



Somervale
School

Challenge, Learning & Growth

Key Stage 4
Grade Descriptors

Course Details:

During Year 10 and 11 pupils practise the skills of recording observations through drawing and photography, analysing and evaluating the work of other artists, developing and exploring ideas in a range of media and techniques, presenting a personal response to a theme in the form of a final piece and making informed connections with the work of others. The mark weighting in the GCSE examination is as follows: Coursework 60%, Controlled test 40%

Grade 'A*/A' students: demonstrate the ability to record observations and ideas extremely skilfully and show a consistent ability to analyse and evaluate their work with depth and understanding. They also show ability to develop and explore ideas thoroughly with excellent control of media and can make well informed and discriminating connections to the work of the artist studied.

Grade 'C' students: are able to record observations appropriate to intentions and show evidence of evaluation and analysis of the artist's work studied. They can also demonstrate an ability to develop and explore ideas and media and make appropriate connections with the work of others.

Grade 'F' students: demonstrate a very limited ability to record observations and show very little ability to analyse and evaluate images. They also show only a limited ability to develop and explore ideas and media, and work is often left unfinished or unresolved.

Course Details:

The syllabus we follow is AQA GCSE Business Studies 3133B. Pupils are examined by two written papers. In addition, pupils may enter a 2000 word problem-solving coursework assignment or an alternative written paper, which is worth 25% of the final GCSE grade. The topics studied include: The external environment and business, The ownership and control of business, The aims and objectives of business, The management of people within a business, Finance, and Production.

Grade 'A*/A' students: are able to show a very thorough and detailed knowledge and critical understanding of the full range of the specification content. They apply this knowledge and understanding using business terms, concepts, theories and methods with facility to address problems and issues effectively. Grade 'A*/A' students are able to select and organise information from a wide variety of sources and can analyse and interpret this information accurately and effectively. They can also evaluate evidence effectively and can make reasoned judgements and present conclusions accurately and appropriately.

Grade 'C' students: are able to show knowledge and understanding of most aspects of the specification content. They apply this knowledge and understanding, using business terms, concepts, theories and methods appropriately to address problems and issues. Grade 'C' students are able to select, organise, analyse and interpret information from a variety of sources. They can also make reasoned judgements and present conclusions that are supported by evidence.

Grade 'F' students: are able to show knowledge and understanding of some aspects of the specification content. They are beginning to apply this knowledge and understanding, using some business terms, concepts, theories and methods to address problems and issues. Grade 'F' students show some ability to select, organise, analyse and interpret simple information from a variety of sources. They can also make judgements and present simple conclusions that are sometimes supported by evidence.

Course Details:

During this course pupils will study the four main areas of the catering industry. These are: Health & Safety at Work, Nutrition & Menu Planning, Food Production, and Technological Developments. Pupils will also complete a large number of practical tasks. Pupil performance will be assessed in the following ways: Two practical assessments worth 40% (15% in Yr 10, 25% in Yr 11), a research project worth 20%, and a tiered written exam worth 40%.

Grade 'A*/A' students: can recall, select and communicate detailed knowledge and thorough understanding of design and technology, including its wider effects. Students can apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively. They test their solutions and work safely with a high degree of precision. Grade 'A*/A' students analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.

Grade 'C' students: can recall, select and communicate sound knowledge and understanding of design and technology, including its wider effects. Students can apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks. They test their solutions and work safely with precision. Grade 'C' students review the evidence available, analysing and evaluating some information clearly, and with some accuracy. They make informed judgements and draw appropriate conclusions.

Grade 'F' students: can recall, select and communicate sound knowledge and understanding of design and technology, including its wider effects. Students can apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks. They test their solutions and work safely with precision. Grade 'C' students review the evidence available, analysing and evaluating some information clearly, and with some accuracy. They make informed judgements and draw appropriate conclusions.

Course Details:

The aim of this course is to develop the pupil's understanding of dance in the following ways: The application of health and safety issues in dance, An understanding of the theory of movement and it's relevance to choreography, An appreciation of professional dance, To develop technique in dance and movement vocabulary. Assessment weighting is as follows: 60% coursework comprising a performance piece, choreography piece, and extended notes, and 40% exam work comprising a 2 hour written paper (externally marked) and a set study dance.

Grade 'A*/A' students: respond to tasks in an informed, imaginative and sensitive manner. There is evidence of highly refined and articulate work which shows sensitive personal interpretation and evaluation. There is sophistication in combining excellence in body control with full exploration of personal artistry. Performance is sincere and convincing. Grade 'A*/A' students use a variety of complex rhythms, dynamics and spatial combinations. The whole work demonstrates considerable understanding of choreographic form. In dance appreciation, they are able to voice a detailed and informed opinion on professional pieces of dance. Grade 'A*/A' students display clear knowledge and perceptive understanding of relevant historical and social contexts of the dance and genre it is set in.

Grade 'C' students: respond to tasks showing a good level of understanding and some creativity. There is evidence of imagination, sensitivity, interpretation and evaluation within pieces of work. In performance, they are competent with technical skill and show some individuality and artistry when expressing the essence of the dance. The choreographic work of a grade 'C' student shows logical form with some use of structural elements and devices. In dance appreciation grade 'C' students make links between movement and meaning, and make informed judgments with reference to historical and social contexts. There is evidence of body co-ordination and some ability to control the technical movements required by a dance.

Grade 'F' students: respond at a minimal level to provide work of a sufficient length. In choreographic work they show a basic response to the initial ideas, and there is evidence of limited structure and use of simple dance vocabulary. The action content of the work shows some degree of control but dynamic and expressive awareness is limited. Grade 'F' students have basic technical ability but are not always able to sustain this throughout a dance. Grade 'F' students can occasionally make links between the chosen movements and what it is intended to communicate.

Course Details:

The aim of this course is for pupils to produce their own creative and dramatic presentations of a range of stimuli. They are assessed using the following criteria: Responding to ideas and issues and demonstrating an appropriate use of drama, Developing and exploring ideas using appropriate forms, Presenting to others using appropriate performing or production skills, and Evaluating own work and the work of others. The assessment consists of two main areas: 60% internally assessed through exploration and coursework, and 40% externally assessed practical exam.

Grade 'A*/A' students: work creatively and subtly using a wide range of drama forms. Skills are demonstrated which result in an imaginative and highly effective performance which has the power to enthrall the audience. Their skills in shaping a piece of drama from within are very highly developed. Grade 'A*/A' students show an excellent ability to evaluate their own work and that of others, both in written and oral form within the framework of a wide understanding of drama.

Grade 'C' students: work creatively using a range of drama forms. Skills are formed which result in an effective performance which has the ability to interest the audience. Their skills in shaping a piece of drama are competent. Grade 'C' students show a sound ability to evaluate their own work and that of others, both in written and oral form within the context of an understanding of drama.

Grade 'F' students: contribute to drama using a limited range of skills which, when put together with their group, results in an acceptable performance. The skills in shaping a piece of drama are present at a basic level. Grade 'F' students show some ability to evaluate their own work and that of others, though this is within a superficial understanding of drama.

Course Details:

Pupils in Year 11 study GCSE English, leading to an additional qualification to that already achieved in Year 10. 60% of the GCSE English grade is awarded through 2 final exams, with coursework counting for 40% (spoken and written). Pupils read a Shakespeare play and pre-1914 poetry. In addition, non fiction and media texts are part of the course and students learn to write in a variety of styles. Writing tasks include descriptive and persuasive writing.

Grade 'A*/A' students: show a high level of ability in handling a wide range of roles in speaking and listening. They are skilled in adapting their speaking style to a variety of audiences and listen to complex views, responding maturely and sensitively. In reading, they are able to make critical responses to texts and evaluate alternative readings. As a writer, grade 'A*/A' students show sophistication in their sentence structure and accuracy in punctuation, where they are able to change the pace of their writing and the clarity of communication through a well judged variety of sentence structure. 'A*/A' grade students show imaginative flair and demonstrate ambitious vocabulary choices which create effect and convey precise meaning in what they write.

Grade 'C' students: speak with fluency and make significant contributions to talk in a variety of contexts. They listen closely and sympathetically to the views of others and respond appropriately. Grade 'C' students are able to adapt their talk to different audiences and sustain the interest of the listener. In reading, they show the ability to respond personally to a text and show an understanding of how meaning is conveyed. Grade 'C' students refer to aspects of language and structure to support their views. Their writing shows control of sentences and punctuation. The content is well organised and sequenced to suit its purpose. In imaginative writing, plot and characterisation are convincingly sustained to hold the reader's interest.

Grade 'F' students: speak clearly in a range of familiar contexts and show some ability to deliver talks to suit the situation and audience. They listen carefully to others and respond appropriately. In group work, they are able to follow discussion carefully, making appropriate comments. In reading, grade 'F' students make personal responses to texts which show understanding of key ideas and characters. In writing, they show the ability to use basic sentences securely and are beginning to use complex sentences with more control. Punctuation is attempted where appropriate with some accuracy. Grade 'F' students need to use paragraphs to group ideas and extend the structure of plot and characterisation in their narrative writing.

Course Details:

During Year 10 and 11 pupils practise the skills of listening, reading, speaking and writing in the following topics: At home & abroad, Education, training & employment, House, home & daily routine, Media, entertainment & youth culture, and Social activities, fitness & health. Pupils are assessed as follows: Writing - 25%, 3 pieces of coursework over the 2 years, Speaking - 25% final exam, Listening - 25% Final exam, Reading - 25% Final exam.

Grade 'A*/A' students: can understand gist, points of view, and can note detail from language spoken at normal speed and from a range of written texts, and can deal with unfamiliar language. They are able to recognise emotions and can draw conclusions and can cope with a variety of topics. They are able to initiate and develop a conversation covering past, present and future events. Grade 'A*/A' students speak confidently with good intonation and pronunciation and can express and justify their points of view. They use longer, linked sentences in both their oral and written work and include a range of vocabulary, verb tenses and structures. Spelling and grammar are generally accurate.

Grade 'C' students: can note main points, detail and opinions from language spoken at normal speed and from a range of written texts and topics. They can develop a conversation covering past, present and future events. The pronunciation of grade 'C' students is generally accurate and they can express their opinions and deal with the unpredictable element of role plays. They can write about a variety of topics, and although their style is fairly basic, the message is clear.

Grade 'F' students: can note main points and some detail from simple language spoken at near normal speed and from short, simple texts. They are beginning to use context to work out the meaning of words. Grade 'F' students can take part in a simple conversation and are able to express main points and simple opinions and their pronunciation is generally accurate. They can write short sentences, giving key information, using a model to help.

Course Details:

Over the 2 years students study the GCSE Geography AQA specification C syllabus entitled “Issues and Environments”. The programme of study is sub-divided into 3 main subject areas which are: 1. Managing change in the human environment, 2. Managing the physical environment, 3. Managing economic development. Students are examined through 2 written exam papers and on a piece of coursework carried out on a local scale. Coursework carries 25% of the overall marks available.

Grade ‘A*/A’ students: are able to show a very thorough understanding of geographical ideas around a wide range of physical and human processes. They understand the complex interrelationships between humans and the environment and how consideration of sustainable development affects the planning and management of resources. Grade ‘A*/A’ students consistently use the appropriate techniques, skills and language in all their written work.

Grade ‘C’ students: understand a range of geographical ideas in a variety of physical and human contexts. They have a good grasp of the principle ideas of the interdependence between people and the environment, and are beginning to make the necessary links between the use and management of resources. Grade ‘C’ students use some appropriate techniques, skills and language in their written work.

Grade ‘F’ students: understand some simple geographical ideas in a variety of physical and human contexts. They are aware of some simple interrelationships between people and the environment, and show awareness of the issues involved in the use and management of resources. Grade ‘F’ students can apply basic techniques, skills and geographical language in their written work.

Course Details:

The Assessment objectives of Design and Technology Graphics require that pupils should be able to demonstrate design and technology capability through acquiring and applying knowledge, skills and understanding: of materials, components, processes, techniques and industrial practice; when designing and making quality products in quantity; when evaluating processes and products and examining the wider effects of design and technology on society. The qualification comprises of two sections: the written paper (40%) and the coursework project (60%). The main bulk of the coursework project takes place during Yr 11 and must not exceed 40 hours teaching time. The projects must address all the assessment objectives in an integrated way, with the prescribed outcome of a concise design folder, a 3-dimensional product and appropriate ICT evidence.

Grade 'A*/A' students: can recall, select and communicate detailed knowledge and thorough understanding of design and technology, including its wider effects. Students can apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively. They test their solutions and work safely with a high degree of precision. Grade 'A*/A' students analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.

Grade 'C' students: can recall, select and communicate sound knowledge and understanding of design and technology, including its wider effects. Students can apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks. They test their solutions and work safely with precision. Grade 'C' students review the evidence available, analysing and evaluating some information clearly, and with some accuracy. They make informed judgements and draw appropriate conclusions.

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

Course Details:

Pupils at KS4 study: Peace Treaties after World War 1, The Weimar Republic 1919-1933, The Rise of the Nazis, Hitler's Rule in Germany, The Failure of the League of Nations, Hitler's Foreign Policy, USA 1919-1941 (Coursework), Britain 1906-1918 (Paper Two), Russia 1917-1941 (Coursework), Final marks: 75% awarded over two written papers and 25% on coursework

Grade 'A*/A' students: are able to recall, organise and deploy historical knowledge accurately and effectively to substantiate arguments and reach historical judgements. They produce developed and well substantiated analyses and explanations which consider the events, people, changes and issues studied in their wider historical context. Grade 'A*/A' students can evaluate and use critically a range of sources of information to investigate issues and reach reasoned and substantiated conclusions. They comment on how and why events, people and issues have been interpreted and represented in different ways and consider their value in relation to their historical context.

Grade 'C' students: are able to organise and deploy historical knowledge to support their descriptions and explanations of the events studied. Their explanations show understanding of relevant causes, consequences and changes. They also consider and analyse key features and characteristics of the periods studied and the beliefs held by people at the time. Grade 'C' students evaluate and use critically a range of sources of information to investigate issues and draw relevant conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways.

Grade 'F' students: are able to recall, select and organise some relevant knowledge of the subject content. They can identify and describe some reasons, results and changes in relation to the events, people, changes and issues studied. They describe a few features of an event, issue or period, including characteristic ideas, beliefs and attitudes. Grade 'F' students comprehend sources of information and are beginning to consider their usefulness for investigating historical issues and to draw simple conclusions. They can identify some differences between ways in which events, people or issues have been represented and interpreted and may identify some of the reasons for these.

Course Details:

Pupils are following the OCR Level 2 Core ICT qualification. Coursework topics include: File management/ good working practices, Using e mails and internet, Business presentation software, Desktop publishing / business documents, Using spreadsheets, Using databases. Assessment : Coursework 100 %

Grade 'Distinction' students: are able to demonstrate excellent file management skills, use advanced search criteria on the internet and demonstrate an excellent understanding of the features of e mailing. They can produce an excellent slide presentation and comment on fitness for purpose, can create a wide range of business documents and check spelling and grammar effectively, can create an effective spreadsheet using a number of functions, and can create an effective database and produce two queries and a number of reports.

Grade 'Merit' students: are able to demonstrate good file management skills, use effective search criteria on the internet and demonstrate good e mailing tools. They can produce an effective presentation using PowerPoint, create a range of business documents and indicate the tools used for each one, create a spreadsheet displaying formulas and providing a range of formatting, and can complete an effective database task and produce a query and a report.

Grade 'Pass' students: are able to demonstrate some basic file management skills, use internet search engines to find information and can use basic e mailing tools. They can produce a basic slide presentation using PowerPoint, create three straightforward business documents, create a simple spreadsheet, and can complete a simple database task.

Course Details:

Pupils are following the AQA GCSE specification B Modular course. Throughout Year 10 and 11 three modules will be completed: Module 1 - Handling Data, Module 3 - Number, and Module 5 - Algebra & Shape. Marks from each module are added together to obtain a final grade. The modules carry the following weightings: Module 1 - 18% of total assessment, Module 3 - 27% of total assessment, Module 5 - 55% of total assessment.

Grade 'A*/A' students: can use and prove the angle properties of a circle, enlarge a shape by a negative scale factor, and can find the upper and lower bounds of more difficult calculations with quantities given to a various degrees of accuracy. They can rearrange formulae where the variable appears twice, solve more difficult vector geometry problems, find the volume of a 3-D shape, and use Pythagoras' theorem in 3-D problems. Grade 'A*/A' students can solve a pair of simultaneous equations where one is linear and one is non-linear, use trigonometry to find sides and angles in three dimensions, solve cubic equations by drawing appropriate lines on graphs, and can derive algebraic proofs using reasoning and logic.

Grade 'C' students: are able to find the perimeter of a semicircle, calculate volumes, and solve problems involving surface areas of prisms and cylinders. They can translate shapes, calculate complex average speeds from distance-time graphs, and can find a solution to a problem by forming an equation and solving it. Grade 'C' students can construct the bisector of an angle, find the gradients of parallel straight-line graphs, use Pythagoras' theorem, solve loci problems, and understand the difference between a demonstration and a proof.

Grade 'F' students: can use coordinates in all four quadrants, draw all the lines of symmetry on a 2-D shape, give a scale factor of an enlarged shape, plot points of a conversion graph and read off positive values, and use simple formulae. Students can measure or draw an angle accurately to within 2 degrees, measure and scale a line, and can draw the net of a simple solid such as a cuboid.

Course Details:

50% of the Media Studies GCSE grade is awarded through the final exam, a controlled test in which pupils prepare their answers before the exam. Coursework makes up the remaining 50% with three short coursework assignments counting for 25% and a practical production also counting for 25%. Pupils study soap operas, advertising, film promotion and audiences for the coursework assignments. The practical production is an excerpt from a local radio programme together with a supporting written account. The controlled test topic is children's comics. For each topic studied, pupils will learn about production techniques, the impact of texts on audiences and how media industries function.

Grade 'A*/A' students: can produce a convincing and confident analysis of a wide range of media texts. They can use technical terminology confidently and explore a range of theoretical concepts and production techniques. They can assess the ways in which the media impacts on people's lives and forms social attitudes. Grade 'A*/A' students can write carefully and logically organised responses, with accurate use of spelling, punctuation and grammar. In production they can employ, to a high degree of competence, a range of media skills, and demonstrate flair, creativity and imagination in working with resources. Their pre-production tasks show a clear grasp of planning for the process of production.

Grade 'C' students: can produce analysis of a range of media texts. They can use some appropriate technical terminology and show a clear grasp of theory and production techniques. They show an awareness of the impact of the media on people's lives. The written responses of grade 'C' students communicate effectively, with reasonably secure use of spelling, punctuation and grammar. They can use appropriate media skills to produce a range of pre-production and production activities to a competent level.

Grade 'F' students: can describe the main features of media texts, and are aware of some media concepts. Their written responses offer a personal response to individual texts although inaccuracies in spelling, punctuation and grammar, and a lack of organisation, impede communication. In production, grade 'F' students show some limited skills to produce some attempt at an appropriate text.

Course Details:

Pupils must complete one integrated study composition and one further composition which is 30% of their overall mark. Pupils must also record one integrated study performance and one further performance, one of these must be an ensemble piece, which is also 30% of their overall mark. Pupils must take a terminal task in March of Year 11 on melody writing worth 15% of their overall mark. Pupils must also sit a listening exam in May of Year 11 which is worth 25% of their overall mark.

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

Grade 'C' students: can sing and/or play music with control, making expressive use of phrase and dynamics appropriate to the style and mood of the music. They compose music that shows ability to develop musical ideas, use conventions, explore the potential of musical structures and resources and fulfil a brief. They make critical judgements about their own and others' music using musical vocabulary.

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

Course Details:

The PE GCSE consists of a combination of both practical and theory work. The classroom lessons cover topics including Exercise and Training, Diet, Injuries, Drugs in Sport, Anatomy and Physiology. The course also requires pupils to be assessed in four practical sports from a wide range of activities. Assessment is in three parts; Practical Performance (50%), Analysis of Performance (10%) and Theory Exam (40%).

Grade 'A*/A' students: can recall, select and communicate detailed knowledge and thorough understanding of a wide range of factors affecting performance and participation, and the relationship between them. Students demonstrate their ability to select and apply an extensive range of appropriate skills, techniques and original ideas in very complex and challenging activities, with considerable refinement, precision, control and fluency. Grade 'A*/A' students critically analyse and evaluate their own and others' performance, identifying clearly the strengths and weaknesses evident.

Grade 'C' students: can recall, select and communicate sound knowledge and understanding of major factors that affect performance and participation in physical activity, and show a clear understanding of the principle behind, and the benefits of, regular, safe exercise and its impact on performance, fitness and health. Students demonstrate their ability to select and apply a good range of appropriate skills, techniques and ideas in complex and challenging activities, with effective refinement, precision, control and fluency. Grade 'C' students analyse effectively, and comment on, their own and others' performances.

Grade 'F' students: can recall, select and communicate basic knowledge of the major factors affecting performance and participation in physical activity. They demonstrate their ability to select and apply a small range of appropriate skills, techniques, and ideas in moderately challenging and complex activities, with some precision, control and fluency. Grade 'F' students provide a basic analysis of their own and others' performance, and can identify major strengths and weaknesses.

Course Details:

Product Design consists of: 1. Coursework Portfolio - The designing and making of an item for a specific client or target market, 2. Written Paper - Questions to test the application of knowledge and the understanding of materials, components, processes, techniques, technologies, and the evaluation of commercial practices and products.

Grade 'A*/A' students: can recall, select and communicate detailed knowledge and thorough understanding of design and technology, including its wider effects. They can apply relevant knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks effectively. Students test their solutions and work safely with a high degree of precision. Grade 'A*/A' students analyse and evaluate the evidence available, reviewing and adapting their methods when necessary. They present information clearly and accurately, making reasoned judgements and presenting substantiated conclusions.

Grade 'C' students: can recall, select and communicate sound knowledge and understanding of design and technology, including its wider effects. They can apply knowledge, understanding and skills in a range of situations to plan and carry out investigations and tasks. They test their solutions and work safely with precision. Grade 'C' students review the evidence available, analysing and evaluating some information clearly, and with some accuracy. They make judgements and draw appropriate conclusions.

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

Course Details:

All students follow the OCR GCSE Short Course RS, entitled Philosophy and Ethics. Students study 4 units for the exam: 1. The Nature of God, 2. Religion, Wealth and Poverty, 3. Religion and Medical Ethics, 4. Good and Evil. All units are studied from a Christian viewpoint, since this is the predominate religion in the UK today, however, non religious viewpoints are also valued. There is no coursework element and pupils will be assessed by one exam, lasting 2 hours.

Grade 'A*/A' students: display an excellent knowledge and understanding of the topics studied. They deploy a wide range of key religious teachings and have clearly understood the impact of these teachings on people's behaviour and human experience. Grade 'A*/A' students have developed effective reasoning skills and are able to evaluate a range of viewpoints before reaching a personal opinion. They can use specialist language accurately and with confidence.

Grade 'C' students: display an increasingly sound knowledge and understanding of the topics studied. They have deployed some key religious teachings and have developed an understanding of how these teachings influence people's behaviour. This can be improved with thorough revision during future work. Grade 'C' students are able to consider and respond to moral issues, expressing a reasoned viewpoint and use some specialist language with accuracy.

Grade 'F' students: display a basic knowledge and understanding of some features of the topics being studied and how religious teachings influence people's behaviour. However, more effort should be made to understand why religion is an important feature of human experience. Grade 'F' students can respond to some moral issues, though reasons for these viewpoints must be stated more clearly and in greater detail. They can make some use of a limited range of specialist language in Religious Studies.

Course Details:

Pupils are following either AQA separate Science GCSEs (Triple), Additional Science or Additional Applied Science specifications. Each course builds on Biology, Chemistry and Physics knowledge covered in Year 10. Pupils complete Investigative Skills Assignments (ISAs) under controlled conditions in class worth 25%, alongside modules (the remaining 75%) for each separate Science and Additional Science GCSE. For Additional Applied Science pupils complete portfolios in class, worth 60% of GCSE, alongside one module exam.

Grade 'A*/A' students: can demonstrate a detailed knowledge and understanding of the science content and how science works. They use technical vocabulary and techniques with fluency and demonstrate a good understanding of the relationship between data, evidence and scientific explanations and theories. Grade 'A*/A' students use their scientific knowledge effectively in planning an investigation and choose an appropriate method for collecting and presenting data. They can draw and justify conclusions consistent with the evidence and can suggest possible improvements to the methods used to improve the validity and reliability of evidence.

Grade 'C' students: can recall a range of knowledge from all areas of the syllabus, and can use and apply scientific knowledge and understanding in some general contexts. They can use a range of scientific vocabulary in their work and can describe how evidence is used to test predictions made from scientific theories. In practical work Grade 'C' students can use a range of apparatus to make measurements and observations. When writing up practical work, they can usually select the appropriate method of displaying data, and can draw basic conclusions.

Grade 'F' students: can recall a limited range of information, and can use and apply knowledge and understanding in some specific everyday contexts. They can make some use of scientific vocabulary and can make simple generalisations from information. Grade 'F' students can relate scientific explanations to some experimental evidence and can describe simple examples of benefits and drawbacks of scientific development. They can devise a fair test involving a small number of factors, can use simple apparatus to make measurements, and can draw basic conclusions from the results gathered.

Course Details:

Textiles consists of : 1. Coursework portfolio – The designing and making of an item for a specific client, taking into account their individual needs and the consequence of mass production, 2. Individual Practice – Visit to Dickies UK, Marketing, Advertising. The mark weighting in the GCSE examination is as follows: Coursework 60%, Examination 40%

Grade 'A*/A' students: will include within their portfolio a wide range of distinct proposals based upon a wide selection of relevant and logical research. All research materials will have been analysed methodically and thoroughly. One or more proposals will have been developed using relevant knowledge of techniques, manufacturing and working characteristics. A precise and correct sequence of production activities will inform the practical work produced. All work will be tested and evaluated and the modifications made throughout the portfolio. Students will have taken full advantage of a range of ICT presentation methods and a variety of communication skills. There will be evidence that relevant industrial practices and current subject methodology have been considered. Appropriate materials and components will have been selected for the practical piece.

Grade 'C' students: will include within their portfolio a range a design proposals based upon a variety of relevant and appropriate research. The task and research materials will have been analysed in some detail. Design proposals will have been developed using relevant knowledge of techniques, manufacturing and working characteristics. A largely correct and workable sequence of production activities will inform the practical work produced. Work will be tested and evaluated and modifications made throughout the portfolio as appropriate. Students will have used a variety of ICT presentation methods and a range of communication skills. Appropriate materials and components will have been selected for the practical piece.

Grade 'F' students: will include within their portfolio at least two design proposals based upon one or more sources of appropriate research. The task and research materials will have limited analysis and recognition. Design proposals will show limited development and forward planning. A basic and largely correct sequence of production activities will help to inform the practical intentions. Students will have demonstrated limited use of ICT presentation methods and communication skills. There will be limited evidence that relevant industrial practices have been considered.