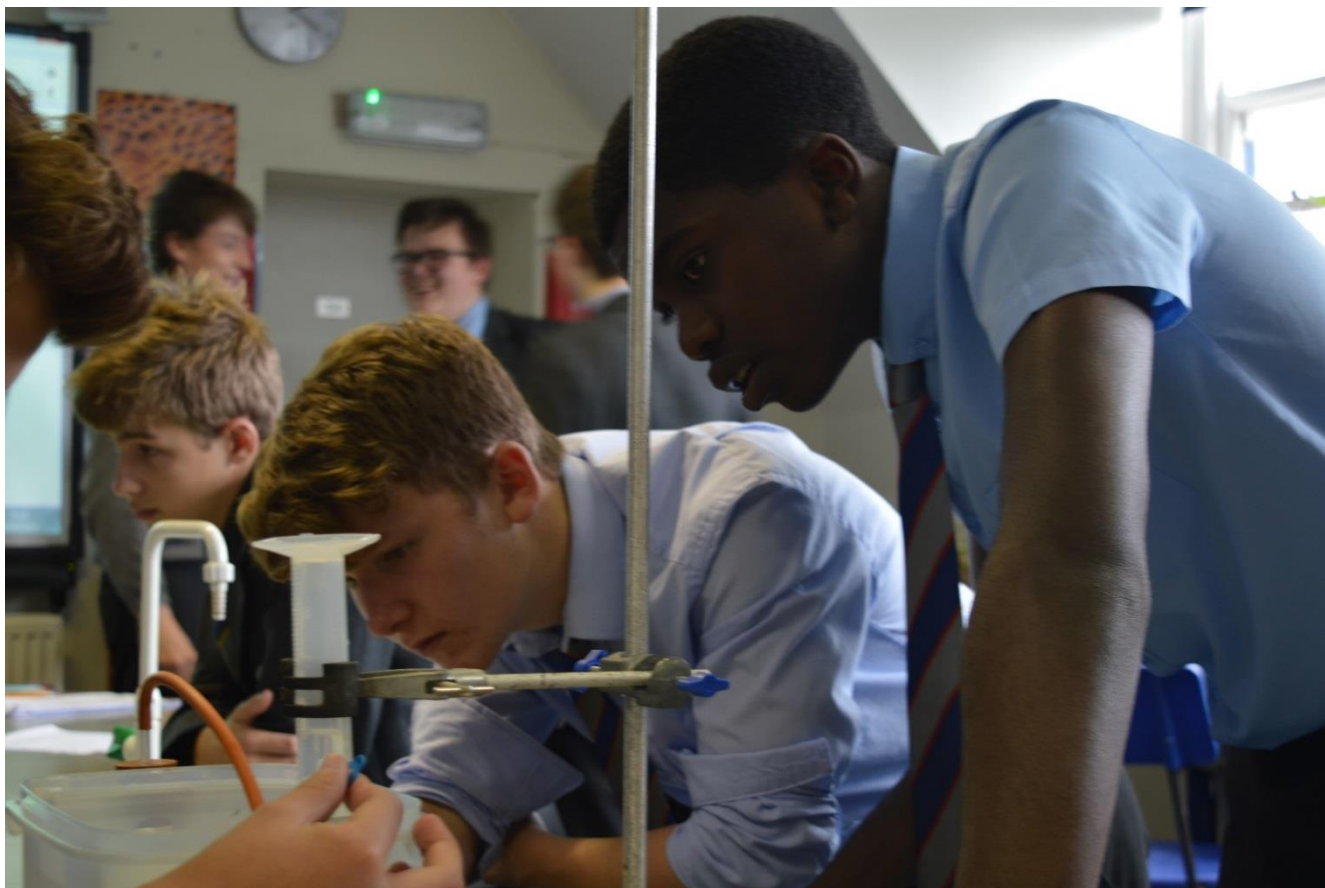


Report Grading System 2021-22

General Information and Subject Descriptors



GCSE - Years 10 to 11

Report Grading System 2021-22

GCSE (Years 10 to 11)

In order to reflect recent changes nationally with the advent of new public examination grading systems at GCSE level, and with increased emphasis on measuring pupil progression and added value, the Senior School at Newcastle School for Boys last year revisited and updated its reporting and grading framework. The new system allows us to better measure boys' achievement and attainment in academic performance, whilst also being able to motivate and challenge progress of boys at all ranges of ability and interests.

This document sets out the system and also contains subject specific sections which will help to contextualise the grades awarded in each subject.

Each boy will now receive an **Attainment**, **Progress** and **Effort** score in each subject. In addition, there will be target grades set in Years 10 and 11 within each subject to promote further progress and to ensure that each boy was working towards an academic goal.

Attainment

The attainment grading system for Years 10 and 11 directly reflects the new numeric grading system now adopted at GCSE level. Reference to the scales used in Years 7-9 and Post-16 are included for reference.

Each grade will have general criteria (see below) which will be supplemented by subject-specific attainment descriptors for grades 9, 7, 5 and 3. They will provide subject specific references to content and skills at these levels, and draw on relate to link words which provide a useful point of reference at each level.

General criteria

Grade	Link words	Descriptor
9	Exceptional Original Critical Advanced	Attainment in assessments is consistently of the highest quality for this period. Overall performance would be described as exceptional and/or original , and the pupil would have displayed a <u>critical</u> and <u>advanced</u> skill base and insight into the subject during this period.
8	Perceptive Convincing Sophisticated	Attainment in assessments is very good to excellent for this period. Overall performance would be described as perceptive and convincing , and the pupil would have displayed a <u>sophisticated</u> skill base and understanding of the subject during this period.

7	Thoughtful Developed Confident	Attainment in assessments is very good for this period. Overall performance would be described as thoughtful and developed , and the pupil would have displayed a <u>confident</u> skill base and understanding of the subject during this period.
6	Thorough Consistent Secure Considered	Attainment in assessments is good for this period. Overall performance would be described as thorough and consistent , and the pupil would have displayed a <u>secure</u> and <u>considered</u> skill base and understanding of the subject during this period.
5	Secure Clear Coherent Credible	Attainment in assessments is average with occasional good pieces of good work for this period, enough to secure a 'good pass' at GCSE. Overall performance would be described as secure and clear , and the pupil would have displayed a <u>coherent</u> and <u>credible</u> skill base and understanding of the subject during this period.
4	Structured Straight-forward Sound	Attainment in assessments is average for this period and enough to secure and 'awarding pass' at GCSE. Overall performance would be described as structured and straight-forward , and the pupil would have displayed a <u>sound</u> skill base and understanding of the subject during this period.
3	Simple Limited Basic	Attainment in assessments is poor for this period with occasional pieces of average work, but not enough to average a GCSE pass of any sort. Overall performance would be described as simple and limited , and the pupil would have displayed a <u>basic</u> skill base and understanding of the subject during this period.
2	Inaccurate Under-developed Weak	Attainment in assessments is poor for this period, with the majority of work completed significantly below awarding pass standard. Overall performance would be described as inaccurate and under-developed , and the pupil would have displayed a <u>weak</u> skill base and understanding of the subject during this period.
1	Extremely poor Weak to non	Attainment in assessments is very poor for this period, with no work completed to date worthy of any GCSE pass. Overall performance would be described as extremely poor , and the pupil would have displayed <u>weak to no</u> skill base and understanding of the subject during this period.

Progress

For the purposes of reporting, progress is defined as a '**measurable development towards an improved or more advanced position or level**'. The awarded progress 'level' will relate to the attainment grade allocated in that reporting session referenced against the previous reporting session attainment grade. Maintaining an attainment grade over the course of a year is deemed as 'good' due to the additional content and skills covered as the year unfolds.

Progress scores relate directly to attainment grades and do not represent a separate professional judgement.

General criteria

New level / value	Descriptor
Exceptional	Progress has been exceptional which equates to two or more whole grades of improvement against the previous reporting session.
Significant	Progress has been significant which equates to one whole grade of improvement against the previous reporting session.
Good	Progress has been good which equates to the attainment level being maintained since the previous reporting session.
Less than expected	Progress has been less than expected which equates to one whole grade of deterioration against the previous period.
Significantly less than expected	Progress has been significantly less than expected which equates to at least two whole grades of deterioration against the previous period.

As a boy moves through the Senior School, it will be possible to track progress through the attainment grades awarded. The progress grades grid indicates how attainment grades in any one year might relate to subsequent years, and it provides an indicator of what progress is required to achieve various levels at GCSE and A Level. The legacy GCSE grading system (A*-E) is included alongside the new system (9 to 1) for reference.

Progress grades grid for KS3 through GCSE to A Level

Yr 7 Attainment	Yr 8 Attainment	Yr 9 Attainment	Yr 10 Attainment	Yr 11 (GCSE) Attainment	Yr 12 Attainment	Yr 13 (A Level) Attainment
						13 A*
						13 A
				11 9	12 A	13 B
			10 9	11 8	12 B	13 C
			10 8	11 7	12 C	13 D
		9 Excellent	10 7	11 6	12 D	13 E
	8 Excellent	9 Very good	10 6	11 4-5	12 E	13 U
7 Excellent	8 Very good	9 Good	10 4-5	11 3	12 U	
7 Very good	8 Good	9 Moderate	10 3	11 1-2		
7 Good	8 Moderate	9 Basic	10 1-2			
7 Moderate	8 Basic					
7 Basic						

Effort

Effort in each reporting session relates directly to a boys' engagement and organisation with his work over the reporting period. Specifically, the score will reference a number of learning 'behaviours' which facilitate academic progress and achievement within a subject. These include:

- **Engagement.** The contributions made to the subject and degree to which this is demonstrated in the work. Pupil is inquisitive, motivated and has a desire to learn.
- **Focus.** The care and attention to detail with work and willingness to apply oneself to tasks and exercises set.
- **Homework.** Submission on time and consistency of effort applied in its completion.
- **Equipment.** Attending the lessons prepared with the correct books, stationary and other required resources.
- **Punctuality.** Arrival to lessons on time and presented correctly.

If a '4' grade is given at any reporting period in any subject, this will trigger a **cause for concern** and an intervention for that boy. A communication will be made to the parents and a plan will then be put in place to rectify the issue or issues which has resulted in the allocation of the '4'.

General criteria

New grade	Descriptor
1 Excellent	Effort has been consistently excellent over this period in every respect. Pupil always arrives for the class on time and with the correct equipment. He has a very positive attitude towards his learning and the studies, is engaged with the work, and applies himself with consistently high focus in tasks undertaken. Homework is always completed on time and to the best of his ability.
2 Good or better	Effort has been consistently good or better over this period in every respect. Pupil usually arrives for the class on time and with the correct equipment. He has a good attitude towards his learning and the studies, is mostly engaged with the work, and applies himself with good focus in tasks undertaken. Homework is usually completed on time and to the best of his ability.
3 Inconsistent	Effort has been inconsistent over this period, with one particular area of improvement required to bring it up to good. Pupil has achieved criteria required for Level 2, other than in <u>one respect</u> where improvement is required to bring it up to good. One item from the following list would apply: <ul style="list-style-type: none"> • Engagement is inconsistent to the point where it is not deemed good. • Focus is inconsistent to the point where it is not deemed good. • Homework has been consistently submitted late, or not completed with a sufficient degree of care or attention. • Equipment is a consistent issue, which detrimentally impacts on the learning process. • Punctuality is a consistent issue, which detrimentally impacts on the learning process.
4 Unacceptable	Effort has been unacceptable over this period, and there is room for improvement in two or more areas in order to bring it up to good. This overall requirement for significant improvement triggers a cause for concern action. Pupil has achieved criteria required for Level 2, other than in <u>two or more respects</u> where improvement is required to bring it up to good (see list above).



GCSE Subject Attainment Grading Descriptors

Art

Subject Leader - Mr G Wells - gwells@newcastleschool.co.uk

Grade	Descriptor
9	Student demonstrates exceptional critical investigation skills and in-depth understanding of sources to develop ideas convincingly. They sophisticatedly apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work. They record and use perceptive insights and observations with well-considered influences on ideas to a very high standard. They routinely adopt advanced use of visual language, technique, media and contexts to realise personal ideas.
7	Student demonstrates independent critical investigation and in-depth understanding of sources to develop ideas convincingly. They effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work. They record and use perceptive insights and observations with well-considered influences on ideas. They can demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas.
5	Student demonstrates competent critical investigation and understanding of sources to develop ideas coherently. They apply a range of creative and technical skills and some experimentation and innovation to develop and refine work. They record and use clear observations to influence ideas. They can demonstrate competent use of visual language, technique, media and contexts to realise personal ideas.
3	Student demonstrates limited critical investigation and understanding of sources to develop ideas simply. They apply basic creative and technical skills to limited experimentation and innovation. They record and use simple observations to inform ideas. They can demonstrate basic use of visual language, technique, media or contexts to realise ideas.

Biology

Subject Leader - Mrs S Rourke - srourke@newcastleschool.co.uk

Grade	Descriptor
9	Students can recall, select and communicate precise knowledge and extremely detailed understanding of all biological topics. They demonstrate a comprehensive understanding of biology, its underlying principles and applications in society. They demonstrate the ability to synthesise information from all aspects of biology, and apply knowledge and understanding from one area to explain another. They use scientific and technical terminology accurately at all times. Students can apply appropriate skills, including communication, mathematical, technical and observational skills effectively. They demonstrate excellent understanding of the scientific process, from hypothesis to results analysis and evaluation, and make effective use of models to explain abstract ideas. They use a wide range of appropriate methods, sources of information and data consistently and demonstrate fantastic problem-solving ability. Students can analyse, interpret and critically evaluate a broad range of qualitative and quantitative data and information. They evaluate information systematically to develop arguments and explanations, taking account of the limitations of available evidence. They can use a range of mathematical skills to perform complex scientific calculations.
7	Students can recall, select and communicate precise knowledge and detailed understanding of all biological topics. They demonstrate a comprehensive understanding of biology, its underlying principles and applications in society. They use scientific and technical terminology accurately in most cases. Students can apply appropriate skills, including communication, mathematical, technical and observational skills effectively. They demonstrate excellent understanding of the scientific process, from hypothesis to results analysis and evaluation, and make effective use of models to explain abstract ideas. They use a wide range of appropriate methods, sources of information and data consistently and demonstrate sound problem-solving ability. Students can analyse, interpret and critically evaluate a range of qualitative and quantitative data and information. They evaluate information systematically to develop arguments and explanations, taking some account of the limitations of available evidence. They can use a range of mathematical skills to perform complex scientific calculations.
5	Students can recall, select and communicate a sound knowledge and understanding of most biological topics. They demonstrate understanding of biology, its underlying principles and applications in society. They use scientific and technical terminology appropriately in most cases. Students can apply appropriate skills, including communication, mathematical, technical and observational skills to a satisfactory standard. They demonstrate sound understanding of the scientific process, from hypothesis to results analysis and evaluation. They demonstrate ability in using a limited range of appropriate methods, sources of information and data. Students can analyse, interpret and evaluate a range of qualitative and quantitative data and information. They evaluate information systematically to develop arguments and explanations, based on the evidence provided. They can use appropriate mathematical skills to perform multistep calculations.
3	Students can recall, select and communicate limited knowledge and understanding of most biological topics. They demonstrate some understanding of biology and its underlying principles. They use limited scientific and technical terminology. Students can, in some areas, apply appropriate skills, including communication, mathematical, technical and observational skills. They demonstrate limited understanding of the scientific process, from hypothesis to results analysis and evaluation. They can use a limited range of appropriate methods, sources of information and data to explain processes. Students can analyse, interpret and evaluate simple and straightforward qualitative and quantitative data and information. They can attempt to evaluate information to develop arguments and explanations, although suggestions may lack detail and vigour. They can perform basic calculations.



Business Studies

Subject Leader - Mrs J Sanderson - jsanderson@newcastleschool.co.uk

Grade	Descriptor
9 / A*	The work produced is analysed and evaluated with evidence used as justification for decision making. Knowledge is applied consistently and has an excellent structure and flow. The arguments presented are well developed and consequential links are well explained. Accurate use of technical terms shows confidence and understanding of the topics covered.
7 / A	Reasoned judgements and appropriate, convincing conclusions are analysed and evaluated using evidence to support the judgement. Responses are structured and application to different business contexts shows excellent understanding. Technical language and terminology is used throughout.
5 / B-C	The work produced has some structure and sound understanding is demonstrated through good explanation which in most parts is applied effectively to different business scenarios. Technical terminology is used throughout. Sound analytical skills are also demonstrated however overall judgements are inconclusive and not justified.
3 / E	Student can recall and communicate knowledge with basic explanation demonstrating some understanding of concepts and issues, however cannot apply this understanding to different business scenarios. The terminology used is basic.



Chemistry

Subject Leader - Dr S Holmes - sholmes@newcastleschool.co.uk

Grade	Descriptor
9	Student at this level will be able to demonstrate a high level of relevant and comprehensive knowledge and outstanding understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology. They will be able to use a range of mathematical skills to perform complex scientific calculations. They will be able to critically analyse qualitative and quantitative data to draw logical, well-evidenced conclusions. Additionally, they will critically evaluate, refine and fully synthesize methodologies, and judge the validity of scientific conclusions
7	Student at this level will be able to demonstrate accurate and appropriate knowledge and understanding and apply these correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology. They will be able to use appropriate mathematical skills to perform multi-step calculations. They will be able to analyse qualitative and quantitative data to draw simple correct conclusions supported by some evidence. Additionally, they will be able to evaluate methodologies to suggest improvements in order to synthesize experimental methods, and comment on scientific conclusions
5	Student at this level will be able to demonstrate mostly accurate and appropriate knowledge and understanding and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology. They will be able to use appropriate mathematical skills to perform multi-step calculations. They will be able to analyse qualitative and quantitative data to draw plausible conclusions supported by some evidence. Additionally, they will evaluate methodologies to suggest improvements to experimental methods, and comment on scientific conclusions
3	Student at this will be able to demonstrate some relevant scientific knowledge and understanding using limited scientific terminology. They will be able to perform basic calculations and draw simple conclusions from qualitative or quantitative data. Additionally, they will make basic comments relating to experimental methods.



Computer Science

Subject Leader - Miss S Given - sgiven@newcastleschool.co.uk

Grade	Descriptor
9	Students at this level will be able to demonstrate a high level of relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts. They can effectively apply fundamental concepts, principles and mathematical skills, using sustained analytical, logical and evaluative computational thinking, to a wide range of complex problems. They can develop and refine a complete solution with a high level of accuracy that meets the requirements of a substantial problem.
7	Students at this level will be able to demonstrate relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts. They can apply fundamental concepts, principles and mathematical skills, using sustained analytical, logical and evaluative computational thinking, to a wide range of complex problems. They can develop and refine a complete solution which is mostly accurate that meets the requirements of a substantial problem.
5	Students can demonstrate mostly accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts. They can appropriately apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems. They can produce a working solution that meets most requirements of a substantial problem.
3	Students will be able to demonstrate some knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts. They can apply fundamental concepts, principles and mathematical skills, using basic analytical and logical computational thinking, to straightforward problems with some accuracy. They can produce a partially working solution that meets some requirements of a substantial problem.

Design Technology

Subject Leader - Mr S Newton - snewton@newcastleschool.co.uk

Grade	Descriptor
9 / A*	In response to a design challenge, students should be able to identify the target market for a product and research the design features, including detailed product analysis explaining the design features of related products. They should be able to explain how the outcomes of this research will influence their own designs and generate a wide range of design criteria, explaining these in detail and showing how they link to their research and analysis. They should be able to generate design ideas that satisfy most of the design criteria, explaining in detail their main features, how they could be made using the available equipment, and showing how they have been influenced by their research and a range of social, moral, environmental or sustainability issues. They should objectively evaluate their design ideas against the design criteria using scale models and/or computer simulation, making useful and effective changes during development. They should select the materials that could be used in their products based on their properties. They should be able to prepare detailed instructions for making that could be used by a third party to successfully make the product, including appropriate forms of quality control and identifying all of the individual activities during making that could affect how well the product will meet each of the design criteria. During practical work, they should be able to assemble, make and finish demanding products, demonstrating very good skills in the selection and use of a wide variety of different tools, processes and finishing techniques. They should show how quality control checks were applied during making. Their evaluation should include justified and appropriate testing of most features of the product against the design criteria. Finally, students should also be able to show that the outcome would be suitable for the target market and evaluate the commercial viability of the final product.
7 / A	In response to a design challenge, students should be able to generate a wide range of design criteria, explaining many of these by targeted research, and including detailed product analysis. They should be able to show how all of their design criteria link to their research, and explain how some of their research will influence their designs. They should be able to generate design ideas that satisfy many of the design criteria, showing how they have been influenced by social, moral, environmental and sustainability issues. They should objectively evaluate their design ideas against the majority of the design criteria, making use of modelling or computer simulation, and consider the needs of the user. They should be able to explain how their design ideas have been developed and improved. They should select most of the materials that could be used in their products based on their properties. They should be able to prepare detailed instructions for making a product, including operating parameters, process times and quality control checks, identifying most of the individual activities that could affect how well their final product will meet each of the design criteria. During practical work, they should be able to assemble, make and finish products that offer good challenge, demonstrating good skills in the selection and use of a wide variety of different tools, processes and finishing techniques. They should select and justify a suitable method to evaluate their product, based upon its use, and test at least some features of the final product against the design criteria, improving their product after testing. Finally, students should also be able to show that the product would be suitable for the target user.
5 / B-C	In response to a design challenge, students should be able to use research, including product analysis, to identify and explain a few of the design criteria. They should be able to generate design ideas that satisfy a few of the design criteria, and refer to social, moral, environmental or sustainability considerations. They should be able to identify a variety of modelling methods that can be used to develop their design and use modelling to test a few design features against the design criteria. They should select a few of the materials that could be used in their product based on some of their properties. They should be able to prepare step-by-step instructions for making a



	<p>product which include some details of the processes and techniques to use and appropriate safety notes, identifying which activities could affect how well the final product will meet the general requirements of the design. During practical work, they should be able to make products that are generally well assembled and with a good finish, demonstrating skills in a wide variety of tools or processes. Their evaluation should include testing at least one feature of the final product against the design criteria and explaining how and why the product was tested this way. They should also be able to comment about how suitable the final product is for the target user.</p>
3 / D-E	<p>In response to a design challenge, students should be able to write down a simple list of design criteria that includes a variety of different types of need. They should be able to generate a range of design ideas, identifying the important features and suggesting materials that they could be made from. They should be able to develop their ideas to produce a final design proposal. They should be able to put the processes needed to make a product in order and identify the tools and equipment needed. They should be able to carry out practical work safely and independently, demonstrating some basic skills in a few processes. They should be able to test a product they have made to see if it can do what it is needed to do and explain any differences between the design and the final product.</p>

English

Subject Leader - Mrs D Murphy - dmurphy@newcastleschool.co.uk

English Language

Grade	Descriptor
9	<p>Reading: In relation to a range of texts, students will be able to usefully summarise and critically evaluate with impressive and perceptive understanding. They understand and respond perceptively to explicit and implicit meanings and viewpoints. They analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure. They substantiate their understanding and opinions with illuminating references to texts and contexts. Convincing and apt links are made and comparisons within and between texts.</p> <p>Writing: Students will be able to communicate with impact and influence and produce ambitious, accomplished and effectively-structured texts. They use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact. Spelling, punctuation and grammar is used accurately so that writing is error-free.</p>
7	<p>Reading: In relation to a range of texts, students will be able to summarise and confidently evaluate with assured understanding. They understand and respond with thought to explicit and most implicit meanings and viewpoints. They analyse and critically evaluate, aspects of language, grammar and structure. They support their understanding and opinions with relevant references to texts and contexts. Apt links are made and comparisons within and between texts.</p> <p>Writing: Students will be able to communicate with impact and influence and produce engaging, thoughtful and purposefully-structured texts. They use a varied range of sentence types and structures and some ambitious vocabulary to enhance impact. Spelling, punctuation and grammar is used accurately so that writing is almost error-free.</p>
5	<p>Reading: Students will be able to summarise and evaluate with accuracy and clear understanding. They understand and make valid responses to explicit and implicit meanings and viewpoints. They can analyse and evaluate relevant aspects of language, grammar and structure. Their understanding and opinions are supported with apt references to texts, informed by their wider reading and can make credible links and comparisons between texts</p> <p>Writing: Students will be able to communicate effectively, sustaining the reader's interest and produce coherent, well-structured and purposeful text. Sentence types and structures are varied and use vocabulary appropriate to purpose and effect. Spelling, punctuation and grammar are used accurately with occasional errors.</p>
3	<p>Reading: In relation to a range of texts, students will be able to describe and summarise with some accuracy and understanding. They can respond in a straightforward way to most explicit information and viewpoints. Some relevant comments are made about language and structure. Students can support their comments and opinions with some general references, but lack actual quotations. They are able to make some straightforward links between texts.</p>

Writing:

Students can communicate simply with some clarity for the reader and produce texts with basic structures and some awareness of purpose. They show some control over sentence type and structure and use familiar vocabulary to some effect. Spelling, punctuation and grammar are often inaccurate.

English Literature

Grade	Descriptor
9	Students demonstrate a comprehensive, detailed knowledge and understanding of a wide range of literary texts from the past to the present. Their discussion of texts shows depth, independence and insight in response to the tasks set, and they analyse and evaluate the ways in which form, structure and language shape meanings. Where appropriate, candidates identify the influence on texts of the cultural and historical contexts in which they were written. They are able to make thoughtful and productive comparisons between texts which enhance and extend their readings, and can explain variation in their own and others' interpretations of texts. Their material is well organised and presented, making effective use of textual evidence in support of arguments. Written expression is fluent, well structured, accurate and precise, and shows confident grasp of appropriate terminology.
7	Students demonstrate secure knowledge and understanding of a range of texts from different periods and of different types. Candidates comment perceptively on texts in response to the tasks set. They respond to some details in the ways authors use form, structure and language to create meaning, as well as showing some awareness of contextual influences. They relate their own judgements to those of others as appropriate in developing interpretations of texts. They are able to pursue comparisons between texts in order to show how texts can illuminate one another. Their material is clearly organised and presented, and incorporates examples to help sustain a line of argument. Written expression is accurate and clear and shows a sound use of appropriate terminology.
5	In relation to a range of texts, students will be able to develop a generally coherent and engaged response to explicit and implicit meanings of texts. They have developed a clear understanding of the ways in which writers use language, form and structure. They can use apt textual references to support responses and employ understanding of contexts to inform responses to text. Students make credible and sustained comparisons between texts.
3	In relation to a range of texts, students will be able to make straightforward comments about explicit meanings of texts and describe straightforward aspects of language, form or structure. They can make general references to obvious details of texts, but there are little or no actual quotations to support. They show awareness that texts are related to contexts though this is not always relevant to the question. Basic links are between texts, though not developed.

French

Subject Leader - Mrs C Thompstone - cthompstone@newcastleschool.co.uk

Grade	Descriptor
9	Student has exceptional understanding of a variety of spoken and written authentic materials, which contain unknown words and topics. Reads and translates into English a complex text (50 words), applies grammatical knowledge with confidence, and works out familiar and unfamiliar texts with outstanding accuracy. Speaks giving fully developed responses in extended sequences of speech and narrates events coherently. Conveys information clearly at all times, giving and explaining opinions convincingly. Responds promptly in conversations with spontaneous language. Pronunciation is excellent. Written communication is clear and without ambiguity and goes beyond the task set, developing and justifying ideas and writing creatively in the appropriate register. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. Can translate a passage into French conveying all ideas with virtually faultless application of grammar and vocab. Uses a very wide variety of linguistic structures, tenses (4+) and vocabulary, including combinations of tenses, verbs followed by à or de, direct and indirect object pronouns. Verb formations are secure.
7	Student has developed understanding of a variety of longer spoken and written materials (some authentic), which contain some less familiar language. Reads and translates into English a short text with some complex structures (50 words), applies grammatical knowledge, and understands some less common vocab with good accuracy, but occasional errors. Speaks giving mostly developed responses in extended sequences of speech and sometimes narrates events. Conveys information mostly clearly, giving and explaining opinions often. Responds fairly promptly in conversations with spontaneous language. Pronunciation is good. Written communication is mostly clear with occasional ambiguity, developing and justifying ideas and writing creatively using familiar language. A variety of complex sentences are attempted and are mostly successful, and a range of sophisticated connectives are used. Can translate a passage into French conveying nearly all ideas with highly accurate application of grammar and vocab. Uses a wide variety of linguistic structures, tenses (3+) and vocabulary, including present, future, perfect, imperfect tenses, imperatives, irregular comparatives. Major errors can occur when complex structures are attempted, but verb formations are nearly always correct.
5	Student has good understanding of spoken and written materials, which contain mainly familiar language in past, present and future tenses, but some less familiar language. Reads and translates into English a short text with simple structures (35 words), applies grammatical knowledge, and understands some less common vocab with some accuracy. Speaks giving a number of developed responses and can convey information with some clarity, giving a few opinions and explaining them. Responses show spontaneity and there is some flow of language. Pronunciation is mostly accurate. Written communication is often clear but there can be ambiguities. Ideas are extended and may be justified using and adapting familiar language. Some complex sentences are included, and ideas are linked with some connectives. Can translate a passage into French conveying some ideas with a more accurate than inaccurate application of grammar and vocab. Uses a variety of linguistic structures, tenses (3+) and vocabulary, including present, future, perfect, imperfect tenses, comparatives, negatives, subordinating conjunctions. Major errors occur when complex structures are attempted; verb formations are usually correct, and spelling and grammar are usually accurate.
3	Student has basic understanding of spoken and written materials, which contain familiar language including simple opinions and reasons. Reads and translates into English some simple sentences, and applies grammatical knowledge vocab with fair accuracy. Speaks conveying basic information using simple structures, and is able to include an opinion. Responses can be hesitant and the pupil



	<p>can answer some but not all questions. Pronunciation is generally understandable. Written communication is clear when using familiar language to express simple ideas and opinions. Complex sentences may be attempted, but with limited success. Can translate short sentences into French conveying some ideas with a more accurate than inaccurate application of grammar and vocab. Uses simple linguistic structures, attempts different tenses (2+) and vocabulary, including present tense (regular and irregular), perfect tense (regular), prepositions, irregular adjectives, time expressions. There may be some major errors, and more frequent minor errors.</p>
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Geography

Subject Leader - Mrs R Stockwell - rstockwell@newcastleschool.co.uk

Grade	Descriptor
9	Student demonstrates exceptional and comprehensive knowledge, understanding and application of geographical information and issues. He has a perceptive understanding of complex interactions and interrelationships between people and the environment and between geographical phenomena. He is able to construct detailed, convincing arguments to draw well-evidenced conclusions. He can use and evaluate a wide range of geographical skills and techniques accurately.
7	Student can demonstrate accurate and appropriate knowledge, understanding and application of geographical information and issues. He demonstrates sound understanding of interactions and interrelationships between people and the environment and between geographical phenomena. He is able to construct coherent arguments to draw conclusions supported by evidence. The student can use a range of geographical skills and techniques accurately, showing understanding of their purpose.
5	Student can demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues. He demonstrates understanding of interactions and interrelationships between people and the environment and between geographical phenomena. He is able to construct arguments to draw conclusions supported by evidence. The student can use a range of geographical skills and techniques, showing understanding of their purpose.
3	Student demonstrates some knowledge, understanding and application of geographical information and issues. He demonstrates basic understanding of aspects of interactions and interrelationships between people and the environment and between geographical phenomena. He is able to make straightforward comments with reference to evidence. He uses some basic geographical skills and techniques with limited accuracy.



History

Subject Leader - Mrs R Black - rblack@newcastleschool.co.uk

Grade	Descriptor
9	Student demonstrates exceptional knowledge, using first order concepts, combined with a very sophisticated understanding of key features and characteristics. Student can construct a highly convincing line of reasoning using second order concepts. Student can critically analyse and evaluate, to reach reasoned, substantiated judgements. Student can use a range of sources, in context, to investigate historical issues. The student is very confident about using interpretations of history and can explain why they may differ. Student has fantastic knowledge and understanding of warfare through time, the era of Henry VIII and his ministers, the era of the Cold War (1943-1991) and Germany (1918-39).
7	Student demonstrates excellent knowledge, using first order concepts, combined with a sophisticated understanding of key features and characteristics. Student can construct a convincing line of reasoning using second order concepts. Student can analyse and evaluate, to reach reasoned, substantiated judgements. Student can use a range of sources, in context, to investigate historical issues. The student is confident about using interpretations of history and can explain why they may differ. Student has excellent knowledge and understanding of warfare through time, the era of Henry VIII and his ministers, the era of the Cold War (1943-1991) and Germany (1918-39).
5	Student demonstrates good knowledge, using first order concepts, combined with a clear understanding of key features and characteristics. Student can construct a coherent line of reasoning using second order concepts. Student can analyse and provide some evaluation, to reach judgements. Student can use a range of sources, in context, to investigate historical issues. The student is reasonably confident about using interpretations of history and can explain why they may differ. Student has good knowledge and understanding of warfare through time, the era of Henry VIII and his ministers, the era of the Cold War (1943-1991) and Germany (1918-39).
3	Student demonstrates generalised historical knowledge, using everyday language, and basic understanding of key features and characteristics. Student can construct a basic line of reasoning with some reference to second order concepts. Student can make basic comprehensions of the past and can draw simple conclusions. Student can use sources to provide some investigation of historical issues. The student can use interpretations of history to identify similarities and differences in sources of information. Student has fair knowledge and understanding of warfare through time, the era of Henry VIII and his ministers, the era of the Cold War (1943-1991) and Germany (1918-39).



Mathematics

Subject Leader - Mr A Black - ablack@newcastleschool.co.uk

Grade	Descriptor
9	Student performs all procedures with the highest level of accuracy. They show exceptional manipulation of algebra skills and are able to interpret and communicate complex information accurately. They show outstanding problem-solving skills, generating efficient strategies to solve complex mathematical problems. They are able to make and use connections, which may not be obvious, between different parts of mathematics. They can interpret results in context and are able to critically evaluate methods and results to improve accuracy.
7	Student performs all procedures with a high level of accuracy. They are confident with manipulation of algebra and are able to interpret and communicate information efficiently. They show well-developed problem-solving skills, generating efficient strategies to solve complex mathematical problems. They are able to make and use connections between different parts of mathematics. They can interpret results in context and are able to evaluate methods and results to improve accuracy.
5	Student is able to perform routine procedures effectively by recalling and applying mathematical knowledge. They are secure when manipulating algebra and are able to interpret and communicate information effectively. They show clear problem-solving skills, generating strategies to solve mathematical problems, realising some connections between different parts of mathematics. They can securely evaluate methods and results.
3	Student can recall and use notation, mathematical facts and are able to perform some routine procedures. They have basic skills in manipulation of algebra and are able to interpret and communicate basic information. They are able to solve simple mathematical problems. They are able to provide basic evaluation of methods and results.



Music

Subject Leader - Mr J Hopkinson - jhopkinson@newcastleschool.co.uk

Grade	Descriptor
9	Student can perform challenging music with a high degree of fluency and sensitivity. They compose using a wide range of musical elements with sophistication, creating effective musical ideas and sustaining interest through their development. They demonstrate, through aural identification, accurate knowledge of a wide range of musical elements, contexts and language. They evaluate music to make convincing judgements using musical terminology accurately and effectively.
7	Student can perform challenging music fluently and with some sensitivity. They compose using a wide range of musical elements with coherence, creating musical ideas and developing interest with success. They demonstrate, through aural identification, accurate knowledge of a range of musical elements, contexts and language. They evaluate music to make convincing judgements using musical terminology appropriately.
5	Student can perform music with some technical challenges broadly fluently with some sensitivity. They compose using a range of musical elements with coherence, creating musical ideas and developing interest with some success. They demonstrate, through aural identification, mostly accurate knowledge of a range of musical elements, contexts and language. They evaluate music to make clear judgements using musical terminology appropriately.
3	Student can perform simple pieces with limited fluency and sensitivity. They compose using a range of musical elements, creating musical ideas with some appeal and limited development. They demonstrate, through aural identification, some knowledge of musical elements, contexts and language. They evaluate music to produce simple reflections with inconsistent use of musical terminology.



PE (academic)

Subject Leader - Mr K Waterson - kwaterson@newcastleschool.co.uk

Grade	Descriptor
9	Students can consistently demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. Students can apply this knowledge and understanding in a range of written responses using developed statements. Students can analyse and evaluate a range of factors using developed statements in extended written responses. Students can demonstrate and apply relevant skills and techniques in their chosen practical sports and are extremely likely to be performing at the top end of the mark bands for each. Students are adept at analysing and evaluating the performance of themselves and others and can suggest a number of ways to improve.
7	Students can demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. Students can often apply this knowledge and understanding in some written responses mostly using developed statements. Students can analyse and evaluate some of these factors using developed statements in extended written responses. Students can demonstrate and apply relevant skills and techniques in their chosen practical sports and are likely to be performing at the top end of the mark bands for each. Students are good at analysing and evaluating the performance of themselves and others and can often suggest some ways to improve.
5	Students can sometimes demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. Students sometimes apply this knowledge and understanding in some written responses sometimes using developed statements. Students can sometimes analyse and evaluate some of these factors using developed statements in extended written responses. Students can demonstrate and apply relevant skills and techniques in their chosen practical sports and are likely to be performing at the upper middle section of the mark bands for each. Students have attempted analysing and evaluating the performance of themselves and others and can often suggest at least one way to improve.
3	Students rarely demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. Students struggle to apply this knowledge and understanding in written responses and rarely use developed statements. Students rarely analyse and evaluate some of these factors using developed statements in extended written responses. Students can demonstrate and apply relevant skills and techniques in their chosen practical sports but are likely to be inconsistently and are likely to be performing at the lower middle section of the mark bands for each. Students have attempted analysing and evaluating the performance of themselves and others but are unlikely to suggest ways to improve.



PE and Games

Subject Leader - Mr L Hogarth - lhogarth@newcastleschool.co.uk

Grade	Descriptor
9	The pupil demonstrates an exceptional level of technique during performance of skills and can apply these skills successfully in a competitive situation, often showing use of advanced tactics. He consistently shows a high level of theoretical knowledge and understanding, and is consistently able to accurately analyse his own and others' performance and act on this to make improvements. He is extremely likely to be involved in a number of co-curricular sporting clubs and is likely to represent the school in a number of sports.
7	The pupil demonstrates a very good level of technique during performance of skills and can apply these skills successfully in a competitive situation, often showing use of tactics. He shows a very good level of theoretical knowledge and understanding, and is often able to accurately analyse his own and others' performance and act on this to make improvements. He is very likely to be involved in a number of co-curricular sporting clubs and is likely to represent the school in at least one sport.
5	The pupil demonstrates a good level of technique during performance of skills and can often apply these skills successfully in a competitive situation, sometimes showing use of tactics. He shows a good level of theoretical knowledge and understanding, and is occasionally able to analyse his own and others' performance and act on this to make improvements. He is fairly likely to be involved in a co-curricular sporting club and is fairly likely to represent the school in one sport.
3	The pupil demonstrates limited evidence of technique during performance of skills and struggles to apply these skills successfully in a competitive situation, rarely showing use of tactics. He shows a very basic level of theoretical knowledge and understanding, and is rarely able to analyse his own and others' performance and therefore making improvements is a consistent challenge. He is unlikely to be involved in co-curricular sporting clubs and is unlikely to represent the school.



Physics

Subject Leader - Mr Q Smith - gsmith@newcastleschool.co.uk

Grade	Descriptor
9	Students can recall, select and communicate precise knowledge and detailed understanding of physics. They demonstrate a comprehensive and thorough understanding of the nature of physics, its laws, principles and applications and the relationship between physics and society. They apply appropriate skills, including communication, mathematical, technical and observational skills, knowledge and understanding effectively in a wide range of practical and other contexts. They show a comprehensive understanding of the relationships between hypotheses, evidence, theories and explanations and make effective use of models, including mathematical models, to explain abstract ideas, phenomena, events and processes. Students analyse, interpret and critically evaluate a broad range of quantitative and qualitative data and information. They evaluate information systematically to develop arguments and explanations, taking account of the limitations of the available evidence.
7	Students can recall, select and communicate precise knowledge and detailed understanding of physics. They demonstrate a comprehensive understanding of the nature of physics, its laws, principles and applications and the relationship between physics and society. They apply appropriate skills, including communication, mathematical, technical and observational skills, knowledge and understanding effectively in a wide range of practical and other contexts. Students analyse, interpret and critically evaluate a broad range of quantitative and qualitative data and information.
5	Students can recall, select and communicate secure knowledge and understanding of physics. They demonstrate understanding of the nature of physics, its laws, principles and applications and the relationship between physics and society. They apply appropriate skills, including communication, mathematical, technical and observational skills, knowledge and understanding in a range of practical and other contexts. Students analyse, interpret and evaluate a range of quantitative and qualitative data and information.
3	Students can recall, select and communicate limited knowledge and understanding of physics. They show a limited understanding that scientific advances may have ethical implications, benefits and risks. They recognise simple inter-relationships between physics and society. They apply skills, including limited communication, mathematical, technical and observational skills, knowledge and understanding in practical and some other contexts. Students interpret and evaluate limited quantitative and qualitative data and information from a narrow range of sources.



Religious Studies

Subject Leader - Miss B Buxton Collins - bbuxtoncollins@newcastleschool.co.uk

Grade	Descriptor
9	Highly detailed explanation of knowledge and understanding, with an extensive range of accurately and appropriately used religious language and sources of wisdom. Excellent understanding of influence on society. Detailed analysis and evaluation of the issue based on detailed knowledge of the religion, religious teachings and moral reasoning, alongside different viewpoints. An excellent understanding of how belief influences society. Uses religious language and sources of wisdom extensively and accurately .
7	Detailed explanation of knowledge and understanding, with a range of accurately used religious language and sources of wisdom. Good understanding of influence on society. Detailed analysis and evaluation of the issue based on accurate knowledge of the religion, religious teachings and moral reasoning, alongside different viewpoints. A very good understanding of how belief influences society. Uses religious language and sources of wisdom appropriately .
5	Accurate explanation of knowledge and understanding, with accurate use of religious language and sources of wisdom. A generally detailed analysis and evaluation of the issue based on a generally accurate knowledge of religion. Good understanding of how belief influences society. Uses religious language and sources of wisdom.
3	Brief explanation of knowledge and understanding, with little use of religious language and sources of wisdom. A basic point of view and a limited attempt to offer alternative points of view. Limited or no attempt made to show how religion influences society. Limited use of religious language or sources of wisdom.

Spanish

Subject Leader - Mrs C Thompstone - cthompstone@newcastleschool.co.uk

Grade	Descriptor
9	Student has exceptional understanding of a variety of spoken and written authentic materials, which contain unknown words and topics. Reads and translates into English a complex text (50 words), applies grammatical knowledge with confidence, and works out familiar and unfamiliar texts with outstanding accuracy. Speaks giving fully developed responses in extended sequences of speech and narrates events coherently. Conveys information clearly at all times, giving and explaining opinions convincingly. Responds promptly in conversations with spontaneous language. Pronunciation is excellent. Written communication is clear and without ambiguity and goes beyond the task set, developing and justifying ideas and writing creatively in the appropriate register. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. Can translate a passage into Spanish conveying all ideas with virtually faultless application of grammar and vocab. Uses a very wide variety of linguistic structures, tenses (4+) and vocabulary, including combinations of tenses, verbs followed by à or de, direct and indirect object pronouns. Verb formations are secure.
7	Student has developed understanding of a variety of longer spoken and written materials (some authentic), which contain some less familiar language. Reads and translates into English a short text with some complex structures (50 words), applies grammatical knowledge, and understands some less common vocab with good accuracy, but occasional errors. Speaks giving mostly developed responses in extended sequences of speech and sometimes narrates events. Conveys information mostly clearly, giving and explaining opinions often. Responds fairly promptly in conversations with spontaneous language. Pronunciation is good. Written communication is mostly clear with occasional ambiguity, developing and justifying ideas and writing creatively using familiar language. A variety of complex sentences are attempted and are mostly successful, and a range of sophisticated connectives are used. Can translate a passage into Spanish conveying nearly all ideas with highly accurate application of grammar and vocab. Uses a wide variety of linguistic structures, tenses (3+) and vocabulary, including present, future, perfect, imperfect tenses, imperatives, irregular comparatives. Major errors can occur when complex structures are attempted, but verb formations are nearly always correct.
5	Student has a good understanding of spoken and written materials, which contain mainly familiar language in past, present and future tenses, but some less familiar language. Reads and translates into English a short text with simple structures (35 words), applies grammatical knowledge, and understands some less common vocab with some accuracy. Speaks giving a number of developed responses and can convey information with some clarity, giving a few opinions and explaining them. Responses show spontaneity and there is some flow of language. Pronunciation is mostly accurate. Written communication is often clear but there can be ambiguities. Ideas are extended and may be justified using and adapting familiar language. Some complex sentences are included, and ideas are linked with some connectives. Can translate a passage into Spanish conveying some ideas with a more accurate than inaccurate application of grammar and vocab. Uses a variety of linguistic structures, tenses (3+) and vocabulary, including present, future, perfect, imperfect tenses, comparatives, negatives, subordinating conjunctions. Major errors occur when complex structures are attempted; verb formations are usually correct, and spelling and grammar are usually accurate.
3	Student has a basic understanding of spoken and written materials, which contain familiar language including simple opinions and reasons. Reads and translates into English some simple sentences, and applies grammatical knowledge vocab with fair accuracy. Speaks conveying basic information using simple structures, and is able to include an opinion. Responses can be hesitant and the pupil can answer some but not all questions. Pronunciation is generally understandable. Written communication is clear when using familiar language to express simple ideas and opinions. Complex sentences may be attempted, but with limited success. Can translate short sentences into Spanish conveying some ideas with a more accurate than inaccurate application of grammar and vocab.



	Uses simple linguistic structures, attempts different tenses (2+) and vocabulary, including present tense (regular and irregular), perfect tense (regular), prepositions, irregular adjectives, time expressions. There may be some major errors, and more frequent minor errors.
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