

**Year 11 GCSE Grade Descriptors
2021
For Final Grading**





Joint Council for
Qualifications CIC

GCSE grade descriptors to assist with determining grades

JCQ SUPPORTING GUIDANCE ON THE AWARDING OF GRADES FOR GCSEs
FOR SUMMER 2021

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GCSE Grade Descriptors

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

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

GCSE Art and Design

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> • demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly • effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work • record and use perceptive insights and observations with well-considered influences on ideas • demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> • demonstrate coherent critical investigation and sound understanding of sources to develop ideas thoroughly • consistently apply a range of creative and technical skills, experimentation and innovation to develop and refine work • record and use considered insights and observations to purposely influence ideas <p>demonstrate purposeful use of visual language, technique, media and contexts to realise personal ideas</p>
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> • demonstrate competent critical investigation and understanding of sources to develop ideas coherently • apply a range of creative and technical skills and some experimentation and innovation to develop and refine work • record and use clear observations to influence ideas • demonstrate competent use of visual language, technique, media and contexts to realise personal ideas
4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> • demonstrate adequate critical investigation and understanding of sources to develop ideas clearly • apply a range of creative and technical skills and generally appropriate experimentation and innovation to develop and refine work • record and use appropriate observations to influence ideas • demonstrate adequate use of visual language, technique, media and contexts to realise personal ideas
3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> • shows some critical investigation and understanding rather than adequate critical investigation and understanding of sources

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

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

GCSE Computer Science

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> • demonstrate relevant and comprehensive knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts • effectively apply fundamental concepts, principles and mathematical skills, using sustained analytical, logical and evaluative computational thinking, to a wide range of problems • develop and refine a solution that meets the requirements of a substantial problem.
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> • demonstrate accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts • consistently apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems • produce a solution that meets all requirements of a substantial problem.
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> • demonstrate mostly accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts • appropriately apply fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems • produce a solution that meets most requirements of a substantial problem.
4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> • demonstrate some accurate and appropriate knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts • apply some fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems • produce a solution that meets some requirements of a substantial problem.
	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> • demonstrate some knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts. This is not always accurate or appropriate. • apply some fundamental concepts, principles and mathematical skills, using analytical, logical and evaluative computational thinking, to a range of problems with some success.

	<ul style="list-style-type: none"> • Candidates are likely to produce a working solution which meets a few requirements. Or a solution which meets some requirements, but may have some errors.
2	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> • demonstrate limited knowledge and understanding of fundamental concepts and principles including digital systems and societal impacts • apply fundamental concepts, principles and mathematical skills, using basic analytical and logical computational thinking, to problems with limited accuracy • produce a partial solution that meets some requirements of a substantial problem.

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

GCSE Design Technology

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> • demonstrate and effectively apply comprehensive knowledge and understanding of the principles of design and technology in a range of familiar and unfamiliar situations. • experiment and innovate to develop and refine fully functioning intentions of prototypes/prototypes. Demonstrate safe and effective technical skills with precision. • effectively employ sophisticated technical language and a range of communication methods, such as schematic and exploded diagrams, and mathematical modelling. • critically analyse and evaluate design decisions and outcomes to draw well-evidenced conclusions. • use a range of mathematical skills and scientific knowledge to make accurate calculations and insightful choices.
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> • demonstrate and effectively apply knowledge and understanding of the principles of design and technology in a range of familiar and unfamiliar situations. • experiment to develop and refine functioning intentions of prototypes/prototypes. Demonstrate safe and effective technical skills with some precision. • accurately and effectively apply technical language and a range of communication methods, such as annotated sketches, schematic and exploded diagrams. • critically analyse and evaluate design decisions and outcomes to draw some evidenced conclusions. • use a range of mathematical skills and scientific knowledge to make accurate calculations and inform choices.
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> • demonstrate and apply mostly accurate and appropriate knowledge and understanding of the principles of design and technology in familiar and unfamiliar situations. • develop functioning intentions of prototypes/prototypes. Demonstrate safe and effective technical skills that are appropriate. • apply appropriate technical language and methods of communication, such as formal drawings and annotated sketches.

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

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

GCSE Drama

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> • develop creative ideas for performance outcomes that communicate meaning(s) with assurance and impact • apply theatrical skills skilfully and effectively to realise artistic intentions • demonstrate breadth and depth of knowledge and understanding in developing and performing drama, using specialist terminology accurately and effectively • produce perceptive and well-informed critical analysis and evaluation of drama seen and made
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> • develop relevant and effective ideas for performance outcomes that communicate meaning(s) with confidence • apply appropriate and effective theatrical skills which realise artistic intentions • demonstrate detailed knowledge and understanding in developing and performing drama, using specialist terminology with secure understanding • produce comprehensive and organised analysis and evaluation of drama seen and made
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> • develop clear and coherent ideas for performance outcomes that communicate meaning(s) effectively • apply theatrical skills competently and coherently to realise artistic intentions • demonstrate secure knowledge and understanding of developing and performing drama, using specialist terminology appropriately • produce detailed and coherent analysis and evaluation of drama seen and made
4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> • develop reasonable ideas for performance outcomes that sometimes communicate meaning(s) • apply reasonable theatrical skills which sometimes realise artistic intentions • demonstrate general knowledge and understanding of developing and performing drama, sometimes using relevant specialist terminology • produce satisfactory but sometimes inconsistent analysis and evaluation of drama seen and made
3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> • both ideas for performance outcomes and theatrical skills are generally basic and display more inconsistencies • some knowledge and terminology are demonstrated, but work tends to be more descriptive with basic analysis and evaluation of drama seen and made

2	To achieve grade 2, candidates will be able to:
	<ul style="list-style-type: none"> • develop some ideas for performance outcomes that communicate straightforward meaning(s) • apply theatrical skills with limited effect to realise some of the artistic intentions • demonstrate a basic awareness of developing and performing drama, with inconsistent use of specialist terminology • describe and comment simply on drama seen and made

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

GCSE English Language

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

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

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

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

GCSE English Literature

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> • sustain a convincing, informed personal response to explicit and implicit meanings of texts • sustain a perceptive critical analysis of the ways in which writers use language, form and structure • use judicious and well-integrated textual references to develop personal responses • show perceptive understanding of how contexts shape texts and responses to texts • make illuminating comparisons between texts
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> • develop a cogent and detailed personal response to explicit and implicit meanings of texts • analyse in some detail the ways in which writers use language, form and structure • use relevant and well-selected textual references to support responses • show clear understanding of contexts to inform responses to texts • make developed comparisons between texts
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> • develop a generally coherent and engaged response to explicit and implicit meanings of texts • develop a clear understanding of the ways in which writers use language, form and structure • use apt textual references to support responses • use understanding of contexts to inform responses to texts • make credible comparisons between texts
4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> • develop a reasonable personal response showing understanding of texts • develop a reasonable understanding of the ways in which writers use language, form and structure • use some textual references to support responses • explain some relevant understanding of contexts to inform responses to texts • make obvious, relevant comparisons between texts
3	Characteristics that differentiate a grade 3 from a grade 4:

	<ul style="list-style-type: none"> • work is less detailed and offers less explanation of ideas • work is generally less developed • ideas have similar security, but offer a degree of development that makes those ideas less reasonable. • work generally shows less confidence and less understanding of the texts
2	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> • make straightforward comments about explicit meanings of texts • describe straightforward aspects of language, form or structure • make general references to obvious details of texts • show awareness that texts are related to contexts • make basic links between texts

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

GCSE Food Preparation and Nutrition

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

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

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

GCSE Geography

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

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

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

GCSE History

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> • Demonstrate relevant and comprehensive knowledge, using first order concepts, combined with a sophisticated understanding of key features and characteristics. • Construct a convincing line of reasoning in relation to relevant second order concepts and reach reasoned, and substantiated judgements. • Critically analyse and evaluate, to reach reasoned, and substantiated judgements of: <ul style="list-style-type: none"> ○ A range of sources, in context, to investigate historical issues ○ Interpretations and why they may differ.
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> • Demonstrate relevant and broad knowledge, using first order concepts, combined with a good understanding of key features and characteristics. • Construct a generally consistent line of reasoning in relation to second order concepts and reach reasoned judgements with some substantiation. • Analyse and evaluate, to reach reasoned judgements with some substantiation of: <ul style="list-style-type: none"> ○ A range of sources, in context, to investigate historical issues ○ Interpretations and why they may differ.
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> • Demonstrate mostly accurate and appropriate historical knowledge, using first order concepts, combined with a clear understanding of key features and characteristics. • Construct a coherent line of reasoning in relation to second order concepts and reach reasoned judgements. • Analyse and provide some evaluation, to reach reasoned judgements, of: <ul style="list-style-type: none"> ○ A range of sources, in context, to investigate historical issues ○ Interpretations and why they may differ.
4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> • Demonstrate mostly accurate and appropriate historical knowledge, using first order concepts, combined with some understanding of key features and characteristics. • Construct a line of reasoning in relation to second order concepts and offers an asserted judgement. • Analyse and provide limited evaluation, to offer simple judgements, of: <ul style="list-style-type: none"> ○ A range of sources, in context, to investigate historical issues ○ Interpretations and why they may differ.
3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> • Historical knowledge is less secure, with gaps and inaccuracies.

	<ul style="list-style-type: none"> • Historical terms are used with limited appropriateness. • Some points of reasoning are offered. • Judgements are only briefly asserted • Limited analysis and simple conclusions are offered of sources to provide some investigation of historical issues, and of interpretations to identify similarities and differences.
2	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> • Demonstrate generalised historical knowledge, using everyday language, and basic understanding of key features and characteristics. • Construct a basic line of reasoning with some reference to second order concepts • Comprehend to draw simple conclusions: <ul style="list-style-type: none"> ○ Sources to provide some investigation of historical issues ○ Interpretations to identify similarities and differences.

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

GCSE Mathematics

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

5	<p>To achieve grade 5, candidates will be able to:</p> <ul style="list-style-type: none">• Perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts, definitions and formulae.• Interpret and communicate information effectively.• Make deductions, inferences and draw conclusions.• Construct chains of reasoning, including arguments.• Generate strategies to solve mathematical and non-mathematical problems by translating them into mathematical processes, realising connections between different parts of mathematics.
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	<ul style="list-style-type: none"> • Interpret results in the context of the given problem. • Evaluate methods and results.
4	<p>To achieve grade 4, candidates will be able to:</p> <ul style="list-style-type: none"> • Perform routine single- and multi-step procedures effectively by recalling, applying and interpreting notation, terminology, facts and definitions. • Interpret and communicate information. • Make simple deductions and draw conclusions. • Construct chains of reasoning. • Solve problems by translating mathematical and non-mathematical problems into mathematical processes. • Evaluate methods or results. • Interpret results in the context of the given problem.
3	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> • some interpretation and communication of information only which may be lacking in detail • chains of reasoning are more often constructed for non-mathematical contexts rather than mathematical contexts and may not be complete • correct answers are more likely to occur when the problem translated into processes is non-mathematical rather than mathematical • evaluate a method or result by working out the correct answer rather than by providing a written evaluation • may make errors that impact on the completion of multi-step procedures •
2	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> • Recall and use notation, terminology, facts and definitions; perform routine procedures, including some multi-step procedures. • Interpret and communicate basic information; make deductions and use reasoning to obtain results. • Solve problems by translating simple mathematical and non-mathematical problems into mathematical processes. • Provide basic evaluation of methods or results. • Interpret results in the context of the given problem.

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

GCSE Media Studies

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

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

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

GCSE Modern Foreign Languages - Listening

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

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> • respond to/understand spoken language including more complex and extended passages. • extract information, identify opinions, draw conclusions, infer meaning. • respond to a range of passages including authentic material. • respond to passages which include more complex language and less familiar vocabulary from the Higher level grammar and vocabulary lists.
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> • respond to/understand spoken language including some more extended passages. • identify overall messages, key points, details and opinions with reasons. • respond to a range of passages in familiar contexts and some less familiar contexts. • respond to passages which include some complex language and some less familiar vocabulary from the Higher level grammar and vocabulary lists.
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> • respond to/understand spoken language including some more extended passage. • identify overall messages, key points and some details and opinions. • respond to a range of passages in familiar contexts. • respond to passages which include language structures and familiar vocabulary from the Foundation level grammar and vocabulary lists.
4	To achieve grade 4, candidates will be able to: <ul style="list-style-type: none"> • respond to/understand longer passages of continuous spoken language. • identify key points, some details and opinions. • respond to a range of passages in familiar contexts. • respond to passages which include language structures and familiar vocabulary from the Foundation level grammar and vocabulary lists.
3	Characteristics that differentiate a grade 3 from a grade 4: <ul style="list-style-type: none"> • candidates will show understanding of shorter passages of continuous spoken language. These passages will contain straightforward language structures and familiar vocabulary. • Candidates will be able to identify key points, some details, and simple opinions.

2	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none">• identify key points and simple opinions in short spoken phrases/sentences.• pick out some details.• respond to passages in very familiar contexts.• respond to passages of straightforward, basic, familiar language and common, familiar vocabulary from the Foundation level grammar and vocabulary lists.
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To achieve a grade 1, students' evidence will show that they have demonstrated engagement with sufficient content, achieved some credit across elements of the specification content and achieved credit in some assessment objectives. Where the evidence for a student does not support this, the student should be graded unclassified (U).

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

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

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

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

GCSE Modern Foreign Languages – Writing

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

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

4	To achieve grade 4, candidates will be able to: <ul data-bbox="379 255 997 284" style="list-style-type: none"><li data-bbox="379 255 997 284">• write short texts on a range of familiar topics.
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	<ul style="list-style-type: none"> • use common, familiar language to narrate events, present facts and express ideas and opinions with some ambiguity. • use a range of common vocabulary. • translate sentences containing a range of common linguistic structures with some lapses in clarity. • produce writing which is normally accurate when using familiar language.
3	<p>Characteristics that differentiate a grade 3 from a grade 4:</p> <ul style="list-style-type: none"> • candidates will use a range of common, familiar language with more frequent ambiguity. • In the translation there will be more frequent lapses of clarity and omissions. • Writing will sometimes be accurate.
2	<p>To achieve grade 2, candidates will be able to:</p> <ul style="list-style-type: none"> • write short sentences on a range of familiar topics. • use a limited range of common, familiar language to present simple facts, ideas, and points of view. • use a limited range of common vocabulary. • translate individual words or some simple short phrases in sentences containing a range of common linguistic structures. • produce writing which is sometimes accurate when using familiar language.

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

GCSE Music

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

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

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

GCSE Physical Education

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

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

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

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

Grade	Descriptors
9	To achieve grade 9, students' evidence will show that they have securely met all the statements within the grade 8 descriptor, with stronger performance in most or all aspects of the grade 8 statements.
8	To achieve grade 8, candidates will be able to: <ul style="list-style-type: none"> demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology
	<ul style="list-style-type: none"> develop accurate, logical and detailed descriptions, explanations and arguments use a range of mathematical skills to perform complex, multi-step scientific calculations critically analyse qualitative and quantitative data and draw logical, well-evidenced conclusions critically evaluate and refine methodologies, and judge the validity of scientific conclusions
7	To achieve grade 7, students' evidence will show that they have securely met all the statements within the grade 6 descriptor, with stronger performance in most or all aspects of the grade 6 statements. However, their evidence does not meet the minimum requirements of most of the grade 8 statements.
6	To achieve grade 6, candidates will be able to: <ul style="list-style-type: none"> demonstrate accurate and relevant knowledge and understanding and apply these mostly correctly to both familiar and unfamiliar contexts using accurate scientific terminology develop accurate, logical and detailed descriptions and straightforward explanations use a range of mathematical skills to perform multi-step scientific calculations analyse qualitative and quantitative data and draw logical conclusions, supported by evidence evaluate methodologies to suggest improvements and developments to experimental methods, and comment on the accuracy and validity of scientific conclusions
5	To achieve grade 5, candidates will be able to: <ul style="list-style-type: none"> demonstrate mostly accurate and appropriate knowledge and understanding and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate scientific terminology develop mostly accurate and logical descriptions, which includes some relevant detail and simple explanations use appropriate mathematical skills to perform multi-step calculations analyse qualitative and quantitative data and draw plausible conclusions supported by some evidence evaluate methodologies to suggest improvements to experimental methods, and comment on the accuracy of scientific conclusions

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

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