<ul style="list-style-type: none"> • I can understand that a recursive solution to a problem can be used repeatedly (Loops) • I can recognise that some problems share the same characteristics and use the same algorithm to solve both (generalisation). • I can understand the efficiency for two different algorithms. (Performance). 	<ul style="list-style-type: none"> • I can use nested selection (IF within and IF) statements. • I can appreciate the need for, and write, custom functions including use of parameters. • I know the difference between, and can use appropriately, procedures and functions. • I can understand and use negation with operators. • I can use and manipulates one dimensional data structures (Array). • I can detect and correct syntax (code grammar) errors.

<p>5</p>	<ul style="list-style-type: none"> • I can understand that iteration is the repetition of a process such as a loop. • I can recognise that different algorithms exist for the same problem (efficiency). • I can represent solutions using a structured notation. Pseudo Code • I can identify similarities and differences in situations and can use these to solve problems (pattern recognition). 	<ul style="list-style-type: none"> • I can control objects in Scratch and use a scoring system. • I can understand that programming bridges the gap between algorithmic solutions and computers. • I have practical experience of a high-level textual language (python), including using standard libraries when programming. • I can use a range of operators and expressions e.g. Boolean, and apply them in the context of program control. • I can select the appropriate data types (Integer, Sting, Boolean, Real etc.).
<p>4</p>	<ul style="list-style-type: none"> • I can show an awareness of tasks best completed by humans or computers. • I can design solutions by breaking down a problem and creating a sub-solution for each of these parts (decomposition) • I can use multiple comparisons by using AND / OR commands. • I can use WHILE and FOR loops to repeat my code while something is true. • I can add comments to my code that show an understanding of how it works. 	<ul style="list-style-type: none"> • I can control an object in Scratch using keyboard commands and have multiple characters. • I can understand the difference between, appropriately used IF and IF, THEN and ELSE statements. • I can use a variable and relational operators within a loop to govern termination. • I can design, write and debug modular programs (sub routines) using procedures. • I know that a procedure can be used to hide the detail with sub-solution (procedural abstraction).

<p>3</p>	<ul style="list-style-type: none"> • I can design algorithms that use repetition and two-way selection i.e. if, then and else. • I can use diagrams to express solutions. Flowcharts • I can use logical reasoning to predict outputs, showing an awareness of inputs. 	<ul style="list-style-type: none"> • I can create programs that implement algorithms to achieve given goals. • I can declare and assign variables. • I can use post-tested loop e.g. 'UNTIL', and a sequence of selection statements in programs, including an IF, THEN and ELSE statement.
<p>2</p>	<ul style="list-style-type: none"> • I can understand that algorithms are implemented on digital devices as programs. • I can design simple algorithms using loops, and selection i.e. if statements. • I can use logical reasoning to predict outcomes. • I can detect and corrects errors i.e. debugging, in algorithms. 	<ul style="list-style-type: none"> • I can use arithmetic operators, IF statements, and loops, within programs. • I can use logical reasoning to predict the behaviour of programs. • I can detect and correct simple semantic (syntax) errors i.e. debugging, in programs.
<p>1</p>	<ul style="list-style-type: none"> • I can define an algorithm. • I can understand what an algorithm is and can create a simple visual algorithm. • I can state that computers need precise instructions. • I can demonstrate care and precision to avoid errors. • I can change multiple number variable using mathematical operators such as +, -, *, / 	<ul style="list-style-type: none"> • I can control an object in Scratch using keyboard commands. • I know that users can make their own programs using graphical user interfaces (GUI). • I can execute, check and change programs. • I can understand that programs execute by following precise instructions.

BTEC Grade	Grade	BTEC Sport- Unit 1
Distinction	8	<ul style="list-style-type: none"> Students will be able to synthesise knowledge of sport, training, anatomy, physiology, and physical and skill-related fitness. They can bring together understanding of training methods, techniques and scientific concepts, applying them to contexts such as the application of advanced training techniques to achieve specific fitness outcomes and application of the structure and function of the musculoskeletal system to sports performance. Students will show depth of knowledge and development of understanding in different situations, being able to make effective judgements based on analysis of given information about fitness, techniques, their uses and their impact on health and fitness targets. Students will show depth of knowledge and development of understanding by being able to analyse given information and the structure and function of the musculoskeletal and cardiorespiratory systems in relation to a wide range of sports movements and sports-related contexts. Students will be able to analyse data and information on sporting techniques, movements, practices, fitness tests and select appropriate concepts and make recommendations. Students will be able to make judgements about the consequences of effective and ineffective application of techniques, and make recommendations on solutions, controls, plans and future actions. They will be able to show depth of understanding of the role of the musculoskeletal and cardiorespiratory systems, and the relation of these body systems to sports performance in a wide range of sports-related contexts. Students will be able to compare training methods and approaches, such as the application of principles of training to different regimes and given exercise settings and evaluate alternatives against defined criteria.
Merit	6	<ul style="list-style-type: none"> Students will be able to analyse and apply knowledge in a range of sporting contexts, including knowledge of training and physical and skill related fitness components of fitness. They are able to explain how the musculoskeletal and cardiorespiratory system link to impact upon sports performance. Students will show a comprehensive understanding of key terms, processes, equipment and technologies related to sport, training and physical and skill-related fitness. They are able to interpret and explain information about fitness, sports performance and training regimes and analyse their impact upon sports

		<p>performance.</p> <ul style="list-style-type: none"> • Students have a detailed understanding of key anatomical and physiological terms and processes relating to the structure and function of the musculoskeletal and cardiorespiratory systems. Learners are able to explain and compare key aspects of health, fitness, anatomy, physiology, training and sports performance, selecting appropriate actions in a range of sporting contexts • Students will be able to explain different training methods and approaches. They are able to relate use of health, fitness and scientific terminology and concepts and compare and contrast ideas within different exercise settings.
<p>Pass</p>	<p>4</p>	<ul style="list-style-type: none"> • Students will be able to recall and apply knowledge in familiar situations, including constructed training sessions, to demonstrate basic principles of training. They are able to recall knowledge of anatomy and physiology and apply it to sports movements and performance. • Students have a sound understanding of key terms, processes, equipment and technologies related to sport, training and physical and skill-related fitness. They are able to interpret information about fitness, sports performance and training regimes in order to select and apply knowledge of the principles using sports training. • Students have a sound understanding of key anatomical and physiological terms and processes relating to the structure and function of the musculoskeletal and cardiorespiratory systems. Learners are able to define and communicate key aspects of health, fitness, anatomy, physiology, training and sports performance, selecting appropriate actions in more simple and familiar contexts. • Students are able to relate knowledge to vocationally realistic situations, making some decisions on valid applications and impact. They are able to relate use of health, fitness and scientific terminology and concepts to a specific audience and purpose.

BTEC Grade	Grade	BTEC Sport- Unit 2
D	8	<ul style="list-style-type: none"> Students are able to compare and contrast the roles and responsibilities of officials from two selected sports, suggesting valid recommendations for improvement to the application of rules, regulations and scoring systems for each sport. Students are able to analyse strengths and areas for improvement in two selected sports, justifying recommended activities to improve own performance.
M	6	<ul style="list-style-type: none"> Students are able to explain the role and responsibilities of officials and the application of rules, regulations and scoring systems for two selected sports. Students are able to use relevant skills, techniques and tactics effectively, in two selected sports, in competitive situations. Students are able to explain strengths and areas for improvement in two selected sports, recommending activities to improve own performance.
P	4	<ul style="list-style-type: none"> Students are able to describe the rules, regulations and scoring systems of two selected sports. Students are able to apply the rules of a selected sport in four specific situations. Students are able to describe the roles and responsibilities of officials from two selected sports. Students are able to describe the technical and tactical demands of two selected sports. Students are able to use relevant skills, techniques and tactics effectively, in two selected sports, in conditioned practices. Students are able to independently produce an observation checklist that can be used effectively to review own performance in two selected sports. Students are able to review own performance in two selected sports, describing strengths and areas for improvement.

BTEC Grade	Grade	BTEC Sport- Unit 6
Distinction	8	<ul style="list-style-type: none"> • Students are able to compare and contrast the attributes of two successful sports leaders. • Students can justify targets for future development as a sports leader and activities within the personal development plan.
Merit	6	<ul style="list-style-type: none"> • Students are able to explain the attributes required for, and responsibilities of, sports leadership. • Students can evaluate the attributes of two successful sports leaders. • Students are able to justify the choice of activities within the sports activity plan. • Students can lead a successful sports activity session. • Students are able to explain targets for future development as a sports leader, including a personal development plan.
Pass	4	<ul style="list-style-type: none"> • Students are able to describe, using relevant examples, the different attributes required for, and responsibilities of, sports leadership. • Students can describe the attributes of two selected successful sports leaders. • Students are able to plan two selected sports activities. • Students are able to independently lead a sports activity session. • Students are able to review the planning and leading of the sports activity session, describing strengths and areas for improvement, and targets for future development as a sports leader