Joint Council for Qualifications CIC

A/AS grade descriptors to assist with determining grades

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

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AS and A Level grade descriptors

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

For some subjects, A level descriptors exist without explicit AS level descriptors.

Where this happens the AS descriptors are the **same** as the A Level descriptors. Differentiation will be through exemplification of evidence.

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

Note that incomplete NEA should not be considered a cap to achieving any grade in the summer 2021 series. Please consult the guidance on grading for teachers in the *JCQ guidance on the determination of grades for A/AS levels and GCSEs, summer 2021* and the JCQ notice on NEA components published in March 2021 for further information.

AS Accounting

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • Demonstrate robust knowledge and understanding of a range of accounting principles, concepts and techniques from across the specification. • Apply accounting principles, concepts and techniques with robust accuracy, using recognised formats and layouts. • Demonstrate a robust ability to evaluate complex accounting data, making judgements and drawing sound and logical conclusions.
B	Characteristics that differentiate a grade B from a grade A: • Robust technical knowledge may not be demonstrated across the whole specification. • Formats and layouts used should be acceptable but may lack complete accuracy. • Written questions must be attempted but may lack depth of analysis of the information contained in the scenario. • Judgements and conclusions are made but lack the higher analytical skill level expected from an A grade.
C	To achieve grade C, candidates will be able to: • Demonstrate reasonable knowledge and understanding of a range of accounting principles, concepts and techniques from across the specification. • Apply accounting principles, concepts and techniques with reasonable accuracy, using acceptable formats and layouts. • Demonstrate a reasonable ability to understand complex accounting data, making reasonable judgements and drawing reasonable conclusions.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Demonstrate some knowledge and understanding of a range of accounting principles, concepts and techniques from most of the specification. • Apply accounting principles, concepts and techniques with some accuracy, using formats and layouts that are recognisable.

	• Demonstrate some ability to understand complex accounting data, making some judgements and drawing a conclusion.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Accounting

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Demonstrate robust knowledge and understanding of a range of accounting principles, concepts and techniques from across the specification. • Apply accounting principles, concepts and techniques with robust accuracy, using recognised formats and layouts. • Demonstrate a robust ability to evaluate complex accounting data, making judgements and drawing sound and logical conclusions.
B	Characteristics that differentiate a grade B from a grade A: • Robust technical knowledge may not be demonstrated across the whole specification. • Formats and layouts used should be acceptable but may lack complete accuracy. • Written questions must be attempted but may lack depth of analysis of the information contained in the scenario. • Judgements and conclusions are madebut lack the higher analytical skill level expected from an A grade.
C	To achieve grade C, candidates will be able to: • Demonstrate reasonable knowledge and understanding of a range of accounting principles, concepts and techniques from across the specification. • Apply accounting principles, concepts and techniques with reasonable accuracy, using acceptable formats and layouts. • Demonstrate a reasonable ability to understand complex accounting data, making reasonable judgements and drawing reasonable conclusions.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to:

	• Demonstrate some knowledge and understanding of a range of accounting principles, concepts and techniques from most of the specification. • Apply accounting principles, concepts and techniques with some accuracy, using formats and layouts that are recognisable. • Demonstrate some ability to understand complex accounting data, making some judgements and drawing a conclusion.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Ancient Languages

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • complete a range of linguistic tasks, including translation and comprehension, with a consistently high degree of accuracy • demonstrate accurate knowledge and understanding of diverse aspects of the prescribed literature • analyse a range of literary features with perception and precision • critically evaluate and respond convincingly to the prescribed literature with reason and sensitivity
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • complete a range of linguistic tasks, including translation and comprehension, with reasonable accuracy • demonstrate mostly accurate knowledge and understanding of some aspects of the prescribed literature • analyse literary features with occasional perception and precision • evaluate the prescribed literature in a mostly reasoned and clear manner
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • complete some linguistic tasks, including translation and comprehension, with limited accuracy • demonstrate limited knowledge and understanding of some aspects of the prescribed literature • make basic comments on the prescribed literature

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Ancient Languages

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • complete a range of linguistic tasks, including translation and comprehension, with a consistently high degree of accuracy • demonstrate accurate knowledge and understanding of diverse aspects of the prescribed literature • analyse a range of literary features with perception and precision • critically evaluate and respond convincingly to the prescribed literature with reason and sensitivity
B	Characteristics that differentiate a grade B from a grade A: • less secure knowledge and understanding of vocabulary, grammar and syntax • discuss a narrower range of literary features • the points made may not have the same level of detail • conclusions drawn may be less convincing
C	To achieve grade C, candidates will be able to: • complete a range of linguistic tasks, including translation and comprehension, with reasonable accuracy • demonstrate mostly accurate knowledge and understanding of some aspects of the prescribed literature • analyse literary features with occasional perception and precision • evaluate the prescribed literature in a mostly reasoned and clear manner
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • complete some linguistic tasks, including translation and comprehension, with limited accuracy

	- demonstrate limited knowledge and understanding of some aspects of the prescribed literature - make basic comments on the prescribed literature

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Art and Design

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • thoughtfully develop ideas, informed by investigation of relevant contextual and other sources, demonstrating thorough and confident analysis with a depth of critical understanding • explore with purpose appropriate resources, media, materials, techniques and processes, exploiting emerging possibilities, effectively developing skills and selecting, reviewing and refining ideas as work progresses. • record ideas, observations and insights thoroughly and purposefully, focusing on aspects relevant to intentions and effectively reflecting on and evaluating work and progress, showing sound independent judgement • fluently and creatively communicate personal responses in line with intentions, making appropriate and meaningful connections between visual and, where appropriate, written and other elements.
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • develop ideas competently through investigation of appropriate contextual and other sources, demonstrating appropriate analysis and a reasonable level of critical understanding • explore appropriate resources, media, materials, techniques and processes, progressing emerging possibilities, often developing competent skills and reviewing and refining ideas as work progresses • record ideas and observations, focusing on aspects relevant to intentions and often showing independent judgement when reflecting on and evaluating work and progress • present personal responses often with imagination and meaning, appropriately realising intentions, making connections between visual and, where appropriate, written and other elements.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • develop ideas through investigation of contextual and other sources, demonstrating some ability to analyse these; • explore resources, media, materials, techniques and processes, with some review and refinement of ideas as work progresses;

	- record ideas and observations mainly relevant to intentions and demonstrating some ability to reflect on work and progress; - present personal responses and partially realise intentions, making some connections between visual and, where appropriate, written and other elements.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Art and Design

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • demonstrate a confident and highly developed ability to develop ideas through sustained, focused and in-depth investigation of relevant contextual sources, rigorously analysing these, showing perceptive critical understanding • comprehensively explore appropriate resources, media, materials, techniques and processes, exploiting emerging possibilities to develop highly creative outcomes with comprehensive control over the formal elements, effectively progressing mature skills and competencies with perceptive review and refinement of work as it develops • fluently record ideas, observations and insights with confidence and clarity, to inform personal interests and concerns, demonstrating reflective and evaluative independent judgements of ideas, intentions and progress • present distinctly personal, deeply meaningful responses in a highly imaginative manner to realise intentions, making significant, coherent and convincing connections between visual and, where appropriate, written and other elements.
B	Characteristics that differentiate a grade B from a grade A: • shows assured, coherent and thoughtful critical investigation and understanding, with emphasis on explanation, rather than ideas that are confidently communicated, highly developed and sustained, showing perceptive critical understanding through in-depth investigation • strongly purposeful exploration, well developed skills and competencies and thorough review and refinement to produce creative outcomes, rather than comprehensive exploration of a range of media and processes, mature skills and competencies and sophisticated review and refinement in producing highly creative outcomes.
C	To achieve grade C, candidates will be able to: • develop and expand ideas through reasonably sustained and focused investigation of relevant contextual sources, demonstrating some thoughtful critical understanding and analysis • explore with purpose, resources, media, materials, techniques and processes, extending emerging possibilities to develop reasonably creative outcomes, demonstrating some competent skills and often effectively reviewing and refining work as it develops • record ideas, observations and insights competently to inform personal interests and concerns, reflecting on work and progress often through effective evaluative judgements of ideas and intentions

	• present personal and meaningful responses, imaginatively realising intentions and making convincing connections between visual and, where appropriate, written and other elements.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • develop and expand ideas with reference to contextual sources, occasionally demonstrating critical understanding in the analysis of sources • explore, with occasional purpose, a range of appropriate resources, media, materials, techniques and processes to progress work, controlling and organising ideas, reviewing and refining them to occasional effect as work develops • record ideas, observations and insights, occasionally showing a sense of purpose and relevance to intentions and reflecting on and evaluating work and progress • present evidence of personal interests, concerns and qualities in their response, occasionally making plausible connections between visual and, where appropriate, written and other elements

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Biology

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • demonstrate detailed and comprehensive knowledge and understanding of scientific ideas, processes, techniques and procedures in the specification • select information from the specification that is relevant to each question • organise and concisely communicate information, using appropriate scientific terminology • carry out simple calculations with no guidance • apply scientific knowledge, principles and concepts in familiar and new contexts involving a few steps in the argument when handling qualitative data • give explanations that are lucid and well-structured • carry out most structured calculations involving several steps, yielding results that are usually error free and expressed to an appropriate precision • use appropriate technical language and scientific terms in unfamiliar contexts • demonstrate a firm grasp of the scientific reasons for using a range of practical procedures mentioned in the specification • predict the outcome of practical procedures in familiar contexts • select appropriate information and evidence (both quantitative and qualitative) to form a judgement or to reach a conclusion • fully justify a judgement or conclusion using any given statistical information • analyse a broad variety of information and evidence, accurately selecting an appropriate range of techniques drawn from theoretical and practical areas of the specification • interpret and evaluate ideas, information and evidence using accurate explanations of complex phenomena within the scope of the specification • use knowledge and understanding to discuss the behaviour of a system when its parameters change • develop and refine practical designs and procedures • suggest and make observations and measurements with appropriate precision and record these appropriately • discuss a range of issues fluently with knowledge and understanding
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance

C	To achieve grade C, candidates will be able to: • demonstrate knowledge and understanding of many of the scientific ideas, processes, techniques and procedures in the specification • select information from the specification that is relevant to most questions or tasks • communicate information using appropriate scientific terminology • carry out simple calculations with little guidance • apply scientific knowledge, principles and concepts in familiar contexts that may involve a small number of steps in the argument when handling qualitative data • give explanations that are mostly complete but could be structured more clearly • carry out accurately some of the stages in structured calculations involving several steps and have some appreciation of the appropriate precision • show some evidence of appropriate technical language and scientific terms in unfamiliar contexts • show some of the scientific reasons for using some of the practical procedures mentioned in the specification • predict the outcome of some practical procedures in familiar contexts • select information and evidence (both quantitative and qualitative) to form judgements and conclusions that may not reflect the complete range of evidence available • partially justify a judgement or conclusion using any given statistical information • analyse evidence and information from familiar contexts with partial accuracy, selecting appropriate techniques drawn from theoretical and practical areas of the specification • interpret and evaluate ideas information and evidence using largely accurate explanations involving simple phenomena • use knowledge and understanding to suggest the behaviour of a simple system when its parameters change • use knowledge and understanding of the specification in a limited way to develop and refine practical designs and procedures considering only one or two factors • suggest and make observations and measurements with sufficient precision and record these with only minor error • discuss a limited range of scientific issues using arguments that may be incomplete or unbalanced or that lack fluency
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance

	in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate some knowledge and understanding of the scientific ideas, processes, techniques and procedures in the specification • select information from the specification that is relevant to a few questions • communicate information, using some appropriate scientific terminology occasionally • carry out simple structured calculations • apply scientific knowledge, principles and concepts in familiar contexts when handling qualitative data • provide some limited explanations of material in the specification • carry out, correctly, some initial steps in calculations • use a limited range of technical language and scientific terms in unfamiliar contexts • demonstrate some limited appreciation of the scientific reasons for using some practical procedures mentioned in the specification • predict the outcome of some simple practical procedures mentioned in the specification • use evidence from familiar contexts to form limited judgements and conclusions that may not reflect the complete range of information and evidence available • refer to any given statistical information in an attempt to justify a judgement or conclusion • provide an incomplete analysis of evidence and information that contains several errors and uses only a limited range of techniques drawn from theoretical and practical areas of the specification • give simple interpretations and evaluations of ideas, information and evidence, but these interpretations and evaluations may contain errors or misunderstandings • use knowledge and understanding to offer tentative or unsupported predictions for the behaviour of a very simple system when its parameters change • suggest the development and refinement of practical designs and procedures that are limited in extent and that demonstrate a limited familiarity with practical parts of the specification • discuss issues using limited, unsupported, or general arguments

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Biology

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • demonstrate detailed and comprehensive knowledge and understanding of scientific ideas, processes, techniques and procedures in the specification • select information from the specification that is relevant to questions • organise and concisely communicate information using appropriate scientific terminology • carry out simple calculations with no guidance • apply scientific knowledge, principles and concepts in familiar and new contexts that may involve multiple steps in the argument when handling qualitative data • give explanations that are lucid and well-structured • carry out most complex quantitative calculations involving multiple steps yielding results that are usually error free and expressed to an appropriate precision • show an ability to structure multiple step calculations so that each step occurs in a logical sequence • use appropriate technical language and scientific terms in unfamiliar contexts • select and link information and ideas from different parts of the specification in order to give explanations that are usually complete and accurate • demonstrate a firm grasp of the scientific reasons for using a range of practical procedures mentioned in the specification • predict the outcome of practical procedures in familiar and novel contexts • select appropriate information and evidence from a range of data (both quantitative and qualitative) to form a judgement or to reach a conclusion • fully justify a judgement or conclusion using any given statistical information • analyse, with fluency and accuracy, information and evidence that is provided in a wide variety of unfamiliar contexts selecting a full range of appropriate techniques involving theoretical and practical areas of the specification • interpret and evaluate ideas, information and evidence using accurate and detailed explanations of complex phenomena

B (continued row above)	• use knowledge and understanding to discuss the behaviour of a system when its parameters change • use knowledge and understanding to demonstrate insight into the development and refinement of practical designs and procedures; such insights will be wide-ranging and will cover most areas of the design or procedure • suggest and make observations and measurements with appropriate precision and record these appropriately • discuss a range of issues with knowledge and fluency using balanced arguments

B	Characteristics that differentiate a grade B from a grade A:
	
	• demonstrate detailed and comprehensive knowledge and understanding…
	   ○ *A student will demonstrate comprehensive recall and understanding of most of the specification content. More than one question might contain a significant error.*
	• select information…
	   ○ *A few answers contain information that is not directly relevant to the question.*
	• organise and concisely communicate information…
	   ○ *Although appropriate scientific terminology is regularly used correctly, the meaning of a few answers is not immediately clear.*
	• carry out simple calculations…
	   ○ *Students attaining a grade B will be able to carry out simple calculations without guidance.*
	
	• apply scientific knowledge, principles and concepts…
	   ○ *Application to familiar concepts should be similar to A grade but application to unfamiliar concepts is likely to be less complete with missing steps in an argument.*
	• give explanations that are lucid and well-structured
	   ○ *Explanations may be incomplete.*
	• carry out most complex quantitative calculations…
	   ○ *Whilst generally correct, there are more likely to be errors or missing steps in complex calculations.*
	• show an ability to structure multiple step calculations…
	   ○ *Some steps may be unclear.*
	• use appropriate technical language and scientific terms
	   ○ *Use of technical language and terms will be less fluent.*
	• select and link information and ideas…
	   ○ *An incomplete range of information and ideas may be selected.*
	• demonstrate a firm grasp of the scientific reasons…
	   ○ *Most but not all of the practical procedures may be understood.*
	• predict the outcome of practical procedures…
	   ○ *Predictions, especially in novel contexts, may be incomplete.*

- select appropriate information and evidence...
  - *Candidates are likely to form judgements or conclusions with occasional error over a wide range of unfamiliar contexts. They will be able to consider familiar contexts with broad success. There may be some lack of fluency when using technical language or some quantitative manipulations may contain minor error.*
- fully justify a judgement or conclusion using any given statistical information...
  - *The calculation or interpretation of the statistical test may contain a minor error.*
- analyse, with fluency and accuracy, information and evidence...
  - *Analyses may contain some minor errors in algebraic manipulation or a calculation, or some minor errors in reportage.*
- interpret and evaluate ideas, information and evidence...
  - *Interpretations and evaluations may be incomplete or contain some inaccuracy.*
- use knowledge and understanding to discuss...
  - *Discussions may be limited in validity or contain a minor inaccuracy.*
- use knowledge and understanding to demonstrate insight...
  - *Some developments may be unrealistic or simplistic; some refinements to a practical design may be incomplete or poorly expressed.*
- suggest and make observations and measurements...
  - *Some records may contain a minor error.*

C

To achieve grade C, candidates will be able to:

- demonstrate knowledge and understanding of many of the scientific ideas, processes, techniques and procedures in the specification
- select information from the specification that is usually relevant to questions
- communicate information using appropriate scientific terminology
- carry out simple calculations with little guidance

- apply scientific knowledge, principles and concepts in familiar contexts that may involve several steps in the argument when handling qualitative data
- give explanations that lack structure but are mostly complete
- carry out accurately, some of the stages in calculations involving multiple steps and have some appreciation of the appropriate precision.
- show some evidence of appropriate technical language and scientific terms in unfamiliar contexts
- show some ability to select information and ideas from different parts of the specification in order to provide explanations

	- show some of the scientific reasons for using some of the practical procedures mentioned in the specification - predict the outcome of practical procedures in familiar contexts - select information and evidence (both quantitative and qualitative) to form judgements and conclusions that may not reflect the complete range of evidence available - partially justify a judgement or conclusion using any given statistical information - analyse evidence and information from familiar contexts with partial accuracy selecting appropriate techniques drawn from theoretical and practical areas of the specification - interpret and evaluate ideas, information and evidence using largely accurate explanations involving simple phenomena - use knowledge and understanding from the specification to suggest the behaviour of a simple system when its parameters have changed - use knowledge and understanding of the specification in a limited way develop and refine practical designs and procedures considering only one or two factors - suggest and make observations and measurements with sufficient precision and record these with only minor errors - discuss a limited range of issues using arguments that may be incomplete or unbalanced or that lack fluency
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: - demonstrate some knowledge and understanding of the scientific ideas, processes, techniques and procedures in the specification - select information from the specification that is relevant to some questions - communicate information, using some appropriate scientific terminology occasionally - carry out simple structured calculations - apply scientific knowledge, principles and concepts in familiar contexts that may involve one or two steps in the argument when handling qualitative data - provide some limited explanations of material in the specification - carry out, correctly, some initial steps in calculations - use a limited range of technical language and scientific terms

	- demonstrate some limited appreciation of the scientific reasons for using some practical procedures mentioned in the specification - predict the outcome of some simple practical procedures - use evidence from familiar contexts to form limited judgements and conclusions that may not reflect the complete range of evidence available - refer to any given statistical information in an attempt to justify a judgement or conclusion - provide an incomplete analysis, containing errors, of evidence and information using a limited range of techniques drawn from theoretical and practical areas of the specification - give simple interpretations and evaluations of ideas, information and evidence, but interpretations and evaluations may contain errors or misunderstandings - offer tentative or unsupported predictions for the behaviour of a very simple system when its parameters change - produce responses that are limited in extent and which focus on straightforward points when considering the development and refinement of practical designs and procedures - suggest and make observations and measurements but with little consideration to precision or accuracy - discuss issues using limited, unsupported, or general arguments that demonstrate a lack of knowledge and understanding

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Business Studies

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • demonstrate relevant and comprehensive knowledge and understanding of a wide range of business terms, concepts, theories, methods and models • make good use of the business context. • provide logical, developed chains of reasoning, so that cause(s) and/or consequence(s)/effect(s) are complete • make well informed judgements or propose solutions to business issues that weigh up arguments effectively and use quantitative and qualitative information • address the demands of the question as a whole
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • demonstrate mostly accurate and appropriate knowledge and understanding of a range of business terms, concepts, theories, methods and models • make reasonable use of the business context • provide developed chains of reasoning, but connections between cause and consequences/effects are not always complete • make judgements or propose solutions to business issues that have some support using quantitative or qualitative information and some attempt to weigh up arguments • address some of the demands of the question
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate basic knowledge and understanding of business terms, concepts, theories, methods and models • make limited use of the business context • provide limited chains of reasoning • make judgements or propose solutions that have limited support using some quantitative or qualitative information

	• address a few of the demands of the question

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Business Studies

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • demonstrate relevant and comprehensive knowledge and understanding of a wide range of business terms, concepts, theories, methods and models • make good use of the business context. • provide logical, developed chains of reasoning, so that cause(s) and/or consequence(s)/effect(s) are complete • make well informed judgements or propose solutions to business issues that weigh up arguments effectively and use quantitative and qualitative information • address the demands of the question as a whole
B	Characteristics that differentiate a grade B from a grade A: • demonstrates relevant and comprehensive knowledge and understanding of business terms, concepts, theories, methods and models • some good use of the business context • provides logical, developed chains of reasoning, so that cause(s) and/or consequence(s)/effect(s) are mostly complete • makes judgements or propose solutions to business issues with support and with an attempt to weigh up arguments and use quantitative or qualitative information • addresses most of the demands of the question
C	To achieve grade C, candidates will be able to: • demonstrate mostly accurate and appropriate knowledge and understanding of a range of business terms, concepts, theories, methods and models • make reasonable use of the business context • provide developed chains of reasoning, but connections between cause and consequences/effects are not always complete • make judgements or propose solutions to business issues that have some support using quantitative or qualitative information and some attempt to weigh up arguments • address some of the demands of the question
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However,

	their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate basic knowledge and understanding of business terms, concepts, theories, methods and models • make limited use of the business context • provide limited chains of reasoning • make judgements or propose solutions that have limited support using some quantitative or qualitative information • address a few of the demands of the question

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Chemistry

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • demonstrate detailed and comprehensive knowledge and understanding of scientific ideas, processes, techniques and procedures in the specification • select information from the specification that is relevant to each question • organise and concisely communicate information, using appropriate scientific terminology • carry out simple calculations with no guidance • apply scientific knowledge, principles and concepts in familiar and new contexts involving a few steps in the argument when handling qualitative data • give explanations that are lucid and well-structured • carry out most structured calculations involving several steps, yielding results that are usually error free and expressed to an appropriate precision • use appropriate technical language and scientific terms in unfamiliar contexts • demonstrate a firm grasp of the scientific reasons for using a range of practical procedures mentioned in the specification • predict the outcome of practical procedures in familiar contexts • use accurate chemical equations and structures in a range of contexts • select appropriate information and evidence (both quantitative and qualitative) to form a judgement or to reach a conclusion • analyse a broad variety of information and evidence, accurately selecting an appropriate range of techniques drawn from theoretical and practical areas of the specification • interpret and evaluate ideas, information and evidence using accurate explanations of complex phenomena within the scope of the specification • use knowledge and understanding to discuss the behaviour of a system when its parameters change • develop and refine practical designs and procedures • suggest and make observations and measurements with appropriate precision and record these appropriately • discuss a range of issues fluently with knowledge and understanding
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance

	in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • demonstrate knowledge and understanding of many of the scientific ideas, processes, techniques and procedures in the specification • select information from the specification that is relevant to most questions or tasks • communicate information using appropriate scientific terminology • carry out simple calculations with little guidance • apply scientific knowledge, principles and concepts in familiar contexts that may involve a small number of steps in the argument when handling qualitative data • give explanations that are mostly complete but could be structured more clearly • carry out accurately some of the stages in structured calculations involving several steps and have some appreciation of the appropriate precision • show some evidence of appropriate technical language and scientific terms in unfamiliar contexts • show some of the scientific reasons for using some of the practical procedures mentioned in the specification • predict the outcome of some practical procedures in familiar contexts • attempt chemical equations and structures in a range of contexts • select information and evidence (both quantitative and qualitative) to form judgements and conclusions that may not reflect the complete range of evidence available • analyse evidence and information from familiar contexts with partial accuracy, selecting appropriate techniques drawn from theoretical and practical areas of the specification • interpret and evaluate ideas information and evidence using largely accurate explanations involving simple phenomena • use knowledge and understanding to suggest the behaviour of a simple system when its parameters change • use knowledge and understanding of the specification in a limited way to develop and refine practical designs and procedures considering only one or two factors • suggest and make observations and measurements with sufficient precision and record these with only minor error • discuss a limited range of scientific issues using arguments that may be incomplete or unbalanced or that lack fluency
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance

	in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate some knowledge and understanding of the scientific ideas, processes, techniques and procedures in the specification • select information from the specification that is relevant to a few questions • communicate information, using some appropriate scientific terminology occasionally • carry out simple structured calculations • apply scientific knowledge, principles and concepts in familiar contexts when handling qualitative data • provide some limited explanations of material in the specification • carry out, correctly, some initial steps in calculations • use a limited range of technical language and scientific terms in unfamiliar contexts • demonstrate some limited appreciation of the scientific reasons for using some practical procedures mentioned in the specification • predict the outcome of some simple practical procedures mentioned in the specification • write simple chemical equations • use evidence from familiar contexts to form limited judgements and conclusions that may not reflect the complete range of information and evidence available • provide an incomplete analysis of evidence and information that contains several errors and uses only a limited range of techniques drawn from theoretical and practical areas of the specification • give simple interpretations and evaluations of ideas, information and evidence, but these interpretations and evaluations may contain errors or misunderstandings • use knowledge and understanding to offer tentative or unsupported predictions for the behaviour of a very simple system when its parameters change • suggest the development and refinement of practical designs and procedures that are limited in extent and that demonstrate a limited familiarity with practical parts of the specification • discuss issues using limited, unsupported, or general arguments

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Chemistry

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • demonstrate detailed and comprehensive knowledge and understanding of scientific ideas, processes, techniques and procedures in the specification • select information from the specification that is relevant to questions • organise and concisely communicate information using appropriate scientific terminology • carry out simple calculations with no guidance • apply scientific knowledge, principles and concepts in familiar and new contexts that may involve multiple steps in the argument when handling qualitative data • give explanations that are lucid and well-structured • carry out most complex quantitative calculations involving multiple steps yielding results that are usually error free and expressed to an appropriate precision • show an ability to structure multiple step calculations so that each step occurs in a logical sequence • use appropriate technical language and scientific terms in unfamiliar contexts • select and link information and ideas from different parts of the specification in order to give explanations that are usually complete and accurate • demonstrate a firm grasp of the scientific reasons for using a range of practical procedures mentioned in the specification • predict the outcome of practical procedures in familiar and novel contexts • use accurate chemical equations and structures in a range of contexts • select appropriate information and evidence from a range of data (both quantitative and qualitative) to form a judgement or to reach a conclusion • analyse, with fluency and accuracy, information and evidence that is provided in a wide variety of unfamiliar contexts selecting a full range of appropriate techniques involving theoretical and practical areas of the specification • interpret and evaluate ideas, information and evidence using accurate and detailed explanations of complex phenomena

	- use knowledge and understanding to discuss the behaviour of a system when its parameters change - use knowledge and understanding to demonstrate insight into the development and refinement of practical designs and procedures; such insights will be wide-ranging and will cover most areas of the design or procedure - suggest and make observations and measurements with appropriate precision and record these appropriately - discuss a range of issues with knowledge and fluency using balanced arguments

B	Characteristics that differentiate a grade B from a grade A:
	
	- demonstrate detailed and comprehensive knowledge and understanding…
	  - *A student will demonstrate comprehensive recall and understanding of most of the specification content. More than one question might contain a significant error.*
	- select information…
	  - *A few answers contain information that is not directly relevant to the question.*
	- organise and concisely communicate information…
	  - *Although appropriate scientific terminology is regularly used correctly, the meaning of a few answers is not immediately clear.*
	- carry out simple calculations…
	  - *Students attaining a grade B will be able to carry out simple calculations without guidance.*
	
	- apply scientific knowledge, principles and concepts…
	  - *Application to familiar concepts should be similar to A grade but application to unfamiliar concepts is likely to be less complete with missing steps in an argument.*
	- give explanations that are lucid and well-structured
	  - *Explanations may be incomplete.*
	- carry out most complex quantitative calculations
	  - *Whilst generally correct, there are more likely to be errors or missing steps in complex calculations.*
	- show an ability to structure multiple step calculations
	  - *Some steps may be unclear.*
	- use appropriate technical language and scientific terms
	  - *Use of technical language and terms will be less fluent.*
	- select and link information and ideas…
	  - *An incomplete range of information and ideas may be selected.*
	- demonstrate a firm grasp of the scientific reasons…
	  - *Most but not all of the practical procedures may be understood.*
	- predict the outcome of practical procedures…

	Predictions, especially in novel contexts, may be incomplete. - use accurate chemical equations and structures… *There may be inaccuracies, particularly in structures.* - select appropriate information and evidence… *Candidates are likely to form judgements or conclusions with occasional error over a wide range of unfamiliar contexts. They will be able to consider familiar contexts with broad success. There may be some lack of fluency when using technical language or some quantitative manipulations may contain minor error.* - analyse, with fluency and accuracy, information and evidence… *Analyses may contain some minor errors in algebraic manipulation or a calculation, or some minor errors in reportage.* - interpret and evaluate ideas, information and evidence… *Interpretations and evaluations may be incomplete or contain some inaccuracy.* - use knowledge and understanding to discuss… *Discussions may be limited in validity or contain a minor inaccuracy.* - use knowledge and understanding to demonstrate insight… *Some developments may be unrealistic or simplistic; some refinements to a practical design may be incomplete or poorly expressed.* - suggest and make observations and measurements… *Some records may contain a minor error.*
C	To achieve grade C, candidates will be able to: - demonstrate knowledge and understanding of many of the scientific ideas, processes, techniques and procedures in the specification - select information from the specification that is usually relevant to questions - communicate information using appropriate scientific terminology - carry out simple calculations with little guidance - apply scientific knowledge, principles and concepts in familiar contexts that may involve several steps in the argument when handling qualitative data - give explanations that lack structure but are mostly complete - carry out accurately, some of the stages in calculations involving multiple steps and have some appreciation of the appropriate precision. - show some evidence of appropriate technical language and scientific terms in unfamiliar contexts - show some ability to select information and ideas from different parts of the specification in order to provide explanations - show some of the scientific reasons for using some of the practical procedures mentioned in the specification

	• predict the outcome of practical procedures in familiar contexts • attempt chemical equations and structures in a range of contexts • select information and evidence (both quantitative and qualitative) to form judgements and conclusions that may not reflect the complete range of evidence available • analyse evidence and information from familiar contexts with partial accuracy selecting appropriate techniques drawn from theoretical and practical areas of the specification • interpret and evaluate ideas, information and evidence using largely accurate explanations involving simple phenomena • use knowledge and understanding from the specification to suggest the behaviour of a simple system when its parameters have changed • use knowledge and understanding of the specification in a limited way develop and refine practical designs and procedures considering only one or two factors • suggest and make observations and measurements with sufficient precision and record these with only minor errors • discuss a limited range of issues using arguments that may be incomplete or unbalanced or that lack fluency
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate some knowledge and understanding of the scientific ideas, processes, techniques and procedures in the specification • select information from the specification that is relevant to some questions • communicate information, using some appropriate scientific terminology occasionally • carry out simple structured calculations • apply scientific knowledge, principles and concepts in familiar contexts that may involve one or two steps in the argument when handling qualitative data • provide some limited explanations of material in the specification • carry out, correctly, some initial steps in calculations • use a limited range of technical language and scientific terms • demonstrate some limited appreciation of the scientific reasons for using some practical procedures mentioned in the specification • predict the outcome of some simple practical procedures

	- write simple chemical equations - use evidence from familiar contexts to form limited judgements and conclusions that may not reflect the complete range of evidence available - provide an incomplete analysis, containing errors, of evidence and information using a limited range of techniques drawn from theoretical and practical areas of the specification - give simple interpretations and evaluations of ideas, information and evidence, but interpretations and evaluations may contain errors or misunderstandings - offer tentative or unsupported predictions for the behaviour of a very simple system when its parameters change - produce responses that are limited in extent and which focus on straightforward points when considering the development and refinement of practical designs and procedures - suggest and make observations and measurements but with little consideration to precision or accuracy - discuss issues using limited, unsupported, or general arguments that demonstrate a lack of knowledge and understanding

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Classical Civilisation

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • Demonstrate for the most part a good range of relevant and accurate knowledge and understanding, including specific detail, of literature and visual/material culture from the classical world, including how these sources reflect their cultural contexts • Demonstrate an awareness of a range of possible interpretations • Engage in perceptive analysis, sensitive interpretation and critical evaluation of literature and visual material culture • Effectively use a range of evidence to construct coherent and reasoned arguments
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • Demonstrate mostly accurate and appropriate knowledge and understanding of literature and visual/material culture from the classical world, including how these sources reflect their cultural contexts • Demonstrate an awareness of some possible interpretations • Engage in generally coherent analysis and interpretation, and some evaluation of literature and visual material culture • Use evidence to construct mostly well-organised, plausible arguments
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Demonstrate some basic knowledge and understanding of literature and visual/material culture from the classical world, with limited regard for their cultural contexts or possible interpretations • Engage in some analysis and interpretation and some basic evaluation of literature, visual material culture and classical thought

	• Express some basic opinions and construct simple and straightforward arguments

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Classical Civilisation

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Demonstrate for the most part a good range of relevant and accurate knowledge and understanding, including specific detail of literature, visual/material culture and classical thought from the classical world, including how these sources/ideas reflect their cultural contexts • Demonstrate an awareness of a range of possible interpretations • Engage in perceptive analysis, sensitive interpretation and critical evaluation of literature, visual material culture and classical thought • Effectively use a range of evidence to construct coherent and reasoned arguments
B	Characteristics that differentiate a grade B from a grade A: • slightly less detailed and accurate knowledge and understanding • slightly less convincing analysis, interpretation and evaluation of literature, visual material culture and classical thought • uses a slightly narrower range of evidence • arguments are slightly less convincing
C	To achieve grade C, candidates will be able to: • Demonstrate mostly accurate and appropriate knowledge and understanding of literature, visual/material culture and classical thought from the classical world, including how these sources/ideas reflect their cultural contexts • Demonstrate an awareness of some possible interpretations • Engage in generally coherent analysis and interpretation, and some evaluation of literature, visual material culture and classical thought • Use evidence to construct mostly well-organised, plausible arguments
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.

E	To achieve grade E, candidates will be able to: • Demonstrate some basic knowledge and understanding of literature, visual/material culture and classical thought from the classical world, with limited regard for their cultural contexts or possible interpretations • Engage in some analysis and interpretation and some basic evaluation of literature, visual material culture and classical thought • Express some basic opinions and construct simple and straightforward arguments

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Computer Science

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • Demonstrate extensive knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation • Effectively and consistently apply knowledge and understanding of the principles and concepts of computer science • Effectively analyse problems in computational terms • Design, program and evaluate effective computer systems that solve substantial problems • Demonstrate detailed and reasoned judgements when designing, programming and evaluating substantial problems
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • Demonstrate a range of knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation • Apply a range of knowledge and understanding of the principles and concepts of computer science • Analyse problems in computational terms • Design, program and evaluate computer systems that solve problems • Demonstrate reasoned judgements when designing, programming and evaluating substantial problems
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Demonstrate some knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation • Apply some knowledge and understanding of the principles and concepts of computer science • Analyse simple problems in computational terms • Design, program and evaluate computer systems that solve simple problems

	• Demonstrate simple judgements when designing, programming and evaluating substantial problems

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Computer Science

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Demonstrate extensive knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation • Effectively and consistently apply knowledge and understanding of the principles and concepts of computer science • Effectively analyse problems in computational terms • Design, program and evaluate effective computer systems that solve substantial problems • Demonstrate detailed and reasoned judgements when designing, programming and evaluating substantial problems
B	Characteristics that differentiate a grade B from a grade A: • Breadth of knowledge across the principles and concepts of computer science, including abstraction, logic, algorithms and data representation • Level of effectiveness and consistency when applying knowledge and understanding of the principles and concepts of computer science • Effectiveness of solutions to substantial problems when designing, and programming • Depth/breadth of detail and reasoning made when designing, programming and evaluating substantial problems
C	To achieve grade C, candidates will be able to: • Demonstrate a range of knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation • Apply a range of knowledge and understanding of the principles and concepts of computer science • Analyse problems in computational terms • Design, program and evaluate computer systems that solve problems • Demonstrate reasoned judgements when designing, programming and evaluating substantial problems
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.

E	To achieve grade E, candidates will be able to: • Demonstrate some knowledge and understanding of the principles and concepts of computer science, including abstraction, logic, algorithms and data representation • Apply some knowledge and understanding of the principles and concepts of computer science • Analyse simple problems in computational terms • Design, program and evaluate computer systems that solve simple problems • Demonstrate simple judgements when designing, programming and evaluating substantial problems

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Dance

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • safely demonstrate high levels of physical, technical, interpretative and performance skills, revealing an intelligent and informed understanding and application of stylistic features • demonstrate a sophisticated use of choreographic skills to communicate the artistic intention • demonstrate detailed knowledge and understanding of performance and choreography, which reveals perceptive analytical, interpretative and evaluative judgements within a coherently structured argument.
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • safely demonstrate competent levels of physical, technical, interpretative and performance skills, revealing a clear understanding and application of stylistic features • demonstrate a coherent use of choreographic skills to communicate the artistic intention • demonstrate a clear knowledge and understanding of performance and choreography, which reveals analytical, interpretative and evaluative judgements within a structured argument.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • safely demonstrate levels of physical, technical, interpretative and performance skills that reveal some understanding and application of stylistic features • demonstrate some understanding of the use of choreographic skills to communicate the artistic intention • demonstrate a basic knowledge and understanding of performance and choreography which reveals an attempt to provide analytical, interpretative and evaluative judgements, though this may be unclear at times.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Dance

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • safely demonstrate high levels of physical, technical, interpretative and performance skills, revealing an intelligent and informed understanding and application of stylistic features • demonstrate a sophisticated use of choreographic skills to communicate the artistic intention • demonstrate detailed knowledge and understanding of performance and choreography, which reveals perceptive analytical, interpretative and evaluative judgements within a coherently structured argument.
B	Characteristics that differentiate a grade B from a grade A: • Skills, knowledge and understanding are firmly embedded in all responses. • Ability to link understanding to practical application is robust. • Responses and judgements may sometimes lack critical insight. • Judgements may also lack supporting evidence at times.
C	To achieve grade C, candidates will be able to: • safely demonstrate competent levels of physical, technical, interpretative and performance skills, revealing a clear understanding and application of stylistic features • demonstrate a coherent use of choreographic skills to communicate the artistic intention • demonstrate a clear knowledge and understanding of performance and choreography, which reveals analytical, interpretative and evaluative judgements within a structured argument.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements
E	To achieve grade E, candidates will be able to: • safely demonstrate levels of physical, technical, interpretative and performance skills that reveal some understanding and application of stylistic features • demonstrate some understanding of the use of choreographic skills to communicate the artistic intention

	• demonstrate a basic knowledge and understanding of performance and choreography which reveals an attempt to provide analytical, interpretative and evaluative judgements, though this may be unclear at times.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Design Technology

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • demonstrate and effectively apply comprehensive knowledge and understanding of the principles of design and technology in a range of familiar and unfamiliar contexts. • 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, making supported judgements and forming well-considered and appropriate conclusions. • use a range of mathematical skills and scientific knowledge to make accurate calculations and insightful choices.
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • demonstrate and effectively apply mostly accurate knowledge and understanding of the principles of design and technology in familiar and unfamiliar contexts. • 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 informal drawings and annotated sketches. • analyse and evaluate design decisions and outcomes, making judgements and forming reasonable conclusions. • use some mathematical skills and scientific knowledge to make accurate calculations and inform choices.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to:

		- demonstrate and apply basic knowledge and understanding of the principles of design and technology in familiar contexts. - work safely demonstrating straight forward technical skills when developing intentions of prototypes/prototypes. - use everyday language, audio and visual recordings and simple drawings of sketches to explain an idea. - consider design decisions and outcomes, making straightforward comments and forming limited conclusions. - use some simple mathematical skills and scientific knowledge to make basic calculations

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Design Technology

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • demonstrate and effectively apply comprehensive knowledge and understanding of the principles of design and technology in a range of familiar and unfamiliar contexts. • 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. • demonstrate an effective, well-considered problem-solving approach to critically analyse and evaluate situations and the suitability of design decisions and outcomes. • use a range of mathematical skills and scientific knowledge to make accurate calculations and insightful choices.
B	Characteristics that differentiate a grade B from a grade A: • iterations of concepts and models not as detailed or accurate • opportunities to critically analyse and evaluate situations and the suitability of design decisions and outcomes not always taken • problem solving approach not always consistently applied
C	To achieve grade C, candidates will be able to: • demonstrate and effectively apply mostly accurate knowledge and understanding of the principles of design and technology in familiar and unfamiliar contexts. • 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 informal drawings and annotated sketches. • demonstrate a problem-solving approach to analyse and evaluate situations and the suitability of design decisions and outcomes. • use some mathematical skills and scientific knowledge to make accurate calculations and inform choices.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all

	aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate and apply basic knowledge and understanding of the principles of design and technology in familiar contexts. • work safely demonstrating straight forward technical skills when developing intentions of prototypes/prototypes. • use everyday language, audio and visual recordings and simple drawings of sketches to explain an idea. • demonstrate a basic problem-solving approach to make straightforward comments on situations and design decisions and outcomes. • use some simple mathematical skills and scientific knowledge to make basic calculations.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Drama and Theatre

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • create and develop ideas that are creative and coherent and communicate meaning effectively throughout the performance piece • produce performances/designs that demonstrate well-developed and consistently focused theatrical skills • demonstrate knowledge and understanding of how drama and theatre is developed and performed in a refined and detailed manner • analyse and evaluate their own work and the work of others effectively.
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • create and develop ideas that are generally creative and coherent and communicate meaning relatively effectively • produce performances/designs that demonstrate generally competent theatrical skills which are not always sustained • demonstrate knowledge and understanding of how drama and theatre is developed and performed in a generally competent manner. • analyse and evaluate their own work and the work of others satisfactorily.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • create and develop ideas that are limited in their creativity and communicate in a straightforward way • produce performances/designs that demonstrate a restricted level of theatrical skills • demonstrate some knowledge and partial understanding of how drama and theatre is developed and performed • analyse and evaluate their own work and the work of others in a limited manner.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Drama and Theatre

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements
A	To achieve grade A, candidates will be able to: • create and develop ideas that are highly creative and coherent and communicate meaning effectively and purposefully throughout the performance piece • produce performances/designs that demonstrate sophisticated and consistently focused theatrical skills • demonstrate knowledge and understanding of how drama and theatre is developed and performed in a refined and detailed manner • analyse and evaluate their own work and the work of others in a highly effective manner.
B	Characteristics that differentiate a grade B from a grade A: • create and develop ideas that are creative and coherent communicate meaning effectively throughout most of the performance piece • produce performances/designs that demonstrate competent and generally focused theatrical skills, though without the sophistication of stronger performances/designs • demonstrate knowledge and understanding of how drama and theatre is developed and performed in a detailed manner, though without refinement • analyse and evaluate their own work and the work of others effectively, though without the relevance and detail of stronger evaluations
C	To achieve grade C, candidates will be able to: • create and develop ideas that are generally refined and coherent and communicate meaning relatively effectively • produce performances/designs that demonstrate generally competent theatrical skills which are not always sustained • demonstrate knowledge and understanding of how drama and theatre is developed and performed in a generally competent manner. • analyse and evaluate their own work and the work of others satisfactorily.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • create and develop ideas that are limited and communicate little meaning

	• produce performances/designs that demonstrate a restricted level of theatrical skills • demonstrate some knowledge and partial understanding of how drama and theatre is developed and performed • analyse and evaluate their own work and the work of others in a limited manner.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Economics

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • Evaluate economic and/or business arguments using accurate qualitative and quantitative judgements supported by relevant economic and/or business concepts/theories/models. • Use detailed chains of reasoning to come to supported and balanced judgements about economic and/or business issues. • Show a full awareness of the validity and significance of competing arguments. • Use economic and/or business terms, data and graphs with precision to contextualise the causes/impact of economic and/or business issues on economic and business agents.
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • Evaluate and contextualise the use of some economic and/or business concepts/theories/models. • Use chains of reasoning to develop conclusions about economic and/or business issues that show understanding of connections between causes and consequences. • Mostly accurately use economic and/or business terms, data and graphs to explain the causes/impact of economic and/or business issues on economic and business agents.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Demonstrate some knowledge of economic and/or business terms/concepts/theories/models. • Arguments and chains of reasoning attempted but with incomplete connections and consequences. • Produce and use some economic graphs and data that support the demonstration of economic and/or business terms/concepts/theories/models although sometimes inaccurately or incompletely.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Economics

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Evaluate economic and/or business arguments using accurate qualitative and quantitative judgements supported by relevant economic and/or business concepts/theories/models. • Use detailed chains of reasoning to come to supported and balanced judgements about economic and/or business issues. • Show a full awareness of the validity and significance of competing arguments. • Use economic and/or business terms, data and graphs with precision to contextualise the causes/impact of economic and business issues on economic and/or business agents.
B	Characteristics that differentiate a grade B from a grade A: • Chains of reasoning may not be as detailed or may be less accurate. • Evaluation may lack balance and may not be as clear or thorough. • Conclusions/judgements may not consider both sides or have fully justified answers.
C	To achieve grade C, candidates will be able to: • Evaluate and contextualise the use of some economic and/or business concepts/theories/models. • Use chains of reasoning to develop conclusions about economic and/or business issues that show understanding of connections between causes and consequences. • Mostly accurately use economic and/or business terms, data and graphs to explain the causes/impact of economic and/or business issues on economic and/or business agents.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.

E	To achieve grade E, candidates will be able to: • Demonstrate some knowledge of economic and/or business terms/concepts/theories/models. • Arguments and chains of reasoning attempted but with incomplete connections and consequences. • Produce and use some economic graphs and data that support the demonstration of economic and/or business terms/concepts/theories/models although sometimes inaccurately or incompletely.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Electronics

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • demonstrate relevant and comprehensive knowledge and understanding of a wide range of ideas, techniques and procedures related to electronics • confidently and effectively apply ideas, principles and mathematical skills, using sustained analytical, and evaluative thinking, to a wide range of familiar and unfamiliar contexts in electronics • analyse problems to develop and refine working solutions that meet the requirements of the problems
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • demonstrate mostly accurate and appropriate knowledge and understanding of a range of fundamental ideas, techniques and procedures related to electronics • appropriately apply with accuracy ideas, principles and mathematical skills, using analytical, and some evaluative thinking, to familiar and some unfamiliar contexts in electronics • design and develop working solutions that meet most requirements of the problems
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate some knowledge and understanding of concepts, techniques and procedures related to electronics • apply with some accuracy concepts, principles and some mathematical skills, to familiar, electronic systems and circuits • produce partially working solutions that meet some of the requirements of identified straightforward problems

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Electronics

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • demonstrate relevant and comprehensive knowledge and understanding of a wide range of ideas, techniques and procedures related to electronics • confidently and effectively apply ideas, principles and mathematical skills, using sustained analytical, and evaluative thinking, to a wide range of familiar and unfamiliar contexts in electronics • analyse substantial problems to develop and refine working solutions that meet the requirements of those problems
B	Characteristics that differentiate a grade B from a grade A: • demonstration of mostly accurate and comprehensive knowledge and understanding, rather than relevant and comprehensive knowledge and understanding • application of some evaluative thinking, to familiar and some unfamiliar contexts in electronics, rather than application of evaluative thinking to a wide range of familiar and unfamiliar contexts in electronics
C	To achieve grade C, candidates will be able to: • demonstrate mostly accurate and appropriate knowledge and understanding of a range of fundamental ideas, techniques and procedures related to electronics • appropriately apply with accuracy ideas, principles and mathematical skills, using analytical, and some evaluative thinking, to familiar and some unfamiliar contexts in electronics • design and develop working solutions that meet most requirements of substantial problems
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate some knowledge and understanding of concepts, techniques and procedures related to electronics • apply with some accuracy concepts, principles and some mathematical skills, to familiar, electronic systems and circuits • produce partially working solutions that meet some of the requirements of identified problems

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS English Language

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • write secure and well-developed responses, identifying patterns of language, analysing evidence effectively with appropriate terminology • demonstrate a secure knowledge and understanding of relevant language concepts/theories/issues, addressing relevant identified issues effectively • securely evaluate how contextual factors affect language use • make well-developed connections between texts informed by sound knowledge of language concepts/methods • craft well-developed and well-constructed responses appropriate to genre, audience and purpose requirements
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • make clear points in responses, identifying patterns of language, explaining evidence with mostly accurate terminology • demonstrate mostly accurate knowledge and/or understanding of relevant language concepts/theories/issues • examine how some contextual factors affect language use • make generalised connections between texts informed by generic knowledge of language concepts/methods • create responses that recognisably meet genre requirements, making some attempt to meet needs of audience and purpose
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • write responses that attempt to identify relevant patterns of language, explaining evidence with limited terminology • demonstrate sometimes insecure knowledge of relevant language concepts/theories/issues, addressing relevant issues in indistinct ways • demonstrate basic awareness through generic explanations how context affects language use • make loose connections between texts informed by limited knowledge of language concepts/methods

	• make attempts to meet genre requirements, demonstrating some insecurity regarding appropriate register and needs of audience and purpose

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level English Language

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • write secure and well-developed responses, identifying patterns of language, analysing evidence effectively with appropriate terminology • demonstrate a secure knowledge and understanding of relevant language concepts/theories/issues, addressing relevant identified issues effectively • critically evaluate how contextual factors affect language use • make perceptive, well-developed connections between texts informed by secure knowledge of language concepts/methods • craft well-developed and well-constructed responses appropriate to genre, audience and purpose requirements
B	Characteristics that differentiate a grade B from a grade A: • work will lack the consistency with regard to appropriate use of terminology and concepts. • work will be developed but not entirely sustained over the course of the response. • will be able to determine and evaluate ideas and context effectively but not always with the same level of insight or perception
C	To achieve grade C, candidates will be able to: • make clear points in responses, identifying patterns of language, explaining evidence with mostly accurate terminology • demonstrate mostly accurate knowledge and/or understanding of relevant language concepts/theories/issues • examine how some contextual factors affect language use • make generalised connections between texts informed by generic knowledge of language concepts/methods • create responses that recognisably meet genre requirements, making some attempt to meet needs of audience and purpose
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • write responses that attempt to identify relevant patterns of language, describing evidence with limited terminology

	- demonstrate sometimes insecure knowledge of relevant language concepts/theories/issues, addressing relevant identified issues in indistinct ways - demonstrate basic awareness through generic explanations how context affects language use - make loose connections between texts informed by limited knowledge of language concepts/methods - make attempts to meet genre requirements, demonstrating some insecurity regarding appropriate register and needs of audience and purpose

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS English Language and Literature

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • write consistently clear, secure and coherent responses, applying secure knowledge of linguistic and literary concepts/terminology • offer clear, detailed and well-developed analysis of how meanings are shaped in text(s), demonstrating understanding of subtleties • demonstrate clear and relevant understanding of contexts of reception and production • explore well-developed connections between texts • demonstrate well-developed creativity and control in creative responses, utilising form effectively and matching audience and purpose
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • write clear responses, competently applying appropriate knowledge of linguistic and literary concepts/terminology • offer competent analysis of how meanings are shaped in text(s) • demonstrate some understanding of relevant contexts of reception and production within response • identifies relevant, clear connections between texts • competently demonstrate creativity and engaging efforts to utilise form effectively and match to audience and purpose
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • write responses with some attempt at clarity, applying general knowledge of linguistic and literary concepts/terminology • offers some surface analysis of how meanings are shaped in text(s) • demonstrates awareness of some relevant contexts of reception and production • make general, underdeveloped connections between texts • demonstrate some creativity and accuracy in creative responses, attempting to meet needs of form, audience and purpose

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level English Language and Literature

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • write consistently clear, secure and coherent responses, demonstrating secure knowledge of linguistic and literary concepts/terminology • offer clear, detailed and well-developed critical analysis of how meanings are shaped in text(s), demonstrating understanding of subtleties • consistently utilise secure understanding of relevant contexts of reception and production • evaluate connections between texts effectively • demonstrate well-developed creativity and control in creative responses, utilising form effectively and matching audience and purpose
B	Characteristics that differentiate a grade B from a grade A: • work will demonstrate good knowledge of texts and linguistic/literary concepts but may not be as coherent and cogent in their writing style. • work will offer less development, offering clear and detailed analysis but perhaps missing some subtleties and opportunities to develop ideas fully. • work in creative writing will demonstrate awareness of form but will not as confidently develop their ideas into writing, likely demonstrating less flair.
C	To achieve grade C, candidates will be able to: • write competent, clear responses, demonstrating mainly appropriate application of linguistic and literary concepts/terminology • offer competent analysis of how meanings are shaped in text(s) • explain relevant contexts of reception and production within response • identifies relevant connections between texts • competently demonstrate creativity and engaging efforts to utilise form effectively and match to audience and purpose
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • write responses with some attempt at clarity, demonstrating general knowledge of linguistic and literary concepts/terminology

	- offers a surface analysis of how meanings are shaped in text(s) - describes some relevant contexts of reception and production - make general connections between texts - demonstrate some creativity and control in creative responses, attempting to meet needs of form, audience and purpose

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS English Literature

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • write well-structured and detailed responses, employing concepts/terminology accurately and consistently • analyse text(s) in consistent detail, effectively using analytical methods and quotations blended into their discussion. • offer a developed and detailed understanding of contexts of production and reception as relates to the text(s) studied, demonstrating excellent awareness of literary/social/cultural/historical etc contexts. • make consistently detailed connections across texts • engage consistently with different interpretations and changing views of text(s)
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • write straightforward, competent and clear responses, employing terminology generally appropriately • develop analysis of text(s), competently using analytical methods and illustrative quotations to support discussion • offer a competent understanding of the contexts of production and reception as relates to the text(s) studied, demonstrating awareness of literary/social/cultural/historical etc contexts. • competently discuss relationships/connections across texts • respond competently with reference to different interpretations and changing views of text(s).
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • write responses which demonstrate some understanding of text(s), structure and appropriate terminology, some inconsistencies of register • some attempt to analyse text(s) in detail, sometimes using analytical methods and quotations • offer underdeveloped understanding of the contexts of production and reception as relates to the text(s) studied • discuss some links across texts

	• demonstrate some awareness of different interpretations and changing views of text(s).

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level English Literature

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • write well-structured, coherent and detailed responses, employing terminology accurately and consistently • analyse text(s) in consistent detail, effectively using analytical methods and quotations blended into their discussion. • offer a perceptive and developed understanding of the contexts of production and reception as relates to the text(s) studied, demonstrating perceptive awareness of literary/social/cultural/historical etc contexts. • consistently make connections across texts in detail • engage with different interpretations and changing views of text(s) consistently and perceptively where relevant.
B	Characteristics that differentiate a grade B from a grade A: • work will demonstrate security and good understanding but does not achieve consistency across responses. • work will often show development and clarity but is not always as perceptive or detailed
C	To achieve grade C, candidates will be able to: • write straightforward, competent and clear responses, employing terminology generally appropriately • develop analysis of text(s), competently using analytical methods and illustrative quotations to support discussion • offer a competent understanding of the contexts of production and reception as relates to the text(s) studied, demonstrating awareness of literary/social/cultural/historical etc contexts. • competently discuss relationships/connections across texts • recognise and explore different interpretations and changing views of text(s) competently.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • write responses which demonstrate some understanding of text(s), structure and appropriate terminology, some inconsistencies of register

	• some attempt to analyse text(s) in detail, sometimes using analytical methods and illustrative quotations • offer underdeveloped understanding of the contexts of production and reception as relates to the text(s) studied, demonstrating awareness of some literary/social/cultural/historical etc contexts. • discuss some links between texts • demonstrate some awareness of different interpretations and changing views of text(s).

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Environmental Science

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • Recall facts accurately showing a wide understanding of natural processes and systems. • Demonstrate detailed comprehensive knowledge and understanding of environmental concepts and principles. • Demonstrate an ability to select, organise and present environmental information clearly and comprehensively. • Select and use correct environmental science terminology in relevant contexts, and show a clear understanding of the environmental issues involved. • Select and correctly apply principles and concepts in familiar and new situations. • Discuss a range of environmental topics with knowledge and fluency. • Identify relationships between a range of environmental topics. • Show an ability to link together a wide range of facts, principles and concepts from different areas of the specification. • Use knowledge and understanding to plan experimental activities using appropriate techniques and safe practices to ensure results are valid and reliable. • Suggest and know how to make and record accurate observations and measurements, understanding the limitations involved. • Make conclusions that are valid, fully supported by the evidence and presented coherently and logically. • Correctly select and apply statistical techniques to assess the validity of a hypothesis and the significance of results. • Evaluate, clearly explain and communicate the results of experimental activities. • Accurately identify trends and patterns from data presented in a variety of forms, translating data from one form to another when necessary. • Carry out appropriate calculations involving several steps and, where necessary, relevant statistical tests.
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • Recall a range of facts mostly accurately, showing a good understanding of natural processes and systems. • Demonstrate a sound understanding of most environmental concepts and principles.

	- Demonstrate an ability to select, organise and present some environmental information clearly. - Select and use some appropriate environmental science terminology in relevant contexts, and show a sound understanding of some of the environmental issues involved. - Select and correctly apply some principles and concepts in most familiar and some new situations. - Discuss a limited range of environmental topics using arguments that may be incomplete or unbalanced. - Identify a selection of relationships between a range of environmental topics. - Show an ability to link together a selection of facts, principles and concepts from different areas of the specification. - Use knowledge and understanding to plan experimental activities using some appropriate techniques and safe practices. - Suggest and know how to make and record observations and measurements. - Make plausible conclusions that are partially supported by the evidence and mostly presented coherently. - Correctly apply given statistical techniques to assess the validity of a hypothesis and the significance of results. - Evaluate and simply explain and communicate the results of experimental activities - Accurately identify some trends and patterns from data presented in a variety of forms, translating some of the data from one form to another when necessary. - Carry out appropriate calculations involving more than one step and where necessary relevant statistical tests.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: - Recall a selection of key facts accurately. - Demonstrate a partial understanding of some key concepts and principles. - Demonstrate some ability to select and present a selection of environmental science information. - Communicate information using a limited range of appropriate environmental science terminology correctly. - Correctly apply a given principle in some familiar contexts. - Show a limited ability to link together facts, principles and concepts from different areas of the specification.

	- Use knowledge and understanding to plan basic steps in experimental activities using relevant techniques and safe practices.
- Suggest, make and record some relevant observations and measurements, but not always with sufficient accuracy.
- Make simple conclusions and assertions linked to the evidence.
- Correctly apply a given statistical method.
- Evaluate and simply explain and communicate some aspects of the results of experimental activities.
- Identify correctly some basic trends and patterns from data presented in various forms.
- Carry out straightforward calculations.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Environmental Science

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Recall facts accurately showing a wide understanding of natural processes and systems. • Demonstrate detailed comprehensive knowledge and understanding of environmental concepts and principles. • Demonstrate an ability to select, organise and present environmental information clearly and comprehensively. • Select and use correct environmental science terminology in relevant contexts, and show a clear understanding of the environmental issues involved. • Select and correctly apply principles and concepts in familiar and new situations. • Discuss a range of environmental topics with knowledge and fluency. • Identify relationships between a range of environmental topics. • Show an ability to link together a wide range of facts, principles and concepts from different areas of the specification. • Use knowledge and understanding to plan experimental activities using appropriate techniques and safe practices to ensure results are valid and reliable. • Suggest and know how to make and record accurate observations and measurements, understanding the limitations involved. • Make conclusions that are valid, fully supported by the evidence and presented coherently and logically. • Correctly select and apply statistical techniques to assess the validity of a hypothesis and the significance of results. • Evaluate, clearly explain and communicate the results of experimental activities. • Accurately identify trends and patterns from data presented in a variety of forms, translating data from one form to another when necessary. • Carry out appropriate calculations involving several steps and, where necessary, relevant statistical tests.
B	Characteristics that differentiate a grade B from a grade A: • facts are mostly recalled accurately, but there may be minor errors. • comprehensive understanding will be evident, although occasional significant errors may be present. • at times information not directly relevant may be included.

- environmental terminology is used consistently throughout, although there may be minor errors or omissions.
- environmental principles, concepts and relationships are identified clearly, but there may be a lack of detail and some areas which are not relevant may be included.
- in longer responses, good answers may still not contain the depth or range required
- experimental investigations are planned well, but not all aspects to ensure reliability and validity will be clear
- Suggest and know how to make and record accurate observations and measurements, understanding some limitations involved
- conclusions made will be supported by the evidence, and will be mostly coherent and relevant.
- the interpretation of statistical tests may be incomplete or contain a minor error.
- evaluation may not include reference to the wide range of results, and explanations may lack clarity.
- most, but not necessarily all, trends and patterns are identified accurately from data presented in various forms.
- calculations are nearly always attempted, but complex ones may not be free from errors.

C	To achieve grade C, candidates will be able to: • Recall a range of facts mostly accurately, showing a good understanding of natural processes and systems. • Demonstrate a sound understanding of most environmental concepts and principles. • Demonstrate an ability to select, organise and present some environmental information clearly. • Select and use some appropriate environmental science terminology in relevant contexts, and show a sound understanding of some of the environmental issues involved. • Select and correctly apply some principles and concepts in most familiar and some new situations. • Discuss a limited range of environmental topics using arguments that may be incomplete or unbalanced. • Identify a selection of relationships between a range of environmental topics. • Show an ability to link together a selection of facts, principles and concepts from different areas of the specification. • Use knowledge and understanding to plan experimental activities using some appropriate techniques and safe practices. • Suggest and know how to make and record observations and measurements.

	• Make plausible conclusions that are partially supported by the evidence and mostly presented coherently. • Correctly apply given statistical techniques to assess the validity of a hypothesis and the significance of results. • Evaluate and simply explain and communicate the results of experimental activities • Accurately identify some trends and patterns from data presented in a variety of forms, translating some of the data from one form to another when necessary. • Carry out appropriate calculations involving more than one step and where necessary relevant statistical tests.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Recall a selection of key facts accurately. • Demonstrate a partial understanding of some key concepts and principles. • Demonstrate some ability to select and present a selection of environmental science information. • Communicate information using a limited range of appropriate environmental science terminology correctly. • Correctly apply a given principle in some familiar contexts. • Show a limited ability to link together facts, principles and concepts from different areas of the specification. • Use knowledge and understanding to plan basic steps in experimental activities using relevant techniques and safe practices. • Suggest, make and record some relevant observations and measurements, but not always with sufficient accuracy. • Make simple conclusions and assertions linked to the evidence. • Correctly apply a given statistical method. • Evaluate and simply explain and communicate some aspects of the results of experimental activities. • Identify correctly some basic trends and patterns from data presented in various forms. • Carry out straightforward calculations.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Film Studies

Grade	Descriptors

A	To achieve grade A, candidates will be able to:
	• demonstrate a comprehensive knowledge and sophisticated understanding of elements of film
	• apply knowledge and understanding of elements of film to:
	    • produce highly relevant, confident and complex analysis of films using subject terminology fluently and accurately
	    • analyse and compare films in a lively, complex and thorough manner, identifying a range of key points
	    • demonstrate a sophisticated use and confident application of critical approaches
	• demonstrate sophisticated knowledge and confident understanding of elements of film in the production and evaluation of a film or screenplay

B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.

C	To achieve grade C, candidates will be able to:
	• demonstrate adequate knowledge and satisfactory understanding of elements of film
	• apply adequate knowledge and understanding of elements of film to:
	    • produce satisfactory analysis of films using adequate subject terminology which may be descriptive in places
	    • analyse and compare films adequately, identifying some specific and relevant points
	    • demonstrate satisfactory use and some sound application of critical approaches
	• demonstrate satisfactory knowledge and adequate understanding of elements of film in the production and evaluation of a film or screenplay.

D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.

E	To achieve grade E, candidates will be able to:
	• demonstrate basic knowledge and limited understanding of elements of film
	• apply basic knowledge and understanding of elements of film to:
	    • produce a basic analysis of films using a limited range of subject terminology
	    • offer some, limited analysis and comparison of films which may be highly descriptive in nature
	    • demonstrate limited use of critical approaches with minimal application

	• demonstrate basic knowledge and limited understanding of elements of film in the production and evaluation of a film or screenplay.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Film Studies

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.

A	To achieve grade A, candidates will be able to:
	• demonstrate a comprehensive knowledge and sophisticated understanding of elements of film
	• apply knowledge and understanding of elements of film to:
	   ○ produce highly relevant, confident and complex analysis of films using subject terminology fluently and precisely
	   ○ analyse and compare films in a lively, complex and thorough manner, identifying a range of highly appropriate points
	   ○ demonstrate sophisticated, accurate and confident use of critical approaches to analyse and compare films in responses that are highly relevant, perceptive and very well-reasoned
	• demonstrate comprehensive knowledge and sophisticated understanding of elements of film in the production and evaluation of a film or screenplay.

B	Characteristics that differentiate a grade B from a grade A: • demonstrating a detailed and secure knowledge and understanding of the films they have studied but it will not always be wide-ranging or insightful. • being able to analyse films with accurate and careful detail and specific use of film terminology, however the analysis will lack complex, sophisticated analysis and lively, fluent and confident engagement • producing secure responses that are focused on the requirements of the question and building a well-structured and well-argued response, though this will not always be sustained. • producing detailed and accurate comparison of films or use of critical approaches, but not showing confident and sophisticated ability to compare films or apply critical approaches in relation to the films studied • demonstrating proficient technical and creative skills that show the effective application of knowledge and understanding of elements of film. Showing very competent ability to evaluate their own work in relation to professionally produced work, but not demonstrating more sophisticated applications of their knowledge and understanding of film elements in highly proficient production work, or more complex and perceptive evaluation of their own work.
C	To achieve grade C, candidates will be able to: • demonstrate adequate knowledge and satisfactory understanding of elements of film • apply adequate, sometimes straightforward knowledge and understanding of elements of film to:

	○ produce satisfactory, sometimes descriptive analysis of films that uses an adequate range of subject terminology
	    ○ analyse and compare films adequately, identifying some relevant points
	    ○ demonstrate adequate use of critical approaches. Points may be stated and assumed rather than reasoned or justified
	• demonstrate satisfactory knowledge and adequate understanding of elements of film in the production and evaluation of a film or screenplay.

D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.

E	To achieve grade E, candidates will be able to:
	• demonstrate basic knowledge and limited understanding of elements of film
	• apply basic knowledge and understanding of elements of film to:
	    ○ analyse films using a limited range of subject terminology
	    ○ offer some basic analysis and comparison of films which may highly descriptive in nature
	    ○ demonstrate a basic or limited engagement with critical approaches when analysing or comparing films
	demonstrate basic knowledge and limited understanding of elements of film in the production and evaluation of a film or screenplay.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Geography

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • Demonstrate accurate, comprehensive and detailed geographical knowledge and understanding • Apply this knowledge and understanding in many different contexts to find logical and relevant connections and inter-relationships, producing balanced, coherent and well-evidenced arguments • Select and use a broad range of skills appropriately and accurately • Reach mostly convincing and coherent conclusions that are supported by relevant evidence
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • Demonstrate mostly accurate and thorough geographical knowledge and understanding • Apply this knowledge and understanding in different contexts to find relevant connections and inter-relationships, producing partial but coherent arguments • Select a range of appropriate skills which are mostly used accurately • Reach conclusions that are supported by some relevant evidence.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Demonstrate geographical knowledge and understanding, which has relevance but may include some inaccuracies • Apply this knowledge and understanding in a few contexts to find limited and inconsistent connections and inter-relationships, producing partial arguments • Use a limited range of skills which may be partially appropriate • May assert a conclusion with some limited evidence in support.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Geography

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Demonstrate accurate, comprehensive and detailed geographical knowledge and understanding • Apply this knowledge and understanding in many different contexts to make logical and relevant connections and inter-relationships, producing balanced, coherent and well-evidenced arguments and conclusions • Effectively deconstruct the meaning of questions and recognise many of their complexities • Critically investigate by: o Identifying relevant and coherent geographical questions/issues o Selecting and using accurately a range of appropriate methods, skills and technologies o Consistently interpreting, analysing and evaluating data and evidence o Reaching mostly convincing conclusions that are supported by relevant evidence and coherently communicated.
B	Characteristics that differentiate a grade B from a grade A: • Candidates will typically draw from a narrower range of examples and ideas. Coverage will be less comprehensive. • Connections and relationship may not be as fully explained, and deconstruction of the question will be less effective. • Conclusions will be characterised by less complexity and provide partial coverage of the question/issues.
C	To achieve grade C, candidates will be able to: • Demonstrate mostly accurate and thorough geographical knowledge and understanding • Apply this knowledge and understanding in different contexts to find relevant connections and inter-relationships, producing partially supported arguments and conclusions • Deconstruct some aspects of questions and identify some of their complexities • Investigate by: o Identifying some relevant and coherent geographical questions/issues o Selecting a limited range of appropriate methods, skills and technologies, and using them with some accuracy

	o Making some valid interpretations, analysis and evaluation of data and evidence o Reaching partial conclusions that are supported by some relevant evidence which has some characteristics of an appropriate structure.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.

E	To achieve grade E, candidates will be able to:
	   - Demonstrate some geographical knowledge and understanding, which has relevance but may include some inaccuracies - Apply some of this knowledge and understanding in a few contexts to assert simple connections/ inter-relationships - Identify some elements of questions and offer occasional comments - Investigate by:
	  o Identifying a range of generalised questions/issues
	  o Selecting a limited range of methods, skills and technologies, of which some are used with some accuracy
	  o Making some limited interpretation, analysis and evaluation of data/evidence May reach limited conclusions, which may be partially supported by evidence.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Geology

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • demonstrate relevant and comprehensive knowledge and understanding of geological ideas, skills and techniques and apply these to perceptively analyse geological evidence adeptly in both familiar and unfamiliar contexts • effectively interpret and evaluate geological ideas, information and evidence, both quantitatively and qualitatively, to make reasoned, substantiated judgements and draw conclusions • use appropriate techniques to develop and refine practical design and procedures
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • demonstrate mostly accurate and appropriate knowledge and understanding of geological ideas, skills and techniques and apply these to analyse geological evidence, with some accuracy, in familiar and some unfamiliar contexts • interpret and evaluate geological ideas, information and evidence, both quantitatively and qualitatively, to draw plausible judgements and conclusions, supported by some evidence • use mostly appropriate techniques to develop and refine practical design and procedures
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate basic knowledge and understanding of geological ideas, skills and techniques and apply these to analyse geological evidence in familiar or closely related contexts • interpret and evaluate geological ideas, information and evidence to make very limited judgements and draw basic conclusions • develop and refine some simple aspects of practical design and procedures

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Geology

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • demonstrate detailed, relevant and comprehensive knowledge and understanding of geological ideas, skills and techniques and apply these to perceptively analyse geological evidence adeptly in both familiar and unfamiliar contexts • clearly and effectively interpret and evaluate geological ideas, information and evidence, both quantitatively and qualitatively, to make reasoned, substantiated judgements and draw conclusions • use appropriate techniques to develop and refine practical design and procedures
B	Characteristics that differentiate a grade B from a grade A: • work draws on a depth of understanding, but this is not always consistent • work usually rather than always demonstrates relevant interpretation and evaluation
C	To achieve grade C, candidates will be able to: • demonstrate mostly accurate and appropriate knowledge and understanding of geological ideas, skills and techniques and apply these to analyse geological evidence, mostly accurately, in familiar and some unfamiliar contexts • interpret and evaluate geological ideas, information and evidence, both quantitatively and qualitatively, to draw plausible judgements and conclusions, supported by some evidence • use mostly appropriate techniques to develop and refine practical design and procedures
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate basic knowledge and understanding of geological ideas, skills and techniques and apply these to analyse geological evidence in familiar or closely related contexts • interpret and evaluate geological ideas, information and evidence to make simple judgements and draw basic conclusions • develop and refine some simple aspects of practical design and procedures

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS History (Ancient)

Grade	Descriptors

A	To achieve grade A, candidates will be able to:
	
	• Demonstrate for the most part a good range of relevant and accurate knowledge and understanding, including specific detail, of key features and characteristics of historical periods
	• critically analyse historical events and periods, and provide a lucid evaluation to reach reasoned, substantiated judgements
	• critically analyse and evaluate ancient sources, in context, and use these to reach reasoned, substantiated judgements and evidence-based conclusions about:
	   o historical events and periods
	   o how the portrayal of events by ancient writers/sources relates to the contexts in which they were produced

B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.

C	To achieve grade C, candidates will be able to:
	
	• demonstrate mostly accurate knowledge and understanding of key features and characteristics of historical periods
	• analyse historical events and periods, and provide a coherent evaluation to reach plausible judgements, which are supported by some evidence
	• analyse and provide some evaluation of ancient sources, in context, and use these to reach plausible judgements and conclusions, which are supported by some evidence, about:
	   o historical events and periods
	   o how the portrayal of events by ancient writers/sources relates to the contexts in which they were produced

D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate some basic knowledge and understanding of some key features and characteristics of historical periods • use a basic line of reasoning to describe historical events and periods and reach straightforward judgements

	• express some opinions about historical events, with limited use of ancient sources and limited regard for the contexts in which they were produced

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level History (Ancient)

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.

A	To achieve grade A, candidates will be able to:
	
	• Demonstrate for the most part a good range of relevant and accurate knowledge and understanding, including specific detail, of key features and characteristics of historical periods
	• critically analyse historical events and periods, and provide a lucid evaluation to reach reasoned, substantiated judgements
	• critically analyse and evaluate ancient sources, in context, and use these to reach reasoned, substantiated judgements and evidence-based conclusions about:
	   ○ historical events and periods
	   ○ how the portrayal of events by ancient writers/sources relates to the contexts in which they were produced
	• critically analyse and evaluate modern historians' interpretations of historical events and topics

B	Characteristics that differentiate a grade B from a grade A: • slightly less detailed and accurate knowledge and understanding of the key features and characteristics of historical periods • a slightly less convincing evaluation and judgement • slightly less accurate use and evaluation of ancient sources • a slightly less convincing analysis of the ancient historians' interpretation

C	To achieve grade C, candidates will be able to:
	
	• demonstrate mostly accurate knowledge and understanding of key features and characteristics of historical periods
	• analyse historical events and periods, and provide a coherent evaluation to reach plausible judgements, which are supported by some evidence
	• analyse and provide some evaluation of ancient sources, in context, and use these to reach plausible judgements and conclusions, which are supported by some evidence, about:
	   ○ historical events and periods
	   ○ how the portrayal of events by ancient writers/sources relates to the contexts in which they were produced
	• analyse and provide some evaluation of modern historians' interpretations of historical events and topics

D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate some basic knowledge and understanding of some key features and characteristics of historical periods • use a basic line of reasoning to describe historical events and periods and reach straightforward judgements • express some opinions about historical events, with limited use of ancient sources and limited regard for the contexts in which they were produced • comprehend to draw basic conclusions about modern historians' interpretations of historical events and topics

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS History

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • Recall, select and deploy accurate, relevant and detailed historical knowledge appropriately and with clarity • Show clear evidence of understanding through analysis and explanation and reach appropriate and mostly supported judgements about key concepts • Show evidence of understanding through analysis and explanation and reach appropriate and mostly supported judgements about the relationships between key features/characteristics of the historical period • Analyse and evaluate source material in its historical context with discrimination • Show an understanding of, and comment relevantly on, how in relation to the historical context, aspects of the past have been interpreted in different ways. • Use interpretations appropriately to support arguments
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • Recall, select and deploy some relevant and detailed historical knowledge appropriately • Show evidence of some understanding through analysis and explanation and reach some appropriate judgements about key concepts in an answer with some organisation • Show evidence of some understanding through analysis and explanation and reach some appropriate judgements about the relationships between key features/ characteristics of the historical period • Comprehend, identify and extract information from a range of sources. Offer analysis and evaluation of source material in its historical context • Show some understanding of different interpretations of historical issues, events and/or individuals, deploying some arguments
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.

E	To achieve grade E, candidates will be able to:
	• Recall, select and deploy some relevant historical knowledge appropriately, in an answer attempting organisation
	• Show evidence of some understanding through analysis and/or explanation and attempt judgements about key concepts
	• Show evidence of some understanding through analysis and/or explanation and attempt judgements about the relationships between key features/ characteristics of the historical period
	• Comprehend, identify and extract information from a range of sources. Offer limited analysis and evaluation of source material
	• Show some awareness of different interpretations of historical issues, events and/or individuals, deploying some limited arguments

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level History

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Recall, select and deploy accurate, relevant and precise historical knowledge appropriately with arguments that are well organised and communicated with clarity. • Show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about key concepts. • Show understanding through analysis and explanation and reach substantiated and mostly sustained judgements about the relationships between key features/characteristics of the historical period. • Analyse and evaluate source material in its historical context with insight and discrimination. • Analyse and evaluate how, in relation to the historical context, aspects of the past have been interpreted in different ways. Use interpretations appropriately to substantiate arguments.
B	Characteristics that differentiate a grade B from a grade A: • More likely to contain descriptive passages. May lack some of the range or depth of knowledge demonstrated in A Grade answers. Has less support for judgements. • Has less support for analysis and evaluation • Has less sustained analysis, substantiation of judgement is less secure and linkage to the historical context is less well developed.
C	To achieve grade C, candidates will be able to: • Recall, select and deploy mostly relevant historical knowledge appropriately in an answer that is generally well organised. • Show evidence of understanding through some analysis and explanation and reach appropriate judgements with limited substantiation about key concepts. • Show evidence of understanding through explanation and analysis and reach appropriate judgements with limited substantiation about the relationships between key features/characteristics of the historical period • Comprehend and select information from a range of sources. Analyse and evaluate the source material, making inks to the historical

	context.
	• Show awareness that aspects of the past have been interpreted in different ways and offer some analysis and evaluation of these in relation to the historical context. Use interpretations to support some arguments.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Recall, select and deploy some relevant historical knowledge appropriately in an answer showing some organisation • Show evidence of understanding through limited analysis and explanation and reach some judgements with limited substantiation about key concepts • Show evidence of understanding through explanation and analysis and offer some judgements with limited substantiation about the relationships between key features/characteristics of the historical period. • Comprehend, identify and select information from a range of sources. Offer limited analysis and evaluation of the source material making tentative links to the historical context. • Show awareness that aspects of the past have been interpreted in different ways and offer limited analyses and evaluation of these. Use interpretations to support arguments, although these may be limited in places.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level History of Art

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Show selection of detailed evidence that reveals very good understanding of contexts of art. • Demonstrate very good analysis and interpretation with a very good understanding of visual language. • Demonstrate very good critical judgement, supported by very good reasoned argument across the majority of responses.
B	Characteristics that differentiate a grade B from a grade A: • Selection of evidence is competent or good, rather than very good, and understanding of contexts is competent or good rather than very good. • Demonstration of analysis and interpretation is competent or good rather than very good. • Demonstration of critical judgement is competent or good rather than very good but may be less consistent across responses.
C	To achieve grade C, candidates will be able to: • Show uneven selection of evidence that reveals adequate understanding of contexts of art. • Demonstrate uneven analysis and interpretation with an adequate understanding of visual language. • Demonstrate some critical judgement, supported by some reasoned argument across some responses.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Show some selection of evidence that reveals basic understanding of contexts of art. • Demonstrate basic analysis and interpretation with evidence of some understanding of visual language. • Demonstrate some critical judgement, supported by basic argument across some responses.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Law

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • Demonstrate knowledge and understanding of legal institutions, rules, principles, and concepts with clarity and accuracy, supported by identification and use of legal authority and other relevant evidence. • Apply legal rules and principles convincingly in a sustained, clear and logical manner, employing accurate and pertinent legal terminology, to suggest a solution to resolve issues of legal liability. • Analyse and evaluate legal rules, principles and concepts in a detailed and logical way, providing clear underpinning for both application and critical judgment.
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • Demonstrate knowledge and understanding of legal institutions, rules, principles and concepts with varying clarity and accuracy, supported by a moderate level of identification and use of legal authority and other relevant evidence. • Apply legal rules and principles in a moderately clear and logical manner, employing moderately accurate and pertinent legal terminology, to suggest a solution to resolve issues of legal liability. • Analyse and evaluate legal rules, principles and concepts with varying degrees of detail and logical structure, providing varying clarity of underpinning for both application and critical judgment.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Demonstrate some knowledge and understanding of legal institutions, rules, principles and concepts, supported by limited identification and use of legal authority and other relevant evidence. • Apply legal rules and principles to some extent but with limited clarity and logical structure, employing limited legal terminology, to attempt to formulate a possible solution to resolve issues of legal liability.

	• Analyse and evaluate legal rules, principles and concepts in a partially developed way, providing tentative underpinning for both application and critical judgment.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Law

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Demonstrate knowledge and understanding of legal institutions, rules, principles, theory and concepts with clarity and accuracy, supported by perceptive identification and use of legal authority and other relevant evidence. • Apply legal rules and principles convincingly in a sustained, clear and logical manner, employing accurate and pertinent legal terminology, to suggest a solution and, where appropriate, alternative possible solutions, to resolve issues of legal liability. • Analyse and evaluate legal rules, principles, theory, concepts and issues in a comprehensive, detailed, and logical way, providing clear underpinning for both application and critical judgment.
B	Characteristics that differentiate a grade B from a grade A: • Extent of relevance, accuracy and logical structure in explaining, analysing and applying legal rules and principles to determine issues of legal liability • Extent of clarity, logical structure and awareness of alternative perspectives in developing evaluation of legal institutions, rules, principles, theory, concepts and issues • Extent of support for application and evaluation by apt and accurate reference to legal authority and other relevant evidence • Extent of use of accurate and relevant legal terminology • Degree to which the above are demonstrated over a substantial range of the required content
C	To achieve grade C, candidates will be able to: • Demonstrate knowledge and understanding of legal institutions, rules, principles, theory and concepts with varying clarity and accuracy, supported by a moderate level of identification and use of legal authority and other relevant evidence. • Apply legal rules and principles in a moderately clear and logical manner, employing moderately accurate and pertinent legal terminology, to suggest a solution and, where appropriate, an alternative possible solution, to resolve issues of legal liability. • Analyse and evaluate legal rules, principles, theory, concepts and issues with varying degrees of detail and logical structure, providing varying clarity of underpinning for both application and critical judgment.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all

	aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Demonstrate some knowledge and understanding of legal institutions, rules, principles, theory and concepts, supported by limited identification and use of legal authority and other relevant evidence. • Apply legal rules and principles to some extent but with limited clarity and logical structure, employing limited legal terminology, to attempt to formulate a possible solution to resolve issues of legal liability. • Analyse and evaluate legal rules, principles, theory, concepts and issues in a partially developed way, providing tentative underpinning for both application and critical judgment.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS and A Level Mathematics and AS and A Level Further Mathematics

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Recall or recognise most of the mathematical facts, concepts, techniques, and standard models required and often select appropriate ones to apply to a variety of contexts. • Manipulate mathematical expressions with good accuracy and use graphs, sketches and diagrams appropriately. • Use mathematical language and notation confidently. • Proceed logically through some extended arguments and proofs. • Make correct deductions and inferences, draw correct conclusions and recognise incorrect reasoning. • Devise and implement a solution strategy in previously unseen unstructured challenging problems. • Sometimes notice and correct errors made in calculations or logic. • Recall or recognise most standard models and select appropriate ones to apply to a variety of situations in the real world. • Refer the results of problem solving back to the given context and, as required, make interpretations, comments, evaluations or predictions and note limitations. • Make reasoned, sometimes correct comments on modelling assumptions, outcomes and limitations, evaluate and suggest possible refinements to the model.
B	Characteristics that differentiate a grade B from a grade A: • Recall or recognise most of the mathematical facts, concepts, techniques and standard models required and select appropriate ones to apply to a variety of contexts but may struggle with more complex scenarios. • Manipulate mathematical expressions with good accuracy and use graphs, sketches and diagrams appropriately, but may make some minor errors in their processing. • Use mathematical language and notation confidently. • proceed logically through extended arguments and proofs, though may make errors in their processing or need to redo sections of their work.

	- Make correct deductions and inferences, in unfamiliar but straightforward cases draw correct conclusions and recognise incorrect reasoning. - Sometimes devise and implement a solution strategy in previously unseen unstructured challenging problems but may struggle with more complex scenarios. - Sometimes notice and correct any significant errors are made in calculations or logic. - Recall or recognise most standard models and sometimes select appropriate ones to apply to a variety of situations in the real world. - Refer the results of problem solving back to the given context and as required, make sensible interpretations, comments, evaluations or predictions and note limitations, those these might lack detail. - Make reasoned, sometimes correct comments on modelling assumptions, outcomes and limitations, evaluate and suggest possible refinements to the model those these might lack detail.
C	To achieve grade C, candidates will be able to: - Recall or recognise many of the mathematical facts, concepts, techniques and standard models required and sometimes select appropriate ones to use in a variety of contexts. - Manipulate mathematical expressions with few errors and sometimes use graphs, sketches and diagrams appropriately. - Sometimes use mathematical language and notation with confidence. - Sometimes construct extended arguments and proofs. - Sometimes make correct deductions and inferences, and sometimes draw correct conclusions and recognise incorrect reasoning. - Sometimes devise and implement a solution strategy in previously unseen unstructured problems. - Occasionally notice and correct errors made in calculations or logic. - Recall or recognise many of the standard models and sometimes select appropriate ones to apply to a variety of familiar situations in the real world. - Sometimes refer the results of problem solving back to the given context and, as required, sometimes make interpretations, comments, evaluations or predictions and note limitations. - Sometimes make reasoned, sometimes correct comments on modelling assumptions, outcomes and limitations, evaluate and suggest possible refinements to the model.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance

	in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Recall or recognise some of the mathematical facts, concepts, techniques and standard models required and sometimes select appropriate ones to use in some contexts. • Sometimes manipulate mathematical expressions with few errors and occasionally use graphs, sketches and diagrams appropriately. • Sometimes use mathematical language and notation correctly. • Occasionally create extended arguments, even if not always constructed logically. • Recall or recognise some of the standard models and sometimes select appropriate ones to apply to some familiar situations in the real world. • Sometimes attempt to refer the results of problem solving back to the given context and, as required, sometimes attempt to make interpretations, comments, evaluations, predictions or give limitations. • Occasionally attempt to make some comment on modelling assumptions, outcomes and limitations, occasionally attempt to evaluate and suggest possible refinements to the model, all with variable relevance.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Media Studies

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • demonstrate a detailed and accurate knowledge and understanding of the theoretical framework of media and the influence of relevant contexts on media products and processes • analyse media products coherently and in detail, including in context, making accurate, often perceptive and critically informed use of the theoretical framework of media and relevant academic theories • apply a detailed knowledge and understanding of the theoretical framework of media to make coherent, often perceptive and fully-supported judgements and conclusions • create a coherent and highly effective media product/prototype/mock-up that explicitly targets an intended audience, applying a thorough knowledge and understanding of the theoretical framework, and making purposeful and controlled use of relevant codes and conventions to communicate meaning
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • demonstrate a generally sound knowledge and understanding of the theoretical framework of media and the influence of relevant contexts on media products and processes • analyse media products in a straightforward manner, including in context, making appropriate and generally sound use of the theoretical framework of media and relevant academic theories • apply a generally sound knowledge and understanding of the theoretical framework of media to make reasonable judgements and conclusions, supported in a straightforward manner • create a generally appropriate media product/prototype/mock-up that targets an intended audience in a straightforward way, applying a generally sound knowledge and understanding of the theoretical framework, and making satisfactory use of relevant codes and conventions to communicate meaning
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to:

	- demonstrate a basic knowledge and understanding of the theoretical framework of media and the influence of contexts on media products and processes - offer a basic analysis of media products, although this may be descriptive, undeveloped or lacking in clarity, making some use of the theoretical framework of media - apply a basic knowledge and understanding of the theoretical framework of media to make some basic, undeveloped or partially supported judgements and conclusions - create a basic media product/prototype/mock-up that targets an intended audience in a basic way, applying some basic knowledge and understanding of the theoretical framework, and making some use of relevant codes and conventions to communicate meaning

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Media Studies

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • demonstrate a detailed and accurate knowledge and understanding of the theoretical framework of media and the influence of relevant contexts on media products and processes • analyse media products coherently and in detail, including in context, making accurate, often perceptive and critically informed use of the theoretical framework of media and relevant, advanced academic theories • apply a detailed knowledge and understanding of the theoretical framework of media to make coherent, often perceptive and fully-supported judgements and conclusions, and to offer a critically informed evaluation of academic theories, where appropriate • create a coherent and highly effective cross-media product/prototype/mock-up that explicitly targets an intended audience, applying a thorough knowledge and understanding of the theoretical framework, and making purposeful and controlled use of relevant codes and conventions to communicate meaning
B	Characteristics that differentiate a grade B from a grade A: • knowledge and understanding are accurate rather than accurate, detailed and consistent • analysis is logical rather than coherent, detailed and often perceptive • judgements and conclusions are logical and well-supported rather than coherent, often perceptive and fully-supported • the creation of cross-media products/prototypes/mock-ups for an intended audience is appropriate and effective rather than purposeful, controlled and highly effective
C	To achieve grade C, candidates will be able to: • demonstrate a generally sound knowledge and understanding of the theoretical framework of media and the influence of relevant contexts on media products and processes • analyse media products in a straightforward manner, including in context, making appropriate and generally sound use of the theoretical framework of media and relevant academic theories • apply a generally sound knowledge and understanding of the theoretical framework of media to make reasonable judgements and conclusions, supported in a straightforward manner, and to offer a straightforward evaluation of academic theories, where appropriate

	• create a generally appropriate cross-media product/prototype/mock-up that targets an intended audience in a straightforward way, applying a generally sound knowledge and understanding of the theoretical framework, and making satisfactory use of relevant codes and conventions to communicate meaning
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate a basic knowledge and understanding of the theoretical framework of media and the influence of contexts on media products and processes • offer a basic analysis of media products, although this may be descriptive, undeveloped or lacking in clarity, making some use of the theoretical framework of media • apply a basic knowledge and understanding of the theoretical framework of media to make some basic, undeveloped or partially supported judgements and conclusions • create a basic cross-media product/prototype/mock-up that targets an intended audience in a basic way, applying some basic knowledge and understanding of the theoretical framework, and making some use of relevant codes and conventions to communicate meaning

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

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

Overall performance

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	Overall performance at grade A typically shows: • consistently good, in-depth and detailed comprehension of the assessed language. • consistently clear and in-depth knowledge and understanding of the society and culture of the assessed language countries or communities. • high levels of critical analysis. • clear, coherent, and articulate language which meets the requirements of the tasks given. • the ability to translate with a high degree of accuracy from and into the assessed language.
B	Characteristics that differentiate a grade B from a grade A: • Comprehension may either lack detail at times, or contain minor lapses • knowledge and understanding of the society and culture of the assessed language countries or communities lacks depth on occasions • Good levels of critical analysis • clear, coherent, and articulate language which meets the requirements of the tasks given, but with some lapses • the ability to translate with a high degree of accuracy from and into the assessed language with occasional inaccuracies
C	Overall performance at grade C typically shows: • fairly good comprehension of the assessed language with some lapses. • fair knowledge and understanding of the society and culture of the assessed language countries or communities. • fair levels of critical analysis. • fairly good language skills which result in some clear, coherent and articulate expression but with occasional inconsistencies. • the ability to translate with a fair degree of accuracy from and into the assessed language.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.

E	Overall performance at grade E typically shows: • some comprehension of the assessed language. • some knowledge and understanding of the society and culture of the assessed language countries or communities. • limited levels of critical analysis. • restricted language skills, which result in limited clarity of expression. • the ability to translate with a limited degree of accuracy from and into the assessed language.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

Translation

Grade	Descriptors - Translation
A	To achieve grade A, candidates will be able to: • successfully translate most parts of a passage from the assessed language into English, with only minor omissions and a generally high degree of accuracy. • successfully translate most parts of a passage from English into the assessed language, with only minor omissions and a generally high degree of accuracy.
B	Characteristics that differentiate a grade B from a grade A: • Both translations will contain more errors with a few missions • Accuracy will generally be to a good degree, rather than to a high degree
C	To achieve grade C, candidates will be able to: • attempt to translate most parts of a passage from the assessed language into English, with some omissions but a fair degree of accuracy. • attempt to translate most parts of a passage from English into the assessed language, with some omissions but a fair degree of accuracy.
E	To achieve grade E, candidates will be able to: • attempt to translate some parts of a passage from the assessed language into English, but often with significant omissions and a limited degree of accuracy. • attempt to translate some parts of a passage from English into the assessed language, but often with significant omissions and a limited degree of accuracy.

Listening

Grade	Descriptor - Listening
A	To achieve grade A, candidates will be able to: • show a good understanding of spoken language. • show a good understanding of the main points and details, including points of view. • demonstrate a good ability to infer meaning. • summarise spoken language well.
B	Characteristics that differentiate a grade B from a grade A: • show a good understanding of the main points and details, including points of view with a few errors • summarise spoken language well with some minor inaccuracies
C	To achieve grade C, candidates will be able to: • show a fair understanding of spoken language. • understand some of the main points and details, including points of view. • demonstrate some ability to infer meaning. • summarise spoken language with some success.
E	To achieve grade E, candidates will be able to: • show some understanding of spoken language, but may not understand more complex and abstract language. • understand some of the main points, including basic points of view. • demonstrate a limited ability to infer meaning. • summarise some spoken language with limited success.

Reading

Grade	Descriptor - Reading
A	To achieve grade A, candidates will be able to: • show a good understanding of written language. • show a good understanding of the main points and details, including points of view. • demonstrate a good ability to infer meaning. • show a good understanding of a range of written texts, including factual and literary texts for study and research. • summarise written language well.
B	Characteristics that differentiate a grade B from a grade A: • show a strong understanding of written language. • show a generally good understanding of the main points and details, including points of view, with minor errors. • demonstrate a fair ability to infer meaning. • show a strong of understanding of a range of written texts, including factual and literary texts for study and research, with minor misunderstanding. • summarise written language well, with some factual inaccuracy
C	To achieve grade C, candidates will be able to: • show fair understanding of written language. • understand some of the main points and details, including points of view. • demonstrate some ability to infer meaning. • show some understanding of a range of written texts, including factual and literary texts for study and research. • summarise written language with some success.
E	To achieve grade E, candidates will be able to: • show some understanding of a range of written texts, including for research and study, but may not understand more complex and abstract language. • understand some of the main points and details, including basic points of view. • demonstrate a limited ability to infer meaning. • summarise some written language with limited success.

Writing

Grade	Descriptor - Writing
A	To achieve grade A, candidates will be able to: • develop ideas and express and justify points of view effectively. • show a good ability to structure responses coherently. • offer predominantly relevant, detailed information with good critical analysis addressing the requirements of tasks. • make effective use of a wide range of vocabulary and a variety of complex structures as appropriate to the tasks. • use and manipulate grammatical structures and vocabulary in a predominantly accurate way.
B	Characteristics that differentiate a grade B from a grade A: • develop ideas and express and justify points of view generally effectively. • show a good ability to structure responses coherently, with minor errors. • offer good range of relevant, detailed information with strong critical analysis addressing the requirements of tasks. • make effective use of a good range of vocabulary and a variety of complex structures as appropriate to the tasks. • use and manipulate grammatical a range structures and vocabulary in a generally accurate way.
C	To achieve grade C, candidates will be able to: • develop some ideas and express and justify some points of view. • show a fair ability to structure responses, but not always coherently. • offer a fair range of relevant information and some critical analysis, generally addressing the requirements of tasks. • make use of a fair range of vocabulary with some variation of complex structures. • use grammatical structures and vocabulary with varying degrees of accuracy. • sometimes manipulate language accurately and appropriately.
E	To achieve grade E, candidates will be able to: • communicate factual information, and basic points of view in response to the task set with some difficulty and will not always be able to address the requirements of the task appropriately. • develop their ideas and express and justify points of view with a limited ability. • show some ability to structure their response.

	- offer some relevant information but with limited critical analysis, and a tendency. towards description and narration, which may not always address the requirements of tasks. - use a limited range of grammatical structures and vocabulary which contain frequent errors and may be influenced by their first language. - demonstrate a limited ability to manipulate language correctly.

Speaking

Grade	Descriptor - Speaking (for languages where speaking is assessed)
A	To achieve grade A, candidates will be able to: • develop their ideas and express and justify points of view effectively. • offer predominantly relevant information and good analysis and evaluation, addressing the requirements of tasks. • respond readily, spontaneously and fluently, taking the initiative to interact effectively • demonstrate mostly accurate pronunciation and intonation. • make effective use of a wide range of vocabulary and a variety of complex structures, as appropriate to the tasks. • use and manipulate grammatical structures and vocabulary in a predominantly accurate way.
B	Characteristics that differentiate a grade B from a grade A: • develop ideas and express and justify points of view generally effectively. • offer good range of relevant, detailed information with strong critical analysis addressing the requirements of tasks • generally respond readily, spontaneously and fluently, often taking the initiative to interact effectively • make effective use of a good range of vocabulary and a variety of complex structures as appropriate to the tasks. • use and manipulate grammatical a range structures and vocabulary in a generally accurate way.
C	To achieve grade C, candidates will be able to: • sometimes develop their ideas and express and justify points of view effectively. • offer some relevant information and analysis, generally addressing the requirements of tasks. • generally, respond readily and with a fair degree of fluency, sometimes taking the initiative to interact. • demonstrate generally accurate pronunciation and intonation. • make some use of a range of vocabulary and a variety of complex structures. • use grammatical structures and vocabulary with varying degrees of accuracy. • sometimes manipulate language accurately and appropriately.
E	To achieve grade E, candidates will be able to: • offer some relevant, although often factual, information but with limited analysis and development.

	- provide their response with hesitation, with moments of fluency mostly confined to pre-learnt material which limits interaction. - show some understanding of usually basic, spoken language, but may not understand more complex or abstract questioning. - demonstrate inconsistent pronunciation and intonation. - show limited variation in grammatical structures and vocabulary and where complex/idiomatic language is used, this may appear repetitive or pre-learnt. - use language with limited accuracy and with errors, including interference from other languages, that occasionally prevent meaning being conveyed. - show only a limited ability to manipulate language accurately and appropriately.

AS Music

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • present musically convincing, accurate and fluent performances that show musical understanding and communication of the chosen style. • produce well structured, coherent compositions that show an ability to manipulate and develop musical ideas, making effective use of a wide range of compositional techniques and conventions in relation to the chosen genre, style and tradition • make critical judgements about music heard using technically appropriate terminology and showing a breadth of understanding across the genres, styles and traditions studied.
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • present generally accurate and reasonably fluent performances with moderate technical control, showing some awareness and communication of the chosen style • produce moderately well structured, coherent compositions in which most initial ideas are competently developed using a range of compositional techniques and conventions in relation to the chosen genre, style and tradition • make some judgements about music heard using some relevant musical terminology and showing a moderate degree of understanding when analysing music across the genres, styles and traditions studied
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • perform with a sense of continuity, though showing limited accuracy and understanding of the chosen style • produce partially coherent compositions with some appropriate musical ideas and development that demonstrate a basic understanding of musical devices and conventions in relation to the chosen genre, style and tradition. • comment on music heard using some accurate musical terminology, showing a limited understanding of music across the genres, styles and traditions studied.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Music

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • present musically convincing, accurate and fluent performances that show understanding and appropriate personal interpretation and communication of the style and context • produce musically convincing and sophisticated compositions that make skillful use of a wide range of compositional techniques and conventions to develop initial ideas in relation to the chosen genre, style and tradition • make and justify personal judgements on music heard, using accurate specialist vocabulary and demonstrate depth of analytical understanding of the genres, styles and traditions studied, making connections between the structural, expressive and contextual aspects of music
B	Characteristics that differentiate a grade B from a grade A: • there may be a few errors, and the performance is mainly fluent and musically convincing • most ideas are developed competently using a range of compositional techniques • written responses mainly contain a good depth of aural, analytical and contextual understanding
C	To achieve grade C, candidates will be able to: • present generally accurate and mostly fluent performances demonstrating a reasonable technique, and some awareness and communication of the chosen style and context • produce appropriately structured and generally coherent compositions in which some effective initial ideas are competently developed using a range of compositional techniques and conventions in relation to the chosen genre, style and tradition • express judgements on music heard, using an appropriate musical vocabulary, while showing some understanding and analysis within the genres, styles and traditions studied, sometimes making connections between the features and the context of music
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to:

	• present basic performances demonstrating limited accuracy and inconsistent fluency and technical control while showing some awareness of the chosen style • produce partially coherent compositions with simple development of appropriate musical ideas that demonstrate a basic understanding of musical devices and conventions in relation to the chosen genre, style and tradition • comment on music heard, using some appropriate terminology, showing a basic analytical understanding of the genres, styles and traditions studied

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Music Technology

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • Demonstrate a highly accomplished use of the full range of core music technology skills to produce excellent recordings. • Capture, process and mix sounds to produce consistently well balanced and effectively blended recordings. Any small slips or misjudgements are unobtrusive. • Demonstrate a highly accomplished use of the full range of core music technology skills to complete the technical challenges of the 8MT0/04 examination with a musical outcome. • Make mature and sophisticated use of a wide range of music technology in a composition which produces a thoroughly satisfying outcome for the listener. • Fully integrate all three of synthesis, sampling and effects into the composition in a musical way. • Produce compositions that show an imaginative and effective use of technical resources, musical devices and conventions, and the brief samples are musically integrated. Any small slips or misjudgements are unobtrusive. • Demonstrate a comprehensive knowledge of the technical processes and principles which can be applied to unfamiliar recordings. • Make intuitive and musical evaluations and critical judgments about the use of music technology in unfamiliar recordings or scenarios, referencing the wider context of music technology to justify these evaluations.
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • Demonstrate use of a range of core music technology skills to produce good recordings. • Capture, process and mix sounds to produce mostly well balanced and effectively blended recordings. Any misjudgements are noticeable but not intrusive, e.g. not fully controlled ambience on brass, not fully controlled dynamics on vocals. • Demonstrate use of a range of music technology skills to complete the technical challenges in the 8MT0/04 examination, but with lack of attention to detail, e.g. clicks not fully removed, reverb tails gated/cut. Performance may vary across tasks. • Make some good use of appropriate music technology in a composition which produces a partially satisfying outcome for the listener.

	• Integrate synthesis, sampling and effects into the composition, however one of these aspects will be underused or unsuccessful. • Produce compositions that show some good use of technical resources, musical devices and conventions, and the brief samples are mostly integrated into the composition. Any misjudgements are noticeable but not intrusive, e.g. lack of structural cohesion. • Demonstrate some good knowledge of the technical processes and principles which can be applied to unfamiliar recordings. • Make some good evaluations and critical judgments about the use of music technology in unfamiliar recordings or scenarios, and can sometimes reference the wider context of music technology to justify these evaluations. Performance will vary according to topic illustrating some gaps in knowledge.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Demonstrate limited use of some basic music technology skills to produce recordings with some encouraging signs but with areas of inconsistency, or lack of processing. • Capture, process and mix sound to produce recordings where inconsistent management of the resources leads to recordings of limited success. There are likely to be one or two intrusive errors but these wouldn't be sustained across all parts. • Demonstrate some use of music technology skills to complete some of the technical challenges in the 8MT0/04 examination with some creditworthy success. Performance will vary across the tasks. • Use music technology to produce an unstructured or repetitive composition which has some technical problems. • Use synthesis, sampling and effects in some way, however, synthesis could be limited to presets, sampling could be limited to simple re-triggering of sounds, and effects could be merely presets or functional reverbs. There is likely to be extreme or unmusical use of effects and processing. • Produce compositions that show sufficient technical control and understanding of resources, musical devices and conventions to meet the minimum requirements of the brief. The samples from the brief probably won't be musically integrated and may seem bolted on. There are likely to be one or two intrusive errors but these are not sustained across all parts or for the full duration of the composition. • Demonstrate a basic knowledge of the technical processes and principles which can be applied to unfamiliar recordings. • Make some analytical links about the use of music technology in unfamiliar recordings or scenarios, and recall facts about the wider

	context of music technology. Often technical language, though present, is used incorrectly resulting in sentences that are not coherent.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Music Technology

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Demonstrate a highly accomplished use of a wide range of music technology skills to produce excellent recordings. • Capture, process and mix sounds to produce consistently well balanced and effectively blended recordings. Any small slips or misjudgements are unobtrusive. • Demonstrate a highly accomplished use of a wide range of music technology skills to complete technical challenges with a musical outcome. • Make mature and sophisticated use of a wide range of music technology in a composition which produces a thoroughly satisfying outcome for the listener. • Fully integrate all three of synthesis, sampling and effects into the composition in a musical way. • Produce compositions that show an imaginative and effective use of technical resources, musical devices and conventions, meeting all the requirements of the brief. Any small slips or misjudgements are unobtrusive. • Demonstrate a comprehensive knowledge of the technical processes and principles which can be applied to unfamiliar recordings. • Make intuitive and musical evaluations and critical judgments about the use of music technology in unfamiliar recordings or scenarios, referencing the wider context of music technology to justify these evaluations.
B	Characteristics that differentiate a grade B from a grade A: • there will be some slips that begin to be noticeable on one or two tracks • There will be some gaps in the knowledge of some topics; fewer evaluative points linking to wider context will be made
C	To achieve grade C, candidates will be able to: • Demonstrate use of a range of music technology skills to produce good recordings. • Capture, process and mix sounds to produce mostly well balanced and effectively blended recordings. Any misjudgements are noticeable but not intrusive

	• Demonstrate use of a range of music technology skills to complete the technical challenges in the 9MT0/04 examination, but with lack of attention to detail. More advanced processing is likely to be omitted. • Make some good use of appropriate music technology in a composition which produces a partially satisfying outcome for the listener. • Integrate synthesis, sampling and effects into the composition, however one of these aspects will be underused or unsuccessful. • Produce compositions that show some good use of technical resources, musical devices and conventions, and meet most of the requirements of the brief. Any misjudgements are noticeable but not intrusive. • Demonstrate some good knowledge of the technical processes and principles which can be applied to unfamiliar recordings. • Make some good evaluations and critical judgments about the use of music technology in unfamiliar recordings or scenarios, and can sometimes reference the wider context of music technology to justify these evaluations. Performance will vary according to topic illustrating some gaps in knowledge.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Demonstrate limited use of some basic music technology skills to produce recordings with some encouraging signs but with areas of inconsistency, or lack of processing. • Capture, process and mix sound to produce recordings where inconsistent management of the resources leads to recordings of limited success. There are likely to be one or two intrusive errors but these wouldn't be sustained across all parts. • Demonstrate some use of music technology skills to complete some of the technical challenges with some success. • Use music technology to produce an unstructured or repetitive composition which has some technical problems. • Use synthesis, sampling and effects in some way, however, synthesis could be limited to pre-sets, sampling could be limited to simple re-triggering of sounds, and effects could be merely pre-sets or functional reverbs. There is likely to be extreme or unmusical use of effects and processing. • Produce compositions that show sufficient technical control and understanding of resources, musical devices and conventions to meet the minimum requirements of the brief. There are likely to be one or two intrusive errors but these are not sustained across all parts or for the full duration of the composition.

	• Demonstrate a basic knowledge of the technical processes and principles which can be applied to unfamiliar recordings. • Make some analytical links about the use of music technology in unfamiliar recordings or scenarios, and recall facts about the wider context of music technology. Often technical language, though present, is used incorrectly resulting in sentences that are not coherent.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Philosophy

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • Demonstrate a sound understanding of those concepts and methods of philosophy that they have studied, using appropriate philosophical terminology accurately • Give clear, sufficient and sometimes precise explanations, making logical links between clearly articulated points. • Argue in a clear, integrated and logical way, demonstrating clear intent and selecting/deploying appropriate material. • Argue to conclusions which are based on a balancing of arguments, with appropriate weight given to individual arguments and to the argument as a whole and sometimes distinguishing between crucial and less crucial arguments
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • Demonstrate an understanding of some of the concepts and methods of philosophy that they have studied which, although basic, does not contain frequent, serious misunderstandings. Basic philosophical terminology is used correctly. • Give clear explanations, identifying the main points and sometimes making appropriate logical links. • Use the language of arguments appropriately, with intent asserted, but infrequently seen in practice. Responses can contain irrelevant material. Reasons and conclusions are set out, but with little evidence of logical linking. Arguments and counter-arguments are set out, but the relationship between them is frequently unclear. The cruciality of arguments may occasionally be asserted, but not demonstrated.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Demonstrate limited understanding – with frequent misunderstandings - of those concepts and methods of philosophy that they have studied, sometimes using basic philosophical terminology, though not always correctly

	- Give explanations which show some understanding, but do not make the necessary logical links and often omit key points - Set out conclusions and some reasons, but not in the logical form of an argument and without clear intent, with no ability to weight arguments or distinguish between crucial/less crucial ones. There is sufficient irrelevance to make arguments difficult to follow.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Philosophy

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Demonstrate a detailed understanding of those concepts and methods of philosophy that they have studied, using a wide range of philosophical terminology accurately and precisely • Give clear, full explanations, precisely and with no significant redundancy, making logical links between precisely articulated points. • Argue in a clear, fully-integrated and logical way, demonstrating sustained intent and selecting/deploying material selected to be optimal for their purpose. • Argue to conclusions based on a well-defended balancing of arguments, with appropriate weight given to individual arguments and the overall argument as a whole and distinguishing between crucial and less crucial arguments to focus on the crucial ones.
B	Characteristics that differentiate a grade B from a grade A: • A lack of precision and the presence of noticeable redundancy
C	To achieve grade C, candidates will be able to: • Demonstrate an understanding of the main elements of the concepts and methods of philosophy they have studied, using basic philosophical terminology correctly and occasionally successfully using more sophisticated language • Give clear explanations which, although lacking in detail, include the main points and recognise the important logical links. • Use the language of argument appropriately, but intent is, in practice, only partially sustained and the relevance of selected material is not always obvious. Some logical links are made between reasons and conclusions, but insufficient to ensure that the conclusion is fully-supported by those reasons and arguments and counter-arguments tend to be juxtaposed. The cruciality of arguments is frequently asserted, but very seldom justified.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to:

	- Demonstrate a limited understanding of those concepts and methods of philosophy that they have studied, generally using basic philosophical terminology correctly. - Give explanations which show understanding, but are unfocussed, lacking in detail and where logical links are infrequently made. - Set out philosophical arguments, but intent is unclear and arguments are set out only in their basic logical forms, with conclusions and some reasons. Logical links are infrequently made, with some ability to weight arguments, but little, if any, ability to distinguish between crucial and non-crucial arguments. There is frequent irrelevance.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Physical Education (including AS)

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Demonstrate an excellent breadth and depth of knowledge and understanding across most areas of the specification. • Demonstrate sustained application of excellent knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. • Be consistently successful when analysing or evaluating any of the topics across most areas of the specification, articulating their ideas accurately, concisely, and logically. • Apply the full range of basic and most advanced skills both consistently and successfully in high level formal or competitive situations. • Analyse and evaluate their own/another Candidates performance in a formal or competitive setting with excellent levels of depth and breadth.
B	Characteristics that differentiate a grade B from grade A: • Noticeable, albeit sometimes, minor gaps of knowledge and understanding across the specification content. Depth of understanding may be shown less frequently. • Will apply knowledge and understanding to performance and involvement with slightly less depth, accuracy and/or frequency. • Some aspects may lack precision and fluency. • Advanced skills may be more likely to break down under pressure and performance may be less well-rounded or lack fluency. • Inaccuracies in the analysis and evaluation of performance will be more likely and depth and breadth may be more variable.
C	To achieve grade C, candidates will be able to: • Demonstrate a good level of knowledge and understanding across many areas of the specification, but with some noticeable inconsistency or gaps. • Apply some knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport with variable success. • Produce a good level of relevant analysis and evaluation on some of the topics from the specification, although this will not always be precise, accurate, concise, or logical. • Apply a most basic skills consistently and some advanced skills consistently well in formal or competitive situations. • Analyse and evaluate their own/another Candidates performance in a formal or competitive setting with a good level of depth or breadth.

D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Demonstrate some knowledge and understanding across many areas the specification, although significant gaps will be evident. • Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport on some occasions with limited success. • Attempt relevant analysis and evaluation on some occasions in a limited range of topics from the specification; this will often lack precision, accuracy, conciseness, and logical structure. • Apply some basic skills with limited consistency and success in formal or competitive situations. • Show a limited ability to analyse and evaluate performance in a formal or competitive situation.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Physics

Grade	Descriptor
A	To achieve grade A, candidates will be able to: • demonstrate detailed and comprehensive knowledge and understanding of scientific ideas, processes, techniques and procedures in the specification • select information from the specification that is relevant to each question • organise and concisely communicate information, using appropriate scientific terminology • carry out simple calculations with no guidance • apply scientific knowledge, principles and concepts in familiar and new contexts involving a few steps in the argument when handling qualitative and quantitative data • give explanations that are lucid and well-structured • carry out most multi-step calculations, yielding results that are usually error free and expressed to an appropriate precision • use appropriate technical language and scientific terms in unfamiliar contexts • demonstrate a firm grasp of the scientific reasons for using a range of practical procedures mentioned in the specification • use significant figures, powers of ten, and SI units with precision and accuracy • manipulate algebraic equations fluently and accurately • select appropriate information and evidence (both quantitative and qualitative) to form a judgement or to reach a conclusion • analyse a broad variety of information and evidence, accurately selecting an appropriate range of techniques drawn from theoretical and practical areas of the specification • interpret and evaluate ideas, information and evidence using accurate explanations of complex phenomena within the scope of the specification • use knowledge and understanding to discuss the behaviour of a system when its parameters change • develop and refine practical designs and procedures • suggest and make observations and measurements with appropriate precision and record these accurately • discuss a range of issues fluently with knowledge and understanding
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.

C	To achieve grade C, candidates will be able to: • demonstrate knowledge and understanding of many of the scientific ideas, processes, techniques and procedures in the specification • select information from the specification that is relevant to most questions or tasks • communicate information using appropriate scientific terminology • carry out simple calculations with little guidance • apply scientific knowledge, principles and concepts in familiar contexts that may involve a small number of steps in the argument when handling qualitative and quantitative data • give explanations that are mostly complete but could be structured more clearly • carry out accurately some of the stages in structured calculations involving several steps and have some appreciation of the appropriate precision • show some evidence of appropriate technical language and scientific terms in unfamiliar contexts • show some of the scientific reasons for using some of the practical procedures mentioned in the specification • use significant figures, powers of ten, and SI units accurately, with only occasional errors • manipulate simple algebraic equations fluently • select information and evidence (both quantitative and qualitative) to form judgements and conclusions that may not reflect the complete range of evidence available • analyse evidence and information from familiar contexts with partial accuracy, selecting appropriate techniques drawn from theoretical and practical areas of the specification • interpret and evaluate ideas, information and evidence using largely accurate explanations involving simple phenomena • use knowledge and understanding to suggest the behaviour of a simple system when its parameters change • use knowledge and understanding of the specification in a limited way to develop and refine practical designs and procedures considering only one or two factors • suggest and make observations and measurements with sufficient precision and record these with only minor error • discuss a limited range of scientific issues using arguments that may be incomplete or unbalanced or that lack fluency
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance

	in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate some knowledge and understanding of the scientific ideas, processes, techniques and procedures in the specification • select information from the specification that is relevant to a few questions • communicate information, using some appropriate scientific terminology occasionally • carry out simple structured calculations • apply scientific knowledge, principles and concepts in familiar contexts when handling qualitative and quantitative data • provide some limited explanations of material in the specification • carry out, correctly, some initial steps in calculations • use a limited range of technical language and scientific terms in unfamiliar contexts • demonstrate some limited appreciation of the scientific reasons for using some practical procedures mentioned in the specification • attempt simple problems that involve significant figures, powers of ten, and SI units with some limitations • manipulate simple algebraic equations with some errors evident • use evidence from familiar contexts to form limited judgements and conclusions that may not reflect the complete range of information and evidence available • provide an incomplete analysis of evidence and information that contains several errors and uses only a limited range of techniques drawn from theoretical and practical areas of the specification • give simple interpretations and evaluations of ideas, information and evidence, but these interpretations and evaluations may contain errors or misunderstandings • use knowledge and understanding to offer tentative or unsupported predictions for the behaviour of a very simple system when its parameters change • suggest the development and refinement of practical designs and procedures that are limited in extent and that demonstrate a limited familiarity with practical parts of the specification • discuss issues using limited, unsupported, or general arguments

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Physics

Grade	Descriptor
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • demonstrate detailed and comprehensive knowledge and understanding of scientific ideas, processes, techniques and procedures in the specification • select information from the specification that is relevant to questions • organise and concisely communicate information using appropriate scientific terminology • carry out simple calculations with no guidance • apply scientific knowledge, principles and concepts in familiar and new contexts that may involve multiple steps in the argument when handling qualitative and quantitative data • give explanations that are lucid and well-structured • carry out most complex calculations involving multiple steps, yielding results that are usually error free and expressed to an appropriate precision • show an ability to structure multiple step calculations so that each step occurs in a logical sequence • use appropriate technical language and scientific terms in unfamiliar contexts • select and link information and ideas from different parts of the specification in order to give explanations that are usually complete and accurate • demonstrate a firm grasp of the scientific reasons for using a range of practical procedures mentioned in the specification • use significant figures, powers of ten, and SI units with precision and accuracy • manipulate algebraic equations fluently and accurately • select appropriate information and evidence from a range of data (both quantitative and qualitative) to form a judgement or to reach a conclusion • analyse, with fluency and accuracy, information and evidence that is provided in a wide variety of unfamiliar contexts selecting a full range of appropriate techniques involving theoretical and practical areas of the specification • interpret and evaluate ideas, information and evidence using accurate and detailed explanations of complex phenomena

	- use knowledge and understanding to discuss the behaviour of a system when its parameters change - use knowledge and understanding to demonstrate insight into the development and refinement of practical designs and procedures; such insights will be wide-ranging and will cover most areas of the design or procedure - suggest and make observations and measurements with appropriate precision and record these accurately - discuss a range of issues with knowledge and fluency using balanced arguments
B	Characteristics that differentiate a grade B from a grade A: - demonstrate detailed and comprehensive knowledge and understanding... *A student will demonstrate comprehensive recall and understanding of most of the specification content. More than one question might contain a significant error.* - select information... *A few answers contain information that is not directly relevant to the question.* - organise and concisely communicate information... *Although appropriate scientific terminology is regularly used correctly, the meaning of a few answers is not immediately clear.* - carry out simple calculations... *Students attaining a grade B will be able to carry out simple calculations without guidance.* - apply scientific knowledge, principles and concepts... *Application to familiar concepts should be similar to A grade but application to unfamiliar concepts is likely to be less complete with missing steps in an argument.* - give explanations that are lucid and well-structured *Explanations may be incomplete.* - carry out most complex quantitative calculations... *Whilst generally correct, there are more likely to be errors or missing steps in complex calculations.* - show an ability to structure multiple step calculations... *Some steps may be unclear.* - use appropriate technical language and scientific terms *Use of technical language and terms will be less fluent.*

	- select and link information and ideas... *An incomplete range of information and ideas may be selected.* - demonstrate a firm grasp of the scientific reasons... *Most but not all of the practical procedures may be understood.* - use significant figures, powers of ten... *Students at grade B will demonstrate this ability.* - manipulate algebraic equations... *Students at grade B will demonstrate this ability.* - select appropriate information and evidence... *Candidates are likely to form judgements or conclusions with occasional error over a wide range of unfamiliar contexts. They will be able to consider familiar contexts with broad success. There may be some lack of fluency when using technical language or some quantitative manipulations may contain minor error.* - analyse, with fluency and accuracy, information and evidence... *Analyses may contain some minor errors in algebraic manipulation or a calculation, or some minor errors in reportage.* - interpret and evaluate ideas, information and evidence... *Interpretations and evaluations may be incomplete or contain some inaccuracy.* - use knowledge and understanding to discuss... *Discussions may be limited in validity or contain a minor inaccuracy.* - use knowledge and understanding to demonstrate insight... *Some developments may be unrealistic or simplistic; some refinements to a practical design may be incomplete or poorly expressed.* - suggest and make observations and measurements... *Some records may contain a minor error.*
C	To achieve grade C, candidates will be able to: - demonstrate knowledge and understanding of many of the scientific ideas, processes, techniques and procedures in the specification - select information from the specification that is usually relevant to questions - communicate information using appropriate scientific terminology - carry out simple calculations with little guidance - apply scientific knowledge, principles and concepts in familiar contexts that may involve several steps in the argument when handling qualitative and quantitative data - give explanations that lack structure but are mostly complete - carry out accurately, some of the stages in calculations involving multiple steps and have some appreciation of the appropriate precision

	• show some evidence of appropriate technical language and scientific terms in unfamiliar contexts • show some ability to select information and ideas from different parts of the specification in order to provide explanations • show some of the scientific reasons for using some of the practical procedures mentioned in the specification • use significant figures, powers of ten, and SI units accurately, with only occasional errors • manipulate simple algebraic equations fluently • select information and evidence (both quantitative and qualitative) to form judgements and conclusions that may not reflect the complete range of evidence available • analyse evidence and information from familiar contexts with partial accuracy selecting appropriate techniques drawn from theoretical and practical areas of the specification • interpret and evaluate ideas, information and evidence using largely accurate explanations involving simple phenomena • use knowledge and understanding from the specification to suggest the behaviour of a simple system when its parameters have changed • use knowledge and understanding of the specification in a limited way develop and refine practical designs and procedures considering only one or two factors • suggest and make observations and measurements with sufficient precision and record these with only minor errors • discuss a limited range of issues using arguments that may be incomplete or unbalanced or that lack fluency
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate some knowledge and understanding of the scientific ideas, processes, techniques and procedures in the specification • select information from the specification that is relevant to some questions • communicate information, using some appropriate scientific terminology occasionally • carry out simple structured calculations • apply scientific knowledge, principles and concepts in familiar contexts that may involve one or two steps in the argument when handling qualitative and quantitative data

	- provide some limited explanations of material in the specification - carry out, correctly, some initial steps in calculations - use a limited range of technical language and scientific terms - demonstrate some limited appreciation of the scientific reasons for using some practical procedures mentioned in the specification - attempt simple problems that involve significant figures, powers of ten, and SI units with some limitations - manipulate simple algebraic equations, with some errors evident - use evidence from familiar contexts to form limited judgements and conclusions that may not reflect the complete range of evidence available - provide an incomplete analysis, containing errors, of evidence and information using a limited range of techniques drawn from theoretical and practical areas of the specification - give simple interpretations and evaluations of ideas, information and evidence, but interpretations and evaluations may contain errors or misunderstandings - offer tentative or unsupported predictions for the behaviour of a very simple system when its parameters change - produce responses that are limited in extent and which focus on straightforward points when considering the development and refinement of practical designs and procedures - suggest and make observations and measurements but with little consideration to precision or accuracy - discuss issues using limited, unsupported, or general arguments that demonstrate a lack of knowledge and understanding

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Politics

Grade	Descriptor
A	To achieve grade A, candidates will be able to: • demonstrate comprehensive and accurate knowledge and understanding of political concepts, institutions and processes and awareness of significant debates and theories. • critically analyse aspects of politics and political information, noting parallels, connections, similarities and differences within the A-level specification; present explanations with clarity and coherence, using appropriate political vocabulary; support all statements and judgements with well-chosen examples; apply relevant theory where appropriate and show it to be fully understood; maintain a sharp focus in the analysis. • Critically evaluate aspects of politics and political information with well-supported arguments and judgements, leading to reasoned conclusions that are fully consistent with the preceding analysis.
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • demonstrate a range of generally accurate knowledge and understanding of political concepts, institutions and processes and some awareness of significant debates and theories. • analyse aspects of politics and political information, noting parallels, connections, similarities and differences within the A-level specification; present explanations with reasonable clarity and coherence, using some political vocabulary; support some statements and judgements with useful evidence; apply relevant theory where appropriate; maintain a clear focus in the analysis. • Make a sound evaluation of aspects of politics and political information with supported arguments and judgements, leading to reasoned conclusions that are largely consistent with the preceding analysis.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate limited knowledge and understanding of political concepts, institutions and processes and limited awareness of significant debates and theories.

	• offer a simplistic analysis of aspects of politics and political information, noting some parallels, connections, similarities and differences within the A-level specification; present explanations with limited clarity and coherence using restricted political vocabulary. Support statements and judgements with limited evidence; apply little, if any, relevant theory; maintain limited focus in the analysis. • make a limited evaluation of aspects of politics and political information, with simple arguments and judgements, leading to conclusions that are not entirely consistent with the preceding analysis.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Politics

Grade	Descriptor
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • demonstrate comprehensive and accurate knowledge and understanding of political concepts, ideas, institutions and processes and awareness of significant debates and theories including aspects of comparative politics • critically analyse aspects of politics and political information, noting parallels, connections, similarities and differences within the A-level specification; present explanations and make comparisons with clarity and coherence, using appropriate political vocabulary; support all statements and judgements with well-chosen examples; apply relevant theory where appropriate and show it to be fully understood; maintain a sharp focus in the analysis. • Critically evaluate aspects of politics and political information with well-supported arguments and judgements, leading to reasoned conclusions that are fully consistent with the preceding analysis.
B	Characteristics that differentiate a grade B from a grade A: • answers show a slightly reduced breadth of knowledge of the specification, with recognition of parallels, connections, similarities and differences. • answers make less use of supportive examples. • answers may not always maintain a sharp focus on the question and conclusions may not always clearly derive from the preceding analysis.
C	To achieve grade C, candidates will be able to: • demonstrate a range of generally accurate knowledge and understanding of political concepts, ideas, institutions and processes and some awareness of significant debates and theories, including aspects of comparative politics. • analyse aspects of politics and political information, noting parallels, connections, similarities and differences within the A-level specification; present explanations and make comparisons with reasonable clarity and coherence, using some political vocabulary; support some statements and judgements with useful evidence; apply relevant theory where appropriate; maintain a clear focus in the analysis. • make a sound evaluation of aspects of politics and political information with supported arguments and judgements, leading to reasoned conclusions that are largely consistent with the preceding analysis.

D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • demonstrate limited knowledge and understanding of political concepts, ideas, institutions and processes and limited awareness of significant debates and theories, including aspects of comparative politics. Identify a limited range of supporting examples. • offer a simplistic analysis of aspects of politics and political information, noting some parallels, connections, similarities and differences within the A-level specification; present explanations and make comparisons with limited clarity and coherence using restricted political vocabulary; support statements and judgements with limited evidence. Apply little, if any, relevant theory; maintain limited focus in the analysis. • make a limited evaluation of aspects of politics and political information, with simple arguments and judgements, leading to conclusions that are not entirely consistent with the preceding analysis.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Psychology

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • Demonstrate accurate and detailed knowledge of a range of relevant scientific ideas, processes, techniques and procedures; show understanding of most scientific ideas, processes, techniques and procedures; organise and present information clearly, using appropriate psychological terminology. • Engage explicitly and effectively with stimulus/contextual material to apply relevant knowledge and understanding of scientific ideas, processes, techniques and procedures in novel contexts (theoretical/practical) using stimulus information (quantitative/qualitative). • Analyse, interpret and evaluate relevant scientific information, ideas and evidence effectively and critically, to: ○ make appropriate judgements and draw sound conclusions showing sustained and substantiated reasoning. ○ and/or ○ develop/refine practical design and procedures effectively and appropriately.
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • Demonstrate reasonably accurate and detailed knowledge of some relevant scientific ideas, processes, techniques and procedures; show understanding of some scientific ideas, processes, techniques and procedures; organise and present information clearly in places, with some use of psychological terminology. • Apply relevant knowledge and understanding of some scientific ideas, processes, techniques and procedures in novel contexts (theoretical/practical) using stimulus information (quantitative/qualitative). Some application to stimulus/contextual material may be implicit. • Analyse, interpret and evaluate some relevant scientific information, ideas and evidence, to: ○ make judgements and draw some conclusions showing an ability to reason and develop a line of argument. and/or

	o propose some effective and appropriate developments/refinements of practical design and procedures.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.

E	To achieve grade E, candidates will be able to:
	
	• Demonstrate basic knowledge of some relevant scientific ideas, processes, techniques and procedures; show basic understanding of some scientific ideas, processes, techniques and procedures; present some information using basic psychological terminology.
	
	• Attempt to apply some knowledge and understanding of relevant scientific ideas, processes, techniques and procedures in novel contexts (theoretical/practical) using quantitative/qualitative information; show application to stimulus/contextual material that is limited in terms of appropriateness/effectiveness.
	
	• Show some attempt to analyse, interpret and evaluate some relevant scientific information, ideas and evidence, to:
	
	    o make basic judgements and draw basic conclusions showing some ability to reason and develop a line of argument and/or
	    o propose limited developments/refinements of practical design and procedures.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Psychology

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Demonstrate accurate and detailed knowledge of a range of relevant scientific ideas, processes, techniques and procedures; show understanding of most scientific ideas, processes, techniques and procedures; organise and present information clearly, using appropriate psychological terminology. • Engage explicitly and effectively with stimulus/contextual material to apply relevant knowledge and understanding of scientific ideas, processes, techniques and procedures in novel contexts (theoretical/practical) using stimulus information (quantitative/qualitative). • Analyse, interpret and evaluate relevant scientific information, ideas and evidence effectively and critically, to: • make appropriate judgements and draw sound conclusions showing sustained and substantiated reasoning. and/or • develop/refine practical design and procedures effectively and appropriately.
B	Characteristics that differentiate a grade B from a grade A: • knowledge will be mostly accurate and detailed but there will be occasional errors/omissions, indicating a lack of consistency. • links between psychological knowledge/understanding and a variety of stimulus material will be less thorough and well-focused, so aspects of application may not always be entirely effective. • arguments will be developed and mostly logical. Lines of reasoning will be mostly clear but there may be slight inconsistency in judgements/inadequacy in conclusions. • when refinement or further development of practical design and procedures is required, most suggestions will be competent and appropriate.
C	To achieve grade C, candidates will be able to: • Demonstrate reasonably accurate and detailed knowledge of some relevant scientific ideas, processes, techniques and procedures; show understanding of some scientific ideas, processes, techniques and

	procedures; organise and present information clearly in places, with some use of psychological terminology.
	• Apply relevant knowledge and understanding of some scientific ideas, processes, techniques and procedures in novel contexts (theoretical/practical) using stimulus information (quantitative/qualitative). Some application to stimulus/contextual material may be implicit.
	• Analyse, interpret and evaluate some relevant scientific information, ideas and evidence, to:

	o make judgements and draw some conclusions showing an ability to reason and develop a line of argument.
	     and/or
	     o propose some effective and appropriate developments/refinements of practical design and procedures.

D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.

E	To achieve grade E, candidates will be able to:
	
	 • Demonstrate basic knowledge of some relevant scientific ideas, processes, techniques and procedures; show basic understanding of some scientific ideas, processes, techniques and procedures; present some information using basic psychological terminology.
	
	 • Attempt to apply some knowledge and understanding of relevant scientific ideas, processes, techniques and procedures in novel contexts (theoretical/practical) using quantitative/qualitative information; show application to stimulus/contextual material that is limited in terms of appropriateness/effectiveness.
	
	 • Show some attempt to analyse, interpret and evaluate some relevant scientific information, ideas and evidence, to:
	
	     o make basic judgements and draw basic conclusions showing some ability to reason and develop a line of argument
	     and/or
	     o propose limited developments/refinements of practical design and procedures.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Religious Studies

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • demonstrate detailed knowledge and understanding of religious, philosophical and/or ethical thought and teaching, including the influence of beliefs, teachings and practices on individuals, communities and societies • provide detailed knowledge and understanding of the cause and significance of similarities and differences in belief, teaching and practice, as well as recognising the wide variety of approaches to the study of religion and belief • use well-integrated examples and/or sources of evidence, including religious texts • construct a sustained, coherent and well-organised argument on aspects of, and approaches to, religion and belief, including their significance, influence and study • use focussed analysis and effective evaluation, supported by clear and logical reasoning and/or sources of evidence, to justify the views presented.
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • demonstrate reasonable knowledge and understanding of religious, philosophical and/or ethical thought and teaching, including the influence of beliefs, teachings and practices on individuals, communities and societies • provide reasonable knowledge and understanding of the cause and significance of similarities and differences in belief, teaching and practice, as well as some recognition of the variety of approaches to the study of religion and belief • use mainly relevant examples and/or sources of evidence, including religious texts • construct a generally coherent and organised argument on aspects of, and approaches to, religion and belief, including their significance, influence and study • demonstrate some analysis and a clear attempt at evaluation, generally supported by reasoning and/or sources of evidence, to justify the views presented.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to:

	• demonstrate limited knowledge and understanding of religious, philosophical and/or ethical thought and teaching, including the influence of beliefs, teachings and practices on individuals, communities and societies • provide limited knowledge and understanding of the cause and significance of similarities and differences in belief, teaching and practice, as well as limited recognition of the variety of approaches to the study of religion and belief • use limited examples and/or sources of evidence, including religious texts. • attempt to construct an argument on aspects of, and approaches to, religion and belief, including their significance, influence and study • present descriptive responses that provide limited analysis and no/limited evaluation, using limited reasoning and/or evidence to justify any views presented.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Religious Studies

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • demonstrate detailed knowledge and understanding of religious, philosophical and/or ethical thought and teaching, including the influence of beliefs, teachings and practices on individuals, communities and societies • provide detailed knowledge and understanding of the cause and significance of similarities and differences in belief, teaching and practice, as well as recognising the wide variety of approaches to the study of religion and belief • use well-integrated examples and/or sources of evidence, including accurate reference to religious texts, scholarly views and where appropriate, pertinent connections between different areas of study • construct a sustained, coherent and well-organised argument on aspects of, and approaches to, religion and belief, including their significance, influence and study • use focussed analysis and effective evaluation, supported by clear and logical reasoning and/or sources of evidence, including scholarly opinion and/or and where appropriate, pertinent connections between different areas of study, to justify the views presented.
B	Characteristics that differentiate a grade B from a grade A: • demonstrating a detailed level of knowledge and understanding, though not consistently • demonstrating a high level of analysis and evaluation, though this is not always sustained
C	To achieve grade C, candidates will be able to: • demonstrate reasonable knowledge and understanding of religious, philosophical and/or ethical thought and teaching, including the influence of beliefs, teachings and practices on individuals, communities and societies • provide reasonable knowledge and understanding of the cause and significance of similarities and differences in belief, teaching and practice, as well as some recognition of the variety of approaches to the study of religion and belief • use some relevant examples and/or sources of evidence, including religious texts, scholarly views and where appropriate, connections between different areas of study.

	- construct a generally coherent and organised argument on aspects of, and approaches to, religion and belief, including their significance, influence and study - demonstrate some analysis and a clear attempt at evaluation, generally supported by reasoning and/or sources of evidence, including scholarly opinion and/or where appropriate, connections between different areas of study, to justify the views presented.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: - demonstrate limited knowledge and understanding of religious, philosophical and/or ethical thought and teaching, including the influence of beliefs, teachings and practices on individuals, communities and societies - provide limited knowledge and understanding of the cause and significance of similarities and differences in belief, teaching and practice, as well as limited recognition of the variety of approaches to the study of religion and belief - use limited examples and/or sources of evidence, including religious texts, scholarly views and there may be basic connections made between different areas of study - attempt to construct an argument on aspects of, and approaches to, religion and belief, including their significance, influence and study present descriptive responses that provide limited analysis and no/limited evaluation, using limited reasoning and/or evidence, including scholarly opinion and/or there may be basic connections made between different areas of study, to justify any views presented.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

AS Sociology

Grade	Descriptors
A	To achieve grade A, candidates will be able to: • Demonstrate relevant and comprehensive knowledge and understanding of a wide range of sociological theories and concepts, different sociological perspectives, evidence and research methods • Apply relevant sociological theories and concepts accurately to a range of issues using appropriate subject specific terminology • Critically analyse and evaluate theories, concepts, evidence and research methods to present arguments and create substantiated judgements.
B	To achieve grade B, students' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
C	To achieve grade C, candidates will be able to: • Demonstrate mostly accurate and appropriate knowledge and understanding of a range of sociological theories and concepts, different sociological perspectives, evidence and research methods • Apply mostly appropriate sociological theories and concepts to a range of issues using some subject specific terminology • Analyse and evaluate theories, concepts, evidence and research methods to create plausible arguments and judgements. Evaluation may be brief or implicit.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Demonstrate basic knowledge and understanding of some sociological theories and concepts, different sociological perspectives, evidence and research methods • Apply in a limited way theories, concepts and evidence to some issues • Describe, and make generalised simple arguments and judgements

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Sociology

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Demonstrate relevant and comprehensive knowledge and understanding of a wide range of sociological theories and concepts, different sociological perspectives, evidence and research methods • Apply relevant sociological theories and concepts accurately to a range of issues using appropriate subject specific terminology • Critically analyse and evaluate theories, concepts, evidence and research methods to present arguments and create substantiated judgements.
B	Characteristics that differentiate a grade B from a grade A: • The range of knowledge of sociological theories, concepts, perspectives and evidence will be slightly narrower • The conclusion and critical analysis and evaluation will be less well evidenced
C	To achieve grade C, candidates will be able to: • Demonstrate mostly accurate and appropriate knowledge and understanding of a range of sociological theories and concepts, different sociological perspectives, evidence and research methods • Apply mostly appropriate sociological theories and concepts to a range of issues using some subject specific terminology • Analyse and evaluate theories, concepts, evidence and research methods to create plausible arguments and judgements. Evaluation may be brief or implicit.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Demonstrate basic knowledge and understanding of some sociological theories and concepts, different sociological perspectives, evidence and research methods • Apply in a limited way theories, concepts and evidence to some issues • Describe, and make generalised simple arguments and judgements.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.

A Level Statistics

Grade	Descriptors
A*	To achieve grade A*, students' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
A	To achieve grade A, candidates will be able to: • Recall and recognise almost all statistical facts, concepts and techniques. • Select appropriate techniques to use in a variety of contexts. • Use appropriate notation and statistical terminology when using or commenting on statistical techniques for collection and representation of data, or on published representations. • Manipulate statistical expressions or use graphs and diagrams with high accuracy and skill. • Demonstrate a high level of statistical reasoning in their ability to make predictions from data. • Interpret statistical information, recognise almost all the standard statistical models in the specification, and make decisions about selecting appropriate models to represent a wide variety of situations presented using real life data given in a real-life context. • Demonstrate how to select and formulate an appropriate hypothesis test, carry out the necessary calculations, and make a conclusion in context from unfamiliar real-life contexts. • Construct clear, correct and rigorous arguments for methodologies used. • Devise and implement an effective solution strategy when faced with unstructured problems based on wide variety of real-life data within the Statistical Enquiry Cycle framework. • Show a strong ability to critically assess reliability and validity of their selected statistical methodologies or those presented in questions. • Demonstrate appropriate and efficient use of calculator technology, and an understanding of calculator output. • Demonstrate clear understanding of spreadsheet functions, database functions and output from graph-plotting software.
B	Characteristics that differentiate a grade B from a grade A: • Candidates can use appropriate notation and statistical terminology when using or commenting on statistical techniques for collection and representation of data, or on published representations, but may not provide extended arguments and criticisms.

	- Candidates will demonstrate a sound level of statistical reasoning in their ability to make predictions from data but may struggle with more complex scenarios. - Candidates can interpret statistical information, recognise almost all the standard statistical models in the specification, and can usually make decisions about selecting appropriate ones to represent unfamiliar but straightforward situations presented using real life data given in a real-life context. - Candidates can usually select and formulate an appropriate hypothesis test, carry out the necessary calculations, and make a conclusion in context from straightforward real-life contexts. - Candidates can make a good attempt to critically assess reliability and validity of their selected statistical methodologies or those presented in questions.
C	To achieve grade C, candidates will be able to: - Recall and recognise most statistical facts, concepts and techniques. - Select, most of the time, appropriate techniques to use in a variety of contexts. - use appropriate notation and statistical terminology most of the time when using or commenting on statistical techniques for collection and representation of data, or on published representations. - Manipulate statistical expressions or use graphs and diagrams with accuracy most of the time. - Demonstrate some statistical reasoning in their ability to make predictions from data. - Interpret statistical information, recognise most standard statistical models in the specification, and can usually make correct decisions about selecting appropriate models to represent a wide variety of more straightforward situations presented using real life data given in a real-life context. - Demonstrate often the ability to select and formulate an appropriate hypothesis test, carry out the necessary calculations, and make a conclusion in context from straightforward real-life contexts. - Construct some correct arguments for methodologies used. - Attempt to implement an effective solution strategy when faced with unstructured problems based on wide variety of real-life data within the Statistical Enquiry Cycle framework. - Show some ability to critically assess reliability and validity of their selected statistical methodologies or those presented in questions.

	• Demonstrate some appropriate use of calculator technology, and an understanding of calculator output. • Demonstrate some understanding of spreadsheet functions, database functions and output from graph-plotting software.
D	To achieve grade D, students' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
E	To achieve grade E, candidates will be able to: • Recall and recognise some statistical facts, concepts and techniques. • Sometimes select appropriate techniques to use in straightforward contexts. • Use appropriate notation and statistical terminology when using or commenting on statistical techniques for collection and representation of data, or on published representations, in some straightforward cases. • Attempt to manipulate statistical expressions or use graphs and diagrams with accuracy some of the time. • Demonstrate some statistical reasoning in their ability to make predictions from data presented in a straightforward scenario. • Interpret statistical information, recognise some standard statistical models in the specification, and can sometimes make correct decisions about selecting appropriate ones to represent a straightforward situation presented using real life data given in a simple real-life context. • Demonstrate sometimes the ability to select and formulate an appropriate hypothesis test, carry out some relevant calculations, and occasionally make a conclusion in context from straightforward real-life contexts. • Construct some correct arguments for methodologies used in straightforward contexts • Attempt, sometimes, to implement an effective solution strategy when faced with unstructured problems based on wide variety of real-life data within the Statistical Enquiry Cycle framework. • Show some attempt, in simple scenarios, to critically assess reliability and validity of their selected statistical methodologies or those presented in questions. • Demonstrate sometimes use of calculator technology and some understanding of calculator output. • Sometimes demonstrate a low-level understanding of spreadsheet functions, database functions and output from graph-plotting software.

A student should be graded unclassified (U) if their evidence does not meet the minimum requirements of most of the statements within the grade E descriptor.