

Art (A level)

A*	The student has evidenced an exceptional ability consistently throughout art and design work. Sustained and focused investigations are thoroughly informed by contextual and other sources. Analytical and critical understanding is shown repeatedly and reliably, which clearly informs your ideas. Clear confidence and skill is shown in ability to explore and select appropriate resources, media, materials, techniques and processes which are appropriate to the ideas. The student's ability to create strong work relevant to intentions is exemplary, along with critical reflection on the work and progress. The student has presented a personal and meaningful response, and evidenced an exceptional ability to realise intentions and make connections where appropriate. Use of written communication and specialist terminology is exceptional and expressed complex ideas with authority.
A	The student's development of ideas shows confidence and assured ability. Sustained and focused investigations are confident and assured, thoroughly informed by contextual and other sources. Clear analytical and critical understanding shows confidence. Confidence and skill is shown in the ability to explore and select appropriate resources, media, materials, techniques and processes which are appropriate to the ideas. The student has shown ability to create strong work relevant to the intentions, along with critical reflection on the work and progress. The student has presented a personal and meaningful response, and evidence clear ability to realise intentions and make connections where appropriate. Use of written communication and specialist terminology is clear and strong, and the student has expressed ideas with confidence.
B	Development of ideas shows competent and consistent ability. Sustained and focused investigations are competent, informed in some detail by contextual and other sources. Analytical and critical understanding shows some understanding and confidence. Good skills are shown in the ability to explore and select appropriate resources, media, materials, techniques and processes which are appropriate to the ideas. The student has shown some ability to create good work relevant to the planned intentions, along with a clear competence of reflection on own work and progress. Has presented a personal and meaningful response, and evidence some ability to realise intentions and make some connections where appropriate. Use of written communication and specialist terminology is good, and has expressed the ideas well.
C	Development of ideas shows an emergence of some competence in ability. Investigations are focused and show potential, informed in minimal detail by contextual and other sources. Analytical and critical understanding shows an emerging competence and potential. Some skills are shown in the ability to explore and select appropriate resources, media, materials, techniques and processes which are linked to the ideas. There is some ability to create work linked to planned intentions, along with some understanding and ability of reflection on own work. Has presented a somewhat personal response, and evidence an emerging ability to realise intentions. Use of written communication and specialist terminology is developing, and has clearly attempted to express ideas.
D	Development of ideas shows basic ability. Investigations lack focus and understanding, and ideas are partially or minimally informed by contextual and other sources. Analytical and critical understanding shows a basic understanding. Basic skills are shown when exploring and selecting appropriate materials, techniques and processes, with minimal time spent reviewing work. Ability to record is basic and partially relevant to intentions, or intentions are not clear and missing. Work presented is basic and missing depth to link to a personal or meaningful response. Use of written communication and specialist terminology shows a lack of comprehension and understanding, with a basic use of artistic language.
E	Limited ability shown in development of ideas, with depth, structure and cohesion lacking. Investigations show limited ability, with no real link to own ideas, and lacking in informed links to contextual and other sources. Limited ability shown in analytical and critical understanding. Experimentation and exploration is very limited, with no real evidence of an ability to review and refine ideas as work develops. Outcomes are basic and lacking in reflection, and the opportunity to present a personal and meaningful response is missing or not clear. There is a very limited ability in use of written communication and specialist terminology, and may be various mistakes with statements made.
U	No rewardable material submitted, and any marks achieved to not meet the lowest grade boundary.

Biology (A level)

A*	The student achieves an A grade at A level, always demonstrates knowledge and understanding of the principles, concepts and facts from the A level specification. Applies principles and concepts in familiar and new contexts involving only a few steps in the argument, devises and plans experimental activities and interprets, explains and evaluates data accurately.
A	The student is able to demonstrate detailed knowledge and understanding of most principles, present information clearly in appropriate forms using scientific terminology. Can apply principles and concepts in familiar and new contexts involving several steps in the argument, carry out accurately most of the calculations specified, translate successfully data that is presented as prose, diagrams, drawings, tables or graphs from one form to another. Can devise and plan experimental and investigative activities, selecting appropriate techniques, demonstrate safe and skilful practical techniques and comment effectively on use an appropriate statistical technique to assess the validity of a hypothesis.
B	The student is able to demonstrate detailed knowledge and understanding of most principles, present information clearly in appropriate forms using scientific terminology. Can apply principles and concepts in familiar and new contexts involving several steps in the argument, carry out accurately most of the calculations specified, translate successfully data that is presented as prose, diagrams, drawings, tables or graphs from one form to another. Can devise and plan experimental and investigative activities, selecting appropriate techniques, demonstrate safe and skilful practical techniques and comment effectively on use an appropriate statistical technique to assess the validity of a hypothesis.
C	The student is able to apply scientific knowledge and processes to unfamiliar situations including those related to issues, assess the validity, reliability and credibility of scientific information, and select, organise and communicate relevant information in a variety of forms. Can demonstrate and describe ethical, safe and skilful practical techniques and processes, selecting appropriate qualitative and quantitative methods, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy, analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigative activities in a variety of ways.
D	The student is able to apply scientific knowledge and processes to unfamiliar situations including those related to issues, assess the validity, reliability and credibility of scientific information, and select, organise and communicate relevant information in a variety of forms. Can demonstrate and describe ethical, safe and skilful practical techniques and processes, selecting appropriate qualitative and quantitative methods, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy, analyse, interpret, explain and evaluate the methodology, results and impact of their own and others' experimental and investigative activities in a variety of ways.
E	The student is able to demonstrate knowledge and understanding of some principles, select some relevant information from the A2 specification, translate data successfully from one form to another, in some contexts, and put together some facts, principles and concepts from different areas of the specification. Can devise and plan some aspects of experimental and investigative activities, demonstrate safe practical techniques and comment on ethical issues, and can make observations and measurements and record them.



Chemistry (A level)

A*	The student achieves an A grade at A level, always demonstrates knowledge and understanding of the principles, concepts and facts from the A level specification. Applies principles and concepts in familiar and new contexts involving only a few steps in the argument, devises and plans experimental activities and interprets, explains and evaluates data accurately.
A	The student is able to always demonstrate knowledge and understanding of the principles, concepts and facts from the A level specification and write equations for most straightforward reactions using scientific terminology. Can apply principles and concepts in familiar and new contexts involving only a few steps in the argument, describe significant trends and patterns shown by data presented in tabular or graphical form; interpret phenomena with few errors; and present arguments and evaluations clearly. Can devise and plan experimental and investigative activities, selecting appropriate techniques and demonstrate safe and skilful practical techniques and interpret, explain, evaluate and communicate the results of their own and others' experimental and investigative activities, in appropriate contexts.
B	The student is able to always demonstrate knowledge and understanding of the principles, concepts and facts from the A level specification and write equations for most straightforward reactions using scientific terminology. Can apply principles and concepts in familiar and new contexts involving only a few steps in the argument, describe significant trends and patterns shown by data presented in tabular or graphical form; interpret phenomena with few errors; and present arguments and evaluations clearly. Can devise and plan experimental and investigative activities, selecting appropriate techniques and demonstrate safe and skilful practical techniques and interpret, explain, evaluate and communicate the results of their own and others' experimental and investigative activities, in appropriate contexts.
C	The student is able to usually demonstrate knowledge and understanding of the principles, concepts and facts from the A level specification, organise and present information clearly in appropriate forms and write equations for most straightforward reactions using scientific terminology. Can apply principles and concepts in familiar and new contexts involving only a few steps in the argument and comment critically on statements, conclusions or data and use a range of chemical equations, and devise and plan experimental and investigative activities, selecting appropriate techniques and demonstrate safe and skilful practical techniques.
D	The student is able to usually demonstrate knowledge and understanding of the principles, concepts and facts from the A level specification, organise and present information clearly in appropriate forms and write equations for most straightforward reactions using scientific terminology. Can apply principles and concepts in familiar and new contexts involving only a few steps in the argument and comment critically on statements, conclusions or data and use a range of chemical equations, and devise and plan experimental and investigative activities, selecting appropriate techniques and demonstrate safe and skilful practical techniques.
E	The student is able to demonstrate limited knowledge and understanding of some principles and facts from the A level specification and is unable to write equations for some straightforward reactions. Can apply a given principle to material presented in a familiar contexts involving only a few steps in the argument and describe some trends or patterns shown by data presented in tabular or graphical form, and can demonstrate safe practical techniques, but unable to interpret, explain and communicate some aspects of the results of their own and others' experimental and investigative activities, in appropriate contexts.



Physics (A level)

A*	The student achieves an A grade at A level, always demonstrates knowledge and understanding of the principles, concepts and facts from the A level specification. Applies principles and concepts in familiar and new contexts involving only a few steps in the argument, devises and plans experimental activities and interprets, explains and evaluates data accurately.
A	The student is able to demonstrate detailed knowledge and understanding of most principles, concepts and facts from the A2 specification, apply and evaluate principles and concepts in familiar and new contexts involving several steps in the argument, describe significant trends and patterns shown by complex data presented in tabular or graphical form. Can interpret phenomena with few errors; and present arguments and evaluations clearly devise and plan experimental and investigative activities, selecting appropriate techniques, demonstrate safe and skilful practical techniques and comment effectively on ethical issues and make precise observations and measurements and detailed statistical analysis.
B	The student is able to demonstrate detailed knowledge and understanding of most principles, concepts and facts from the A2 specification, apply and evaluate principles and concepts in familiar and new contexts involving several steps in the argument, describe significant trends and patterns shown by complex data presented in tabular or graphical form. Can interpret phenomena with few errors; and present arguments and evaluations clearly devise and plan experimental and investigative activities, selecting appropriate techniques, demonstrate safe and skilful practical techniques and comment effectively on ethical issues and make precise observations and measurements and detailed statistical analysis.
C	The student is able to recall simple formula, substitute numerical values and evaluate the expression correctly, though they found the manipulation of difficult equations. Can use the correct scientific vocabulary for some ideas, but struggles with more complex ideas. Can use the correct unit for common quantities, like mass or velocity, draw simple electrical circuits correctly, using the appropriate symbols. Can demonstrate and describe ethical, safe and skilful practical techniques and processes, selecting appropriate qualitative and quantitative methods, and make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy.
D	The student is able to recall simple formula, substitute numerical values and evaluate the expression correctly, though they found the manipulation of difficult equations. Can use the correct scientific vocabulary for some ideas, but struggles with more complex ideas. Can use the correct unit for common quantities, like mass or velocity, draw simple electrical circuits correctly, using the appropriate symbols. Can demonstrate and describe ethical, safe and skilful practical techniques and processes, selecting appropriate qualitative and quantitative methods, and make, record and communicate reliable and valid observations and measurements with appropriate precision and accuracy.
E	The student is able to apply given principles or concepts in familiar and new contexts involving a few steps in the argument, describe, and provide a limited explanation of trends or patterns shown by complex data presented in tabular or graphical form, identify, when directed, inconsistencies in conclusions or data. Is able to carry out some steps within calculations, put together some facts, principles and concepts from different areas of the specification, and make observations and measurements and record them.

Business BTEC L2/L3

Dist	The student demonstrates higher level thinking by making evaluation and justification for their analysis and ideas. Often makes recommendations or provides suggestions based on the facts and analysis shown for pass and merit level tasks.
Merit	The student is able to analyse his/her research, demonstrating a good understanding of the topic and applying knowledge to make comparisons and draw similarities between two contrasting businesses or scenarios.
Pass	The student is able to research specific content for the topic and is able to explain features relevant to real-world business examples.

Business/Economics (A level)

A	The student demonstrates and communicates clearly relevant, accurate and detailed knowledge and critical understanding of a range of concepts, case studies, and applications of business/economic academic models and theories. Shows an in-depth knowledge and critical understanding of a wide range of business theory and concepts, and can apply this to familiar and unfamiliar situations, problems and issues, using appropriate numerical and non-numerical techniques. The student is able to evaluate effectively evidence and arguments, and make reasoned judgements in presenting appropriate conclusions.
B	The student's knowledge of a range of business/economic concepts, models and theories is accurate and generally well detailed. Application of content is effective, analysis is thorough and effective, and minor detail and/or expansion of argument is sometimes lacking. Knowledge is clear, coherent and focused. Specialist terminology is used effectively.
C	The student displays sound knowledge of a range of business/economics concepts and case studies. The balance between description, explanation, application of content and evaluation is sometimes missing. Specialist terminology is mainly used appropriately.
D	The student demonstrates and communicates some knowledge and understanding of appropriate business/economic concepts, case studies, and application of academic models and theories. Alternatively, may analyse or evaluate appropriate case studies and application of content. Or, may demonstrate a limited combination of the above knowledge and understanding, and analysis or evaluation. Makes some appropriate use of relevant terminology.
E	The student's knowledge is very limited. Discussion is limited, poorly focused or absent. The student's knowledge lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
U	The student's knowledge within all areas is lacking, and their answers contain simple statements not supported by business/economic theories, models and case studies.

DT (A level)

A*	The student effectively controls the communication of the design contexts given throughout the research, designing, manufacturing, testing and evaluation of the NEA projects. A clear understanding of technical, design and manufacturing knowledge shows a link to real world examples with clear comparative, intellectual mediums of communication used that reference social, moral, cultural and spiritual issues surrounding fit for purpose and innovative products.
A	The student's written knowledge and research is consistently accurate and uses evaluative techniques, which explore a deeper thinking behind specific product development in both NEA and theoretical knowledge. Can show clear and justifiable links with research and demonstrate technical and specialist design and make principles, adopting views that are linked solely with the user and wider social requirements.
B	The student's written knowledge and research is consistently accurate and is capable of researching specific user requirements and recognise that design decisions should explore a variety of outcomes through an iterative process. Can justify, evaluate and compare past and current design styles, products and processes.
C	The student can identify and successfully use a range of research methods to inform the design decisions, which have led to a clear prototype outcome that can be justified and tested against the targeted user. The student can analyse past and present design styles, and evaluate past, present and future products. Design links are clear and justified by referencing technical and design knowledge.
D	The student has clearly evidenced understanding of a relevant context, problem and need with some innovation shown towards design idea development, leading to a working prototype. Technical knowledge demonstrates an understanding where the student can justify design and manufacturing decisions within own and others' work.
E	The student has been able to identify a clear target market/user and address common design principles within the projects and can communicate them with minimal errors in research, design a manufacturing of a final prototype. Technical knowledge demonstrates a basic understanding of how materials can be used for a wide range of applications and why they are suitable.

English Language (A level)

A*/A	The student demonstrates and communicates clearly relevant, accurate and detailed knowledge and a critical understanding of a range of linguistic concepts, theories, studies, research and applications. Shows effective analysis and evaluation when considering aspects of language varieties, change and acquisition and takes an eclectic approach to the subject.
B	The student's knowledge of a range of linguistic theories and concepts is accurate and generally well detailed. Application strategies are effective. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. Knowledge is clear, coherent and focused. Specialist terminology is used effectively.
C	The student displays sound knowledge of a range of linguistic theories and concepts. The balance between description, application and evaluation is sometimes missing. Specialist terminology is mainly used appropriately.
D	The student demonstrates and communicates some knowledge and understanding of appropriate linguistic concepts, theories, studies, research and applications. Alternatively, may analyse or evaluate appropriate linguistic concepts, theories, studies, research and applications. Or may demonstrate a limited combination of the above knowledge and understanding, and analysis or evaluation. The student makes some appropriate use of linguistic terminology.

E	The student's knowledge is very limited. Discussion is limited, poorly focused or absent. The student's knowledge lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
U	The student's knowledge within all areas is lacking and the answer contains simple statements not supported with linguistic concepts and theories.

English Literature (A level)

A*/A	The student presents a critical analysis and evaluation of the text in relation to the task. Offers an original, sophisticated thesis, which demonstrates an acute awareness of the significance of the writer's craft in creating effect as well as the nuances of language. The link between text and context is seamless as well as supporting and developing a cohesive argument. Responses are well planned and make sophisticated use of terminology to develop meaning.
B	The student presents a sustained and coherent thesis. There is a developing skill in using critical analysis to offer original and relevant exploration of the text in relation to the task which is supported by a close reading of the text. Analysis of the writer's craft is relevant and supported by an insightful link to context. Terminology is used effectively and demonstrated a growing awareness of the impact of language, structure and form.
C	A sustained thesis is presented with most points developed in relation to the task. There is evidence of a more analytical approach to texts which are explored, often successfully in responses. An understanding of the significance of context is evident and used to support exploration of the writer's craft. Terminology is accurate and used to enhance responses.
D	The student's responses are organised and there is evidence of developing sophistication. The thesis is not always sustained and readings of the text seldom go beyond the surface. Subject terminology is used accurately but its effect is not always explored. There are thoughtful links to context but these are not always used to explore meaning within the text.
E	The student's knowledge of the text is limited and is not used effectively in presenting a sustained argument. There is some understanding of the writer's craft and simple links to context are evident. Responses tend to deviate from the set question.
U	The student offers simple explanations, often grounded in the text, which are sometimes relevant to the question. Does not present a viable thesis and demonstrates little understanding of the writer's craft.

Finance (LIBF)

A*	The student has a thorough and accurate command of the entirety of the syllabus and is able, in all contexts, to demonstrate consistently excellent achievement across the full range of learning outcomes.
A	The student has a comprehensive command of the entirety of the syllabus and is able, in a variety of contexts, to demonstrate consistently high achievement across the full range of learning outcomes.
B	The student has a good understanding of the majority of the syllabus and is able, in different contexts, to demonstrate achievement across the range of learning outcomes.
C	The student has a broad understanding of the main features of the syllabus and is able to demonstrate achievement across the learning outcomes but to a limited degree in some areas.
D	The student has a basic understanding of many of the features of the syllabus but is able to demonstrate achievement across the learning outcomes but to a limited degree in several areas.

E	The student has met the learning outcomes but has a limited knowledge of some individual areas within the syllabus and consequently is able to demonstrate achievement of all learning outcomes but often only partially and/or inconsistently.
F	The student is unable to demonstrate enough knowledge to demonstrably achieve the learning outcomes.

Geography (A level)

A*/A	The student demonstrates and communicates clearly relevant, accurate and detailed knowledge and critical understanding of a range of geographical concepts, case studies, map skills and applications of geographical content. Shows effective analysis and evaluation when linking geographical concepts, theories, case studies, map skills and applications of geographical content and developed a synoptic approach to the subject.
B	The student's knowledge of a range of geographical concepts and case studies is accurate and generally well detailed. Application of geographical content is effective. Analysis is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. Knowledge is clear, coherent and focused. Specialist geographical terminology is used effectively.
C	The student displays sound knowledge of a range of geographical concepts and case studies. The balance between description, explanation, application of content and evaluation is sometimes missing. Specialist geographical terminology is mainly used appropriately.
D	The student demonstrates and communicates some knowledge and understanding of appropriate geographical concepts, case studies, map skills and application of geographical content. Alternatively, may analyse or evaluate appropriate geographical concepts, case studies, map skills and application of geographical content. Or may demonstrate a limited combination of the above knowledge and understanding, and analysis or evaluation. Makes some appropriate use of geographical terminology.
E	The student's knowledge is very limited. Discussion is limited, poorly focused or absent. The student's knowledge lacks clarity, has many inaccuracies and is poorly organised. Specialist geographical terminology is either absent or inappropriately used.
U	The student's knowledge within all areas is lacking and the answer contains simple statements not supported by geographical concepts and case studies.

Government & Politics (A level)

A*	The student has demonstrated a richly comprehensive breadth and depth of knowledge and understanding about British political structures and issues both historically and contemporarily. Shows that has a sophisticated and critical understanding of the changing nature of politics and the relationships between political ideas, institutions and processes. The student consistently makes well informed and well-grounded arguments and judgements based on the interpretation and evaluation of political source material. Is evidently fascinated by contemporary political issues and independently seeks to enrich understanding.
A	The student has demonstrated a comprehensive breadth and depth of knowledge and understanding about British political structures and issues both historically and contemporarily. Shows that has a critical understanding of the changing nature of politics and the relationships between political ideas, institutions and processes. Makes well informed and well-grounded arguments and judgements based on the interpretation and evaluation of political source material. The student is evidently interested by contemporary political issues and independently seeks to enrich understanding.



B	The student has demonstrated a good breadth and depth of knowledge and understanding about British political structures and issues both historically and contemporarily. Shows that has some analytical understanding of the changing nature of politics and the relationships between political ideas, institutions and processes. Makes credible arguments and judgements based on the interpretation and evaluation of political source material. The student is evidently interested by contemporary political issues and seeks to enrich understanding when prompted.
C	The student has demonstrated a sufficient breadth and depth of knowledge and understanding about British political structures and issues both historically and contemporarily. Shows that has some awareness of the changing nature of politics and the relationships between political ideas, institutions and processes. Makes some credible arguments and judgements based on the interpretation and evaluation of political source material, and sometimes interested by contemporary political issues and seeks to enrich understanding when prompted.
D	The student has occasionally demonstrated some knowledge and understanding about British political structures and issues both historically and contemporarily. Shows that is able to link some political ideas, institutions and processes. Makes arguments and judgements based on the interpretation and evaluation of political source material, but these sometimes lack clarity and evidence. The student regularly shows an enthusiasm for discussing contemporary issues.
E	The student has demonstrated a little knowledge and understanding about British political structures and issues both historically and contemporarily. Occasionally makes links between political ideas, institutions and processes. Makes arguments and judgements based on the interpretation of political source material, but these often lack clarity and evidence. Occasionally shows an enthusiasm for discussing contemporary issues.
U	The student has demonstrated insufficient knowledge and understanding about British political structures and issues both historically and contemporarily. Shows that not yet making links between political ideas, institutions and processes. Makes arguments and judgements based on own knowledge, but do not refer to political source material when prompted. The student has so far not shown an enthusiasm for discussing contemporary issues.

History (A level)

Grade	Descriptor 1	Descriptor 2	Descriptor 3	Descriptor 4
A*	Paper 1 Source based enquiry – The student is well focused, sources are fully evaluated using provenance and context to reach a fully supported analysis of the issue.	Paper 1 essay – The student is well focussed, supported answer with very good analysis and developed evaluation to reach a supported and sustained judgement.	Paper 2 Short answer essay – The student analyses and evaluates both factors with detailed knowledge to reach a developed judgement.	Paper 2 essay – The student is well focused, supported answer, with very good analysis and developed evaluation to reach a supported and sustained judgement.
A	Paper 1 Source based enquiry – The student has good focus, sources are evaluated using provenance and context, although there is some imbalance, to reach analysis of the issue.	Paper 1 essay – The student is mostly focussed, supported answer with good analysis and evaluation to reach a supported judgement.	Paper 2 Short answer essay – The student analyses and evaluates both factors with some knowledge to reach a developed judgement.	Paper 2 essay – The student is mostly focussed, supported answer with good analysis and evaluation to reach a supported judgement
B	Paper 1 Source based enquiry – The student is mostly focused, sources are evaluated using some provenance and context to reach an analysis of the issue.	Paper 1 essay – The student has some focus with support, analysis with limited evaluation and judgement.	Paper 2 Short answer essay – The student has some analysis and evaluation of both factors with some support and judgement.	Paper 2 essay – The student has some focus with support and analysis with limited evaluation and judgement.
C	Paper 1 Source based enquiry – The student has partial focus and evaluation, some context to provide a partial analysis of the issue.	Paper 1 essay – The student has partial focus on the question, with some knowledge and analysis, but little or no judgement reached.	Paper 2 Short answer essay – The student has partial analysis and evaluation, with some knowledge to reach a basic judgement.	Paper 2 essay – The student has partial focus on the question, with some knowledge and analysis, but little or no judgement.
D	Paper 1 Source based enquiry – The student has limited focus, evaluation is general as is context. General analysis of the issue.	Paper 1 essay – The student's focus is descriptive and is more on the topic than the question. Any analysis is implied.	Paper 2 Short answer essay – The student has limited analysis and knowledge, with a simple judgement.	Paper 2 essay – The student's focus is descriptive and maybe more on the topic than the question. Any analysis may be implied.
E	Paper 1 Source based enquiry – The student's answer is on the topic, basic evaluation, mainly description of the sources and general contextual knowledge, simple analysis.	Paper 1 essay – The student's focus is on the topic and attempts at only assertions .	Paper 2 Short answer essay – The student has general analysis and knowledge with assertion.	Paper 2 essay – The student's general focus is on the topic and attempts at the analysis with assertion.

ICT OCR

Dist	The student has an excellent understanding of the fundamentals of ICT and Global information and consistently achieves a distinction grade in these units. Can complete comprehensive research of a concept and thoroughly explain their findings using technical terminology, confidently analyse a brief and create a high-quality response. They are highly reflective of their work and can produce an outstanding review of their work.
Merit	The student has a good understanding of the fundamentals of ICT and Global information and consistently achieves a merit grade in these units. They can complete thorough research of a concept and explain their findings using technical terminology. They can analyse a brief effectively and create an appropriate response. They are reflective of their work and can produce a comprehensive review of their work.
Pass	The student has a reasonable understanding of the fundamentals of ICT and Global information and consistently achieves a pass grade in these units. They can research a concept and explain their findings using some technical terminology. They can analyse a brief and create a response. They are reflective of their work and can produce a review of their work.
R (Near Pass)	The student has some understanding of the fundamentals of ICT and Global information and can achieve a pass grade in these units. They can research a concept and explain their findings using some technical terminology. They can analyse a brief and create a response. They are reflective of their work and can produce a review of their work.
U	The student has a basic understanding of the fundamentals of ICT and Global information but is unable to achieve a pass grade in these units. They can research a concept and explain some of their findings using some technical terminology. They can analyse a brief and create a basic response. They are reflective of their work and can produce a basic review of their work.

Maths (A level)

A*	The student can recall or recognise almost all the mathematical facts, concepts and techniques that are needed, and select appropriate ones to use in a wide variety of contexts. Can manipulate mathematical expressions and use graphs, sketches and diagrams, all with high accuracy and skill. Uses mathematical language correctly and proceeds logically and rigorously through extended arguments or proofs. When confronted with unstructured problems, can often devise and implement an effective solution strategy. If errors are made in calculations or logic, these are nearly always noticed and corrected. Recalls or recognises almost all the standard models that are needed, and selects appropriate ones to represent a wide variety of situations in the real world. Can correctly refer results from calculations using the model to the original situation; gives sensible interpretations of results in the context of the original realistic situation. Makes intelligent comments on the modelling assumptions and possible refinements to the model. Comprehends or understands the meaning of almost all translations into mathematics of common realistic contexts. Correctly refers the results of calculations back to the given context and usually makes sensible comments or predictions. Can comment meaningfully on the mathematical information. Makes appropriate and efficient use of contemporary calculator technology and other permitted resources, and is aware of any limitations to their use. Presents results to an appropriate degree of accuracy.
A	The student can recall or recognise almost all the mathematical facts, concepts and techniques that are needed, and select appropriate ones to use in a wide variety of contexts. Manipulates mathematical expressions and uses graphs, sketches and diagrams, all with high accuracy and skill. Uses mathematical language correctly and proceed logically and rigorously through extended arguments or proofs. When confronted with unstructured problems, can often devise and implement an effective solution strategy. If errors are made in calculations or logic, these are mostly noticed and corrected. Can recall or recognise almost all the standard models that are needed, and select appropriate ones to represent a wide variety of



	<p>situations in the real world. Correctly refers results from calculations using the model to the original situation; gives sensible interpretations of results in the context of the original realistic situation. Makes comments on the modelling assumptions and possible refinements to the model. Comprehends or understands the meaning of almost all translations into mathematics of common realistic contexts. Correctly refers the results of calculations back to the given context and usually makes sensible comments or predictions. Can comment meaningfully on the mathematical information. Makes appropriate and efficient use of contemporary calculator technology and other permitted resources, and is mostly aware of any limitations to their use. Presents results to an appropriate degree of accuracy.</p>
B	<p>The student can recall or recognise mostly all the mathematical facts, concepts and techniques that are needed, and select appropriate ones to use in a wide variety of contexts. Manipulates mathematical expressions and uses graphs, sketches and diagrams, all with high accuracy and skill. Mostly uses mathematical language correctly and proceeds logically and rigorously through extended arguments or proofs. Most of the time when confronted with unstructured problems, can often devise and implement an effective solution strategy. If errors are made in calculations or logic, these are sometimes noticed and corrected. Recalls or recognises almost all the standard models that are needed, and selects appropriate ones to represent a wide variety of situations in the real world. Correctly refers results from calculations using the model to the original situation; gives sensible interpretations of results in the context of the original realistic situation. Makes appropriate and efficient use of contemporary calculator technology and other permitted resources, and is sometimes aware of any limitations to their use. Mostly presents results to an appropriate degree of accuracy.</p>
C	<p>The student can recall or recognise most of the mathematical facts, concepts and techniques that are needed, and usually select appropriate ones to use in a variety of contexts. Manipulates mathematical expressions and uses graphs, sketches and diagrams, all with a reasonable level of accuracy and skill. Uses mathematical language with some skill and sometimes proceeds logically through extended arguments or proofs. When confronted with unstructured problems, sometimes devises and implements an effective and efficient solution strategy. Occasionally notices and corrects errors in calculations. Can recall or recognise most of the standard models that are needed and usually select appropriate ones to represent a variety of situations in the real world. Often correctly refers results from calculations using the model to the original situation. Sometimes gives sensible interpretations of results in the context of the original realistic situation. Sometimes makes intelligent comments on the modelling assumptions and possible refinements to the model. Comprehends or understands the meaning of most translations into mathematics of common realistic contexts. Often correctly refers the results of calculations back to the given context and sometimes makes sensible comments or predictions. Distils much of the essential mathematical information from extended pieces of prose having mathematical content. Gives some useful comments on this mathematical information. Usually makes appropriate and efficient use of contemporary calculator technology and other permitted resources, and is sometimes aware of any limitations to their use. Usually presents results to an appropriate degree of accuracy.</p>
D	<p>The student can recall or recognise most of the mathematical facts, concepts and techniques that are needed, and usually select appropriate ones to use in a variety of contexts. Manipulates mathematical expressions and uses graphs, sketches and diagrams, all with a reasonable level of accuracy and skill. Can use mathematical language with some skill and sometimes proceed logically through extended arguments or proofs. When confronted with unstructured problems, sometimes devises and implements an effective and efficient solution strategy. Can recall or recognise most of the standard models that are needed and usually select appropriate ones to represent a variety of situations in the real world. Sometimes gives sensible interpretations of results in the context of the original realistic situation. Often correctly refers the results of calculations back to the given context and sometimes makes sensible comments or predictions. Distils much of the essential mathematical information from extended pieces of prose having mathematical content. Gives some useful comments on this mathematical information. Usually makes appropriate and efficient use of contemporary calculator technology and other permitted resources, and is sometimes aware of any limitations to their use. Usually presents results to an appropriate degree of accuracy.</p>



E The student can recall or recognise some of the mathematical facts, concepts and techniques that are needed, and sometimes select appropriate ones to use in some contexts. Manipulates mathematical expressions and use graphs, sketches and diagrams, all with some accuracy and skill. Sometimes uses mathematical language correctly and occasionally proceeds logically through extended arguments or proofs. Can recall or recognise some of the standard models that are needed and sometimes select appropriate ones to represent a variety of situations in the real world. Sometimes correctly refers results from calculations using the model to the original situation; tries to interpret results in the context of the original realistic situation. Sometimes comprehends or understands the meaning of translations in mathematics of common realistic contexts. Often makes appropriate and efficient use of contemporary calculator technology and other permitted resources. Sometimes presents results to an appropriate degree of accuracy.

Music BTEC L3

Dist	The student is able to plan in detail, with informative diagrams and justified examples, to analyse and structure their decisions and create highly effective, unique music projects that bring the brief 'to life'. Uses a wide range of technical language for digital music with control and understanding. Can evaluate thoroughly, focusing on extensive explanation of strengths and opportunities for improvement. Experiments, reads around and consistently expands musical repertoire. They will strive to improve as musicians and technicians of music and work in an exemplary manner in a team, contributing bold ideas that they develop and refine to create impressive music output.
Merit	The student is able to plan carefully, using diagrams and relevant examples. Considers decisions and structure ideas to create effective music projects that match the purpose. They will use technical language for digital music with knowledge and skill. They will evaluate in some detail, are able to explain strengths and opportunities for improvement. They will be open-minded and hard-working, research using the sources given and some extra material they find. They aim to improve their musical skills. They work in a positive manner in a team, contributing some useful ideas that they improve and develop to create effective music output.
Pass	The student can create basic plans, make use of some diagrams and refer to some examples. They put ideas into an order and take some decisions to help them create music projects that respond to the brief. They will use some technical language for digital music with knowledge and misconceptions are rare. They will reflect to create basic evaluations, are able to describe strengths and opportunities for improvement. They will be able to complete tasks in the time given and do some limited research using the sources given and aim to improve their musical skills. They work as part of a team, contributing some creative ideas that they use to complete music projects in response to the assignment brief.

Performing Arts BTEC

Dist	The student demonstrates thorough knowledge and understanding of acting skills techniques, and a strong and informed knowledge of practitioner's work. Has the ability to be able incorporate these successfully into a variety of performance genres and styles. The student is able to document the rehearsal process in detail, using both written and recorded evidence to analyse the effectiveness of the work.
Merit	The student demonstrates sound knowledge and understanding of acting skills, techniques, and a sound knowledge of practitioner's work. Has the ability to be able to incorporate these into performance genres and styles. The student is able to document the work in some detail, using both written and recorded evidence to analyse the effectiveness of the work.
Pass	The student is able to demonstrate knowledge of acting skills, techniques and some knowledge of practitioner's work. Has the ability to be able to incorporate some of these into performance genres and styles. The student is able to document the work, using some written and recorded evidence to analyse the effectiveness of the work.

Psychology (A level)

A*/A	The student demonstrates and communicates clearly relevant, accurate and detailed knowledge and critical understanding of a range of psychological concepts, theories, studies, research and applications. Shows effective analysis and evaluation when considering psychological concepts, theories, studies, research and applications, and takes an eclectic approach to the subject.
B	The student's knowledge of a range of psychological theories and concepts is accurate and generally well detailed. Application strategies are effective. Discussion is thorough and effective. Minor detail and/or expansion of argument is sometimes lacking. Knowledge is clear, coherent and focused. Specialist terminology is used effectively.
C	The student displays sound knowledge of a range of psychological theories and concepts. The balance between description, application and evaluation is sometimes missing. Specialist terminology is mainly used appropriately.
D	The student demonstrates and communicates some knowledge and understanding of appropriate psychological concepts, theories, studies, research and applications. Alternatively, the student may analyse or evaluate appropriate psychological concepts, theories, studies, research and applications. Or may demonstrate a limited combination of the above knowledge and understanding, and analysis or evaluation. The student makes some appropriate use of psychological terminology.
E	The student's knowledge is very limited. Discussion is limited, poorly focused or absent. The student's knowledge lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
U	The student's knowledge within all areas is lacking and the answer contains simple statements not supported by psychological concepts and theories.

Sociology (A level)

A*/A	The student has demonstrated sound, conceptually detailed knowledge of a range of sociological perspectives, concepts, studies and research. Shows effective analysis and evaluation of sociological concepts, theories, studies and research. The student has shown a sophisticated understanding of the questions and presented materials.
B	The student has demonstrated sound knowledge of a range of sociological perspectives, concepts, studies and research. Application of knowledge to question is evident and discussion is thorough and effective. A good range of sociology terminology is used effectively. Focus on analysis is required.
C	The student displays sound knowledge of a range of sociological perspectives, concepts, studies and research. The balance between description, application and evaluation is sometimes missing. Specialist terminology is mainly used appropriately.
D	The student demonstrates and communicates some knowledge and understanding of appropriate sociological perspectives, concepts, studies and research. Application of knowledge to question could be more focused and/or analysis and evaluation of appropriate sociological perspectives, concepts, studies and research is limited and requires focus. Some appropriate use of sociological terminology.
E	The student's knowledge is very limited. Discussion is limited, poorly focused or absent. The student's knowledge lacks clarity, has many inaccuracies and is poorly organised. Specialist terminology is either absent or inappropriately used.
U	The student's knowledge within all areas is lacking and the answer contains simple statements not supported by psychological concepts and theories.

Sport (L3 BTEC)

Dist	The student demonstrates thorough knowledge and understanding of anatomy and physiology, fitness, leadership, coaching and sports psychology in the context of exercise and sports performance, applying this to a range of familiar and unfamiliar situations. The student is able to analyse information and make reasoned judgements in a range of different contexts.
Merit	The student demonstrates sound knowledge and understanding of anatomy and physiology, fitness, leadership, coaching and sports psychology in the context of exercise and sports performance, applying this to a range of familiar situations. Will be able to interpret information and make reasoned judgements.
Pass	The student is able to demonstrate knowledge of anatomy and physiology, fitness, leadership, coaching and sports psychology and apply it to exercise and sports performance. Has a sound understanding of content and is able to apply this to familiar situations/contexts. Can interpret information, rationalising cause and effect.