



Joint Council for  
Qualifications<sup>CIC</sup>

# GCSE grade descriptors to assist with determining grades

JCQ SUPPORTING GUIDANCE ON THE AWARDING OF GRADES  
FOR A/AS LEVELS FOR SUMMER 2021

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## **GCSE Grade Descriptors**

These grade descriptors have been produced to underpin centre's holistic grading judgements and apply only to the summer 2021 series.

Each awarding organisation has created grading exemplification for each specification. These materials will be made available by each awarding organisation by 19<sup>th</sup> April.

## GCSE Ancient Languages

Grade	Descriptors
<b>9</b>	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
<b>8</b>	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"><li>• complete a range of linguistic tasks, including translation and comprehension, with a consistently high degree of accuracy</li><li>• demonstrate accurate knowledge and understanding of diverse aspects of literature and/or sources</li><li>• analyse a range of literary or other evidence with perception and precision</li><li>• critically evaluate and respond convincingly to literary or other evidence with reason and sensitivity</li></ul>
<b>7</b>	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
<b>6</b>	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"><li>• complete a range of linguistic tasks, including translation and comprehension, with a good degree of accuracy. Occasional errors.</li><li>• demonstrate accurate knowledge and understanding of some aspects of literature and/or sources</li><li>• analyse literary or other evidence with inconsistently developed perception and precision.</li><li>• evaluate literary or other evidence in a reasoned and clear manner</li></ul>
<b>5</b>	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"><li>• complete a range of linguistic tasks, including translation and comprehension, with reasonable accuracy</li><li>• demonstrate mostly accurate knowledge and understanding of some aspects of literature and/or sources</li><li>• analyse literary or other evidence with occasional perception and precision</li><li>• evaluate literary or other evidence in a mostly reasoned and clear manner</li></ul>

<b>4</b>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• complete a range of linguistic tasks, including translation and comprehension, with mostly reasonable accuracy. Errors are noticeable.</li> <li>• demonstrate some accurate knowledge and understanding of some aspects of literature and/or sources</li> <li>• engage in some analysis of literary or other evidence</li> <li>• some evaluation of literary or other evidence. Some judgements are explicit.</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• errors impede the overall completion of the task.</li> <li>• responses are almost entirely descriptive.</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• complete some linguistic tasks, including translation and comprehension, with limited accuracy</li> <li>• demonstrate limited knowledge and understanding of some aspects of literature and/or sources</li> <li>• make basic comments on literary or other evidence</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Art and Design

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly</li> <li>• effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work</li> <li>• record and use perceptive insights and observations with well-considered influences on ideas</li> <li>• demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate coherent critical investigation and sound understanding of sources to develop ideas thoroughly</li> <li>• consistently apply a range of creative and technical skills, experimentation and innovation to develop and refine work</li> <li>• record and use considered insights and observations to purposely influence ideas</li> </ul> <p>demonstrate purposeful use of visual language, technique, media and contexts to realise personal ideas</p>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate competent critical investigation and understanding of sources to develop ideas coherently</li> <li>• apply a range of creative and technical skills and some experimentation and innovation to develop and refine work</li> <li>• record and use clear observations to influence ideas</li> <li>• demonstrate competent use of visual language, technique, media and contexts to realise personal ideas</li> </ul>
4	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate adequate critical investigation and understanding of sources to develop ideas clearly</li> </ul>

	<ul style="list-style-type: none"> <li>• apply a range of creative and technical skills and generally appropriate experimentation and innovation to develop and refine work</li> <li>• record and use appropriate observations to influence ideas</li> <li>• demonstrate adequate use of visual language, technique, media and contexts to realise personal ideas</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• shows some critical investigation and understanding rather than adequate critical investigation and understanding of sources</li> <li>• demonstrates application of simple creative and technical skills, uneven experimentation and tentative innovation and refinement, rather than application of a range of creative and technical skills and generally appropriate experimentation and innovation to develop and refine work</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate limited critical investigation and understanding of sources to develop ideas simply</li> <li>• apply basic creative and technical skills with limited experimentation and innovation</li> <li>• record and use simple observations to inform ideas</li> <li>• demonstrate basic use of visual language, technique, media or contexts to realise ideas</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Astronomy

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate relevant and comprehensive astronomical knowledge and understanding, using accurate astronomical terminology, and use it to explain ideas and concepts in familiar and unfamiliar contexts. In relation to observations, make accurate predictions, suggest valid hypotheses or plan viable observations to test them.</li> <li>• use a range of mathematical skills to solve complex astronomical problems.</li> <li>• critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions.</li> <li>• critically evaluate and refine observational methodologies, and judge the validity of astronomical conclusions.</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate largely accurate and appropriate astronomical knowledge and understanding, using largely accurate astronomical terminology and use it to largely accurately explain ideas and concepts in a range of familiar and unfamiliar contexts. In relation to observations, make accurate predictions, suggest hypotheses or plan feasible observations to test them</li> <li>• use mathematics to perform a range of multi-step calculations.</li> <li>• analyse qualitative and quantitative data to draw accurate conclusions supported by a range of evidence.</li> <li>• evaluate methodologies to suggest improvements to observational methods, and comment on astronomical conclusions.</li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate astronomical knowledge and understanding, using mostly accurate astronomical terminology and use it to mostly accurately explain ideas and concepts in familiar and unfamiliar contexts. In relation to observations, make predictions, suggest hypotheses or plan feasible observations to test them.</li> <li>• use mathematics to perform multi-step calculations.</li> </ul>

	<ul style="list-style-type: none"> <li>analyse qualitative and quantitative data to draw plausible conclusions supported by some evidence.</li> <li>evaluate methodologies to suggest improvements to observational methods, and comment on astronomical conclusions.</li> </ul>
<b>4</b>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>demonstrate some accurate and appropriate astronomical knowledge and understanding, using some accurate astronomical terminology and use it to accurately explain some ideas and concepts in familiar and unfamiliar contexts. In relation to observations, make predictions, suggest hypotheses or plan feasible observations to test them.</li> <li>use mathematics to perform some multi-step calculations.</li> <li>analyse qualitative and quantitative data to draw plausible conclusions, often supported by some evidence.</li> <li>evaluate methodologies to suggest improvements to observational methods, and comment on astronomical conclusions.</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>demonstrate some mostly accurate and appropriate astronomical knowledge and understanding, using some mostly accurate astronomical terminology and to explain some ideas and concepts in familiar and unfamiliar contexts with reasonable accuracy.</li> <li>In relation to observations, make some predictions, suggest hypotheses or plan mostly feasible observations to test them.</li> <li>use mathematics to perform some multi-step calculations with few errors.</li> <li>analyse qualitative and quantitative data to draw mostly plausible conclusions, which are sometimes supported by some evidence.</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>demonstrate basic astronomical knowledge and understanding, using simple everyday language, and use it to describe observational data or make simple predictions or suggestions</li> <li>perform basic calculations</li> <li>draw simple conclusions from qualitative or quantitative data</li> <li>make basic comments relating to observational methods.</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where

the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Business

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate relevant and comprehensive knowledge and understanding of a wide range of business concepts and issues</li> <li>• apply knowledge and critical understanding to select relevant information from a wide range of financial and non-financial sources to investigate business organisations and concepts in familiar and unfamiliar contexts, using a wide range of subject specific terminology</li> <li>• use a range of relevant quantitative skills</li> <li>• critically analyse and evaluate available information and evidence to make reasoned, substantiated judgements and conclusions, and, where appropriate, suggest viable recommendations for future activity</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate accurate and appropriate knowledge and understanding of a range of business concepts and issues</li> <li>• apply knowledge and understanding to select information from a range of financial and non-financial sources to investigate business organisations and concepts in familiar and some unfamiliar contexts, using a range of appropriate subject specific terminology</li> <li>• use a range of relevant quantitative skills</li> <li>• analyse and evaluate information and evidence to make plausible judgements and conclusions which may extend to suggesting some viable recommendations for future activity</li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding of business concepts and issues</li> <li>• apply knowledge and understanding to select information from a range of sources to investigate business organisations and concepts in familiar and some unfamiliar contexts, using some appropriate subject specific terminology</li> <li>• use some relevant quantitative skills</li> </ul>

	<ul style="list-style-type: none"> <li>analyse and provide some evaluation of information and evidence to make plausible judgements and conclusions which may extend to suggesting some viable recommendations for future activity</li> </ul>
<b>4</b>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>demonstrate some accurate and appropriate knowledge and understanding of business concepts and issues</li> <li>apply knowledge and understanding to select information from a limited range of sources to investigate business organisations and concepts in familiar and some unfamiliar contexts, with limited use of appropriate subject specific terminology</li> <li>use basic quantitative skills</li> <li>analyse and provide a limited evaluation of information and evidence to make plausible judgements and conclusions which may extend to suggesting some viable recommendations for future activity</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>demonstrates basic knowledge and understanding of business concepts and issues</li> <li>applies, in a limited way, knowledge and understanding to investigate business organisations and/or concepts, using mainly everyday language</li> <li>limited use of basic quantitative skills</li> <li>some lines of reasoning and use of limited evidence to make basic judgements and conclusions which may extend to offering suggestions for future activity</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>demonstrate basic knowledge and understanding of some aspects of business concepts or issues</li> <li>apply, in a limited way, knowledge and understanding to investigate business organisations and/or concepts, using everyday language</li> <li>use some obvious, simple quantitative skills</li> <li>use and describe some information to draw basic lines of reasoning, make straightforward judgements and, possibly, offer simple suggestions for future activity</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



## GCSE Citizenship Studies

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply relevant and comprehensive knowledge and understanding of a wide range of citizenship concepts, terms and issues</li> <li>• Construct perceptive and convincing arguments that consider a variety of viewpoints and reach well-substantiated conclusions</li> <li>• Develop ambitious research enquiries that lead to a strong, evidence-based analysis of citizenship issues</li> <li>• Critically evaluate the outcomes of effective participation in citizenship action</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply accurate and appropriate knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues</li> <li>• Construct developed arguments that consider differing viewpoints to draw evidence-based conclusions</li> <li>• Develop thorough research enquiries that lead to an evidence-based analysis of citizenship issues</li> <li>• Developed evaluation of the outcomes of participation in citizenship action</li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply mostly accurate and appropriate knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues</li> <li>• Construct reasoned arguments that consider some differing viewpoints to draw evidence-based conclusions</li> <li>• Develop credible research enquiries that lead to an evidence-based analysis of citizenship issues</li> <li>• Evaluate the outcomes of participation in citizenship action</li> </ul>

<b>4</b>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply appropriate knowledge and understanding of a range of relevant aspects of citizenship concepts, terms and issues</li> <li>• Construct arguments that consider some differing viewpoints to draw evidence-based conclusions</li> <li>• Develop research enquiries that lead to an evidence-based analysis of citizenship issues</li> <li>• Partial evaluation of the outcomes of participation in citizenship action</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• Answers will show more limited knowledge and understanding of citizenship concepts, terms and issues</li> <li>• There will be more limited evidence and examples to support points made</li> <li>• Citizenship vocabulary will be described rather than explained, with limited development</li> <li>• Material presented will be partial and descriptive and applied to answering some points about the Citizenship Action.</li> <li>• Analysis/evaluation will be limited and descriptive with some focus on the outcomes of participation in the Citizenship Action</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate and apply knowledge and understanding of some aspects of citizenship concepts, terms and issues</li> <li>• Produce a basic line of reasoning that demonstrates some awareness of differing viewpoints to reach a judgement, with limited reference to evidence</li> <li>• Develop basic research enquiries that lead to a straightforward consideration of citizenship issues</li> <li>• Reflect on some of the outcomes of participation in citizenship action</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Classical Civilisation

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate relevant and comprehensive knowledge and sophisticated understanding of classical texts and materials from the classical world, including how sources reflect their cultural contexts</li> <li>• demonstrate a sophisticated awareness of a range of possible interpretations</li> <li>• engage in perceptive analysis, sensitive interpretation and critical evaluation of classical texts and materials</li> <li>• effectively use a range of evidence to construct coherent and reasoned arguments</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate accurate and appropriate knowledge and understanding of classical texts and materials from the classical world, including how sources reflect their cultural contexts</li> <li>• demonstrate an awareness of possible interpretations</li> <li>• engage in coherent analysis, interpretation, and evaluation of classical texts and materials</li> <li>• use evidence to construct well-organised, plausible arguments</li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding of classical texts and materials from the classical world, including how sources reflect their cultural contexts</li> <li>• demonstrate an awareness of some possible interpretations</li> <li>• engage in generally coherent analysis and interpretation, and some evaluation of classical texts and materials</li> <li>• use evidence to construct mostly well-organised, plausible arguments</li> </ul>

<b>4</b>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate some accurate and appropriate knowledge and understanding of classical texts and materials from the classical world, with some regard for how the sources reflect their cultural contexts</li> <li>• demonstrate some awareness of some possible interpretations</li> <li>• engage in some analysis, interpretation, and evaluation of classical texts and materials.</li> <li>• use some evidence to construct arguments with limited judgements</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• Demonstrates narrower range of knowledge and understanding</li> <li>• Explanations may lack depth and are more descriptive</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate basic knowledge and understanding of classical texts and materials from the classical world, with limited regard for their cultural contexts or possible interpretations</li> <li>• use a basic line of reasoning to describe and comment on classical texts and materials</li> <li>• express opinions and construct simple and straightforward arguments</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Computer Science

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts</li> <li>• effectively apply fundamental concepts, principles and mathematical skills, using sustained analytical, logical and evaluative computational thinking, to a wide range of problems</li> <li>• develop and refine a solution that meets the requirements of a substantial problem.</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts</li> <li>• consistently apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems</li> <li>• produce a solution that meets all requirements of a substantial problem.</li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts</li> <li>• appropriately apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems</li> <li>• produce a solution that meets most requirements of a substantial problem.</li> </ul>
4	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate some accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts</li> </ul>

	<ul style="list-style-type: none"> <li>• apply some fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems</li> <li>• produce a solution that meets some requirements of a substantial problem.</li> </ul>
	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• demonstrate some knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts. This is not always accurate or appropriate.</li> <li>• apply some fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems with some success.</li> <li>• Candidates are likely to produce a working solution which meets a few requirements. Or a solution which meets some requirements, but may have some errors.</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate limited knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts</li> <li>• apply fundamental concepts, principles and mathematical skills, using basic analytical and logical computational thinking, to problems with limited accuracy</li> <li>• produce a partial solution that meets some requirements of a substantial problem.</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Dance

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate, including through own performance, sustained and perceptive knowledge and understanding of skills required to perform safely, with high levels of accuracy and sophisticated sensitivity to style and intention</li> <li>• Demonstrate sophisticated selection and use of choreographic elements and aural settings to communicate choreographic intention</li> <li>• Critically analyse, interpret and evaluate own and professional works, to produce convincing reflective judgements using specialist terminology extensively, accurately and effectively</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate, including through own performance, thorough knowledge and understanding of skills required to perform safely, accurately, and with sensitivity to style and intention</li> <li>• Demonstrate refined selection and use of choreographic elements and aural settings to communicate choreographic intention</li> <li>• Analyse, interpret and evaluate own and professional works, to produce reasoned reflective judgements and using specialist terminology accurately and appropriately</li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate, including through own performance, clear knowledge and understanding of skills required to perform safely, mostly accurately, and with some sensitivity to style and intention</li> <li>• Demonstrate coherent selection and use of choreographic elements and aural settings to communicate choreographic intention</li> <li>• Analyse, interpret and evaluate own and professional works, to produce clear reflective judgements and using specialist terminology accurately and appropriately</li> </ul>

<b>4</b>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate, including through own performance, knowledge and understanding of skills required to perform safely, with some accuracy, and some sensitivity to style and/or intention</li> <li>• Demonstrate purposeful selection and use of choreographic elements and aural settings to communicate choreographic intention</li> <li>• Analyse, interpret and use basic evaluations of own and professional works, to produce judgements using specialist terminology with some accuracy and relevance.</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of performing skills will be evidenced with slightly less consistency</li> <li>• Choreographic skill will demonstrate slightly less developed understanding of purpose, intention and application in context</li> <li>• Analysis and interpretation will provide some reflection of own and/or professional works, using specialist terminology with some accuracy.</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate, including through own performance, some knowledge and understanding of skills required to perform safely and with some awareness of style and/or intention</li> <li>• Demonstrate some purposeful selection and use of choreographic elements and aural settings to communicate simple choreographic intention</li> <li>• Use some analysis and/or interpretation to provide simple reflections on own and/or professional works, with inconsistent use of specialist terminology</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Design Technology

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate and effectively apply comprehensive knowledge and understanding of the principles of design and technology in a range of familiar and unfamiliar situations.</li> <li>• experiment and innovate to develop and refine fully functioning intentions of prototypes/prototypes. Demonstrate safe and effective technical skills with precision.</li> <li>• effectively employ sophisticated technical language and a range of communication methods, such as schematic and exploded diagrams, and mathematical modelling.</li> <li>• critically analyse and evaluate design decisions and outcomes to draw well-evidenced conclusions.</li> <li>• use a range of mathematical skills and scientific knowledge to make accurate calculations and insightful choices.</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate and effectively apply knowledge and understanding of the principles of design and technology in a range of familiar and unfamiliar situations.</li> <li>• experiment to develop and refine functioning intentions of prototypes/prototypes. Demonstrate safe and effective technical skills with some precision.</li> <li>• accurately and effectively apply technical language and a range of communication methods, such as annotated sketches, schematic and exploded diagrams.</li> <li>• critically analyse and evaluate design decisions and outcomes to draw some evidenced conclusions.</li> <li>• use a range of mathematical skills and scientific knowledge to make accurate calculations and inform choices.</li> </ul>

5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate and apply mostly accurate and appropriate knowledge and understanding of the principles of design and technology in familiar and unfamiliar situations.</li> <li>• develop functioning intentions of prototypes/prototypes. Demonstrate safe and effective technical skills that are appropriate.</li> <li>• apply appropriate technical language and methods of communication, such as formal drawings and annotated sketches.</li> <li>• analyse and evaluate design decisions and outcomes to draw plausible conclusions supported by some evidence.</li> <li>• use some mathematical skills and scientific knowledge to make accurate calculations and inform choices.</li> </ul>
4	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate and apply mostly accurate and appropriate knowledge and understanding of the principles of design and technology in familiar and some unfamiliar situations.</li> <li>• work safely demonstrating some technical skills effectively when developing functioning intentions of prototypes/prototypes.</li> <li>• use some appropriate technical language and methods of communication, such as drawings and annotated sketches.</li> <li>• analyse and evaluate design decisions and outcomes to draw some conclusions.</li> <li>• use some mathematical skills and scientific knowledge to make mostly accurate calculations and inform some choices.</li> </ul>
3	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• level of communication lacks detail and visual communication is basic.</li> <li>• intentions of prototypes/prototypes lack technical accuracy.</li> <li>• mathematical skills and science knowledge are accurate but only for basic calculations.</li> </ul>
2	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate and apply basic knowledge and understanding of the principles of design and technology in familiar situations.</li> <li>• work safely demonstrating straightforward technical skills when developing intentions of prototypes/prototypes.</li> <li>• use everyday language, audio and visual recordings, and simple drawings or sketches to explain an idea.</li> <li>• make straightforward comments about their own work and the work of others.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• use some simple mathematical skills and scientific knowledge to make basic calculations.</li></ul> |
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To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Drama

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• develop creative ideas for performance outcomes that communicate meaning(s) with assurance and impact</li> <li>• apply theatrical skills skilfully and effectively to realise artistic intentions</li> <li>• demonstrate breadth and depth of knowledge and understanding in developing and performing drama, using specialist terminology accurately and effectively</li> <li>• produce perceptive and well-informed critical analysis and evaluation of drama seen and made</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• develop relevant and effective ideas for performance outcomes that communicate meaning(s) with confidence</li> <li>• apply appropriate and effective theatrical skills which realise artistic intentions</li> <li>• demonstrate detailed knowledge and understanding in developing and performing drama, using specialist terminology with secure understanding</li> <li>• produce comprehensive and organised analysis and evaluation of drama seen and made</li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• develop clear and coherent ideas for performance outcomes that communicate meaning(s) effectively</li> <li>• apply theatrical skills competently and coherently to realise artistic intentions</li> <li>• demonstrate secure knowledge and understanding of developing and performing drama, using specialist terminology appropriately</li> <li>• produce detailed and coherent analysis and evaluation of drama seen and made</li> </ul>
4	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• develop reasonable ideas for performance outcomes that sometimes communicate meaning(s)</li> </ul>

	<ul style="list-style-type: none"> <li>• apply reasonable theatrical skills which sometimes realise artistic intentions</li> <li>• demonstrate general knowledge and understanding of developing and performing drama, sometimes using relevant specialist terminology</li> <li>• produce satisfactory but sometimes inconsistent analysis and evaluation of drama seen and made</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• both ideas for performance outcomes and theatrical skills are generally basic and display more inconsistencies</li> <li>• some knowledge and terminology are demonstrated, but work tends to be more descriptive with basic analysis and evaluation of drama seen and made</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• develop some ideas for performance outcomes that communicate straightforward meaning(s)</li> <li>• apply theatrical skills with limited effect to realise some of the artistic intentions</li> <li>• demonstrate a basic awareness of developing and performing drama, with inconsistent use of specialist terminology</li> <li>• describe and comment simply on drama seen and made</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Economics

Grade	Descriptors
<b>9</b>	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
<b>8</b>	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• Evaluate and analyse differing perspectives of economic agents</li> <li>• Make supported judgements about economic actions or situations</li> <li>• Evaluate economic issues when making judgements</li> <li>• Apply quantitative skills with high precision to interpret economic data and justify decisions</li> </ul>
<b>7</b>	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
<b>6</b>	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• Analyse or evaluate differing perspectives of economic agents</li> <li>• Consider economic issues when making judgements</li> <li>• Use quantitative skills to interpret economic data to support judgements</li> </ul>
<b>5</b>	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• Explain differing economic objectives/views in a variety of contexts</li> <li>• Use economic information from graphs and charts as evidence</li> <li>• Apply a range of quantitative skills</li> </ul>
<b>4</b>	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>• Explain main economic concepts and issues</li> <li>• Demonstrate some quantitative skills</li> <li>• Construct accurate economic graphs</li> </ul>
<b>3</b>	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>• Explanations lack depth and are more descriptive</li> <li>• Graphs and calculations lack accuracy and may only be partially correct/complete</li> </ul>
<b>2</b>	To achieve grade 2, candidates will be able to: <ul style="list-style-type: none"> <li>• Describe main economic concepts and issues</li> <li>• Start to produce economic graphs and calculations which may not be accurate</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Electronics

Grade	Descriptors
<b>9</b>	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
<b>8</b>	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"><li>• demonstrate relevant and comprehensive knowledge and understanding of a wide range of fundamental ideas, techniques and procedures related to electronics</li><li>• effectively apply fundamental ideas, principles and mathematical skills, using sustained analytical, and evaluative thinking, to a wide range of familiar and unfamiliar contexts in electronics</li><li>• analyse substantial problems to develop and refine working solutions that meet the requirements of the problem</li></ul>
<b>7</b>	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
<b>6</b>	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"><li>• demonstrate mostly accurate and appropriate knowledge and understanding of a range of fundamental ideas, techniques and procedures related to electronics</li><li>• appropriately apply with accuracy fundamental ideas, principles and mathematical skills, using analytical, and evaluative thinking, to a wide range of familiar and some unfamiliar contexts in electronics</li><li>• design and develop a working solution that meets the requirements of a substantial problem</li></ul>
<b>5</b>	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"><li>• demonstrate mostly accurate and appropriate knowledge and understanding of a range of fundamental ideas, techniques and procedures related to electronics</li><li>• appropriately apply with accuracy fundamental ideas, principles and mathematical skills, using analytical, and some evaluative thinking, to familiar and some unfamiliar contexts in electronics</li><li>• design and develop a working solution that meets most requirements of a substantial problem</li></ul>
<b>4</b>	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"><li>• demonstrate appropriate knowledge and understanding of a range of fundamental ideas, techniques and procedures related to electronics</li><li>• apply with some accuracy fundamental ideas, principles and mathematical skills, and some evaluative thinking, to familiar and some unfamiliar contexts in electronics</li></ul>

	<ul style="list-style-type: none"> <li>design and develop a working solution that meets most requirements of a problem</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>starting to expand a basic knowledge and understanding of some ideas, techniques and procedures related to electronics, rather than demonstrating appropriate knowledge and understanding of a range of fundamental ideas, techniques and procedures related to electronics</li> <li>applying some fundamental ideas, principles and mathematical skills, to familiar contexts in electronics, rather than applying with some accuracy fundamental ideas, principles and mathematical skills, and some evaluative thinking, to familiar and some unfamiliar contexts in electronics</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>demonstrate a basic knowledge and understanding of basic concepts, techniques and procedures related to electronics</li> <li>apply basic concepts, principles and simple mathematical skills, to familiar, straightforward electronic systems and circuits</li> <li>produce a partially working solution that meets some of the requirements of an identified straightforward problem</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Engineering

Grade	Descriptors
<b>9</b>	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
<b>8</b>	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate relevant and comprehensive knowledge and understanding of engineering principles and processes</li> <li>• Make critically informed selection and use of a wide range of appropriate tools and equipment, viable materials and components, and relevant manufacturing processes</li> <li>• Develop and refine a complete solution that meets the requirements of an engineering problem</li> <li>• Analyse and critically evaluate evidence in a range of engineering contexts, using a wide range of subject specific terminology</li> <li>• Demonstrate relevant and comprehensive knowledge and understanding of engineering principles and processes</li> </ul>
<b>7</b>	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
<b>6</b>	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate relevant knowledge and understanding of engineering principles and processes</li> <li>• Make informed selection and use of a range of appropriate tools and equipment, viable materials and components, and relevant manufacturing processes</li> <li>• Develop a working solution that meets the requirements of an engineering problem</li> <li>• Analyse and provide evaluation of evidence in engineering contexts, using subject specific terminology</li> <li>• Appropriately apply, with a good level of accuracy, engineering principles, processes, techniques and skills</li> </ul>
<b>5</b>	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>• Demonstrate mostly accurate and appropriate knowledge and understanding of engineering principles and processes</li> <li>• Make sensible selection and use of appropriate tools and equipment, mostly viable materials, and manufacturing processes</li> </ul>

	<ul style="list-style-type: none"> <li>• Produce a working solution that meets most requirements of an engineering problem</li> <li>• Analyse and provide some evaluation of evidence in engineering contexts, using some appropriate subject specific terminology</li> <li>• Appropriately apply, with reasonable accuracy, engineering principles, processes, techniques and skills, and mathematical skills to different contexts including familiar and some unfamiliar</li> </ul>
<b>4</b>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate some accurate and appropriate knowledge and understanding of engineering principles and processes</li> <li>• Make sensible selection and use of some tools and equipment, commonly used materials, and manufacturing processes</li> <li>• Produce a working solution that meets some requirements of an engineering problem</li> <li>• Simply analyse and provide limited evaluation of evidence in engineering contexts, using everyday language</li> <li>• Appropriately apply, with limited accuracy, engineering principles, processes, techniques and skills, and mathematical skills to a limited range of contexts</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• There will be a lack of sufficient knowledge and understanding to enable a viable solution to be developed</li> <li>• When tools and equipment are selected, some may not be appropriate</li> <li>• Solutions will only partially work, or be functionally limited in some respect</li> <li>• Analysis may be rudimentary and conclusions if present, will be very limited and simplistic</li> <li>• Mathematical skills will be rarely used constructively when applying engineering principles or using processes</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate basic knowledge and understanding of engineering principles and processes</li> <li>• Make simple selection and use of tools and equipment and demonstrate a basic awareness of straightforward manufacturing processes</li> <li>• Produce a partially working solution that meets some requirements of an engineering problem</li> <li>• Use a basic line of reasoning to describe and comment on simple evidence in engineering contexts</li> <li>• Apply, in a limited way, some straightforward engineering principles, processes, techniques and skills to familiar contexts</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE English Language

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p><b>Critical reading and comprehension</b></p> <p>In relation to a range of texts, to achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• summarise and critically evaluate with detailed and perceptive understanding</li> <li>• understand and respond with insight to explicit and implicit meanings and viewpoints</li> <li>• analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure</li> <li>• substantiate their understanding and opinions with illuminating references to texts and contexts</li> <li>• make convincing and apt links and comparisons within and between texts.</li> </ul> <p><b>Writing</b></p> <p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• communicate with impact and influence</li> <li>• produce ambitious, accomplished and effectively-structured texts</li> <li>• use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact</li> <li>• spell, punctuate and use grammar accurately so that writing is virtually error-free.</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p><b>Critical reading and comprehension</b></p> <p>In relation to a range of texts, to achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• summarise and confidently evaluate with clear and some detailed understanding</li> <li>• understand and respond effectively to explicit and implicit meanings and viewpoints</li> <li>• analyse and confidently evaluate aspects of language, grammar and structure</li> <li>• Support their understanding and opinions with well-selected references to texts and contexts</li> </ul>

	<ul style="list-style-type: none"> <li>• Make secure links and comparisons between texts.</li> </ul> <p><b>Writing</b></p> <p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• communicate confidently with impact on the reader</li> <li>• produce confident, well-structured and purposeful texts</li> <li>• use a range of sentence types and structures and use vocabulary appropriate to purpose and effect</li> <li>• spell, punctuate and use grammar accurately with occasional errors on more complex elements.</li> </ul>
<p style="text-align: center;"><b>5</b></p>	<p><b>Critical reading and comprehension</b></p> <p>In relation to a range of texts, to achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• summarise and evaluate with accuracy and clear understanding</li> <li>• understand and make valid responses to explicit and implicit meanings and viewpoints</li> <li>• analyse and evaluate relevant aspects of language, grammar and structure</li> <li>• support their understanding and opinions with apt references to texts, informed by their wider reading</li> <li>• make credible links and comparisons between texts.</li> </ul> <p><b>Writing</b></p> <p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• communicate effectively, sustaining the reader’s interest</li> <li>• produce coherent, well-structured and purposeful texts</li> <li>• vary sentence types and structures and use vocabulary appropriate to purpose and effect</li> <li>• spell, punctuate and use grammar accurately with occasional errors.</li> </ul>
<p style="text-align: center;"><b>4</b></p>	<p><b>Critical reading and comprehension</b></p> <p>In relation to a range of texts, to achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• summarise and evaluate the main points with accuracy and understanding</li> <li>• understand and respond to explicit meanings and viewpoints. Responses to implicit meanings may be inconsistent.</li> <li>• explain relevant aspects of language and structure</li> <li>• support their comments and opinions with relevant references to texts</li> <li>• make explicit links between texts and develop points of comparison.</li> </ul> <p><b>Writing</b></p> <p>To achieve grade 4, candidates will be able to:</p>

	<ul style="list-style-type: none"> <li>• communicate clearly to engage the reader’s interest</li> <li>• produce texts with a clear overall structure and understanding of purpose</li> <li>• vary sentence types and structures and use vocabulary for some purpose and effect</li> <li>• spell, punctuate and use grammar accurately overall, with some errors.</li> </ul>
<p style="text-align: center;"><b>3</b></p>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <p><b>Critical reading and comprehension</b></p> <ul style="list-style-type: none"> <li>• the work generally shows less confidence and less understanding of the texts</li> <li>• there will be straightforward responses to explicit information and viewpoints.</li> <li>• links and comparisons between texts will be clear but not developed</li> <li>• work will start to support comments and opinions with some textual references but these may not be the most appropriate</li> <li>• comments on language and structure will offer explanation rather than analysis</li> <li>• comments on the text and the impact on the reader will often be generic.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• some attempt to engage with the task and the reader</li> <li>• use of structure and understanding of purpose is insecure</li> <li>• writing will have some varied sentence types and structures but with limited awareness of purpose and effect</li> <li>• there will be some accuracy in spelling and the use of punctuation and grammar but errors will be more frequent</li> </ul>
<p style="text-align: center;"><b>2</b></p>	<p><b>Critical reading and comprehension</b></p> <p>In relation to a range of texts, to achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• describe and summarise with some accuracy and understanding</li> <li>• respond in a straightforward way to most explicit information and viewpoints</li> <li>• make some relevant comments about language and structure</li> <li>• support their comments and opinions with some general references</li> <li>• make straightforward links between texts.</li> </ul> <p><b>Writing</b></p> <p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• communicate simply with some clarity for the reader</li> <li>• produce texts with basic structures and some awareness of purpose</li> </ul>

	<ul style="list-style-type: none"><li>• show some control over sentence type and structure and use familiar vocabulary to some effect</li><li>• spell, punctuate and use grammar with limited accuracy.</li></ul>
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To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE English Literature

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• sustain a convincing, informed personal response to explicit and implicit meanings of texts</li> <li>• sustain a perceptive critical analysis of the ways in which writers use language, form and structure</li> <li>• use judicious and well-integrated textual references to develop personal responses</li> <li>• show perceptive understanding of how contexts shape texts and responses to texts</li> <li>• make illuminating comparisons between texts</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• develop a cogent and detailed personal response to explicit and implicit meanings of texts</li> <li>• analyse in some detail the ways in which writers use language, form and structure</li> <li>• use relevant and well-selected textual references to support responses</li> <li>• show clear understanding of contexts to inform responses to texts</li> <li>• make developed comparisons between texts</li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• develop a generally coherent and engaged response to explicit and implicit meanings of texts</li> <li>• develop a clear understanding of the ways in which writers use language, form and structure</li> <li>• use apt textual references to support responses</li> <li>• use understanding of contexts to inform responses to texts</li> <li>• make credible comparisons between texts</li> </ul>
4	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• develop a reasonable personal response showing understanding of texts</li> </ul>

	<ul style="list-style-type: none"> <li>• develop a reasonable understanding of the ways in which writers use language, form and structure</li> <li>• use some textual references to support responses</li> <li>• explain some relevant understanding of contexts to inform responses to texts</li> <li>• make obvious, relevant comparisons between texts</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• work is less detailed and offers less explanation of ideas</li> <li>• work is generally less developed</li> <li>• ideas have similar security, but offer a degree of development that makes those ideas less reasonable.</li> <li>• work generally shows less confidence and less understanding of the texts</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• make straightforward comments about explicit meanings of texts</li> <li>• describe straightforward aspects of language, form or structure</li> <li>• make general references to obvious details of texts</li> <li>• show awareness that texts are related to contexts</li> <li>• make basic links between texts</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Film Studies

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate relevant, comprehensive and in-depth knowledge and understanding of the elements of film, using a range of subject terminology aptly</li> <li>• demonstrate detailed knowledge and understanding of the history, contexts and technology of film production</li> <li>• produce perceptive analysis of films seen, drawing upon a detailed range of evidence from the films studied</li> <li>• produce a critical evaluation of films (or screenplays) made</li> <li>• apply thorough knowledge and understanding of the elements of film skilfully and effectively to produce convincing film or screenplay extracts</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate solid, sometimes detailed knowledge and understanding of the elements of film, using frequent instances of appropriate subject terminology</li> <li>• demonstrate some, at times engaged, knowledge and understanding of the history, contexts and technology of film production</li> <li>• produce a solid, at times engaged, analysis of films seen, drawing upon a range evidence from the films studied</li> <li>• produce reflective evaluative comment of films (or screenplays) made</li> <li>• apply some high-level knowledge and understanding of the elements of film showing some technical skill to produce convincing film or screenplay extracts</li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding of the elements of film, using some subject terminology appropriately</li> <li>• demonstrate some appropriate knowledge and understanding of the history, contexts and technology of film production</li> <li>• produce coherent analysis of films seen, using some appropriate evidence from the films studied</li> <li>• produce some credible evaluation of films (or screenplays) made</li> </ul>

	<ul style="list-style-type: none"><li>• apply mostly appropriately knowledge and understanding of the elements of film competently and coherently to produce effective film or screenplay extracts</li></ul>
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<b>4</b>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate some appropriate knowledge and understanding of the elements of film, with some instances of subject terminology</li> <li>• demonstrates some knowledge and understanding of the history, contexts and technology of film production. These may be patchy and inconsistent</li> <li>• produce a straightforward analysis of films seen, using some evidence from the films studied</li> <li>• evaluate films (or screenplays) made, with a tendency towards the descriptive</li> <li>• apply some knowledge and understanding of the elements of film competently and coherently to produce basic film or screenplay extracts</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• tendency to describe without evidence from films studied to support points of analysis, rather than attempting to draw upon evidence from the films studied</li> <li>• use limited subject specific terminology</li> <li>• show limited awareness of genre codes and conventions within production</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate basic awareness of the elements of film, using everyday language</li> <li>• demonstrate some basic knowledge of the contexts of film production</li> <li>• describe films seen</li> <li>• comment simply on films (or screenplays) made</li> <li>• apply basic knowledge and understanding of some elements of film to produce simple film or screenplay extracts</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Food Preparation and Nutrition

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate relevant and comprehensive knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition</li> <li>• safely and effectively apply precise and sophisticated technical skills when using a wide range of equipment and ingredients to plan, prepare and present complex dishes</li> <li>• critically analyse and evaluate, to draw well-evidenced conclusions:               <ul style="list-style-type: none"> <li>○ issues relating to food choices, provenance and production</li> <li>○ food made by themselves and others</li> </ul> </li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate mainly relevant and comprehensive knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition</li> <li>• safely and effectively apply mostly precise and fairly sophisticated technical skills when using a range of equipment and ingredients to plan, prepare and present dishes with varying degrees of complexity</li> <li>• coherently analyse and evaluate, to draw evidenced based conclusions:               <ul style="list-style-type: none"> <li>○ issues relating to food choices, provenance and production</li> <li>○ food made by themselves and others</li> </ul> </li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition</li> <li>• safely and effectively apply competent technical skills to a range of equipment and ingredients to plan, prepare and present dishes with some degree of complexity</li> <li>• analyse and evaluate, to draw coherent conclusions:               <ul style="list-style-type: none"> <li>○ issues relating to food choices, provenance and production</li> <li>○ food made by themselves and others</li> </ul> </li> </ul>
4	To achieve grade 4, candidates will be able to:

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|  | <ul style="list-style-type: none"><li>• demonstrate elements of accurate and appropriate knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition</li><li>• safely and effectively apply mainly competent technical skills to a range of equipment and ingredients to plan, prepare and present dishes with varying degrees of complexity</li><li>• analyse and evaluate, to draw basic conclusions:<ul style="list-style-type: none"><li>○ issues relating to food choices, provenance and production</li><li>○ food made by themselves and others</li></ul></li></ul> |
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<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• demonstrating fewer elements of accurate and appropriate knowledge across the key areas of content within the specification</li> <li>• less likely to be able to produce safely and effectively dishes with varying degrees of complexity with limited/no assistance</li> <li>• less likely to be able to read and interpret information and draw basic conclusions which have some evidence base.</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate some relevant knowledge and understanding of the concepts, principles and properties of food science, cooking and nutrition</li> <li>• safely apply limited skills to some equipment and ingredients to plan, prepare and present simple dishes</li> <li>• make straightforward and obvious comments on: <ul style="list-style-type: none"> <li>○ issues relating to food choices, provenance and production</li> <li>○ food made by themselves and others</li> </ul> </li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Geography

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate relevant and comprehensive knowledge, understanding and application of geographical information and issues.</li> <li>• Demonstrate perceptive understanding of complex interactions and interrelationships between people and the environment and between geographical phenomena.</li> <li>• Construct sustained and convincing arguments to draw well-evidenced conclusions.</li> <li>• Use and evaluate a wide range of geographical skills and techniques effectively.</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate relevant and broad knowledge, understanding and application of geographical information and issues.</li> <li>• Demonstrate strong understanding of some complex interactions and interrelationships between people and the environment and between geographical phenomena.</li> <li>• Construct convincing arguments with occasional complexities to reach reasoned judgements with some substantiation.</li> <li>• Use a range of geographical skills and techniques effectively with some evaluation.</li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues.</li> <li>• Demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena.</li> <li>• Construct coherent arguments to draw conclusions supported by evidence.</li> <li>• Use a range of geographical skills and techniques accurately, showing understanding of their purpose.</li> </ul>
4	To achieve grade 4, candidates will be able to:

	<ul style="list-style-type: none"> <li>• Demonstrate some accurate and appropriate knowledge, understanding and application of geographical information and issues.</li> <li>• Demonstrate some understanding of interactions and interrelationships between people and the environment and between geographical phenomena.</li> <li>• Construct some coherent arguments to draw conclusions supported by evidence.</li> <li>• Use a basic range of geographical skills and techniques with some accuracy, showing some understanding of their purpose.</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• Demonstrate geographical knowledge and understanding with more gaps and inaccuracies; language is generally basic, but some geographical terms are used.</li> <li>• Offer some understanding of interactions and relationships between people and the environmental, and this will vary in depth.</li> <li>• Construct simple conclusions, with some brief evidential support.</li> <li>• Use a basic range of geographical skills and techniques with some accuracy and limited understanding of their purpose.</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate limited knowledge, understanding and application of geographical information and issues.</li> <li>• Demonstrate basic understanding of aspects of interactions and interrelationships between people and the environment and between geographical phenomena.</li> <li>• Make straightforward comments with some reference to evidence.</li> <li>• Use some basic geographical skills and techniques with limited accuracy.</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Geology

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> <li>demonstrate relevant and comprehensive knowledge and understanding of geological ideas, skills and techniques and apply these to perceptively analyse geological evidence adeptly in both familiar and unfamiliar contexts</li> <li>effectively interpret and evaluate geological ideas, information and evidence, both quantitatively and qualitatively, to make reasoned, substantiated judgements and conclusions</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> <li>demonstrate mostly accurate and appropriate knowledge and understanding of geological ideas, skills and techniques and apply these to analyse and sequence geological evidence, mostly accurately, in both familiar and unfamiliar contexts</li> <li>interpret and evaluate geological ideas, information and evidence, both quantitatively and qualitatively to draw moderately well-considered judgements and conclusions, supported by appropriate evidence</li> </ul>
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> <li>demonstrate mostly accurate and appropriate knowledge and understanding of geological ideas, skills and techniques and apply these to analyse and sequence geological evidence, mostly accurately, in familiar and some unfamiliar contexts</li> <li>interpret and evaluate geological ideas, information and evidence, both quantitatively and qualitatively to draw plausible judgements and conclusions, supported by some evidence</li> </ul>
4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> <li>demonstrate some accurate and appropriate knowledge and understanding of geological ideas, skills and techniques and apply these to analyse and sequence geological evidence, sometimes accurately, in mostly familiar contexts</li> <li>interpret and evaluate geological ideas, information and evidence, both quantitatively and qualitatively to draw partially correct judgements and conclusions, sometimes supported by some evidence</li> </ul>
3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> <li>demonstrating relevant geological knowledge and understanding less frequently and showing more misunderstandings</li> <li>providing some evidence for their judgements and being able to interpret information, although this will be less consistent</li> </ul>

	<ul style="list-style-type: none"> <li>• showing misunderstandings more frequently</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate basic knowledge and understanding of geological ideas, skills and techniques and attempt to use these to complete basic sequencing of geological evidence in familiar, straightforward contexts</li> <li>• make simple judgements based on geological information and evidence</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE History (Ancient)

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate relevant and comprehensive knowledge, and sophisticated understanding of key features and characteristics of historical periods</li> <li>• critically analyse historical events and periods, and provide a lucid explanation to reach reasoned, substantiated judgements</li> <li>• critically analyse and evaluate ancient sources, in context, and use these to reach reasoned, substantiated judgements and evidence-based conclusions about:               <ul style="list-style-type: none"> <li>○ historical events and periods</li> <li>○ how the portrayal of events by ancient writers/sources relates to the contexts in which they were produced</li> </ul> </li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate accurate knowledge and clear understanding of key features and characteristics of historical periods</li> <li>• analyse historical events and periods, and provide a coherent explanation to reach supported judgements to reach supported judgements that are mostly consistent and well developed'</li> <li>• analyse and evaluate ancient sources, in context, and use these to reach coherent judgements and conclusions to reach coherent judgements and conclusions that are mostly consistent and well developed about:               <ul style="list-style-type: none"> <li>○ historical events and periods</li> <li>○ how the portrayal of events by ancient writers/sources relates to the contexts in which they were produced</li> </ul> </li> </ul>
5	To achieve grade 5, candidates will be able to:

	<ul style="list-style-type: none"> <li>• demonstrate mostly accurate knowledge and clear understanding of key features and characteristics of historical periods</li> <li>• analyse historical events and periods, and provide a generally coherent explanation to reach plausible judgements, which are supported by some evidence</li> <li>• analyse and provide some evaluation of ancient sources in context, and use these to reach plausible judgements and conclusions, supported by some evidence, about: <ul style="list-style-type: none"> <li>○ historical events and periods</li> <li>○ how the portrayal of events by ancient writers/sources relates to the contexts in which they were produced</li> </ul> </li> </ul>
<b>4</b>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate partially accurate knowledge and understanding of some key features and characteristics of historical periods</li> <li>• analyse historical events and periods, and provide a reasonable explanation to reach relevant judgements, which are supported by some evidence</li> <li>• analyse and provide occasional evaluation of ancient sources, in context, and use these to reach relevant conclusions, supported by some evidence, about: <ul style="list-style-type: none"> <li>○ historical events and periods</li> <li>○ how the portrayal of events by ancient writers/sources relates to the contexts in which they were produced</li> </ul> </li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• Demonstrates narrower range of knowledge and understanding</li> <li>• Explanations may lack depth and are more descriptive</li> <li>• Provide a personal response at a basic level to original source material</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate generalised knowledge and basic understanding of some key features and characteristics of historical periods</li> <li>• use a basic line of reasoning to describe historical events and periods and reach straightforward judgements</li> <li>• express some opinions about historical events, with limited use of ancient sources and limited regard for the contexts in which they were produced</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE History

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate relevant and comprehensive knowledge, using first order concepts, combined with a sophisticated understanding of key features and characteristics.</li> <li>• Construct a convincing line of reasoning in relation to relevant second order concepts and reach reasoned, and substantiated judgements.</li> <li>• Critically analyse and evaluate, to reach reasoned, and substantiated judgements of:               <ul style="list-style-type: none"> <li>○ A range of sources, in context, to investigate historical issues</li> <li>○ Interpretations and why they may differ.</li> </ul> </li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate relevant and broad knowledge, using first order concepts, combined with a good understanding of key features and characteristics.</li> <li>• Construct a generally consistent line of reasoning in relation to second order concepts and reach reasoned judgements with some substantiation.</li> <li>• Analyse and evaluate, to reach reasoned judgements with some substantiation of:               <ul style="list-style-type: none"> <li>○ A range of sources, in context, to investigate historical issues</li> <li>○ Interpretations and why they may differ.</li> </ul> </li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate mostly accurate and appropriate historical knowledge, using first order concepts, combined with a clear understanding of key features and characteristics.</li> <li>• Construct a coherent line of reasoning in relation to second order concepts and reach reasoned judgements.</li> <li>• Analyse and provide some evaluation, to reach reasoned judgements, of:               <ul style="list-style-type: none"> <li>○ A range of sources, in context, to investigate historical issues</li> <li>○ Interpretations and why they may differ.</li> </ul> </li> </ul>

<b>4</b>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate mostly accurate and appropriate historical knowledge, using first order concepts, combined with some understanding of key features and characteristics.</li> <li>• Construct a line of reasoning in relation to second order concepts and offers an asserted judgement.</li> <li>• Analyse and provide limited evaluation, to offer simple judgements, of: <ul style="list-style-type: none"> <li>○ A range of sources, in context, to investigate historical issues</li> <li>○ Interpretations and why they may differ.</li> </ul> </li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• Historical knowledge is less secure, with gaps and inaccuracies.</li> <li>• Historical terms are used with limited appropriateness.</li> <li>• Some points of reasoning are offered.</li> <li>• Judgements are only briefly asserted</li> <li>• Limited analysis and simple conclusions are offered of sources to provide some investigation of historical issues, and of interpretations to identify similarities and differences.</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate generalised historical knowledge, using everyday language, and basic understanding of key features and characteristics.</li> <li>• Construct a basic line of reasoning with some reference to second order concepts</li> <li>• Comprehend to draw simple conclusions: <ul style="list-style-type: none"> <li>○ Sources to provide some investigation of historical issues</li> <li>○ Interpretations to identify similarities and differences.</li> </ul> </li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Mathematics

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Perform procedures accurately.</li> <li>• Interpret and communicate complex information accurately.</li> <li>• Make deductions and inferences and draw conclusions.</li> <li>• construct substantial chains of reasoning, including convincing arguments and formal proofs.</li> <li>• Generate efficient strategies to solve complex mathematical and non-mathematical problems by translating them into a series of mathematical processes.</li> <li>• Make and use connections, which may not be immediately obvious, between different parts of mathematics.</li> <li>• Interpret results in the context of the given problem.</li> <li>• Critically evaluate methods, arguments, results and the assumptions made.</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Perform single- and multi-step procedures accurately by recalling, applying and interpreting notation, terminology, facts, definitions and formulae.</li> <li>• Interpret and communicate information accurately.</li> <li>• Make deductions, inferences and draw conclusions.</li> <li>• Construct chains of reasoning, including arguments and basic formal proofs.</li> <li>• Generate strategies to solve mathematical and non-mathematical problems by translating them into a series of mathematical processes.</li> <li>• Make and use connections between different parts of mathematics.</li> <li>• Evaluate methods, results and arguments.</li> <li>• Interpret results in the context of the given problem.</li> </ul>

<p style="text-align: center;"><b>5</b></p>	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae.</li> <li>• Interpret and communicate information effectively.</li> <li>• Make deductions, inferences and draw conclusions.</li> <li>• Construct chains of reasoning, including arguments.</li> <li>• Generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics.</li> <li>• Interpret results in the context of the given problem.</li> <li>• Evaluate methods and results.</li> </ul>
<p style="text-align: center;"><b>4</b></p>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts and definitions.</li> <li>• Interpret and communicate information.</li> <li>• Make simple deductions and draw conclusions.</li> <li>• Construct chains of reasoning.</li> <li>• Solve problems by translating mathematical and non-mathematical problems into mathematical processes.</li> <li>• Evaluate methods or results.</li> <li>• Interpret results in the context of the given problem.</li> </ul>
<p style="text-align: center;"><b>3</b></p>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• some interpretation and communication of information only which may be lacking in detail</li> <li>• chains of reasoning are more often constructed for non-mathematical contexts rather than mathematical contexts and may not be complete</li> <li>• correct answers are more likely to occur when the problem translated into processes is non-mathematical rather than mathematical</li> <li>• evaluate a method or result by working out the correct answer rather than by providing a written evaluation</li> <li>• may make errors that impact on the completion of multi-step procedures</li> </ul>

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<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures.</li> <li>• Interpret and communicate basic information; make deductions and use reasoning to obtain results.</li> <li>• Solve problems by translating simple mathematical and non-mathematical problems into mathematical processes.</li> <li>• Provide basic evaluation of methods or results.</li> <li>• Interpret results in the context of the given problem.</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Media Studies

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate relevant, comprehensive and in-depth knowledge and understanding of the theoretical framework and associated theoretical perspectives, and a range of contexts of media and their influence on media products and processes</li> <li>• Perceptively analyse media products, including in context, using the theoretical framework relevantly and comprehensively, making substantiated judgements and evidence-based conclusions</li> <li>• use a range of subject specific terminology accurately</li> <li>• create effective media products/prototypes/mock-ups which deliberately communicate meaning for intended audiences, by applying thorough knowledge and understanding of media language and representation</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate accurate, appropriate and secure knowledge and understanding of the theoretical framework, and a reasonable range of contexts of media and their influence on media products and processes</li> <li>• confidently analyse media products, including in context, using the theoretical framework securely, making well-reasoned judgements and conclusions supported by appropriate evidence</li> <li>• use a reasonable range of subject specific terminology accurately</li> <li>• create purposeful media products/prototypes/mock-ups which communicate meaning for intended audiences, by applying appropriate knowledge and understanding of media language and representation</li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding of the theoretical framework, and some contexts of media and their influence on media products and processes</li> <li>• coherently analyse media products using the theoretical framework appropriately, making plausible judgements and conclusions supported by some evidence</li> <li>• use some subject specific terminology mostly accurately</li> </ul>

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|  | <ul style="list-style-type: none"><li>• create media products/prototypes/mock-ups which communicate some meaning for intended audiences, by applying mostly appropriate knowledge and understanding of media language and representation</li></ul> |
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<b>4</b>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate satisfactory knowledge and understanding of the theoretical framework, and some contexts of media and their influence on media products and processes</li> <li>• analyse media products using the theoretical framework, making some valid judgements and conclusions, supported by some evidence</li> <li>• use some subject specific terminology with some accuracy</li> <li>• create media products/prototypes/mock-ups which communicate uncomplicated meaning for intended audiences, by applying sound knowledge and understanding of more obvious aspects of media language and representation</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• demonstrates some knowledge and understanding of the theoretical framework with some grasp of media contexts, rather than satisfactory knowledge and understanding of the theoretical framework with a mostly sound understanding of media contexts</li> <li>• begins to analyse media products with some reference to aspects of the theoretical framework, and makes straightforward judgements and conclusions, rather than analyses media products in a sound way and makes some valid judgements and conclusions supported by some evidence</li> <li>• uses limited subject specific terminology</li> <li>• creates media products/prototypes/mock-ups which apply some knowledge and understanding of media language and representation, with the beginnings of an awareness of intended audience, rather than creates media products/prototypes/mock-ups which communicate uncomplicated meanings for intended audiences by applying sound knowledge and understanding of more obvious aspects of media language and representation</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate basic knowledge and understanding of the theoretical framework, with some notion of the influence of contexts on media products and processes</li> <li>• describe media products, with some reference to basic aspects of the theoretical framework, making some straightforward judgements and simple conclusions</li> <li>• create media products/prototypes/mock-ups by applying some basic knowledge and understanding of media language and representation</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where

the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Modern Foreign Languages - Listening

(Arabic, Bengali, Chinese, French, German, Greek, Gujarati, Italian, Japanese, Modern Hebrew, Panjabi, Persian, Polish, Portuguese, Russian, Spanish, Turkish, Urdu)

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"><li>• respond to/understand spoken language including more complex and extended passages.</li><li>• extract information, identify opinions, draw conclusions, infer meaning.</li><li>• respond to a range of passages including authentic material.</li><li>• respond to passages which include more complex language and less familiar vocabulary from the Higher level grammar and vocabulary lists.</li></ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"><li>• respond to/understand spoken language including some more extended passages.</li><li>• identify overall messages, key points, details and opinions with reasons.</li><li>• respond to a range of passages in familiar contexts and some less familiar contexts.</li><li>• respond to passages which include some complex language and some less familiar vocabulary from the Higher level grammar and vocabulary lists.</li></ul>
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"><li>• respond to/understand spoken language including some more extended passage.</li><li>• identify overall messages, key points and some details and opinions.</li><li>• respond to a range of passages in familiar contexts.</li><li>• respond to passages which include language structures and familiar vocabulary from the Foundation level grammar and vocabulary lists.</li></ul>
4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"><li>• respond to/understand longer passages of continuous spoken language.</li><li>• identify key points, some details and opinions.</li></ul>

	<ul style="list-style-type: none"> <li>• respond to a range of passages in familiar contexts.</li> <li>• respond to passages which include language structures and familiar vocabulary from the Foundation level grammar and vocabulary lists.</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• candidates will show understanding of shorter passages of continuous spoken language. These passages will contain straightforward language structures and familiar vocabulary.</li> <li>• Candidates will be able to identify key points, some details, and simple opinions.</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• identify key points and simple opinions in short spoken phrases/sentences.</li> <li>• pick out some details.</li> <li>• respond to passages in very familiar contexts.</li> <li>• respond to passages of straightforward, basic, familiar language and common, familiar vocabulary from the Foundation level grammar and vocabulary lists.</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Modern Foreign Languages – Reading

(Arabic, Bengali, Chinese, French, German, Greek, Gujarati, Italian, Japanese, Modern Hebrew, Panjabi, Persian, Polish, Portuguese, Russian, Spanish, Turkish, Urdu)

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"><li>• respond to/understand written language including more complex and extended texts.</li><li>• extract information, identify opinions, draw conclusions, and infer meaning.</li><li>• respond to a range of texts including authentic material, suitably adapted and abridged.</li><li>• respond to texts which include more complex language and less familiar vocabulary as indicated in the specification.</li><li>• translate into English a passage containing a range of more complex language structures with very few omissions or inaccuracies.</li></ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"><li>• respond to/understand written language including some more extended texts.</li><li>• identify overall messages, key points, details, and opinions with reasons.</li><li>• respond to a range of texts in familiar contexts and some less-familiar contexts.</li><li>• respond to texts which include some complex language and some less familiar vocabulary as indicated in the specification.</li><li>• translate into English a passage containing a range of more complex language structures with some omissions or inaccuracies.</li></ul>
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"><li>• respond to/understand written language including some more extended texts.</li><li>• identify overall messages, key points and some details and opinions.</li><li>• respond to a range of texts in familiar contexts.</li></ul>

	<ul style="list-style-type: none"> <li>• respond to texts which include common language structures and familiar vocabulary as indicated in the specification.</li> <li>• translate into English a passage containing a range of common language structures with very few omissions or inaccuracies.</li> </ul>
<b>4</b>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• respond to/understand longer texts of continuous written language.</li> <li>• identify key points, some details, and opinions.</li> <li>• respond to a range of texts in familiar contexts.</li> <li>• respond to texts which include common language structures and familiar vocabulary as indicated in the specification.</li> <li>• translate into English a passage containing a range of common language structures with some omissions and/or inaccuracies.</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• candidates will show understanding of shorter texts of continuous written language. These texts will contain straightforward language structures and familiar vocabulary.</li> <li>• Candidates will be able to identify key points, some details, and simple opinions.</li> <li>• Translations into English will have frequent omissions and inaccuracies.</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• identify key points and simple opinions in short written phrases/sentences.</li> <li>• pick out some details.</li> <li>• respond to texts in very familiar contexts.</li> <li>• respond to texts of straightforward, basic language structures and familiar vocabulary as indicated in the specification.</li> <li>• translate into English a passage containing a range of common language structures, but with limited success.</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



## GCSE Modern Foreign Languages – Writing

(Arabic, Bengali, Chinese, French, German, Greek, Gujarati, Italian, Japanese, Modern Hebrew, Panjabi, Persian, Polish, Portuguese, Russian, Spanish, Turkish, Urdu)

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"><li>• write coherent, extended texts on a range of topics.</li><li>• manipulate language to narrate, inform, interest or convince a reader of their own ideas and points of view with little ambiguity.</li><li>• regularly use a range of less common vocabulary and complex linguistic structures as indicated in the specification.</li><li>• translate a passage containing a range of more complex linguistic structures with very few lapses in clarity.</li><li>• produce writing which is mostly accurate even when using more complex linguistic structures.</li></ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"><li>• write longer coherent texts on a range of topics.</li><li>• manipulate language to narrate, inform, interest or convince a reader of their own ideas and points of view with some ambiguity.</li><li>• occasionally use a range of less common vocabulary and complex linguistic structures as indicated in the specification.</li><li>• translate a passage containing a range of more complex linguistic structures with some omissions and some lapses in clarity.</li><li>• produce writing which is mostly accurate with lapses when using more complex linguistic structures.</li></ul>
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"><li>• write longer texts on a range of familiar topics.</li><li>• use common, familiar language to narrate events, present facts and express ideas and opinions with minimal ambiguity.</li><li>• use a range of common vocabulary and linguistic structures with the occasional more complex linguistic structure as indicated in the specification.</li></ul>

	<ul style="list-style-type: none"> <li>• translate sentences containing a range of common linguistic structures with few lapses in clarity.</li> <li>• produce writing which is mostly accurate when using familiar language but with frequent lapses when using more complex linguistic structures.</li> </ul>
<b>4</b>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• write short texts on a range of familiar topics.</li> <li>• use common, familiar language to narrate events, present facts and express ideas and opinions with some ambiguity.</li> <li>• use a range of common vocabulary.</li> <li>• translate sentences containing a range of common linguistic structures with some lapses in clarity.</li> <li>• produce writing which is normally accurate when using familiar language.</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• candidates will use a range of common, familiar language with more frequent ambiguity.</li> <li>• In the translation there will be more frequent lapses of clarity and omissions.</li> <li>• Writing will sometimes be accurate.</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• write short sentences on a range of familiar topics.</li> <li>• use a limited range of common, familiar language to present simple facts, ideas, and points of view.</li> <li>• use a limited range of common vocabulary.</li> <li>• translate individual words or some simple short phrases in sentences containing a range of common linguistic structures.</li> <li>• produce writing which is sometimes accurate when using familiar language.</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Music

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"><li>perform challenging music with a high degree of fluency and sensitivity</li><li>compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development</li><li>demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language</li><li>evaluate music to make convincing judgements using musical terminology accurately and effectively</li></ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"><li>perform music with technical challenges, mostly demonstrating fluency and sensitivity</li><li>compose using a range of musical elements with competence, creating generally effective musical ideas which are developed with a degree of variety to maintain interest</li><li>demonstrate, through aural identification, accurate knowledge of a range of musical elements, contexts and language</li><li>evaluate music to make secure judgements using musical terminology accurately</li></ul>
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"><li>perform music with some technical challenges broadly fluently with some sensitivity</li><li>compose using a range of musical elements with coherence, creating musical ideas and developing interest with some success</li><li>demonstrate, through aural identification, mostly accurate knowledge of a range of musical elements, contexts and language</li><li>evaluate music to make clear judgements using musical terminology appropriately</li></ul>
4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"><li>perform music with limited technical challenges, showing some fluency and sensitivity</li></ul>

	<ul style="list-style-type: none"><li>• compose using a narrow range of musical elements, creating some successful musical ideas which are sometimes developed with a degree of conviction</li><li>• demonstrate, through aural identification, mostly accurate knowledge of some musical elements, contexts and language</li><li>• evaluate music to make some judgements, sometimes using appropriate musical terminology</li></ul>
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<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• fluency may be inconsistent</li> <li>• composition relies upon a restricted use of musical elements which lack effective development</li> <li>• knowledge of some musical elements, contexts and language is mostly accurate with some errors</li> <li>• evaluation uses appropriate terminology with minor errors</li> <li>• judgements are not always supported</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• perform simple pieces with limited fluency and sensitivity</li> <li>• compose using a range of musical elements, creating musical ideas with some appeal and limited development</li> <li>• demonstrate, through aural identification, some knowledge of musical elements, contexts and language</li> <li>• evaluate music to produce simple reflections with inconsistent use of musical terminology</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Physical Education

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate and apply relevant and comprehensive knowledge and understanding of a wide range of factors affecting performance and involvement in physical activity and sport using accurate specialist terminology</li> <li>• critically analyse and evaluate a wide range of information about training and performance to draw well-evidenced conclusions</li> <li>• safely and effectively apply a wide range of appropriate techniques, strategies and/or compositional ideas demonstrating a consistently skilled and controlled performance</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate accurate and appropriate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using accurate specialist terminology</li> <li>• critically analyse and evaluate a range of information about training and performance to draw reasoned conclusions supported by evidence</li> <li>• safely and effectively apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a consistently capable and controlled performance</li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using mostly accurate specialist terminology</li> <li>• analyse and evaluate a range of information about training and performance to draw reasoned conclusions supported by evidence</li> <li>• safely apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a competent and controlled performance</li> </ul>
4	To achieve grade 4, candidates will be able to:

	<ul style="list-style-type: none"> <li>• demonstrate some accurate and appropriate knowledge and understanding of a range of factors affecting performance and involvement in physical activity and sport using some accurate specialist terminology</li> <li>• analyse and evaluate a range of information about training and performance to draw mostly reasoned conclusions supported by some evidence</li> <li>• safely apply a range of appropriate techniques, strategies and/or compositional ideas demonstrating a mostly competent and controlled performance</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• A greater level of inaccuracy in knowledge and understanding.</li> <li>• Limited range of factors affecting performance and involvement in physical activity used</li> <li>• Specialist terminology used less frequently</li> <li>• Analysis and evaluation is brief and supported with little evidence</li> <li>• Level of consistency when performing appropriate techniques strategies and/or compositional ideas is lower</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate some relevant knowledge and understanding of some factors affecting performance and involvement in physical activity and sport using everyday language</li> <li>• interpret a range of information about training and performance to draw simple conclusions</li> <li>• safely apply basic techniques, strategies and/or compositional ideas demonstrating some control in their performance</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Psychology

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate relevant, comprehensive knowledge and understanding of psychological ideas, processes and procedures, and apply these correctly to both familiar and unfamiliar contexts using accurate psychological terminology</li> <li>• accurately use a range of mathematical skills relevant to research methods in psychology</li> <li>• critically analyse psychological information, constructing a sustained line of reasoning that leads to substantiated judgements</li> <li>• critically evaluate psychological ideas and research methodology, developing well-evidenced conclusions from competing viewpoints</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate psychological terminology</li> <li>• accurately use some mathematical skills relevant to research methods in psychology</li> <li>• some attempt to critically analyse psychological information, constructing an appropriate line of reasoning that leads to valid judgments supported by appropriate evidence</li> <li>• some attempt to critically evaluate psychological ideas and research methodology, developing valid conclusions, supported by appropriate evidence, including from competing viewpoints</li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate psychological terminology</li> <li>• use some mathematical skills relevant to research methods in psychology</li> </ul>

	<ul style="list-style-type: none"> <li>• analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgments supported by some evidence</li> <li>• evaluate psychological ideas and research methodology, developing plausible conclusions, supported by some evidence, including from competing viewpoints</li> </ul>
<b>4</b>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate some accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these with varying degrees of accuracy to familiar and unfamiliar contexts, using some accurate psychological terminology</li> <li>• make attempts to use some mathematical skills relevant to research methods in psychology</li> <li>• make attempts to analyse psychological information, constructing a line of reasoning that leads to somewhat plausible judgments with reference to relevant evidence</li> <li>• make attempts to evaluate psychological ideas and research methodology, developing somewhat plausible conclusions, reference to relevant evidence, including from competing viewpoints</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding limited in either accuracy and/or appropriateness</li> <li>• use of psychological terminology present but often lacks accuracy</li> <li>• analysis and judgements are attempted but limited</li> <li>• evaluation is attempted but lacks plausibility and/or relevance</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate basic psychological knowledge and understanding and apply, in a limited way, a few concepts, terms and theories using some psychological terminology</li> <li>• use some simple mathematical skills</li> <li>• make simple judgements with some reference to evidence</li> <li>• make basic comments that demonstrate some awareness of competing viewpoints</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).



## GCSE Religious Studies

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority</li> <li>• demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs</li> <li>• construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives and using accurate specialist terminology</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate accurate and relevant knowledge and understanding of a wide range of beliefs and practices with relevant references to sources of wisdom and authority</li> <li>• demonstrate an understanding of common and divergent views and practices within and between religions or beliefs</li> <li>• construct a justified argument on matters of religion or belief based on an analysis and evaluation of different perspectives, and using relevant specialist terminology</li> </ul>
5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority</li> <li>• demonstrate some understanding of common and divergent views and practices within and between religions or beliefs</li> <li>• construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives, and using mostly accurate specialist terminology</li> </ul>
4	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and relevant knowledge and understanding of a range of beliefs and practices with some reference to sources of wisdom and authority</li> <li>• demonstrate an understanding of some different views and practices between religions or beliefs</li> </ul>

	<ul style="list-style-type: none"> <li>construct an argument about matters of religion or belief recognising that there are different perspectives, using some accurate specialist terminology</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>making limited references to sources of wisdom and authority, rather than demonstrating a wider use of sources of wisdom and authority</li> <li>constructing an argument about religion and belief, rather than demonstrating an evidenced argument</li> <li>using limited specialist terminology, rather than using a wider range of specialist terminology</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>demonstrate some relevant knowledge and understanding of some beliefs and practices with limited reference to sources of wisdom and authority</li> <li>demonstrate some understanding of different views and practices between religions or beliefs</li> <li>express an opinion on matters of religion or belief using everyday language, recognising others might have different views</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Science (Biology, Chemistry, Physics and Combined Science)

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"><li>• demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology</li><li>• develop accurate, logical and detailed descriptions, explanations and arguments</li><li>• use a range of mathematical skills to perform complex, multi-step scientific calculations</li><li>• critically analyse qualitative and quantitative data and draw logical, well-evidenced conclusions</li><li>• critically evaluate and refine methodologies, and judge the validity of scientific conclusions</li></ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"><li>• demonstrate accurate and relevant knowledge and understanding and apply these mostly correctly to both familiar and unfamiliar contexts using accurate scientific terminology</li><li>• develop accurate, logical and detailed descriptions and straightforward explanations</li><li>• use a range of mathematical skills to perform multi-step scientific calculations</li><li>• analyse qualitative and quantitative data and draw logical conclusions, supported by evidence</li><li>• evaluate methodologies to suggest improvements and developments to experimental methods, and comment on the accuracy and validity of scientific conclusions</li></ul>

<p style="text-align: center;"><b>5</b></p>	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate mostly accurate and appropriate knowledge and understanding and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology</li> <li>• develop mostly accurate and logical descriptions, which includes some relevant detail and simple explanations</li> <li>• use appropriate mathematical skills to perform multi-step calculations</li> <li>• analyse qualitative and quantitative data and draw plausible conclusions supported by some evidence</li> <li>• evaluate methodologies to suggest improvements to experimental methods, and comment on the accuracy of scientific conclusions</li> </ul>
<p style="text-align: center;"><b>4</b></p>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate some accurate and appropriate knowledge and understanding and apply these to some familiar and unfamiliar contexts, using some accurate scientific terminology</li> <li>• develop some logical descriptions, which includes some accurate and relevant detail</li> <li>• use appropriate mathematical skills to perform calculations</li> <li>• interpret qualitative and quantitative data and draw conclusions supported by some evidence</li> <li>• suggest improvements to experimental methods, and comment on the accuracy of scientific conclusions</li> </ul>
<p style="text-align: center;"><b>3</b></p>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• correct answers more likely to address familiar contexts than unfamiliar contexts</li> <li>• correct answers more likely where prompts and scaffolding are provided</li> <li>• descriptions are often partial and lacking relevant detail</li> <li>• perform some calculations when scaffolding is given</li> <li>• draw conclusions from qualitative or quantitative data, but evidence to support may not be clear or present</li> <li>• make some comments relating to experimental methods, but may not demonstrate an understanding of how to improve the experimental method or the accuracy of scientific conclusions</li> </ul>
<p style="text-align: center;"><b>2</b></p>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate some relevant scientific knowledge and understanding using limited scientific terminology</li> <li>• perform some basic calculations</li> <li>• draw simple conclusions from qualitative or quantitative data</li> <li>• make basic comments relating to experimental methods</li> </ul>

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To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Sociology

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to: (Existing guidance)</p> <ul style="list-style-type: none"> <li>• Demonstrate relevant and comprehensive knowledge and understanding of a wide range of sociological theories and concepts, different sociological perspectives, evidence and research methods</li> <li>• Apply relevant sociological theories and concepts accurately to UK and some global contexts using appropriate subject specific terminology</li> <li>• Critically analyse and evaluate theories, concepts, evidence and research methods to present arguments, create substantiated judgements and well evidenced conclusions</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate broad, accurate knowledge and understanding of a range of sociological theories and concepts, different sociological perspectives, evidence and research methods</li> <li>• Apply appropriate sociological theories and concepts to UK and some global contexts using appropriate subject specific terminology</li> <li>• Analyse and evaluate theories, concepts, evidence and research methods to create clear judgements and conclusions using relevant evidence</li> </ul>
5	<p>To achieve grade 5, candidates will be able to: (existing guidance)</p> <ul style="list-style-type: none"> <li>• Demonstrate mostly accurate and appropriate knowledge and understanding of a range of sociological theories and concepts, different sociological perspectives, evidence and research methods</li> <li>• Apply mostly appropriate sociological theories and concepts to UK and some global contexts using some subject specific terminology</li> <li>• Analyse and evaluate some theories, concepts, evidence and research methods to create plausible judgements and conclusions with some evidence</li> </ul>
4	To achieve grade 4, candidates will be able to:

	<ul style="list-style-type: none"> <li>• Demonstrate some accurate, appropriate knowledge and understanding of a limited range of sociological theories and some concepts, perspectives, evidence and research methods</li> <li>• Apply some appropriate sociological theories and concepts to the UK using limited subject specific terminology</li> <li>• Evaluate some information to create partial conclusions and judgements</li> </ul>
<b>3</b>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> <li>• Conclusions will not be supported by the evidence</li> <li>• Application of theories may be less detailed and will have fewer sociological concepts.</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to: (Existing Guidance)</p> <ul style="list-style-type: none"> <li>• Demonstrate basic knowledge and understanding of some sociological theories and concepts, different perspectives, evidence and research methods</li> <li>• Apply in a limited way basic theories, concepts and evidence</li> <li>• Describe, and make generalised simple arguments and judgements</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

## GCSE Statistics

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	<p>To achieve grade 8, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a sophisticated knowledge and understanding of how the full statistical enquiry cycle is used in a statistical investigation, including understanding how the cycle fits together as a whole, and the inter-relation of parts</li> <li>• recognise constraints involved in sourcing appropriate data and understanding strategies to combat these constraints</li> <li>• use distributions, including the Binomial and Normal, to model real life situations</li> <li>• use appropriate techniques to represent data while understanding their advantages and limitations</li> <li>• derive relevant sophisticated statistics and interpret their numerical values</li> <li>• evaluate the reliability and validity of the conclusions of a statistical enquiry</li> </ul>
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	<p>To achieve grade 6, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a detailed knowledge and understanding of the full statistical enquiry cycle, including how the cycle fits together as a whole, and the relation of its parts</li> <li>• recognise constraints involved in sourcing appropriate data and understanding some methods to combat these constraints</li> <li>• know and apply the formal notation for independent events, conditional probability and general addition law</li> <li>• use appropriate techniques to represent data in a variety of forms, including some understanding of reasons for choice</li> <li>• derive a variety of relevant harder statistics and interpret their numerical values</li> <li>• identify factors which might affect the reliability of the conclusion of a statistical enquiry and understand strategies to overcome these factors</li> </ul>

<p><b>5</b></p>	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of the full statistical enquiry cycle, including how the cycle fits together as a whole, and how this may be used in a statistical investigation</li> <li>• recognise constraints involved in sourcing appropriate data</li> <li>• know and apply the formal notation for independent events and conditional probability</li> <li>• represent data in pictorial and tabular form using appropriate techniques</li> <li>• derive relevant statistics and interpret their numerical values</li> <li>• identify factors which might affect the reliability of the conclusion of a statistical enquiry</li> </ul>
<p><b>4</b></p>	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of each element of the statistical enquiry cycle and how these may be used in a statistical investigation</li> <li>• understand the difficulties involved in sourcing appropriate data</li> <li>• calculate probabilities, including independent events</li> <li>• represent data in pictorial and tabular form generally using appropriate techniques</li> <li>• calculates relevant summary statistics and interpret their numerical values</li> <li>• understand the factors which might affect the reliability of the conclusion of a statistical enquiry</li> </ul>
<p><b>3</b></p>	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <p>Grade 4 candidates are able to:</p> <ul style="list-style-type: none"> <li>• identify sources of bias</li> <li>• calculate harder probabilities from tables and diagrams</li> <li>• use probability in calculations</li> <li>• use diagrams and calculations to compare distributions</li> <li>• calculate harder measures of central tendency and harder measures of spread</li> <li>• identify factors effecting the reliability of collected data</li> <li>• identify relationships in data</li> </ul> <p>Grade 3 candidates are able to:</p> <ul style="list-style-type: none"> <li>• recognise sources of bias</li> <li>• calculate simple probabilities from tables and diagrams</li> <li>• use diagrams to compare measures of central tendency or measures of spread</li> </ul>

	<ul style="list-style-type: none"> <li>• calculate some harder measures of central tendency and some harder measures of spread</li> <li>• recognise factors effecting the reliability of collected data</li> <li>• recognise relationships in data</li> </ul>
<b>2</b>	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate a basic knowledge and understanding of some elements of the statistical enquiry cycle and how these may be used in a statistical investigation</li> <li>• understand some of the difficulties involved in collecting data</li> <li>• calculate probabilities for simple and combined events</li> <li>• interpret and produce frequency tables and diagrams</li> <li>• use tables and diagrams to produce summary statistics including measures of central tendency and measures of dispersion</li> <li>• draw simple statistical conclusions and communicate these in writing</li> </ul>

To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

### Project: Level 1 Foundation

Grade	Descriptors
<b>A*</b>	<p>Candidates select their project and show good organisational skills in planning the project. There is clear evidence that they have responded effectively to guidance given. They obtain and select relevant information and use a range of resources to good effect. Problems and issues are identified and conclusions drawn.</p> <p>Candidates use a range of skills including, where appropriate, new technologies, to achieve good quality outcomes that realise the intentions of the project. They use communication skills to present their project outcomes clearly and in an appropriate format.</p> <p>In their summary, candidates reflect on the strengths and weaknesses of their project and on their own learning.</p> <p>They demonstrate through their responses to questions good knowledge of the topic area studied at this level.</p>
<b>B</b>	<p>Candidates select their project and produce plans that enable them to achieve some of their overall objectives. There is some evidence that they have responded to guidance given.</p> <p>Candidates obtain and use some information and make use of some resources. Some problems and issues are identified, some conclusions drawn, and intended outcomes are partially realised.</p> <p>Elements of the project are generally well presented through the use of communication skills. In their summary, candidates comment on their strengths and weaknesses in carrying out their project.</p> <p>They demonstrate through their responses to questions basic knowledge of the topic area studied at this level.</p>

### Project: Level 2 Higher

Grade	Descriptors
<b>A*</b>	<p>Candidates identify their project and produce well-structured and well organised plans. There is clear evidence that they have responded effectively to guidance given. Candidates can research, select, organise and use relevant information and use a range of suitable resources to good effect. Problems and issues are identified and conclusions drawn. Candidates select and use a range of skills, including, where appropriate, new technologies, to achieve good quality outcomes that realise the intentions of the project. They use communication skills to clearly present project outcomes and conclusions in an appropriate format with supporting evidence. In their analyses, candidates evaluate the project outcomes and their strengths and weaknesses in</p>

	carrying out their project. They demonstrate through their responses to questions good knowledge of the topic area studied at this level.
<b>c</b>	Candidates identify their project and produce plans that enable them to achieve most of their overall objectives. There is some evidence that candidates have responded to guidance given. Candidates can research, select, organise and use information and partially exploit a range of resources. Some problems and issues are identified, some conclusions drawn, and the intended outcomes are partially realised. Elements of the project are generally well presented through the use of communication skills. In their analyses, candidates reflect on their project and on their strengths and weaknesses in carrying out the project. They demonstrate through their responses to questions basic knowledge of the topic area studied at this level.

### Project: Level 3 Extended

Grade	Descriptors
<b>A*</b>	<p>Candidates identify their project and produce an effective design and thorough plan. They carry out their project in a highly organised fashion, showing excellent independent working skills and clear evidence of responding very effectively to guidance given.</p> <p>Candidates use a wide range of resources critically, analyse data effectively and apply findings to good effect. They show clear links between sources of information and the themes of their project and fully explore the complexities of the topic.</p> <p>Problems and/or issues are identified, fully explored and addressed. Candidates select and use a range of skills including, where appropriate, new technologies, to achieve high quality outcomes that fully realise the intentions of the project and to draw conclusions.</p> <p>Candidates carry out full, in-depth evaluations, showing a high level of insight into how they conducted their project and the limitations of the resources at their disposal. They select and use a range of communication skills to present outcomes and conclusions clearly, in an appropriate format with excellent supporting evidence.</p> <p>Candidates show a deep and extensive knowledge of the project area of study through their responses to questions.</p>
<b>C</b>	<p>Candidates identify and design their project. They produce a plan that enables them to achieve the overall objectives and to demonstrate some higher-level organisational skills. They are able to work independently in carrying out the project and respond to guidance given.</p> <p>Candidates use a range of resources, analyse data and apply findings. They show links between sources of information and the themes of the project and explore some complexities of the topic. Some problems and/or issues are identified and addressed. A range of skills are employed and the intended outcomes are generally achieved to a competent standard.</p> <p>In their evaluations, Candidates reflect effectively on the final outcome and on their strengths and weaknesses in carrying out their project. They use a range of communication skills to clearly present outcomes and conclusions in an appropriate format with sound supporting evidence.</p> <p>Candidates show a good knowledge of the project area of study through their responses to questions.</p>
<b>E</b>	<p>Candidates identify their project and produce a workable plan. They show some organisational skills in completing the project. There is some evidence that they have responded to guidance given.</p>

Candidates use a limited range of resources, analyse some of the data and apply findings. Some links are made between the sources of information and the themes of the project.

Candidates use a range of skills to partially realise the intended outcomes. They give some thought to the way the final outcomes have emerged and to their own strengths and weaknesses in carrying out their project.

Communication skills are used to present outcomes and conclusions with some supporting evidence.

Candidates demonstrate some knowledge of the project area through their responses to questions.