



Report Grading System 2021-22

General Information and Subject Descriptors



Years 12 and 13

Report Grading System 2021-22

A-Level and Vocational courses (Year 12 to 13)

In order to reflect recent changes nationally with the advent of new public examination specifications, 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 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 12 and 13 directly reflects the existing grading system being adopted at A level.

Each grade will have general criteria (see below) which will be supplemented by subject-specific attainment descriptors for grades A*, A, C and E. They will provide subject specific references to content and skills at these levels, along with any reference to UMS or assessment performance. Vocational courses use a different grading system. These are the words highlighted in red in the general criteria table below.

General criteria

Grade	Descriptor
A* Excellent Sophisticated Advanced Distinction*	Achievement is consistently excellent to exceptional , indicating a sophisticated and advanced understanding of the subject. Student would have displayed ability to <u>evaluate</u> and <u>synthesise</u> content consistently, appropriately and with a high degree of accuracy and coherence. He would be able to apply knowledge of subject-specific concepts to unfamiliar contexts.
A Very good Confident Mature Distinction	Achievement is very good with excellent features, indicating a confident and mature understanding of the subject. Student would have displayed ability to <u>analyse</u> and <u>interpret</u> content and apply it consistently, coherently and appropriately and with accuracy. He



	would have a detailed knowledge and understanding of subject-specific concepts covered.
B Good Consistent Secure Merit	Achievement is good , indicating a consistent and secure understanding of the subject. Student would have displayed ability to <u>explain</u> and <u>manipulate</u> content in context, and occasionally analyse it appropriately and with a degree of accuracy. He would have a good knowledge and grasp of subject-specific concepts.
C Moderate Credible Sound Pass	Achievement is moderate , indicating a credible and sound understanding of the subject. Student would have displayed ability to <u>understand</u> and <u>utilise</u> content, but not consistently be able to explain or analyse it in an appropriate context. Accuracy is not always evident. He would have a modest knowledge and grasp of subject-specific concepts.
D Basic Simple Limited Near pass	Attainment is basic , indicating a simple and limited understanding of the subject. Student would have displayed ability to <u>recall</u> and <u>describe</u> content and concepts, though comprehension and description would not always be consistent and/or appropriate. Explanation would usually be lacking in accuracy. He would have a basic knowledge and grasp of subject-specific concepts.
E Very limited Weak Poor	Attainment is very limited , indicating a weak to poor understanding of the subject. Student would have displayed <u>limited ability to remember</u> content and concepts, and description would often be lacking in consistency and accuracy. He would have a weak knowledge and grasp of subject-specific concepts.

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 A* / 9	11 8	12 B	13 C
			10 A* / 8	11 7	12 C	13 D
		9 A*	10 A / 7	11 6	12 D	13 E
	8 A*	9 A	10 B / 6	11 4-5	12 E	13 U
7 A*	8 A	9 B	10 C / 4-5	11 3	12 U	
7 A	8 B	9 C	10 D / 3	11 1-2		
7 B	8 C	9 D	10 E / 1-2			
7 C	8 D					
7 D						

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).

A Level and Vocational Course Attainment Grading Descriptors

Art and Design (Fine Art)

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

Grade	Descriptor
A*	Student displays an exceptional ability to develop ideas through sustained investigations. He demonstrates outstanding analytical and critical understanding, and reviews and refines ideas in a confident and purposeful manner as work develops. He can reflect critically on work and progress, and convincingly explores and selects appropriate resources, media, material, techniques and processes. He has an exceptional ability to present a personal and meaningful response. Intentions are successfully realised and connections made between visual, written and other elements. He displays an exceptional ability to record ideas, observations and insights relevant to intentions.
A	Student demonstrates a confident and highly developed ability to develop ideas through sustained investigations. He demonstrates confident and highly developed analytical and critical understanding, and reviews and refines ideas in a confident manner as work develops. He can reflect critically on work and progress, and clearly explores and selects appropriate resources, media, material, techniques and processes. He shows a confident and highly developed ability to present a personal and meaningful response, and demonstrates a highly developed ability to successfully realise intentions and where appropriate make connections between visual, written and other elements. He shows a confident ability to record ideas, observations and insights relevant to intentions.
C	Student displays a reasonably consistent ability to develop ideas through sustained investigations. He demonstrates reasonably consistent analytical and critical understanding, and reviews and refines ideas with a degree of success as work develops. He demonstrates a reasonably consistent ability to reflect critically on work and progress, and shows a reasonably consistent ability to explore and select appropriate resources, media, materials, techniques and process. He has a reasonably consistent ability to present a personal and meaningful response, and demonstrates a reasonably consistent ability to successfully realise intentions and where appropriate make connections between visual, written and other elements. He shows a consistent ability to record ideas, observations and insights relevant to intentions.
E	Student displays some ability to develop ideas and sustain investigations, and demonstrates some analytical and critical understanding. He reviews and refines ideas with limited success as work develops, and demonstrates some ability to reflect critically on work and progress. He displays some ability to explore and select appropriate resources, media, materials, techniques and process and shows some ability to present a personal and meaningful response which is uneven. He demonstrates some ability to successfully realise intentions and, where appropriate makes connection between visual, written and other elements. He shows some ability to record ideas, observations and insights relevant to intentions, but with limited clarity, coherence and accuracy in using language.

Art and Design (Graphic Communication)

Subject Leader - Mr A Sensicle - asensicle@newcastleschool.co.uk

Grade	Descriptor
A*	Student displays an exceptional ability to develop ideas through sustained investigations. He demonstrates outstanding analytical and critical understanding, and reviews and refines ideas in a confident and purposeful manner as work develops. He can reflect critically on work and progress, and convincingly explores and selects appropriate resources, media, material, techniques and processes. He has an exceptional ability to present a personal and meaningful response. Intentions are successfully realised and connections made between visual, written and other elements. He displays an exceptional ability to record ideas, observations and insights relevant to intentions.
A	Student demonstrates a confident and highly developed ability to develop ideas through sustained investigations. He demonstrates confident and highly developed analytical and critical understanding, and reviews and refines ideas in a confident manner as work develops. He can reflect critically on work and progress, and clearly explores and selects appropriate resources, media, material, techniques and processes. He shows a confident and highly developed ability to present a personal and meaningful response, and demonstrates a highly developed ability to successfully realise intentions and where appropriate make connections between visual, written and other elements. He shows a confident ability to record ideas, observations and insights relevant to intentions.
C	Student displays a reasonably consistent ability to develop ideas through sustained investigations. He demonstrates reasonably consistent analytical and critical understanding, and reviews and refines ideas with a degree of success as work develops. He demonstrates a reasonably consistent ability to reflect critically on work and progress, and shows a reasonably consistent ability to explore and select appropriate resources, media, materials, techniques and process. He has a reasonably consistent ability to present a personal and meaningful response, and demonstrates a reasonably consistent ability to successfully realise intentions and where appropriate make connections between visual, written and other elements. He shows a consistent ability to record ideas, observations and insights relevant to intentions.
E	Student displays some ability to develop ideas and sustain investigations, and demonstrates some analytical and critical understanding. He reviews and refines ideas with limited success as work develops, and demonstrates some ability to reflect critically on work and progress. He displays some ability to explore and select appropriate resources, media, materials, techniques and process and shows some ability to present a personal and meaningful response which is uneven. He demonstrates some ability to successfully realise intentions and, where appropriate makes connection between visual, written and other elements. He shows some ability to record ideas, observations and insights relevant to intentions, but with limited clarity, coherence and accuracy in using language.



Applied Business

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

Grade	Descriptor
Distinction	The student is able to synthesise knowledge and understanding and show an ability to evaluate complex concepts using analysis and research. In their own work student should demonstrate creativity, originality and innovation. The student should be able to manage self to achieve outcomes successfully and apply initiative appropriately. Communicates skilfully and coherently using specialist terms which are effectively applied to the business scenario.
Merit	The student shows a depth of knowledge and develops understanding in familiar and unfamiliar business scenarios. The student applies and/or selects concepts showing comprehension and understanding. In their own work the student shows sound research capabilities and can apply this knowledge to different business scenarios. Student will take responsibility in planning and undertaking activities. Work is communicated effectively and has some structure.
Pass	The student shows a knowledge and understanding of the concepts studied, tending towards description rather than analysis. In their own work, the student shows some understanding although there is a tendency for their work to be derivative. Student can work independently although there is extra guidance required for planning and organisation. The student can communicate to a solid standard although can lack clarity at times.
Fail	The student is unable to meet the requirements of the pass criteria. This is often signalled by a lack of organisation and independent work. Students own work does not meet the criteria found in the brief and lacks a basic understanding of the concepts and ideas studied. Students will need to be given extra guidance and will not be able to complete independent work. Students are unable to apply the theory to a business scenario.

Biology

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

Grade	Descriptor
A*	Students demonstrate an extremely detailed knowledge and understanding of all principles, concepts and facts from the specification. They can select relevant information, presented in a wide variety of formats, and can organise and present information clearly in appropriate forms using accurate scientific terminology. Students can apply principles and concepts in both familiar and new contexts. They can describe significant trends and patterns from data, interpret phenomena with no errors, and present arguments and evaluations articulately. They can comment critically on statements, conclusions or data, and carry out accurately all of the calculations specified in the specification. Students can translate data from a variety of forms to another. Practically, students can research, devise and plan experimental and investigative activities, selecting appropriate techniques. They demonstrate safe and skilful practical techniques and make observations and measurements with precision and record them methodically. Students can interpret, explain, evaluate and communicate the results of their own and of others' experiments in appropriate contexts. In some contexts, students can also apply ideas and knowledge from beyond the specification in their written responses. They have a holistic understanding of biology and its applications and importance in society. They can synthesise information from all areas of the specification and apply it to unfamiliar concepts in examination questions.
A	Students demonstrate an extremely detailed knowledge and understanding of most principles, concepts and facts from the specification. They can select relevant information, presented in a wide variety of formats, and can organise and present information clearly in appropriate forms using accurate scientific terminology. Students can apply principles and concepts in both familiar and new contexts. They can describe significant trends and patterns from data, interpret phenomena with few errors, and present arguments and evaluations clearly. They can comment critically on statements, conclusions or data, and carry out accurately most of the calculations specified in the specification. Students can translate data from a variety of forms to another. Practically, students can devise and plan experimental and investigative activities, selecting appropriate techniques. They demonstrate safe and skilful practical techniques and make observations and measurements with precision and record them methodically. Students can interpret, explain, evaluate and communicate the results of their own and of others' experiments in appropriate contexts.
C	Students demonstrate a detailed knowledge and understanding of most principles, concepts and facts from the specification. They can select relevant information, presented in a variety of formats, and can organise and present information clearly in appropriate forms, using accurate scientific terminology in most cases. Students can apply principles and concepts in familiar contexts, and may be able to attempt to apply their knowledge to unfamiliar examples. They can describe trends and patterns from data, interpret phenomena to some degree, and present arguments and evaluations, although these may sometimes lack clarity. They can comment on statements, conclusions or data, and carry out accurately most of the calculations specified in the specification. Students can translate data from a variety of forms to another. Practically, students can devise and plan experimental and investigative activities, selecting appropriate techniques. They demonstrate safe and skilful practical techniques and make observations and measurements and record them methodically. Students can interpret, explain and make attempts to evaluate the results of their own and of others' experiments in appropriate contexts.
E	Students demonstrate some knowledge and understanding of the principles, concepts and facts from the specification. They can select relevant information from a limited range of formats and can present information using basic scientific terminology. Students can apply a given principle to material presented in familiar or closely related contexts. They can describe simple trends and



	<p>patterns from data and present simple arguments. They can identify, when directed, inconsistencies in conclusions or data. Students can translate data from one form to another, in some contexts. Practically, students can carry out experimental and investigative activities from a provided method. They demonstrate safe practical techniques and make observations and measurements and record them in an appropriate format. Students attempt to interpret and explain the results of their own and of others' experiments in appropriate contexts.</p>
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Chemistry

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

Grade	Descriptor
A*	<p>In their subject knowledge, candidates can: Demonstrate an exceptional detailed knowledge and understanding of all principles, concepts and facts from the specification; always select relevant information from the specification; organise and present and synthesize information clearly in appropriate forms using scientific terminology; and write equations for all chemical reactions.</p> <p>In their understanding of how Chemistry works, candidates can: Apply principles and concepts in familiar and new contexts involving multiple steps in the argument; describe in detail significant trends and patterns shown by complex data presented in tabular or graphical form; interpret phenomena consistently without error; and present arguments and evaluations clearly; evaluate critically the statements, conclusions or data; carry out accurately complex calculations specified for A level; use chemical equations in all contexts; translate successfully data presented as prose, diagrams, drawings, tables or graphs, from one form to another; select a wide range of facts, principles and concepts from the specifications; and link together appropriate facts, principles and concepts from different areas of the specification.</p> <p>Additionally, candidates can: Devise and plan experimental and investigative activities, selecting appropriate techniques; demonstrate safe and skilful practical techniques; make observations and measurements with appropriate precision and record these methodically; and interpret, explain, evaluate and communicate the results of their own and others' experimental and investigative activities, in appropriate contexts.</p>
A	<p>In their subject knowledge, candidates can: Demonstrate detailed knowledge and understanding of most principles, concepts and facts from the A2 specification; select relevant information from the specification; organise and present information clearly in appropriate forms using scientific terminology; and write equations for the majority of chemical reactions.</p> <p>In their understanding of how Chemistry works, candidates can: Apply principles and concepts in familiar and new contexts involving several steps in the argument; describe significant trends and patterns shown by complex data presented in tabular or graphical form; interpret phenomena with few errors; and present arguments and evaluations clearly; evaluate critically the statements, conclusions or data investigated; carry out accurately complex calculations specified for A level; use chemical equations in a range of contexts; translate successfully data presented as prose, diagrams, drawings, tables or graphs, from one form to another; select a wide range of facts, principles and concepts from the specification; and link together appropriate facts principles and concepts from different areas of the specification.</p> <p>Additionally, candidates can: Devise and plan experimental and investigative activities, selecting appropriate techniques; demonstrate safe and skilful practical techniques; make observations and measurements with appropriate precision and record these methodically; and interpret, explain, evaluate and communicate the results of their own and others' experimental and investigative activities, in appropriate contexts.</p>
C	<p>In their subject knowledge, candidates can:</p>

	<p>Demonstrate good knowledge and understanding of most principles, concepts and facts from the specification; select relevant information from the specification; organise and present information clearly in appropriate forms using scientific terminology; and write equations for most chemical reactions.</p> <p>In their understanding of how Chemistry works, candidates can: Apply principles and concepts in familiar and new contexts involving several steps in the argument; identify significant trends and patterns shown by data presented in tabular or graphical form; interpret phenomena with few errors; and present arguments clearly; evaluate statements, conclusions or data; carry out accurately most complex calculations specified for A level; use chemical equations in a range of contexts; translate most data presented as prose, diagrams, drawings, tables or graphs, from one form to another; and select facts, principles and concepts from the specification and link together appropriate facts principles and concepts from different areas of the specification.</p> <p>Additionally, candidates can: Plan experimental and investigative activities, selecting appropriate techniques; demonstrate safe practical techniques and perform some with skill; make observations and measurements with appropriate precision and record these methodically; and interpret, explain, evaluate and communicate the results of their own and others' experimental and investigative activities, in appropriate contexts.</p>
E	<p>In their subject knowledge, candidates can: Demonstrate knowledge and understanding of some principles and facts from the specification; select some relevant information from the specification; present information using basic terminology from the specification; and write equations for some chemical reactions.</p> <p>In their understanding of how Chemistry works, candidates can: Apply given principles or concepts in familiar and new contexts involving a few steps in the argument; describe, and provide a limited explanation of, trends or patterns shown by complex data presented in tabular or graphical form; identify, when directed, inconsistencies in conclusions or data; carry out some steps within calculations; use some chemical equations; translate data successfully from one form to another, in some contexts; select some facts, principles and concepts from the specification; and put together some facts, principles and concepts from different areas of the specification.</p> <p>Additionally, candidates characteristically: Devise and plan some aspects of experimental and investigative activities; demonstrate safe practical techniques; make observations and measurements and record them; and interpret and communicate some aspects of the results of their own and others' experimental and investigative activities, in appropriate contexts.</p>



Computer Science

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

Grade	Descriptor
A*	Student demonstrates an extremely detailed knowledge and understanding of topics covered. He can apply his knowledge and understanding to analyse difficult problems. He demonstrates an excellent ability to design, program and evaluate computer systems that solve problems. He can make excellent reasoned judgements and present justified conclusions. When programming he always produces very well-structured programs that are easy to understand by another programmer, following conventions of style. He can produce algorithms and programs that make effective use of higher-level complex constructs on the specification.
A	Student demonstrates a very good detailed knowledge and understanding of topics covered. He can apply his knowledge and understanding to analyse some difficult problems. He demonstrates a very good ability to design, program and evaluate computer systems that solve problems. He can make very good reasoned judgements and present justified conclusions. When programming he usually produces very well-structured programs that are easy to understand by another programmer, following conventions of style. He can produce algorithms and programs that make effective use of some of higher level more complex constructs on the specification.
C	Student demonstrates a reasonably detailed knowledge and understanding of topics covered. He can apply his knowledge and understanding to analyse some problems. He demonstrates a reasonable ability to design, program and evaluate computer systems that solve problems. He can make some good reasoned judgements and present conclusions sometimes with justification. When programming he usually produces programs showing structure but they are not always easy to understand by another programmer, sometimes failing to follow conventions of style. He can produce algorithms and programs that make use of some of higher-level constructs on the specification but shows difficulty with some of the more complex ones.
E	Student demonstrates some knowledge and understanding of topics covered. He can apply his knowledge and understanding to analyse some basic problems. He demonstrates a basic ability to design, program and evaluate computer systems that solve problems. He can make some judgements and make basic conclusions. When programming he usually produces programs which show some structure but are not easily understood by another programmer and lack conventions of style. He has difficulty in producing algorithms and programs that make effective use of some of higher-level constructs on the specification.

Design Technology

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

Grade	Descriptor
A*	Students seek out information to help their design thinking. They recognize how products contribute to the lifestyle and choices of a variety of client groups as they develop and model ideas in an innovative way. Responding creatively to briefs, they are discriminating in their selection and use of information sources to support their work. They interpret and apply knowledge and understanding creatively in new design contexts and communicate ideas in new or unexpected ways. When applying knowledge, they make decisions on materials, process, systems, ethics and techniques based on their understanding of physical properties and working characteristics. They use understanding of others' designing in innovative ways. They work with tools, equipment, materials and components to a high degree of precision. They make products that are reliable and robust and that fully meet the quality requirements given in the design proposal. They reflect critically and effectively throughout designing and making processes. They will work independently to produce a rigorous and demanding outcome. The outcome will have the potential to be commercially viable and is suitable for the client. Students will show an excellent understanding and synthesis of the design process.
A	Students use a wide range of strategies to fully develop and model appropriate ideas, responding to information they have identified. They identify conflicting demands on a product and respond creatively to briefs, suggesting ways forward and explaining how their ideas address these demands. Discrimination will be shown when selecting and acquiring relevant research that will promote originality in designing. When applying knowledge, they make decisions on materials and processes, based on their understanding of physical properties and working characteristics. They use their understanding of others' designing by reinterpreting and applying learning in new contexts. They organize their work so that they can carry out processes accurately and consistently, and use tools, equipment, materials, and components with precision. They use accurate testing to inform their judgements when solving technical problems. They identify a broad range of criteria for evaluating their products, clearly relating their findings to environmental, ethical, and social and cultural dimensions. The outcome will demonstrate a high level of demand and be suitable for the target market and could be commercially viable with further development. The final outcome will show a very good level of making / modelling / finishing skills.
C	Students use a range of appropriate sources of information when developing and modelling ideas. They investigate form, function and production processes as they respond creatively to briefs. They apply their knowledge and understanding, recognizing the different needs of a range of users, and search for trends and patterns in existing solutions as they develop fully realistic products. They use their understanding of others' designing to inform their own as they communicate creative ideas. They produce plans that predict the time needed to carry out the main stages of making products. They work with a range of tools, materials, ingredients, equipment, components and processes, taking full account of their characteristics. They adapt their methods of manufacture to changing circumstances as they solve technical problems, providing a sound explanation for any change from the design proposal. They select appropriate techniques to evaluate how their products would perform when used and modify their products in the light of this evaluation to improve their performance. Parts of the outcome will show some high levels of demand. The outcome will require further development in order to be suitable for the target market. Design ideas will show some degree of creativity.
E	Students should demonstrate specific knowledge and understanding and be able to apply that knowledge and understanding in combination with appropriate skills in their designing and should



	<p>communicate ideas and outcomes and demonstrate strategies for evaluation. Students should be able to demonstrate and apply skills, knowledge and understanding of relevant materials, processes and techniques and use materials and equipment to produce suitable and appropriate outcomes, and should communicate ideas and outcomes and demonstrate strategies for evaluation. Some aspects of the outcome are demanding. There will be evidence of limited quality control applied throughout the process. The outcome has some weaknesses which limit its suitability for the target market. The final outcome is largely complete and represents a basic level of making/modelling/finishing skills.</p>
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Digital Media (CTEC)

Subject Leader - Mr A Caulfield - acaulfield@newcastleschool.co.uk

Grade	Descriptor
Distinction	The student is able to synthesise knowledge and understanding and show an ability to evaluate complex concepts using analysis and research. In their own work student should demonstrate creativity, originality and innovation. The student should be able to manage self to achieve outcomes successfully and apply initiative appropriately. Communicates skilfully using a range of appropriate behavioural and language registers.
Merit	The student shows a depth of knowledge and develops understanding in familiar and unfamiliar situations. The student applies and/or selects concepts showing comprehension and understanding. In their own work, students deploy appropriate skills and techniques and can modify the technique to situations if needed. Student will take responsibility in planning and undertaking activities. Communicates effectively using appropriate behavioural and language registers.
Pass	The student shows a knowledge and understanding of the concepts studied, tending towards description rather than analysis. In their own work, the student shows some understanding although there is a tendency for their work to be derivative. Student can work independently although there is extra guidance required for planning and organisation. The student can communicate to a solid standard although can lack clarity at times.
Fail	The student is unable to meet the requirements of the pass criteria. This is often signalled by a lack of organisation and independent work. Students own work does not meet the criteria found in the brief and lacks a basic understanding of the concepts and ideas studied. Students will need to be given extra guidance and will not be able to complete independent work.



Economics

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

Grade	Descriptor
A*	Student can consistently produce exceptional economic arguments which are justified using qualitative and quantitative evidence to support the argument relating to different economic issues. The work produced is well structured and contains an exceptional level of accurate and technical terminology.
A	The work produced by the student has structure and is written in a mature and sophisticated manner. He can make use of effective terminology and can confidently analyse economic issues and impacts on economic agents with justification which may be supported in parts.
C	The work produced by the student is of good quality in parts and demonstrates sound understanding and knowledge of economic theory. He can use technical terms and can at times analyse the behaviour of economic agents with limited and inconsistent evidence used to justify decision making.
E	The work produced by the student demonstrates very limited understanding of key economic concepts and theory. The work produced can lack structure and include limited technical terms. Knowledge can be recalled and explained at times but there is very little attempt to analyse or understand any consequences. The evidence in the case study material in support of any judgement is limited.

English Literature

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

Grade	Descriptor
A*	Students demonstrate a meticulous knowledge and understanding of a wide range of literary texts from the past to the present, and of the more complex critical concepts associated with literary study. Their analytical 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. They are autonomous readers, and use this to their advantage. Where appropriate, students identify the influence on texts of the cultural and historical contexts in which they were written. They are able to make significant and productive comparisons between texts which enhance and extend their readings, and are sensitive to the scope of their own and others' interpretations of texts. Their material is argument is structured purposefully, making effective use of textual evidence in support of arguments. Written expression is fluent, well structured, accurate and precise, and shows impressive grasp of appropriate terminology.
A	Students demonstrate a comprehensive, detailed knowledge and understanding of a wide range of literary texts from the past to the present, and of the critical concepts associated with literary study. 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, students 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.
C	Students demonstrate secure knowledge and understanding of a range of texts from different periods and of different types, and make use of some of the critical concepts relevant to the study of literature. Students 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.
E	Students demonstrate some knowledge and understanding of a range of different texts and comment on them in response to the tasks set, sometimes supporting their views by reference to the links between meanings and author's uses of form, structure and language. Students note the possible effects of context and may show some understanding of how other readers interpret the texts. They can draw out broad lines of similarities and differences between texts, not necessarily within a wider critical framework. Their written work is generally accurate in conveying statements and opinions, sometimes supported by reference to the texts, and shows the use of some terminology appropriate to the subject.

French

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

Grade	Descriptor
A*	Students will be able to speak with confidence on all of the topics covered, responding readily and fluently, with correct pronunciation. They readily take the initiative in conversation, and can deal with unpredictable elements, expressing a wide range of developed ideas, which are convincingly justified with examples. Students will write very accurately, with only a few minor errors, using a wide variety of structures and vocabulary. They will express a wide range of developed ideas, which are convincingly justified with examples. Writing will be very well-structured, and fully relevant to the task. Students will demonstrate excellent reading and listening skills and have a clear understanding of a range of spoken and written texts on a broad variety of topics. They will demonstrate an excellent ability to infer meaning and can translate from French into English and vice versa with very few omissions. Students will use complex grammatical structures which they mostly manipulate accurately and appropriately.
A	Students will be able to speak with some confidence on all of the topics covered, responding readily and fluently, with correct pronunciation. They usually take the initiative in conversation, and can usually deal with unpredictable elements, expressing a good range of developed ideas, which are regularly justified with some convincing examples. Students will write accurately, with some minor errors, but few major ones, using a good variety of structures and vocabulary. Again, they will express a good range of developed ideas, which are regularly justified with some convincing examples. Writing will be well-structured, and relevant to the task. Students will demonstrate very good reading and listening skills and have a very good understanding of a range of spoken and written texts on a broad variety of topics. They will demonstrate a very good ability to infer meaning and can translate from French into English and vice versa with few omissions. Students will use complex grammatical structures with success, but there may be inaccuracies.
C	Students will be able to speak with developing confidence on some of the topics covered, responding fluently, and usually with correct pronunciation, although there may be some hesitation. They might take the initiative in conversation but will rely upon pre-learnt material. Students will occasionally respond with developed ideas, although attempts at justifications can be unconvincing. Students will write with moderate accuracy, with regular minor errors, and some major errors, using a developing variety of structures and vocabulary. Again, they will occasionally respond with developed ideas, although attempts at justifications can be unconvincing. Written work will often be well-organised, but structure may be inconsistent and not always relevant to the task. Students will demonstrate moderate reading and listening skills and have a very fair understanding of a range of spoken and written texts on a variety of topics. They will demonstrate some ability to infer meaning, and can translate from French into English and vice versa, but omissions are still common. Students will occasionally use some complex grammatical structures with success, but there will be inaccuracies.
E	Students will be able to speak on some of the topics covered, but responses may be hesitant, or confined to pre-learnt material. Pronunciation may be inconsistent. They can communicate some factual information, expressing basic points of view. Students will write with developing accuracy, with many minor errors, and some major ones, using a limited variety of structures and vocabulary. Again, they will convey basic ideas, which are regularly justified with some convincing examples. Written answers will show some ability to structure responses but is not always relevant to the task. Students will demonstrate developing reading and listening skills and show some understanding of a range of spoken and written texts on different topics. They will demonstrate a developing ability to infer meaning and can translate basic details from French into English and vice versa but with numerous omissions. Students will use complex grammatical structures with limited success, and inaccuracies will be frequent.

Geography

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

Grade	Descriptor
A*	Students demonstrate an exceptional depth and breadth of knowledge and understanding of a wide range of geographical concepts and processes. They accurately and competently analyse, interpret and evaluate geographical information, issues and viewpoints in relation to specific geographical concepts. Quality of written communication is exceptional, writing fluently and with confidence demonstrating their ability to synthesise, express opinions, construct arguments and use a wide range of geographical terms accurately and effectively. Their knowledge and understanding of both physical and human Geography is detailed and supported with a range of relevant, in depth, and topical case studies. Through their personal fieldwork investigations and in written examination papers they demonstrate research skills, application and enthusiasm for the topics under investigation. Students are able to use a complex range of resources and apply analytical ability and make connections.
A	Students demonstrate a high-level knowledge and understanding of a wide range of geographical concepts and processes. They accurately and competently analyse, interpret and evaluate geographical information, issues and viewpoints in relation to specific geographical concepts. Students write with confidence, demonstrating their ability to synthesise, express opinions, construct arguments and use a wide range of geographical terms accurately and effectively. Their knowledge and understanding of both physical and human Geography is of a high level and supported with relevant, detailed case studies. Through their personal fieldwork investigations and in written examination papers they demonstrate research skills, application and enthusiasm for the topics under investigation. Students are able to use a range of resources and apply analytical ability and make connections.
C	Students demonstrate a satisfactory level knowledge and understanding of a range of geographical concepts and processes. They competently analyse, interpret and evaluate geographical information, issues and viewpoints in relation to specific geographical concepts. Students are able to describe and explain in some detail, demonstrating their ability to synthesise, express opinions, construct arguments and use geographical terms effectively. Their knowledge and understanding of both physical and human Geography is supported with relevant case studies. Through their personal fieldwork investigations and in written examination papers they demonstrate research skills, application and understanding of topics under investigation. Students are able to use resources and apply some analytical ability and make connections.
E	Students demonstrate some knowledge and understanding of the main geographical concepts and processes. Students show some understanding of subject-specific material. Students attempt to analyse and interpret geographical information, issues and viewpoints with varying degrees of success. They are able to describe and explain in basic detail, demonstrating their ability to synthesise, express opinions, construct arguments and use geographical terms with varying success. Their knowledge and understanding of Geography is supported with references to case studies. Through their personal fieldwork investigations and in written examination papers they demonstrate an ability to investigate questions and issues with varying degrees of success. They are able to draw some straightforward conclusions and communicate findings broadly appropriate to the task.



History

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

Grade	Descriptor
A*	Student recalls and has an outstanding knowledge of key aspects of German (1918-89), Italian (1911-46) and British (1780-1928) history. Student's coursework is exceptional, contains a myriad of engaging source material and the research is first class and engaging. Student can consistently produce exceptional work, arguments are justified with evidence and written work is extremely well structured and accurate. The student reads widely, is very confident about historical trends and interpretations and has an outstanding work ethic. Student makes highly sophisticated judgements about the past, confidently recognises the links between different eras and can critically analyse sources of information and make lucid comments about the past.
A	Student recalls and has an excellent knowledge of keys aspects of German (1918-89), Italian (1911-46) and British (1780-1928) history. Student's coursework is excellent, contains a range of engaging source material and research is engaging and impressive. Student can consistently produce excellent work, arguments are justified with evidence and written work is very well structured and accurate. The student reads around the topics, is confident about historical trends and interpretations and has an excellent work ethic. Student makes sophisticated judgements about the past, confidently recognises the links between different eras and can analyse sources of information and make sound comments about the past.
C	Student recalls and has a good knowledge of key aspects of German (1918-89), Italian (1911-46) and British (1780-1928) history. Student's coursework is sound, contains relevant source material and the research is interesting and relevant. Student can produce good work, arguments are often justified with relevant evidence and written work is accurate. The student uses the textbook and occasionally reads other texts. Student makes accurate and fair judgements about the past, recognises the links between different eras and can carry out fair analysis of sources of information and make good comments about the past.
E	Student recalls and has a limited knowledge of aspects of German (1918-89), Italian (1911-46) and British (1780-1928) history. Student's coursework is adequate, contains some source material and a limited amount of research. Student can produce basic work, which is sometimes accurate and supported with limited evidence. The student can make simple judgements about the past and uses their textbook for the bulk of their essays and research. Student can make basic links and comments about the past.



ICT (CTEC)

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

Grade	Descriptor
Distinction	The student is able to synthesise knowledge and understanding and show an ability to evaluate complex concepts using analysis and research. In their own work student should demonstrate creativity, originality and innovation. The student should be able to manage self to achieve outcomes successfully and apply initiative appropriately. Communicates skilfully using a range of appropriate behavioural and language registers.
Merit	The student shows a depth of knowledge and develops understanding in familiar and unfamiliar situations. The student applies and/or selects concepts showing comprehension and understanding. In their own work, students deploy appropriate skills and techniques and can modify the technique to situations if needed. Student will take responsibility in planning and undertaking activities. Communicates effectively using appropriate behavioural and language registers.
Pass	The student shows a knowledge and understanding of the concepts studied, tending towards description rather than analysis. In their own work, the student shows some understanding although there is a tendency for their work to be derivative. Student can work independently although there is extra guidance required for planning and organisation. The student can communicate to a solid standard although can lack clarity at times.
Fail	The student is unable to meet the requirements of the pass criteria. This is often signalled by a lack of organisation and independent work. Students own work does not meet the criteria found in the brief and lacks a basic understanding of the concepts and ideas studied. Students will need to be given extra guidance and will not be able to complete independent work.



Mathematics and Further Mathematics

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

Grade	Descriptor
A*	Student recalls or recognises all of the mathematical facts, concepts or techniques that are needed and select appropriate ones to use in a variety of contexts. They are able to manipulate algebra and use graphs and diagrams with an exceptional level of accuracy and skill. They use mathematical language correctly and proceed logically and rigorously through extended arguments or proofs. They are able to recall or recognise all of the standard models that are needed and can correctly refer results from calculations using the model back to the original situation. They make intelligent comments on the modelling assumptions and possible refinements to the model.
A	Student recalls or recognises almost all of the mathematical facts, concepts or techniques that are needed and select appropriate ones to use in a variety of contexts. They are able to manipulate algebra and use graphs and diagrams with a very good level of accuracy and skill. They use mathematical language correctly and proceed logically through extended arguments or proofs. They are able to recall or recognise almost all of the standard models that are needed and can correctly refer results from calculations using the model back to the original situation.
C	Student recalls or recognises most of the mathematical facts, concepts or techniques that are needed and can usually select the appropriate one to use in a variety of contexts. They are able to manipulate algebra and use graphs and diagrams with a moderate level of accuracy and skill. They are sometimes able to proceed logically through extended calculations or proofs. They are able to recall or recognise most of the standard models that are needed and can often correctly refer results from calculations using the model back to the original situation.
E	Student recalls or recognises some of the basic mathematical facts, concepts or techniques that are needed and can sometimes select the appropriate one to use in some contexts. They are able to manipulate algebra and use graphs and diagrams with basic accuracy and skill. They can begin to proceed logically through extended calculations or proofs. They are able to recall or recognise some of the standard models that are needed and can sometimes correctly refer results from calculations using the model back to the original situation.

Music

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

Grade	Descriptor
A*	The student's <u>performance</u> will demonstrate complete control of the instrument. The performance will demonstrate entirely accurate pitch and rhythm. A mature, individual and imaginative interpretation will be achieved. In <u>composition</u> , musical ideas are created, developed and extended with assurance and imagination throughout. Musical elements and ideas all contribute to a sense of wholeness with a sophisticated sense of fluency, and a mature balance of unity and variety throughout. When <u>appraising</u> , the student has an exceptional musical knowledge and can apply this using analytical and appraising skills to make evaluative and critical judgements about music.
A	The student's <u>performance</u> demonstrates assured technical control of the instrument, as heard in assured coordination, breath control, diction and/or pedalling. The performance will have a few minor errors in pitch and/or rhythm, but these errors will have no impact on the success of the performance overall. An exciting and communicative interpretation will be achieved. In <u>composition</u> , musical ideas are developed and extended effectively for most of the piece. Musical elements and ideas all contribute to some sense of wholeness with some sense of fluency, and a balance of unity and variety that is convincingly maintained. When <u>appraising</u> , the student has a very good musical knowledge and can apply this using analytical and appraising skills to make evaluative judgements about music.
C	The student's <u>performances</u> will have more than two noticeable/obtrusive errors or omissions, or several errors that have little or no impact on the success of the performance overall. There will be moments where coherence is lost but the performance will still be reasonably fluent for the majority of piece. In <u>composition</u> , musical ideas are developed and extended in parts and any misjudgements do not detract from the overall effectiveness of the piece. The piece demonstrates a satisfactory use of basic structures; these may be formulaic or standard forms with an attempt at some extension and development. Fluency and contrast will be maintained for the most part. When <u>appraising</u> , the student has a reasonable musical knowledge in relation to the set works covered and can apply this using analytical skills to make confident but somewhat basic judgements about music.
E	The students' <u>performances</u> show obtrusive errors of pitch and/or rhythm impact on many passages. Fluency is frequently compromised by breakdowns and/or omissions. In <u>composition</u> , there is an attempt to develop and extend musical ideas but there are some obtrusive misjudgements that compromise the effectiveness of the piece. There is an attempt at basic, balanced structures but perhaps repetitive, predictable or showing too great a diversity of ideas. When <u>appraising</u> , the student has a very basic musical knowledge and finds it difficult to apply this resulting in poor analytical and appraising skills. Noticeable errors and inaccuracies are made.

Physics

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

Grade	Descriptor
A*	Students characteristically demonstrate detailed knowledge and understanding of most principles, concepts and facts from the A-level specification. They should select relevant information from the A-level specification and organise and present information clearly in appropriate forms using scientific terminology. Students should apply principles and concepts in familiar and new contexts involving several steps in the argument; describe significant trends and patterns shown by complex data presented in tabular or graphical form, interpret phenomena with few errors, and present arguments and evaluations clearly and logically; carry out extended calculations, with little or no guidance, and demonstrate good understanding of the underlying relationships between physical quantities; devise and plan experimental and investigative activities, selecting appropriate techniques interpret, explain, evaluate and communicate the results of experimental and investigative activities, in appropriate contexts.
A	Students characteristically demonstrate detailed knowledge and understanding of most principles, concepts and facts from the A-level specification. They should apply principles and concepts in familiar and new contexts involving several steps in the argument; describe significant trends and patterns shown by complex data presented in tabular or graphical form, interpret phenomena with few errors, and present arguments and evaluations clearly and logically; carry out extended calculations, with little or no guidance, and demonstrate good understanding of the underlying relationships between physical quantities; devise and plan experimental and investigative activities, selecting appropriate techniques interpret, explain, evaluate and communicate the results of experimental and investigative activities, in appropriate contexts.
C	Students characteristically demonstrate wide knowledge of many principles and facts from the A-level specification; show understanding of many principles and facts from the A-level specification; select relevant information from the A-level specification; recall and apply given principles or concepts in familiar and new contexts involving a few steps in the argument; describe, and provide an explanation of, trends or patterns shown by complex data presented in tabular or graphical form; carry out calculations, where little guidance is given; devise and plan experimental and investigative activities; interpret, explain and communicate some aspects of the results of experimental and investigative activities in appropriate contexts.
E	Students characteristically demonstrate knowledge of some principles and facts from the A-level specification; show understanding of some principles and facts from the A-level specification; select some relevant information from the A-level specification; apply given principles or concepts in familiar and new contexts involving a few steps in the argument; describe, and provide a limited explanation of, trends or patterns shown by complex data presented in tabular or graphical form; carry out routine calculations, where guidance is given devise and plan some aspects of experimental and investigative activities; interpret, explain and communicate some aspects of the results of experimental and investigative activities in appropriate contexts.



Politics

Subject Leader - Mr D Paterson - dpaterson@newcastleschool.co.uk

Grade	Descriptor
A*	Students demonstrate consistently excellent to exceptional knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. They will display an exceptional ability to analyse and evaluate political information, arguments and explanations, along with the ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions. They will construct and communicate coherent arguments, making good use of appropriate vocabulary at all times, which reflects a sophisticated and advanced understanding of the subject.
A	Students demonstrate very good knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. They will display an ability to analyse and evaluate political information, arguments and explanations, along with the ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions. They will construct and communicate coherent arguments, making good use of appropriate vocabulary, which reflects an advanced understanding of the subject.
C	Students demonstrate sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. There may at times be a lack of detail in some areas. They will display an ability to analyse and evaluate some political information, arguments and explanations, along with the ability to identify a limited number of competing viewpoints or perspectives, and some insight into how they affect the interpretation of political events or issues and shape conclusions. They will construct and communicate generally coherent arguments, making reasonable use of appropriate vocabulary, which reflects an understanding of the subject.
E	Students demonstrate very limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. Their ability to analyse and evaluate political information, arguments and explanations will be largely absent and there will be only the most superficial recognition of competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions. Arguments will lack coherence and the use of political language will be inconsistent and often inaccurate, demonstrating a very limited understanding of the subject.



Psychology

Subject Leader - Miss L Vitty - lvitty@newcastleschool.co.uk

Grade	Descriptor
A*	Knowledge and understanding of different areas of the subject and how they relate to each other is excellent to exceptional, with typical answers being accurate and well detailed. Discussion is thorough and effective. Application is appropriate and links effectively between theory and given examples. Answers are clear, coherent and focused. Specialist terminology is used effectively. Students develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods. They develop competence and confidence in a variety of practical, mathematical and problem-solving skills.
A	Knowledge and understanding of different areas of the subject and how they relate to each other is very good, with typical answers being accurate and generally well detailed. Discussion is mostly thorough and effective. Application is appropriate and links effectively between theory and given examples. Answers are clear, coherent and focused. Specialist terminology is used effectively in most circumstances. Students develop and demonstrate an appreciation of the skills, knowledge and understanding of scientific methods. They develop competence and confidence in practical, mathematical and problem-solving skills.
C	Knowledge and understanding of different areas of the subject and how they relate to each other is sound, with typical answers being generally accurate. Discussion is mostly effective, although may lack depth. Application is mostly appropriate and links between theory and given examples. Answers are generally clear, coherent and focused. Specialist terminology is used, although not always accurately. Students develop and demonstrate some appreciation of the skills, knowledge and understanding of scientific methods. They develop sound ability in practical, mathematical and problem-solving skills.
E	Knowledge and understanding of different areas of the subject and how they relate to each other is very limited, with typical answers being largely inaccurate. Discussion is ineffective and lacks depth. Application that links theory and given examples is largely absent. Answers lack a clear, coherent focus. Specialist terminology is rarely used. The student will have very limited skills, knowledge and understanding of scientific methods, and practical, mathematical and problem-solving skills are weak.

Religious and Philosophy

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

Grade	Descriptor
A*	The student demonstrates accurate and highly detailed knowledge and understanding which fully comprehends the demands of the subject or topic through a complex and nuanced approach to the material used. He skillfully uses an excellent selection of relevant material, including an extensive range of scholarly views, academic approaches, and/or sources of wisdom and authority. The student also uses thorough, accurate and precise use of technical terms and vocabulary in context. The student provides an excellent demonstration of analysis and evaluation in response to the question in which he provides a clear and successful argument. His views are skillfully and clearly stated and include insightful critical analysis and detailed evaluation of the issue which is coherently developed and justified
A	The student demonstrates accurate and detailed knowledge which fully comprehends the demands of the subject or topic through a complex approach to the material used. His essays include a very good selection of relevant material which is used appropriately and includes a very good range of scholarly views, academic approaches, and/or sources of wisdom and authority. The student uses a high level of analysis and evaluation in a clear argument with views that are very well stated, coherently developed and justified They include accurate and appropriate use of technical terms and subject vocabulary.
C	The student demonstrates sound, mostly accurate, knowledge and understanding which demonstrates moderate understanding of the material used. His essays include a credible range of scholarly views, academic approaches, and/or sources of wisdom and authority using mostly accurate and appropriate use of technical terms and subject vocabulary. The student uses some analysis and evaluation in response to the question and produces an argument which is generally successful and clear. Their views are well stated, with some development and justification and there is a well-developed line of reasoning which is clear, relevant and logically structured
E	The student demonstrates limited knowledge and understanding with basic selection of partially relevant material. The student includes a poor range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with little success There is some limited use of technical terms and appropriate subject vocabulary. There is some analysis and evaluation but the reasoning is not clear and logical.

Spanish

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

Grade	Descriptor
A*	Students will be able to speak with confidence on all of the topics covered, responding readily and fluently, with correct pronunciation. They readily take the initiative in conversation, and can deal with unpredictable elements, expressing a wide range of developed ideas, which are convincingly justified with examples. Students will write very accurately using a wide variety of structures and vocabulary. Again, they will express a wide range of developed ideas, which are convincingly justified with examples. Writing will be very well-structured, and fully relevant to the task. Students will demonstrate excellent reading and listening skills and have a clear understanding of a range of spoken and written texts on a broad variety of topics. They will demonstrate an excellent ability to infer meaning and can translate from Spanish into English and vice versa with very few omissions. Students will use complex grammatical structures which they usually manipulate accurately and appropriately.
A	Students will be able to speak with some confidence on all of the topics covered, responding readily and fluently, with correct pronunciation. They usually take the initiative in conversation, and can usually deal with unpredictable elements, expressing a good range of developed ideas, which are regularly justified with some convincing examples. Students will write accurately, with some minor errors using a good variety of structures and vocabulary. Again, they will express a good range of developed ideas, which are regularly justified with some convincing examples. Writing will be well-structured, and relevant to the task. Students will demonstrate very good reading and listening skills and have a very good understanding of a range of spoken and written texts on a broad variety of topics. They will demonstrate a very good ability to infer meaning and can translate from Spanish into English and vice versa with few omissions. Students will use complex grammatical structures with success, but there may be inaccuracies.
C	Students will be able to speak with developing confidence on some of the topics covered, responding fluently, and usually with correct pronunciation, although there may be some hesitation. They might take the initiative in conversation but will rely upon pre-learnt material. Students will occasionally respond with developed ideas, although attempts at justifications can be unconvincing. Students will write with moderate accuracy, with regular minor and some major errors, using a developing variety of structures and vocabulary. They will occasionally respond with developed ideas, although attempts at justifications can be unconvincing. Written work will often be well-organised, but structure may be inconsistent and not always relevant to the task. Students will demonstrate moderate reading and listening skills and have a very fair understanding of a range of spoken and written texts on a variety of topics. They will demonstrate some ability to infer meaning, and can translate from Spanish into English and vice versa, but omissions are still common. Students will use some complex grammatical structures with success, but there will be inaccuracies.
E	Students will be able to speak on some of the topics covered, but responses may be hesitant, or confined to pre-learnt material. Pronunciation may be inconsistent. They can communicate some factual information, expressing basic points of view. Students will write with developing accuracy, with many minor errors, and some major ones, using a limited variety of structures and vocabulary. Again, they will convey basic ideas, which are regularly justified with some convincing examples. Written answers will show some ability to structure responses but is not always relevant to the task. Students will demonstrate developing reading and listening skills and show some understanding of a range of spoken and written texts on different topics. They will demonstrate a developing ability to infer meaning and can translate basic details from Spanish into English and vice versa but with numerous omissions. Students will use complex grammatical structures with limited success, and inaccuracies will be frequent.



Sport (CTEC)

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

Grade	Descriptor
Distinction	The student is able to synthesise knowledge and understanding and show an ability to evaluate complex concepts using analysis and research. The student should be able to manage self to achieve outcomes successfully and apply initiative appropriately. Communicates skilfully using a range of appropriate behavioural and language registers.
Merit	The student shows a depth of knowledge and develops understanding in familiar and unfamiliar situations. The student applies and/or selects concepts showing comprehension and understanding. Student will take responsibility in planning and undertaking tasks. Communicates effectively using appropriate behavioural and language registers.
Pass	The student shows a knowledge and understanding of the concepts studied, tending towards description rather than analysis. In their own work, the student shows some understanding although there is a tendency for their work to be derivative. Student can work independently although there is extra guidance required for planning and organisation. The student can communicate to a solid standard although can lack clarity at times.
Fail	The student is unable to meet the requirements of the pass criteria. This is often signalled by a lack of organisation and independent work. Students own work does not meet the criteria found in the brief and lacks a basic understanding of the concepts and ideas studied. Students will need to be given extra guidance and will not be able to complete independent work.