Dear Parent/Carer

This is our second year using the Plymstock Pathways and we are really pleased with the way the students, parents and staff have embraced this change. Students are confident talking about their pathway and have been assessed using this in all subjects.

From the beginning of the academic year, each student has been allocated to a pathway that will describe the skills and knowledge that will help them to achieve the highest standards that they can. These pathways describe the Learning Journey from the beginning of Year 7 to the end of Year 11 and link to the target grade that each student could achieve. We have used the letters of the word PLYMSTOCK to describe the journey.

In Years 8, 9 and 10 there are generally eight pathways:

PL
LY
YM
MS
ST
TO
OC
CK

However, you may find that the Head of Department has fine-tuned their page to focus on the individual student's target grade letter or number. The information provided reflects the examination specification and therefore may be presented differently according to the subject. Please do not hesitate to contact the Head of Department for further clarification.

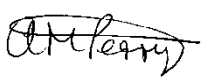
Due to the changes in both National Curriculum measures and GCSE grades, we developed a new way of measuring and reporting progress. This Year 10 booklet outlines the content and expectations for each pathway for all subjects on offer for Year 10. Therefore, there may well be some subjects that are not relevant for your child.

Throughout the academic year, teachers regularly review, assess and record each student's progress. This may take the form of comments and discussions in class, as well as feedback in exercise books. In this way, parents should be able to see how students are progressing and the next steps they can take to continue to make progress in each subject. In addition, students will be involved in self and peer assessment to encourage them to engage with their learning and understand how to make progress. If teachers are particularly pleased with, or concerned about, any aspect of a student's work they may contact home and we would urge parents to let the school know if they have concerns.

Over the academic year you will get three Progress Checks; these will report on five generic skills: Behaviour for Learning, Homework, Organisation for Learning in this subject, Ability to Work in a Group and Ability to Work Independently. The teacher will also report on whether your child is making the expected progress for their pathway, is producing work which is above the expected standard or is causing the teacher concern. For you to be clear as to the standard of work which is required, we have developed this booklet which summarises the skills and knowledge for each pathway. If your child is regularly performing at a standard which is above the expected standard for a pathway, they may be moved up to the next pathway. You will also get one Tutor Report per year.

If you would like to ask any questions about the Plymstock Pathways, please don't hesitate to contact either Mrs R Wright (Assistant Headteacher) or myself.

Regards



Ms A Perry
Deputy Headteacher, Curriculum

Pathways for Art, Craft and Design in Years 7, 8, 9, 10 and 11

Whilst the generic skill sets in Y7, 8, 9, 10 and 11 are the same, the project themes and challenges, level of practical skills and types of media used, and the ideas addressed become progressively more advanced as students move up each year. As students progress through Y10/Y11 students will increasingly use the single letter pathways (P, L, Y etc.) matching these to final GCSE number grades (9, 8, 7 etc.).

Pathway	Expectations
PL *Confidently meets the criteria* **LY** *Just meets the criteria*	• ***Developing Ideas through Observations/Recordings; Drawing: From observation*** – excellent shape, proportion and tone. ***From imagination*** – extremely varied and inventive ideas. ***For planning*** – exceptionally clear and detailed, showing a range of possibilities. ***Photography:*** Images will be in focus with excellent exposure: Imaginative variety in composition, angle of view and lighting; Use of contact sheets, showing excellent image selection; High quality printing and presentation of images; Exceptionally relevant choice of subject matter. • ***Developing Ideas through Investigating Sources:*** Extremely accurate shape and proportion; Excellent understanding of tone and colour values; Extremely relevant choice of media, matching media to the artwork studied; Creation of their own interpretation of the artist's style using a relevant subject of their choice. ***Written analysis:*** Fluently written in student's own words; Interesting, accurate and relevant facts about the artist/art studied; Confident and thorough use of Content/Form/Process/Mood or equivalent to discuss characteristics of the artwork studied; Clear understanding of the relationship between the project theme/their work and that of the artist studied; Strong ability to link the artist to the historical/cultural context in which they are making art. ***Presentation:*** Creative, eye-catching and visually inventive presentation, showing excellent attention to layout, background and titles; Excellent quality of printed examples of the artist's work; Complete and well finished with a very high level of attention and care. • ***Developing Ideas through Experimentation:*** Excellent documentation of the process of exploration, with relevant visual imagery and fluent annotation; Clear evidence of taking risks, of learning from "mistakes", and of reflecting on and improving practical skills in Art processes; A range of personal and imaginative possible ideas for outcomes. • ***Final Response:*** Personal, creative and imaginative solutions to the artistic challenge set; Skilful and accurate execution of final piece, with extremely successful control of art process/media and of the relevant formal elements; Evaluation of final piece showing fluent connections to both the sketchbook journey and to the artists studied; Very careful, successful completion and presentation of the final piece(s).
YM *Confidently meets the criteria* **MS** *Just meets the criteria*	• ***Developing Ideas through Observations/Recordings; Drawing: From observation*** – good shape proportion and tone. ***From imagination*** - varied and inventive ideas. ***For planning*** - clear and detailed, showing a range of possibilities. ***Photography:*** Images will be in focus with good exposure; Variety in composition, angle of view and lighting; Use of contact sheets, showing good image selection; Good quality printing and presentation of images; Relevant choice of subject matter. • ***Developing Ideas through Investigating Sources:*** Accurate shape and proportion; Good understanding of tone and colour values; Relevant choice of media, matching media to the artwork studied. **W*ritten analysis:*** Written in student's own words; Accurate and relevant facts about the artist/art studied; Good use of Content/Form/Process/Mood or equivalent to discuss characteristics of the artwork studied; Understanding of the relationship between the project theme/their work and that of the artist studied; Good ability to link the artist to the historical/cultural context in which they are making art. ***Presentation:*** Eye-catching and visually interesting presentation, showing good attention to layout, background and titles; Good quality of printed examples of the artist's work; Complete and finished with a good level of attention and care. • ***Developing Ideas through Experimenting:*** Good documentation of the process of exploration, with relevant visual imagery and good annotation; Evidence of taking risks, of learning from "mistakes", and of reflecting on and improving practical skills in Art processes; Two or three interesting possible ideas for outcomes. • ***Final Response:*** Personal, and reasonably creative/imaginative solutions to the artistic challenge set; Skilful and accurate execution of final piece, with successful control of art process/media and of the relevant formal elements; Evaluation of final piece showing good connections to both the sketchbook journey and to the artists studied; Careful and successful completion and presentation of the final piece(s).
ST *Confidently meets the criteria* **TO** *Just meets the criteria*	• ***Developing Ideas through Observations/Recordings; Drawing: From observation*** – satisfactory shape, proportion and tone. ***From imagination*** - sometimes varied and occasionally inventive ideas. ***For planning***-sometimes detailed, showing at least one or two possibilities. ***Photography:*** Images will usually be in focus with adequate exposure; Occasional variety in composition, angle of view and lighting; Some use of contact sheets, sometimes showing appropriate image selection; Adequate quality printing and presentation of images; Reasonably relevant choice of subject matter. • ***Developing Ideas through Investigating Sources:*** Reasonably accurate shape and proportion; Adequate understanding of tone and colour values; Fairly relevant choice of media, and sometimes matching media to the artwork studied. ***Written analysis:*** Mostly written in student's own words; Accurate if not always relevant facts about the artist/art studied; Adequate use of Content/Form/Process/Mood or equivalent to discuss characteristics of the artwork studied; Some understanding of the relationship between the project theme/their work and that of the artist studied; Some ability to link the artist to the historical/cultural context in which they are making art. ***Presentation:*** Reasonably interesting visual presentation, showing some attention to layout, background and titles; Adequate quality of printed examples of the artist's work; Often complete and finished with a reasonable level of attention and care. • ***Developing Ideas through Experimentation:*** Adequate documentation of the process of exploration, with some relevant visual imagery and reasonable annotation; Occasional evidence of taking risks, of learning from "mistakes", and of reflecting on and improving practical skills in Art processes; At least one possible idea of their own for an outcome. • ***Final Response:*** Fairly personal outcomes, with adequate creative/imaginative solutions to the artistic challenge set; Reasonably skilful and accurate execution of final piece, with adequate control of art process/media and of the relevant formal elements; Evaluation of final piece showing some connections to both the sketchbook journey and to the artists studied; Fairly careful and mostly successful completion and presentation of the final piece(s).

Pathways for Art, Craft and Design in Years 7, 8, 9, 10 and 11 *(continued)*

Pathway	Expectations
OC *Confidently meets the criteria* **CK** *Just meets the criteria*	• ***Developing Ideas through Observations/Recordings; Drawing: From observation*** – sometimes satisfactory shape, proportion and tone. ***From imagination*** - limited variation and rarely inventive ideas. ***For planning*** - inadequately detailed, showing only one possibility. ***Photography:*** Images will sometimes be in focus with adequate exposure; Limited variety in composition, angle of view and lighting; Rare use of contact sheets, sometimes showing appropriate image selection; Low quality printing and presentation of images; Rely on teacher for choice of subject matter. • ***Developing Ideas through Investigating Sources:*** Occasionally accurate shape and proportion; Limited understanding of tone and colour values; Occasionally relevant choice of media, rarely matching media to the artwork studied. ***Written analysis:*** Rarely written in student's own words; Partially accurate if not always relevant facts about the artist/art studied; Limited use of Content/Form/Process/Mood or equivalent to discuss characteristics of the artwork studied; Basic understanding of the relationship between the project theme/their work and that of the artist studied; Limited ability to link the artist to the historical/cultural context in which they are making art. ***Presentation:*** Some attempt at interesting visual presentation, showing basic attention to layout, background and titles; Low quality of printed examples of the artist's work; Occasionally complete and finished with limited level of attention and care. • ***Developing Ideas through Experimentation:*** Limited documentation of the process of exploration, with limited relevant visual imagery and infrequent, basic annotation; Little evidence of taking risks, of learning from "mistakes", and limited evidence of reflecting on and improving practical skills in Art processes; Reliance on the teacher for final ideas. • ***Final Response:*** Occasionally personal outcomes, with limited creative/imaginative solutions to the artistic challenge set; Partially skilful and accurate execution of final piece, with limited control of art process/media and of the relevant formal elements; Evaluation of final piece showing limited connections to both the sketchbook journey and to the artists studied; Occasionally careful and partially successful completion and presentation of the final piece(s).

Pathways for Business in Year 10

Expectations are linked to Year 10 mock exam and class work.

Pathway	Expectations
PL	Candidates will demonstrate in-depth knowledge and critical understanding of the full range of specification content. They apply this knowledge to current affairs and critical understanding, using terms, concepts, theories, processes and methods effectively to address problems and issues. They select and organise information from a wide variety of relevant sources and interpret and use this information effectively to analyse problems and issues with a high degree of accuracy. They also evaluate evidence effectively, making reasoned judgements and presenting conclusions accurately and appropriately using topical business language.
LY	Candidates will demonstrate in-depth knowledge and critical understanding of the full range of specification content. They apply this knowledge and critical understanding, using terms, concepts, theories, processes and methods effectively to address problems and issues. They select and organise information from a wide variety of sources and interpret and use this information effectively to analyse problems and issues with a high degree of accuracy. They also evaluate evidence effectively, making reasoned judgements and presenting conclusions accurately and appropriately.
YM	Candidates will demonstrate in-depth knowledge and critical understanding of a many aspects of specification content. They apply this knowledge and understanding, using terms, concepts, theories, processes and methods effectively to address problems and issues but not always correctly. They select and organise information from a useful variety of sources and interpret and use this information rationally to analyse problems and issues with accuracy but can sometimes apply to non-relevant aspects. They also evaluate evidence effectively, making judgements with some and presenting conclusions appropriately.
MS	Candidates demonstrate knowledge and understanding of most aspects of the specification content. They apply this knowledge and understanding, using terms, concepts, theories, processes and methods appropriately to address problems and issues. They select, organise, interpret and use information from a variety of sources to analyse problems and issues with some accuracy. They also make reasoned judgements and present conclusions which are supported by evidence with some frequency.
ST	Candidates demonstrate knowledge and understanding of most aspects of the specification content. They apply this knowledge and understanding, using terms, concepts, theories, processes and methods appropriately to address problems and issues. They select, organise, interpret and use information from a variety of sources to analyse problems and issues with some accuracy. They also make reasoned judgements and present conclusions which are supported by evidence with some frequency.
TO	Candidates demonstrate knowledge and understanding of most aspects of the specification content. They apply this knowledge and understanding, using terms, concepts, theories, processes and methods appropriately to address problems and issues. They select, organise, interpret and use information from a variety of sources to analyse problems and issues with some accuracy. They also make reasoned judgements and present conclusions which are supported by evidence with some frequency.
OC	Candidates demonstrate knowledge and understanding of many aspects of the specification content. They struggle to apply this knowledge and understanding, using terms, concepts, theories, processes and methods appropriately to address obvious problems and issues. They select, organise, interpret and use information from sources but cannot always analyse problems and issues with relevance. They sometimes make reasoned judgements but need help to form conclusions which are supported by evidence.
CK	Candidates demonstrate knowledge and understanding of many aspects of the specification content. They struggle to apply this knowledge and understanding, using terms, concepts, theories, processes and methods appropriately to address obvious problems and issues. They select, organise, interpret and use information from sources but cannot always analyse problems and issues with relevance. They sometimes make reasoned judgements but need help to form conclusions which are supported by evidence.

Pathways for Computing in Year 10

Students will follow one of the Curriculum Pathways indicated below. They may, if appropriate, study topics from the pathway above the one they are studying as extension.

If they are meeting expectations they will be able to do the following by the end of the year.

<table>
<tr><th>Pathway</th><th>Expectations</th></tr>
<tr><td>9</td><td rowspan="2">In addition to the skills and knowledge detailed below, students will:
be able to independently analyse a given problem, accurately plan a solution using Flow Diagrams or Pseudo Code and then programme an efficient, reliable and robust solution using Python.
be able to annotate their diagrams and comment on their programmes justifying their choice of certain constructs and programming approaches showing that they fully understand the choices they have made.
have a detailed knowledge and understanding of the different types of Computer System, the hardware that makes them work and be able to compare and contrast different systems, making fully justified decisions about which type of system is most suitable for a given situation.</td></tr>
<tr><td>8</td></tr>
<tr><td>7</td><td rowspan="2">In addition to the skills and knowledge detailed below, students will:
be able to plan and create a range of programmes that are efficient, robust and reliable.
be able to describe the tools and techniques they have used, showing some understanding of how they have achieved their outcomes.
be able to describe a range of computer systems, their uses and describe their strengths and weaknesses.
be able to confidently discuss the component parts of a computer system, their function and how they can be improved/upgraded to improve the performance of the computer system as a whole.
be able to describe the characteristics of the three number systems and be able to independently convert between them.
have a detailed knowledge of different network topologies and be able to explain the differences between them.
have the ability to compare and contrast the different network topologies and select the most appropriate one for a given circumstance, giving some justification.
be able to explain the benefits and drawbacks of the different network topologies and be able to explain how they are used to transfer data from one computer system to another.</td></tr>
<tr><td>6</td></tr>
<tr><td>5</td><td rowspan="2">In addition to the skills and knowledge detailed below, students will:
be able to explain what is meant by the term Algorithm and be able to design a range of algorithms that can effectively solve problems of various complexities. When creating these solutions, they will be able to confidently make use of the concepts of Sequence, Selection and Iteration.
be confident in the use of a wide range of built in functions within the Python Programming language to create digital implementations of the algorithms they design.
be able to confidently identify the three different number systems and be able to convert numbers between the different systems with some support.
have an understanding of what a computer system is and be able to describe different types of computer systems including the component parts of them.
be able to describe different network topologies and draw accurate diagrams of how they are connected. Students will also be able to describe how the internet works and what cloud computing is.</td></tr>
<tr><td>4</td></tr>
<tr><td>3</td><td rowspan="3">Students will:
be able to identify the meaning of Sequence, Selection and Iteration. With varying levels of support they will be able to plan and create programmes using the python language.
have an understanding of the three different number systems and with support be able to convert numbers between them.
be able to identify common computer systems, hardware, software and their uses as well as being able to identify different types of computer network and their benefits/drawbacks.</td></tr>
<tr><td>2</td></tr>
<tr><td>1</td></tr>
</table>

Pathways for Construction in the Built Environment for Years 10 and 11

		Expectations
Level 2 Distinction	**Unit 1**	• Understand all of the standard regulations, being able to apply them fully to any given situations within the whole construction industry. • Can identify all fire extinguisher types and what situation to use them in. • Be able to full understand safety sign and apply correctly to different situation. • Understand who the HSE are and what they do, especially in terms of a breach of legislation and support available. • Identify hazards to health and safety in different situations, On-site – substructure, superstructure and Off-site – workshop, office, travelling, and create a detailed risk assessment including potential effect. • Understand how to minimise risks to health and safety in any situations using all appropriate control measures. • Know how risks to security are minimised in construction in any situations and to describe what measure can be put in place for both employees and employers.
	Unit 2	• Accurately interpret required technical information from more than one type of source. • Accurately calculate materials required to complete set tasks using standard conventions. • A range of techniques are used effectively in completion of specified tasks. Outcomes are within specification tolerances and achieved independently.
	Unit 3	• Describe in detail the activities of those involved in a specific construction project. • Assess with clear and detailed reasoning potential effects of a range of factors on specified project success criteria. • Independently use appropriate project planning tools effectively to show project plan clearly and in detail.
Level 2 Merit	**Unit 1**	• Understand the standard regulations, including RIDDOR, and select an appropriate one for a given situation. • Can identify most fire extinguisher types and what situation to use them in. • Understand safety signs, including shape, colour and meaning in detail. • Understand who the HSE are and what they do, especially in terms of a breach of legislation. • Identify hazards to health and safety in different situations, On-site – substructure, superstructure, and create a detailed risk assessment. • Understand how to minimise risks to health and safety in different situations using multiple different control measures. • Know how risks to security are minimised in construction in different situations and begin to describe what measures can be put in place.
	Unit 2	• Accurately interpret a range of technical information from more than one type of source. There may be some omissions. • Accurately identify and specify in detail resources required to complete construction tasks. • Calculate to an appropriate degree of accuracy materials required to complete construction tasks. There may be some errors in totals or standard conventions used, but these have limited effect on overall requirements. Processes followed to complete calculations are correct. • A range of appropriate preparation tasks are completed effectively in a logical sequence. Tasks are completed independently. • A range of techniques are used effectively in completion of specified tasks. Outcomes are mainly within specification tolerances and all within acceptable tolerances. Outcomes are achieved with limited guidance. • Evaluate quality of construction tasks. Judgements are reasoned and equal consideration given to specification and success criteria.
	Unit 3	• Describe in detail the activities of those involved in a specific construction project, most of which is relevant. • Describe in detail outputs of those involved in a specific construction project. • Calculations take account of resources to meet requirements for built environment development projects. Results of calculations are mainly accurate. • Assess potential effects of a range of factors on project success. Most evidence is well reasoned and relevant to a specified project success criterion. • A range of appropriate processes are sequenced in logical order. • Use appropriate project planning tools effectively to show clearly project plan. Project planning tools used with limited direction or intervention.
Level 2 Pass	**Unit 1**	• Understand the standard regulations such as HASAWA and how it is split into sections, PPE, COSHH and who is responsible for following them. • Can identify most fire extinguisher types. • Understand most safety signs, including shape, colour and meaning. • Understand who the HSE are and what they do. • Understand and create a basic risk assessment. • Understand how to minimise risks to health and safety including different control measures. • Know how risks to security are minimised in construction in most situations.

Pathways for Construction in the Built Environment for Years 10 and 11 *(continued)*

		Expectations
Level 2 Pass	**Unit 2**	• Interpret a range of technical information from more than one type of source. There may be some inaccuracies or omissions. • Plan sequence of work to meet requirements. Process is mainly logical, showing knowledge of processes to be followed. Timescales are mainly appropriate. • Identify resources required to complete construction tasks. There may be some omissions or lack of detail. • Calculate materials required to complete construction tasks. There may be some errors in totals, degree of accuracy recorded or standard conventions used. Processes followed to complete calculations are correct. • Success criteria for completion of construction tasks are identified from explicit and implicit information provided in the brief. • A range of preparation tasks are completed effectively in a mainly logical sequence. There may be some errors and omissions. • Tasks are completed with limited guidance and direction. • A range of techniques are used effectively in completion of most specified tasks. Outcomes are within acceptable tolerances, achieved with limited guidance or intervention. • Apply health and safety practices in completion of construction tasks. Some guidance and intervention may be required. • Evaluate quality of construction tasks. Judgements show some reasoning and consideration is given to both specification and success criteria, but lacks balance.
	Unit 3	• Describe activities of those involved in a specific construction project, most of which is relevant. • Describe responsibilities of those involved in a specific construction project, most of which is relevant. • Describe outputs of those involved in a specific construction project. • Describe processes used in a specific built environment development project, most of which is relevant. • Calculations take account of resources to meet requirements for built environment development projects. There may be some minor omissions. Results of calculations are mainly accurate. • Assess potential effects of factors on project success. A limited range of factors are considered against identified success criteria. Evidence has some reasoning and some content is appropriate to a specified project. • Extract mainly relevant information from a range of information sources. • A range of appropriate processes are sequenced. There may be some minor errors or omissions. • Time is apportioned accurately to most processes. • Use appropriate project planning tools effectively to show project plan. There may be some errors in the use of software. Project planning tools used with some direction or intervention. • Appropriate tolerances are set to most processes.
Level 1 Pass	**Unit 1**	• Awareness of the basic standard regulations such as HASAWA & PPE and who is responsible. • Can identify a few fire extinguisher types. • Awareness of safety signs and their purpose. • Awareness of the HSE. • A basic understanding of hazards to health and safety in different situations. • Begin to understand how to minimise risks to health and safety. • A basic ability of how risks to security are minimised in construction.
	Unit 2	• Interpret a limited range of technical information. Evidence tends to focus on one type of source. • Plan an outline sequence of work. There may be issues with sequence proposed. • Identify key resources required to complete construction task. • Calculate materials required to complete construction tasks. Totals calculated may have some errors although process used correct. There may be omissions in use of standard conventions and some materials required. • Success criteria specified in the brief are stated. • A limited range of preparation tasks are completed effectively. The learner requires direction and guidance to carry out tasks. • Techniques are used effectively in completion of a limited range of tasks. Outcomes of tasks are within acceptable levels of tolerance as a result of guidance and interventions. • Apply health and safety practices under direction. • Identify where construction tasks meet requirements.
	Unit 3	• Outline in general terms activities of those involved in construction projects. • Outline in general terms responsibilities of those involved in construction projects. • Outline in general terms the outputs of those involved in construction projects. • Outline in general terms the processes used in built environment development projects. • Calculations show that there has been some consideration for meeting project requirements. Some results of calculations are accurate. • Outline in general terms, with limited reasoning, potential effect of factors on project success. • Extract a limited range of relevant information from a limited range of information sources. • A range of processes are sequenced. There may be significant omissions or errors. • Time is apportioned within acceptable tolerances to most processes. • Use appropriate project planning tools with guidance, to effectively show project plan. • Tolerances are set to most processes. There may be some that are inappropriate.

Pathways for Drama in Year 10

Pathway	Expectations
PL	**Students MUST demonstrate a secure awareness of:** • genre • structure • character • form and style • language • stage directions • social, historical and cultural contexts, including the theatrical conventions of the period in which the performance texts were created **Students must demonstrate how meaning is communicated through:** • performance conventions • use of performance space and spatial relationships on stage • relationships between performers and audience • actor's vocal and physical interpretation of character • the drama and theatre terminology used by theatre makers and how to use it appropriately • the role of theatre makers in contemporary professional practice, including: performer / director / designer **Minimum Performance grade in Controlled Assessment (per Performance) – 18** **Students must also:** • Display leadership within performance groups showing a high level of commitment to extra-curricular rehearsals • Actively take part in a range of Drama/Theatre activities outside of the classroom
LY	**Students MUST demonstrate a secure awareness of:** • genre • structure • character • form and style • language • stage directions • social, historical and cultural contexts, including the theatrical conventions of the period in which the performance texts were created **Students must demonstrate how meaning is communicated through:** • performance conventions • use of performance space and spatial relationships on stage • relationships between performers and audience • actor's vocal and physical interpretation of character • the drama and theatre terminology used by theatre makers and how to use it appropriately • the role of theatre makers in contemporary professional practice, including: performer / director / designer **Minimum Performance grade in Controlled Assessment (per Performance) – 16** **Students must also:** • Display leadership within performance groups showing a high level of commitment to extra-curricular rehearsals • Actively take part in a range of Drama/Theatre activities outside of the classroom
YM	**Students MUST demonstrate an awareness of:** • genre • structure • character • form and style • language • stage directions • social, historical and cultural contexts, including the theatrical conventions of the period in which the performance texts were created **Students must demonstrate how meaning is communicated through:** • performance conventions • use of performance space and spatial relationships on stage • relationships between performers and audience • actor's vocal and physical interpretation of character • the drama and theatre terminology used by theatre makers and how to use it appropriately • the role of theatre makers in contemporary professional practice, including: performer / director / designer **Minimum Performance grade in Controlled Assessment (per Performance) – 14** **Students must also:** • Work well as part of the performance groups showing a good level of commitment to extra-curricular rehearsals • Actively take part in Drama/Theatre activities outside of the classroom

Pathways for Drama in Year 10 *(continued)*

Pathway	Expectations
MS	**Students MUST demonstrate an awareness of:** • genre • structure • character • form and style • language • stage directions • social, historical and cultural contexts, including the theatrical conventions of the period in which the performance texts were created **Students must demonstrate how meaning is communicated through:** • performance conventions • use of performance space and spatial relationships on stage • relationships between performers and audience • actor's vocal and physical interpretation of character • the drama and theatre terminology used by theatre makers and how to use it appropriately • the role of theatre makers in contemporary professional practice, including: performer / director / designer **Minimum Performance grade in Controlled Assessment (per Performance) – 12** **Students must also:** • Work well as part of the performance groups showing a good level of commitment to extra-curricular rehearsals • Actively take part in Drama/Theatre activities outside of the classroom
ST	**Students MUST demonstrate an awareness of some of the following** • genre • structure • character • form and style • language • stage directions • social, historical and cultural contexts, including some theatrical conventions of the period in which the performance texts were created **Students must demonstrate how meaning is communicated through:** • performance conventions • use of performance space and spatial relationships on stage • relationships between performers and audience • actor's vocal and physical interpretation of character • the drama and theatre terminology used by theatre makers and how to use it appropriately • the role of theatre makers in contemporary professional practice, including: performer / director / designer **Minimum Performance grade in Controlled Assessment (Per Performance) – 10** **Students must also:** • Co-operate fully within performance groups making efforts to contribute to extra-curricular rehearsals • Take part in an extra-curricular Drama/Theatre activity whilst on the course
TO	**Students MUST demonstrate an awareness of some of the following:** • genre • structure • character • form and style • language • stage directions • social, historical and cultural contexts, including some theatrical conventions of the period in which the performance texts were created **Students must demonstrate how meaning is communicated through:** • performance conventions • use of performance space and spatial relationships on stage • relationships between performers and audience • actor's vocal and physical interpretation of character • the drama and theatre terminology used by theatre makers and how to use it appropriately • the role of theatre makers in contemporary professional practice, including: performer / director / designer **Minimum Performance grade in Controlled Assessment (Per Performance) – 8** **Students must also:** • Work with other members of performance group, making efforts to contribute to extra-curricular rehearsals

Pathways for Drama in Year 10 *(continued)*

Pathway	Expectations
OC	**<u>Students MUST demonstrate a limited awareness of:</u>** • genre • structure • character • form and style • language • stage directions • social, historical and cultural contexts **<u>Students must demonstrate how meaning is communicated through:</u>** • performance conventions • use of performance space and spatial relationships on stage • relationships between performers and audience • actor's vocal and physical interpretation of character • some drama and theatre terminology used by theatre makers and how to use it appropriately **Minimum Performance grade in Controlled Assessment (per Performance) – 6** **<u>Students must also:</u>** • Work with other members of performance group, making efforts to contribute to extra-curricular rehearsals
CK	**<u>Students MUST demonstrate a basic awareness of:</u>** • genre • structure • character • form and style • language • stage directions • social, historical and cultural contexts **<u>Students must demonstrate how meaning is communicated through:</u>** • performance conventions • use of performance space and spatial relationships on stage • relationships between performers and audience • actor's vocal and physical interpretation of character • some drama and theatre terminology used by theatre makers **No Minimum Performance grade in Controlled Assessment** **<u>Students must also:</u>** • Work with other members of performance group, making efforts to contribute to extra-curricular rehearsals

Pathways for English Language in Year 10

Topic Content from SoW: Paper One focus – analysis of language and structure, evaluation and writing to describe. Paper Two focus – synthesis of texts, analysis of writers' methods and writing to argue and persuade.

Students on each pathway should/will:

Pathway	Expectations
9	**Reading:** Show perceptive synthesis and interpretation when responding to texts. Demonstrate detailed and perceptive understanding of language. Select a judicious range of textual detail to support ideas. Make sophisticated and accurate use of subject terminology. Compare ideas and perspectives in a perceptive way. Show perceptive understanding of methods writers use, including structural devices. **Writing:** Writing is compelling and convincing for audience and assuredly matched to purpose. Use extensive and ambitious vocabulary with sustained crafting of literary devices. Show varied and inventive use of structural features with fluently linked paragraphs. Use Standard English consistently and appropriately. High level of accuracy in spelling.
8	**Reading:** Demonstrate some perceptive synthesis and interpretation when responding to texts. Demonstrate some detailed and perceptive understanding of language. Select a detailed range of textual examples to support ideas. Make sophisticated and accurate use of subject terminology. Compare ideas and perspectives in a largely perceptive way. Show some perceptive understanding of methods writers use, including structural devices. **Writing:** Writing is largely compelling and convincing for audience and assuredly matched to purpose. Use extensive and ambitious vocabulary with sustained crafting of literary devices. Show varied use of structural features with fluently linked paragraphs. Use Standard English consistently and appropriately. High level of accuracy in spelling is evident.
7	**Reading:** Show clear synthesis and interpretation when responding to texts. Demonstrate clear understanding of language. Select a range of textual detail to support ideas. Make accurate use of subject terminology. Compare ideas and perspectives in a clear way. Show clear understanding of methods writers use, including structural devices. **Writing:** Writing is consistent and clear for audience and matched to purpose. Use increasingly ambitious vocabulary with crafting of literary devices. Show varied use of structural features with coherently linked paragraphs. Use Standard English consistently and appropriately. Generally accurate spelling.
6	**Reading:** Show some clear synthesis and interpretation when responding to texts. Demonstrate some clear understanding of language. Select a range of textual detail to support ideas. Make largely accurate use of subject terminology. Compare ideas and perspectives in a mainly clear way. Show some clear understanding of methods writers use, including structural devices. **Writing:** Writing is mainly consistent and clear for audience, and matched to purpose. Use increasingly ambitious vocabulary with some crafting of literary devices. Show some varied use of structural features with coherently linked paragraphs. Use Standard English consistently and appropriately. Generally accurate spelling.
5	**Reading:** Show some synthesis and interpretation when responding to texts. Demonstrate some understanding of language. Select textual detail to support ideas. Make some accurate use of subject terminology. Compare some ideas and perspectives. Show some understanding of methods writers use, including structural devices. **Writing:** Writing shows some success with attempt to match register to audience. Conscious use of vocabulary with some use of linguistic devices. Some use of structural features, including paragraphs and discourse features. Use Standard English mainly consistently and appropriately. Generally accurate spelling.
4	**Reading:** Show some synthesis and interpretation when responding to texts. Demonstrate some understanding of language. Select textual detail to support ideas. Make some accurate use of subject terminology. Compare some ideas and perspectives. Show some understanding of methods writers use, including structural devices. **Writing:** Writing shows attempt to match register to audience. Conscious use of vocabulary with some use of linguistic devices. Some use of structural features, including paragraphs and discourse features. Use Standard English mainly consistently and appropriately. Generally accurate spelling.
3	**Reading:** Attempt to show some synthesis and interpretation when responding to texts. Demonstrate some understanding of language. Select some textual detail to support ideas. Make some accurate use of subject terminology. Attempt to compare some ideas and perspectives. Show some understanding of methods writers use, including structural devices. **Writing:** Writing shows some attempt to match register to audience. Some conscious use of vocabulary with some use of linguistic devices. Some use of structural features, including paragraphs and discourse features. Use Standard English with some consistency and appropriateness. Generally accurate spelling.
2	**Reading:** Show simple awareness when responding to texts. Offer paraphrase rather than inference. Make simple references to texts. Can make simple statements on differences between texts. Offer simple comment on the effect of language. Show simple, limited evaluation. **Writing:** Show simple awareness of language with some comment on effects. Make simple use of subject terminology, not always appropriately. Offer simple comment on the effects of structural features. Simple awareness of register and audience. Simple vocabulary and sentence structures used.
1	**Reading:** Show some simple awareness when responding to texts. Offer paraphrase rather than inference. Make some simple references to texts. Can make some simple statements on differences between texts. Offer simple comment on the effect of language. Show simple, limited evaluation. **Writing:** Show limited awareness of language with some comment on effects. Make limited use of subject terminology, not always appropriately. Offer limited comment on the effects of structural features. Limited awareness of register and audience. Limited vocabulary and sentence structures used.

Pathways for English Literature

Topic Content from SoW: Paper One – *Macbeth* and *Dr Jekyll and Mr Hyde*. Paper Two – An *Inspector Calls* and poetry.

Students on each pathway should/will:

Pathway	English Skill	Expectations
9	Reading and understanding Analysis of methods Understanding of contexts SPAG	Convincing, critical analysis and exploration of texts with judicious use of precise references. Analysis of writer's methods with exploration of the effects on the reader. Exploration of ideas, perspectives and contextual factors. Consistently accurate use of spelling and sentence structures showing control of meaning.
8	Reading and understanding Analysis of methods Understanding of contexts SPAG	Some convincing, critical analysis and exploration of texts with judicious use of precise references. Analysis of writer's methods with some exploration of the effects on the reader. Some clear exploration of ideas, perspectives and contextual factors. Consistently accurate use of spelling and sentence structures showing control of meaning.
7	Reading and understanding Analysis of methods Understanding of contexts SPAG	Evidence of convincing, critical analysis and exploration of texts with judicious use of precise references. Analysis of writer's methods with some exploration of the effects on the reader. Some exploration of ideas, perspectives and contextual factors. Consistently accurate use of spelling and sentence structures showing control of meaning.
6	Reading and understanding Analysis of methods Understanding of contexts SPAG	Evidence of thoughtful and developed consideration of texts with use of precise references. Thoughtful and developed consideration of writer's methods and the effects on the reader. Thoughtful and developed consideration of ideas, perspectives and contextual factors. Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
5	Reading and understanding Analysis of methods Understanding of contexts SPAG	Evidence of thoughtful and consideration of texts with use of precise references. Thoughtful consideration of writer's methods and the effects on the reader. Thoughtful consideration of ideas, perspectives and contextual factors. Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
4	Reading and understanding Analysis of methods Understanding of contexts SPAG	Evidence of clear consideration of texts with use of references. Clear understanding of writer's methods and the effects on the reader. Clear understanding of ideas, perspectives and contextual factors. Spell and punctuate with considerable accuracy, and use a considerable range of vocabulary and sentence structures to achieve general control of meaning.
3	Reading and understanding Analysis of methods Understanding of contexts SPAG	Evidence of clear consideration of texts with use of some references. Some clear understanding of writer's methods and the effects on the reader. Some clear understanding of ideas, perspectives and contextual factors. Spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
2	Reading and understanding Analysis of methods Understanding of contexts SPAG	Evidence of some consideration of texts with use of some references. Some understanding of writer's methods and the effects on the reader. Some understanding of ideas, perspectives and contextual factors. Spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not hinder meaning in the response.
1	Reading and understanding Analysis of methods Understanding of contexts SPAG	Evidence of some understanding of texts with use of some references. Some mention of writer's methods and the effects on the reader. Some mention of ideas, perspectives and contextual factors. Spell and punctuate with reasonable accuracy, and use a reasonable range of vocabulary and sentence structures; any errors do not usually hinder meaning in the response.

Pathways for Food Preparation & Nutrition in Year 10

Pathway	Expectations
9	• **Combine** ingredients with a thorough understanding of their working characteristics and chemical properties and be able to remedy situations when desired results may not be achieved in the first instance. • **Predict** results through trialling and testing results of food spoilage, the growth conditions, ways of prevention and control methods for enzyme action, mould growth and yeast production. • **Hypothesize** and **improve** recipes through trial and error of scientific changes that can take place in recipes such as experimenting on how to make a sauce thicker. • **Justify** the positive and negative effects of food modification on health and food production, including fortification and modified foods. How flavour intensifiers can have a negative and positive effect on food and the ability additives can have to produce the desired effect. • Be able to evaluate the cost of a product and how to adapt according to budget. To independently demonstrate a safe working practice with an awareness of cleaning, cooking and chilling.
8	• **Plan** to use macronutrient rich ingredients (defined as a class of chemical compounds which humans consume in the largest quantities) - (i) protein, to include essential amino acids in relation to nutritional and non-essential (ii) fats, oils and lipids, saturated fats, monounsaturated fats, polyunsaturated fats and essential fatty acids. (iii) carbohydrates, monosaccharides, disaccharides and polysaccharides. • Be able to **create** a range of meals with recommended daily intake of sugars, starch, dietary fibre, vitamins and minerals, suitable for individuals with specific dietary needs such as diabetes, coeliac disease and nutritional deficiencies. • **Recommend** guidelines for a healthy diet. • **Plan** a diet for individuals following a high energy diet as a result of occupation or activity involvement. • **Compare** nutritional data of foods to determine why, how and when to make changes to (i) a recipe e.g. increase the NSP, (ii) a whole menu that requires reducing in saturated fat and (iii) a diet to increase energy to meet new guidelines for free sugars. Recommend various cooking methods to improve palatability, eg physical denaturation of protein.
7	• **Illustrate** how nutrients work together in the body, eg complementary actions, basal metabolic rate (BMR) and physical activity level (PAL) and their importance in determining energy requirements. • Choose from a range of cooking methods effectively, eg water based methods, and being able to set a mixture, putting an emphasis on food styling and preparing fruits and vegetables as a garnish. • **Change** recipes according to nutritional need or lifestyle choices; make decisions about which techniques are appropriate in order to achieve their intended outcome. • **Recommend** equipment to test for safety, eg temperature probes and readiness. • **Connect** healthy eating to the recommended daily intake (RDI) and the percentage energy values of protein, fat and carbohydrates, monosaccharides (sugars), polysaccharides (starch) and non-soluble polysaccharides (dietary fibre) vitamins & minerals for a variety of individuals, including the very young, elderly, poorly and special diets. • **Justify** and present ideas about chosen recipes and cooking methods to others.
6	• **Experiment** with food commodities to explore physical and chemical changes that occur as a result of given actions. Consider complementary actions of a commodity in a recipe. • **Plan** a balanced diet for individuals with a specific lifestyle need such as vegetarians, lacto-ovo, lacto, vegan and those with religious beliefs that affect their choice of diet. • **Solve** and experiment with science briefs considering working characteristics, functional and chemical properties of ingredients. To include coagulation, foam formation, gluten formation and denaturation (physical heat and acid). • **Investigate** the function, sources, dietary values, consequences of malnutrition and complementary actions of the nutrients. • **Connect** the signs and symptoms, risks and consequences of inadequate / unacceptable food hygiene practices to include salmonella, campylobacter, e-coli and staphylococcus.
5	• **Recommend** methods to prevent food spoilage such as preservation, pickling, freezing, bottling, and vacuum packing. • **Identify** with the impact of food waste on the environment, local, global markets and communities, effect of food poverty, including food security with access to safe and sufficient food for all (World Health). • **Cook** a selection of recipes using the food commodities that are predominantly savoury and well balanced. • **Outline** the 6 major food commodity groups and their values within the diet. • **Explain** the dietary value of water and dietary fibre (NSP). • **Investigate** how heat is transferred to food through conduction, convection and radiation and how and why the production of some dishes rely on more than 1 method of heat transference and compare cooking methods in order to retain nutritional content in food. • **Solve** and experiment with science briefs, considering working characteristics, functional and chemical properties of ingredients. To include gelatinisation, dextrinisation of carbohydrates, shortening, aeration and plasticity and emulsification of fats and oils. • **Examine** how the way food is produced affects the sensory and nutritional properties, eg cured meat products.

Pathways for Food Preparation & Nutrition in Year 10 *(continued)*

Pathway	Expectations
4	• **Summarise** the food commodities, their origins and their working characteristics. • **Investigate** the importance of macronutrients and micronutrients. • Understand the principles of cleaning, preventing cross-contamination, chilling, cooking food thoroughly and reheating food until it is hot and out of the danger zone. • **Illustrate,** through practical, the understanding of international cuisine. Cuisine is defined as a style characteristic of a particular country or region where the cuisine has developed historically using distinctive ingredients, specific preparation and cooking methods or equipment and presentation or serving techniques, including the UK. • **Select** a range of suitable equipment during practicals, use knife skills and combine and shape, tenderise and marinate. Be able to select the correct cooking times and temperatures, judge and manipulate sensory properties; seasoning. Test for readiness. • Confidently **select** food which is processed and fresh, organic, fair trade, sold as seasonal and that uses minimal packaging and understand the difference. • **Sequence** primary and secondary stages of food processing techniques.
3	• **Demonstrate** through experiments why particular results may not always be achieved, eg a sponge cake sinks, and why a sauce goes lumpy. • **Identify** how nutritional needs change due to age, lifestyle, choices and state of health. • **Solve** and experiment with science briefs considering working characteristics, functional and chemical properties of ingredients. To include enzymatic browning and oxidisation of fruit and vegetables. • **Describe** the common dietary issues including coronary heart disease (CHD) cholesterol and liver disease. • Understand that some foods have a higher risk of food poisoning than others, eg raw chicken • **Calculate** the energy and main macronutrients and micronutrients in a recipe. • **Recall** the conditions required for bacteria to grow, including The Danger Zone, time, moisture, warmth and food.
2	• **Discuss** reasons why foods are avoided by certain religions, dietary requirements and moral decisions. • **Associate** that people choose different types of food, based on who they are with, preferences, season, time of day, allergy/intolerance, religion and occasion (including celebrations). • Be able to **interpret** a recipe using the correct equipment, weighing, measuring accurately. • **Select** the correct storage areas for ingredients. • **Practise** basic safe food handling such as keeping raw meat away from ready to eat products, and regular hand washing. • Be aware that some foods have labels which provide information to help when making a choice. • **Explain** why food is cooked. • **Discuss** where some of our staple foods come from and understand the impact the travel of these foods has on the environment.
1	• Recognise that food and water are essential for life. • Know that it is important to drink regularly throughout the day to stay hydrated. • Recognise that all food comes from plants or animals. • Be aware of the Eatwell Guide and guidance given about healthy eating and correct portion size. • Be able to produce a range of mainly savoury foods which show a range of skills. • Be able to **List** all parts of the cooker and their uses. • Understand the importance of date marks, labelling of food products to **identify** storage and preparation. • **Define** the importance of preparing and cooking food safely and hygienically, eg hand washing, cleaning up regularly, keeping work surfaces clean.

Pathways for Geography in Year 10

Knowledge of locations and places: KLP Patterns, processes and environmental change: PPEC Geographical Enquiry: GE Geographical Skills: GS

Pathway	Expectations
9	**KLP:** Accurately draws upon precise information about the characteristics of environments studied across the UK and the wider world. Demonstrates very detailed knowledge of the location of case studies, using more comprehensive terminology in descriptions and explanations. Is able to selectively apply geographical ideas and theories, accurately using a range of appropriate skills and sources of evidence. **PPEC:** Geographical processes are applied with accuracy to unfamiliar contexts. Understanding of how human processes interact with physical processes to develop geographical patterns, creating interdependence, is shown. Illustrates how interaction impacts on the management of environments by evaluating the values and attitudes. Appreciation of a more sustainable approach to the planning and management of these environments is shown and supported with examples. Applies theoretical perspectives and conceptual frameworks. **GE:** Effectively plans and undertakes independent enquiries in which skills, knowledge, theories and understanding are applied to investigate geographical questions and show competence in a range of intellectual and communication skills, including the formulation of arguments that include elements of synthesis and evaluation. Can critically evaluate their enquiry and make a wide range of suggestions for improving the limitations, reliability and validity of the conclusions. **GS:** An extensive range of geographical skills to describe, interpret and analyse geographical patterns and trends are deployed. Geographical patterns are recognised and trends are interpreted using statistical skills to help. Descriptions of data identify anomalous values beginning to suggest reasons why these exist. GIS in geography is demonstrated with growing confidence. Shows the ability to use an extensive range of sophisticated cartographical maps and graphs and use statistical calculations to analyse the data displayed, recognising why anomalies might exist.
8	**KLP:** Draws upon detailed knowledge and understanding of the geography of the UK and the wider world to explain and predict changes in the physical and human characteristics of places over time and across a variety of locations, scales and situations. Explains changes in the characteristics of places over time, through utilising own knowledge and understanding of a range of locations, scales and situations. **PPEC:** A range of geographical processes are discussed and applied to unfamiliar examples. Interpretation of the characteristics of own chosen case study(ies) is provided. Recognition that sustainable development in these areas is important, and that, opinions, including their own, will vary depending on stakeholders in terms of management strategies adopted. Is able to explain the links and interactions between geographical processes to show how places change over time. **GE:** Can use key questions to conduct appropriate geographical enquiries, providing predictions supported by evidence. Accurate collection of primary and secondary data informs results and is presented in a range of ways. Conclusions show linkage to geographical theory. Students will be able to evaluate the process of enquiry and ideas will be coherently discussed and written and include suggestions for improving the limitations, reliability and validity of the conclusions. **GS:** Illustrates an ability to use their own knowledge and understanding, showing independence, when identifying appropriate geographical questions and issues, and in constructing an effective sequence of investigation. Data is presented using a variety of graphs and mapping techniques such as choropleth. Analysis is evident through the deployment of a range of statistical (e.g. cumulative frequency) and numerical (e.g. magnitude and frequency) skills.
7	**KLP:** Draws upon detailed knowledge and understanding of the geography of the UK and the wider world to explain and predict changes in the physical and human characteristics of places over time and across a variety of locations, scales and situations. Explains changes in the characteristics of places over time, through utilising own knowledge and understanding of a range of locations, scales and situations. **PPEC:** A range of geographical processes are discussed and applied to unfamiliar examples. The student can use the characteristics of a chosen case study or example accurately, and link it to physical and human geography. Recognition that sustainable development in these areas is important, and that opinions, including their own, will vary depending on stakeholders. **GE:** Can use key questions to conduct appropriate geographical enquiries, providing predictions. Accurate collection of primary and secondary data informs results and is presented in a range of ways. Student demonstrates that they are able to analyse data, give a more detailed interpretation of the results and link the evidence to relevant geographical theory with more accuracy. Conclusions show some linkage to geographical theory. Students will be able to evaluate the process of enquiry and ideas will be coherently discussed and written. **GS:** Illustrates an ability to use own knowledge and understanding, when identifying appropriate geographical questions and constructing an effective sequence of investigation. Data is presented using a variety of graphs and mapping techniques such as choropleth. Analysis is evident through the deployment of a range of statistical (e.g. cumulative frequency) and numerical (e.g. magnitude and frequency) skills.

Pathways for Geography in Year 10 *(continued)*

Knowledge of locations and places: KLP Patterns, processes and environmental change: PPEC Geographical Enquiry: GE Geographical Skills: GS

Pathway	Expectations
6	**KLP:** Accurately recalls detailed information about the characteristics of physical and human environments, studied within the locality, UK and wider world. A thorough understanding of the location of specific case studies is shown, supported with the ability to use more complex geographical terminology with confidence. **PPEC:** Examples are used to demonstrate understanding of a range of geographical processes, including case studies. Recognises that through these case studies sustainable development in these regions is important. Demonstrates an understanding that values and attitudes of people vary when it comes to managing these environments, and how this causes change. Shows that they can accurately explain and show the relationships between different sequences of events and processes. **GE:** Can use key questions to conduct appropriate geographical enquiries. Primary and secondary data is used and presented using sophisticated presentation methods e.g. located graphs. Clear analysis of data is provided, linking the evidence to relevant theory with more confidence. Evaluation includes limitations, reliability and validity of the conclusions; however this is not often used for all methods. **GS:** Demonstration of a wide range of geographical skills. Patterns of human and physical features are interpreted accurately at a range of scales. Cross sectional diagrams are annotated specific to physical and human features relevant to the area studied. Data is presented using a variety of graphs and mapping techniques such as choropleth maps, and can use numerical and statistical skills to give valid reasons for trends and anomalous values.
5	**KLP:** Accurately recalls detailed information about the characteristics of physical and human environments, studied within the locality, UK and wider world. Valid comments are made about specific locations. A good understanding of the location of specific case studies is shown. **PPEC:** Examples are used to demonstrate understanding of a range of geographical processes, using case studies to explain reasons for changes in environments. Demonstrates an ability to explain different sequences of events with comments about a greater number of physical and human processes. Can explain how the different views of people have different effects on how environments are used and managed. **GE:** Can use key questions to conduct appropriate geographical enquiries. Primary and secondary data is used and presented. Demonstrates an ability to describe the data collected, with some conclusion made and an evaluative comment on one aspect of enquiry given. **GS:** Demonstration of a wide range of geographical skills to conduct a geographical enquiry. Cross sectional diagrams are annotated specific to physical and human features relevant to the area studied. Is able to link photographic evidence to OS maps using grid references. The student can use more sophisticated statistical skills e.g. percentage change or cumulative frequency.
4	**KLP:** Demonstrates the ability to recall detailed information about physical and human environments studied, within the locality, UK and the wider world. Physical and human environments are supported with appropriate case study detail and locations. Geographical terminology is used with accuracy. Analysis in the changes of features of places over time, using own knowledge and understanding, is evident. **PPEC:** Analyses changes in the features of places over time using own knowledge and understanding of a wide range of locations. Recognises links between physical and human geography and is able to describe the characteristics of places globally. Is able to describe how the management of environments can have negative effects. Students demonstrate that they understand links between people and environment, recognising the role of sustainable development. **GE:** Conducts geographical enquiries, providing reason for the study and designs own geographical questions. Demonstrates an ability to explain chosen data techniques. Findings are explained and conclusions are drawn. Some valid evaluative comments. **GS:** Can begin to use 6 figure grid references and describe geographical patterns on maps. Is able to present data using a wider range of graphical techniques, including frequency diagrams.
3	**KLP:** Demonstrates the ability to recall information about physical and human environments studied, within the locality, UK and the wider world. Physical and human environments are supported with examples of named locations. Geographical terminology is used. **PPEC:** Names a range of processes relating to the physical and human environment and can describe their characteristics. Demonstrates that they are competent in describing the similarities and differences of physical and human environments. **GE:** Conducts geographical enquiries, providing context. Demonstrates an appropriate sequence of investigation, explaining some data collection techniques. Is able to describe some of their results and make simple conclusions. The student is able to demonstrate that they can identify some strengths and weaknesses in their data collection techniques. **GS:** Demonstration of geographical skills, which are used to describe the distribution and patterns of both human and physical features at a range of scales. Cartography skills are used to interpret maps accurately, this includes labelling of photographs. Is able to read and apply the 8 point compass and 4 figure grid referencing with increasing accuracy. Uses data to calculate the mode and modal class.

Pathways for Geography in Year 10 *(continued)*

Knowledge of locations and places: KLP Patterns, processes and environmental change: PPEC Geographical Enquiry: GE Geographical Skills: GS

Pathway	Expectations
2	**KLP:** An ability to demonstrate a good knowledge relating to a range of places, environments and features at a variety of spatial scales, from local to global. **PPEC:** Understands the physical and human processes that lead to the development of environments, and can recognise physical and human features by giving basic descriptions about their characteristics using some key words. **GE:** Demonstrates an independence to choose and use a wide range of data to help investigate, interpret, make judgments and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these. Is able to describe how people improve and damage physical and human environments. **GS:** Recognises and use map symbols, the 8 point compass and can begin to work out 4 figure grid references and straight line distances. Demonstrates the ability to draw basic graphs e.g. a bar and line graph. Students can calculate out the mean and median values from a data set.
1	**KLP:** Students know about some places within their local area, the UK, and wider world. **PPEC:** Identifies at least one reason why places and environments change. **GE:** Designs geographical questions and describe what data is needed in order to address these. **GS:** Identifies different places on a map using the 4 point compass. Constructs basic graphs such as bar graphs using geographical data. Demonstrates that they are able to find appropriate information from a data set, such as recognising the highest and lowest values. Shows that they can complete basic calculations e.g. the range of the data.

Pathways for Health & Social Care in Year 10

Pathway	Expectations
PL	You will be able to demonstrate comprehensive **Action Planning** showing realistic, detailed and achievable targets. You will make a significant and sustained contribution to **teamwork** situations. You will be able to **describe** in detail. When being asked to '**explain'** and '**analyse'** – you will be able to provide a comprehensive and detailed explanation using relevant supporting evidence and examples. You will be able to carry out your **investigation** independently and with confidence using primary and secondary research effectively with minimal guidance. You will be able to provide a comprehensive **evaluation**, reasoned judgements and accurate conclusions. You will demonstrate a detailed understanding of the **impact** of the issue studied considering both positive and negative impacts. You will be able to give insightful and detailed **conclusions** relating explicitly to your investigation. You will make accurate judgements when evaluating information. You will be able to provide **insightful, detailed and realistic recommendations and explanations**. You will be able to **use graphics** to present findings and support them with written evidence which shows a clear understanding of the relevance/importance of the information obtained. You are able to **present information** in a form which suits its purpose. You make every effort to ensure that text is consistently legible and that **spelling, punctuation and grammar** are accurate so that meaning is clear.
YM	You will be able to demonstrate detailed **Action Planning** showing realistic and achievable targets. You will make a significant contribution to **teamwork** situations. You will be able to **describe** in detail. When being asked to '**explain'** and '**analyse'** – you will be able to provide a detailed explanation using relevant supporting evidence and examples. You will be able to carry out your **investigation** independently using primary and secondary research effectively with minimal guidance. You will be able to provide a detailed evaluation, reasoned judgements and accurate conclusions. You will be able to show a clear understanding of the **impact** of the issue studied considering both positive and negative impacts. You will be able to give detailed **conclusions** relating explicitly to your investigation. You will make accurate judgements when evaluating information. You will be able to provide **detailed and realistic recommendations and explanations**. You will be able to **use graphics** to present findings and support them with written evidence which shows a clear understanding of the relevance/importance of the information obtained. You are able to **present information** in a form which suits its purpose. You make every effort to ensure that text is consistently legible and that **spelling, punctuation and grammar** are accurate so that meaning is clear.
ST	You will be able to demonstrate sound **Action Planning** with mostly realistic aims and objectives. Your Action Plans may lack detail. You will make sound contribution to **teamwork** situations. You will be able to outline your ideas briefly. When being asked to '**explain'** and '**analyse'** – you will be able to provide a reasonable explanation using some supporting evidence and examples. You will be able to carry out your **investigation** using primary and secondary research effectively with some guidance. You will be able to provide a sound **evaluation**. You will be able to show some understanding of the impact of the issue studied considering both positive and negative impacts. You will be able to give sound **conclusions** relating to your investigation. You will be able to provide **sound and mostly realistic recommendations** with explanations. You will be able to **use graphics** to present findings and support them with written evidence which shows sound understanding of the relevance/importance of the information obtained. You are able to present information in a form which suits its purpose. You will ensure that text is consistently legible and that spelling, punctuation and grammar are generally accurate so that meaning is clear.
OCK	You will be able to demonstrate Action Planning with some realistic aims and objectives. Your Action Plans may lack detail. You will make some contribution to **teamwork** situations. You will be able to outline your ideas briefly. When being asked to 'explain' and 'analyse' – you will be able to provide some explanation using some supporting evidence and examples. You will be able to carry out your **investigation** using primary and secondary research effectively with some guidance. You will be able to provide some evaluative comments. You will be able to show some understanding of the impact of the issue studied considering both positive and negative impacts. You will be able to give some concluding comments relating to your investigation. You will be able to provide some **recommendations with basic explanations.** You will be able to use graphics to present findings and support them with written evidence which shows some understanding of the relevance/importance of the information obtained. You are able to present information in a form which suits its purpose. You will ensure that text is consistently legible and that spelling, punctuation and grammar are generally accurate so that meaning is clear.

Pathways for History in Year 10

Pathway	Expectations
9	**Extended Writing** - My extended writing will have a clear introduction and conclusion. Supporting evidence will be very detailed and paragraphs will be organised in order of importance (hierarchy). My work will show evidence of own knowledge beyond what has been studied in the classroom and evidence of wider reading above GCSE level. **Interpretation** - I can analyse different interpretations in great detail. I can explain why and how interpretations differ in some detail and ask challenging questions when evaluating different interpretations. **Using Sources and Evidence** - I can interrogate sources with confidence. I can evaluate sources and make very detailed inferences and can use my own knowledge to evaluate sources and ask challenging questions of historical sources. **Own Knowledge** - I will be able to use my own knowledge to answer a variety of questions such as 12 mark questions; importance; narrative; consequence and essay questions with excellent focus. I will organise my ideas into key themes and in order of importance/significance. **Reliability** - I will be able to analyse, interrogate and evaluate the strengths and weaknesses of the usefulness of a historical source and reach a judgement about how reliable a historical source is. I will be able to compare the usefulness of different historical sources in some depth and question usefulness using my own knowledge and ask challenging questions of different historical sources. **Specialist Terminology** - My work will make outstanding use of specialist terminology and my work will contain few, if any, spelling and grammar errors.
8	**Extended Writing** - My extended writing will have a clear focus throughout and will include good supporting evidence and a detailed conclusion. **Interpretation** - I will be able to analyse interpretations and explain why interpretations differ and begin to evaluate different interpretations. **Using Sources and Evidence** – I can analyse sources and make detailed inferences. I can explain why sources differ and begin to evaluate sources using my own knowledge. **Own Knowledge** – I will be able to use my own knowledge to answer a variety of questions such as 12 mark questions; importance; narrative; consequence and essay questions with excellent focus. **Reliability** - I will be able to analyse the strengths and weaknesses of the usefulness of a historical source and reach a judgement about how reliable a historical source is. I will be able to compare the usefulness of different historical sources in some depth and question usefulness using my own knowledge and ask challenging questions of different historical sources. **Specialist Terminology** – My work will make excellent use of specialist terminology and my work will contain very few spelling and grammar errors.
7	**Extended Writing** - My extended writing will have a clear introduction and conclusion and most important reason. **Interpretation** – I will be able to analyse different interpretations and explain why interpretations differ in some detail. **Using Sources and Evidence** – I can use sources confidently and can make detailed inferences and analyse the differences between the sources. **Own Knowledge** – I will be able to use my own knowledge to answer a variety of questions such as 12 mark questions; importance; narrative; consequence and essay questions with very good focus. **Reliability** – I will be able to analyse the strengths and weaknesses of the usefulness of a historical source and reach a judgement about how reliable a historical source is. I will be able to compare the usefulness of different historical sources in some depth and question usefulness using my own knowledge and begin to ask challenging questions. **Specialist Terminology** – My work will make very good use of specialist terminology and my work will contain infrequent spelling and grammar errors.
6	**Extended Writing** - My extended writing will use PEA paragraphs and will include a clear introduction and conclusion. **Interpretation** – I will be able to analyse different interpretations and begin to explain simple reasons why interpretations differ. **Using Sources and Evidence** – I can use sources with confidence and make detailed inferences and supporting evidence. I can explain the differences between sources with some confidence. **Own Knowledge** – I will be able to use my own knowledge to answer a variety of questions such as 12 mark questions; importance; narrative; consequence and essay questions with good focus. **Reliability** – I will be able to analyse the strengths and weaknesses of the usefulness of a historical source and reach a judgement about how reliable a historical source is. I will be able to compare the usefulness of different historical sources in some depth and question usefulness using my own knowledge. **Specialist Terminology** – My work will make good use of specialist terminology and my work will contain a few spelling and grammar errors.
5	**Extended Writing** - My extended writing will focus on the question and include a clear introduction and conclusion. **Interpretation** – I will be able to analyse interpretations in some detail and be able to explain the differences between different interpretations. **Using Sources and Evidence** – I can use sources with some confidence and make inferences that are related to the question. I will use quotes and other supporting evidence. **Own Knowledge** – I will be able to use my own knowledge to begin to answer a variety of questions such as 12 mark questions; importance; narrative; consequence and essay questions. **Reliability** – I will be able to explain the strengths and weaknesses of the usefulness of a historical source and reach a judgement about how reliable a historical source is. **Specialist Terminology** – My work will make satisfactory use of specialist terminology and my work will contain a few spelling and grammar errors.

Pathways for History in Year 10 *(continued)*

Pathway	Expectations
4	**Extended Writing** - My extended writing will begin to use paragraphs although there will be some narrative features and may read like a story. **Interpretation** – I will be able to explain different interpretations in some detail. **Using Sources and Evidence** – I can use sources with some confidence and make simple inferences that may not be related to the question. I will use simple quotes and some supporting evidence. **Own Knowledge** – I will be able to use my own knowledge to explain topics I have been studying in some detail with some focus on the question. **Reliability** – I will be able to analyse the reliability of the source and begin to consider the strengths and weaknesses of the usefulness of a historical source. **Specialist Terminology** – My work will make use of specialist terminology and my work will contain some obvious spelling and grammar errors.
3	**Extended Writing** - My extended writing will read like a list of relevant features. **Interpretation** – I will be able to explain different interpretations and describe the differences between interpretations in simple terms. **Using Sources and Evidence** – I can explain the meaning of a source in some detail. **Own Knowledge** – I will be able to use my own knowledge to explain topics I have been studying in some detail but the focus on the question may be poor. **Reliability** – I will be able to explain whether a source is biased or reliable in some detail. **Specialist Terminology** – My work will make some use of specialist terminology and my work will contain some obvious spelling and grammar errors.
2	**Extended Writing** - My extended writing will take the form of simple sentences with some relevance to the question asked. **Interpretation** – I will be able to explain an interpretation of History in simple terms. **Using Sources and Evidence** – I can explain some key messages from the sources by copying key details. **Own Knowledge** – I will be able to use my own knowledge to explain topics I have been studying about in simple terms. **Reliability** – I will be able to make more detailed comments about the possible bias of historical sources. **Specialist Terminology** – My work will make little use of specialist terminology and my work will contain a lot of spelling and grammar errors.
1	**Extended Writing** - My extended writing will take the form of simple sentences not relevant to the question asked. **Interpretation** – My work will show little understanding of different interpretations of History. **Using Sources and Evidence** – I can paraphrase or copy key details from historical sources. **Own Knowledge** – My work will lack an understanding of the topics I have been studying. Overall my own knowledge will be poor. **Reliability** – I will be able to explain whether sources are biased. **Specialist Terminology** – I will make little, if any, use of specialist terminology and my work will contain frequent spelling and grammar errors.

Pathways for ICT in Year 10

Students will follow one of the Curriculum Pathways indicated below. They may, if appropriate, study topics from the pathway above the one they are studying as extension.

If they are meeting expectations they will be able to do the following by the end of the year.

<table>
<tr><th>Pathway</th><th>Expectations</th></tr>
<tr><td>A*</td><td rowspan="2">In addition to the skills and knowledge detailed below, students will:
Design and develop digital solutions that effectively meet the provided brief.
Be able to describe and justify how design decisions are suitable for purpose and audience.
Be able to confidently and consistently use complex features of software to improve the effectiveness of digital products.
Be able to explain:
A range of Computer Systems
Networks and their uses
How to connect devices both wired and wirelessly
How to make safe use of digital technologies
How to safely dispose of digital technologies</td></tr>
<tr><td>A</td></tr>
<tr><td>B</td><td rowspan="2">In addition to the skills and knowledge detailed below, students will:
Design and develop digital solutions to a provided brief.
Be able to make and implement design decisions that are suitable for purpose and audience.
Be able to begin using complex features of software to improve the effectiveness of digital products.
Be able to describe:
A range of Computer Systems
Networks and their uses
How to connect devices both wired and wirelessly
How to make safe use of digital technologies
How to safely dispose of digital technologies</td></tr>
<tr><td>C</td></tr>
<tr><td>D</td><td rowspan="2">In addition to the skills and knowledge detailed below, students will:
Be able to locate, store and retrieve digital artefacts for use in their own products.
Be able to make simple alterations/additions to digital artefacts so that they are more suitable for their purpose.
Be able to identify some ways of connecting computer systems using wired and wireless technologies.
Be able to describe the uses of some computer systems.</td></tr>
<tr><td>E</td></tr>
<tr><td>F</td><td rowspan="2">Students will:
Be able to make simple use of a range of software to create digital products that begin to meet the requirements of a set brief.
Be able to identify some computer systems e.g. notebook, desktop, tablet, etc.
Be able to identify some uses of computer systems.</td></tr>
<tr><td>G</td></tr>
</table>

Expectations for INGOTS in Year 10

This year will comprise of the coursework element of the course. **The coursework operates on a Pass/Fail basis**; once students have passed the 5 pieces of coursework they will be eligible to take the exam which will define the grade they achieve.

If they are meeting expectations they will be able to do the following by the end of the year.

Unit	Skills
Presentation Software	Students will be able to: • Input and combine text and other information within presentation slides. This will include images, video and sound. Students will be required to select assets that enhance their presentation. • Use presentation tools to structure, edit and format slide sequences. This will include transitions, animations, automation, navigation and interactivity. • Prepare slideshows for presentation. This will include how to prepare them for use as a speaker and how to automate them for information points.
Desk Top Publishing	Students will be able to: • Select and use appropriate designs and page layouts for a range of publications. • Insert and combine text and other information within publications. • Use desktop publishing software techniques to edit and format publications.
IT Security	Students will be able to: • describe a range of security issues that may threaten the performance of the IT systems they use. • They will be able to apply a range of precautions to protect the IT systems they use. • Describe how to keep data safe and maintain the security of their personal data. • Describe the importance of backing up their digital life and how to keep it secure.
Graphics	Students will be able to: • efficiently search for, gather, insert and combine a range of information and images to achieve a given purpose. • Use imaging software to create, manipulate and edit images to achieve a given purpose and to be suitable for a target audience.
Improving Productivity	Students will learn how to: • Plan, select and use appropriate IT systems and software to meet needs. This will include an understanding of open and closed source systems/software, cloud computing and being able to confidently discuss why different systems are suitable for different purposes. • Review and adapt the ongoing use of IT tools and systems to make sure that activities are successful. This will develop their ability to use an iterative process to achieve professional outcomes that use software and systems to achieve outcomes that are fit for purpose and audience. • Develop and test solutions to improve the ongoing use of IT tools and systems. They will develop the ability to reflect on their use of different systems and tools to make better use of them in the future.

Pathways for Mathematics in Year 10

Students will follow one of the Curriculum Pathways indicated below.
If they are meeting expectation they will be able to do the following by the end of the year.

Pathway	Expectations
PL	Apply all the LY content and complete enrichment activities which extend these concepts. **Problem solving:** Reflect on the line of enquiry when exploring mathematical tasks. Communicate mathematical meaning through precise and consistent use of symbols and comment constructively on results obtained. **Number and Algebra:** Understand and use rational and irrational numbers. Manipulate surds. Algebraic fractions. Transformations of graphs. Gradient as a rate of change. Chords and tangents. **Shape, Space and Measures:** Geometric proof. **Handling Data and Probability:** Complex probabilities.
LY	Apply all the MS content and complete enrichment activities which extend these concepts. **Problem solving:** Refine and extend the mathematics used explaining their reasoning. Justify generalisations made and appreciate the difference between mathematical explanation and experimental evidence. **Number and Algebra:** Write a recurring decimal as a fraction. Calculate bounds to calculations. Work with numbers in surd form. Change the subject of complex formulae. Factorise quadratic expressions. Find composite and inverse functions. Solve growth and decay problems. Work with general iterative processes. Non-linear simultaneous equations. Quadratic sequences. Exponential and trigonometric graphs. Gradients of curves and area under a curve. Direct and inverse proportion. **Shape, Space and Measures:** Volume of complex shapes. Arcs and sectors. Pythagoras and Trigonometry in 3D shapes. **Handling Data and Probability:** Histograms with unequal class widths. Probabilities for dependent and independent events.
MS	Apply all the TO content and complete enrichment activities which extend these concepts. **Problem solving:** Solve complex problems by breaking them down into smaller, more manageable tasks. Begin to give mathematical justifications, using mathematical vocabulary and symbols. **Number and Algebra:** Know and use compound measures to solve problems. Know the effect of multiplying and dividing with numbers between 0 and 1. Use a scientific calculator efficiently. Add, subtract, multiply and divide fractions efficiently. Increase and decrease amounts by a percentage. Calculate bounds for rounded numbers. Work with numbers in standard index form. Change the subject of a formula. Expand double brackets. Factorise expressions. Solve equations graphically. Understand inequalities. Solve equations using trial and improvement. Solve simultaneous equations. Complex transformations. **Shape, Space and Measures:** Congruent and similar shapes. Circles. Solving problems in right angled triangles using Pythagoras' and Trigonometry. Explain clearly angles problems. Scale drawings. **Handling Data and Probability:** Understand shapes of distributions. Cumulative frequency. Line of best fit. Box plots. Histograms with equal class widths. Sampling. Probabilities from Venn diagrams, and tree diagrams. Adding and multiplying probabilities.
TO	Apply all the CK content and complete enrichment activities which extend these concepts. **Problem solving:** Identify the mathematical aspects of the problem, calculate accurately, check results and consider whether they are sensible. Use mathematical symbols, words and diagrams. Draw conclusions and explain reasoning. **Number and Algebra:** Be able to calculate complex calculations, including use of brackets and indices. Know equivalent fraction, decimal and percentages. One number as a fraction of another. Add and subtract fractions with a common denominator. Round to significant figures. Squares, cubes and roots. Construct and use simple formulae. Find formulae to express sequences. Understand linear graphs as y=mx+c. Real life graphs. Plot quadratic and cubic graphs. **Shape, Space and Measures:** Transformations of shapes. 2D representations of 3D shapes. Area of more complex shapes. Surface area. Pythagoras' Theorem. Trigonometry in right angled triangles. Angles in parallel lines and polygons. **Handling Data and Probability:** Calculate quartiles. Scatter diagrams with correlation and pie charts. Two way tables. Types of data including continuous data. Mutually exclusive events. Relative frequency.
CK	**Problem solving:** Develop strategies for solving problems when applying mathematics to practical contexts. Search for a solution by trying out their own ideas. **Number and Algebra:** Know the order of operations for calculations. Recognise and find equivalent fractions. Order fractions. Understand simple fraction, decimal and percentage equivalence. Estimate calculations to check solutions. Divide an amount into a ratio. Prime numbers, LCM and HCF. Recognise sequences and patterns of numbers. Be able to substitute values into algebraic expressions. Solve simple linear equations. Expand algebraic brackets. Plot graphs of linear functions. **Shape, Space and Measures:** Read scales. Nets of 3D shapes. Perimeter and area of simple shapes. Angles in simple shapes. **Handling Data and Probability:** Group data. Data collection sheets. Compare averages and distributions. Averages of grouped data. Range of statistical diagrams. Frequency trees. Venn diagrams. Experimental data.

Pathways for Modern Foreign Languages in Year 10

The five themes that all students of GCSE FRENCH and GEERMAN will study are: Identity and culture; Local area, holiday and travel; School; Future aspirations, study and work; and International global dimension.

Pathway	Expectations
9	**Listening: Extract and evaluate information** in **longer** passages (**including authentic sources**, adapted or abridged) covering a range of contemporary and cultural themes, including some **more abstract ideas**, different types of spoken language, a combination of complex tenses and grammatical structures (including some Grade 9 GCSE grammatical structures) and some **uncommon** vocabulary. **Speaking: Initiate, develop, sustain and expand longer** conversations and discussions independently. Use language creatively to exchange and justify a range of thoughts and opinions. Use **appropriate register**. Use a **wide range** of **less common vocabulary** and **more complex grammatical structures** (including some Grade 9 GCSE grammatical structures), using a **range** of **tenses including less common tenses** such as the **conditional** and **pluperfect**. Interact naturally, with occasional hesitation. Use **pronunciation** and **intonation** which would be **understood by a native speaker** with occasional clarification or repetition. **Reading:** Draw **inferences** from a range of longer texts, including extracts from **literary texts**. Respond to key information, themes and ideas and scan for meaning in **authentic** texts (e.g. autobiographies, letters presenting persuasive arguments) containing a combination of complex tenses and grammatical structures (including some Grade 9 GCSE grammatical structures) and **some unfamiliar** material. Translate **longer** passages, containing a range of complex grammatical structures and less common vocabulary, accurately into English with **isolated errors**. **Writing: Manipulate** language to produce **long sequences** of mainly **fluent writing** with some extended, well-linked sentences. Expand on the main points, using a **wide variety** of vocabulary and grammatical structures (including some Grade 9 GCSE grammatical structures), with frequent examples of complex structures including a range of tenses (including **less common tenses** such as the **conditional** and **pluperfect**) and **less common language**. Translate a passage containing a range of less common vocabulary and less common structures **into the target language**, communicating meaning. Mostly accurate, with **isolated minor errors**.
8	**Listening: Demonstrate recognition of themes and ideas** in **longer** passages (**including authentic sources**, adapted or abridged) covering **some** contemporary and cultural themes, including some different types of spoken language, a **combination of complex tenses and grammatical structures** (including some Grade 8 GCSE grammatical structures) and **some less common** vocabulary. **Speaking: Initiate, develop and sustain** conversations and discussions **with some expansion**, using **appropriate register**. **Narrate events** and express own opinions and thoughts on a wide range of topics. Use a range of **less common vocabulary** and **more complex** grammatical structures (including some Grade 8 GCSE grammatical structures), using a **range of tenses** including **less common tenses** such as the **conditional**. Interact naturally, with little hesitation and little rephrasing. Use **pronunciation** and **intonation** which would be **understood by a native speaker** with some clarification or repetition. **Reading:** Draw **inferences** and organise and present relevant details from longer texts, including extracts from **literary texts**. Respond to information in texts, which include **authentic** sources containing **occasional unfamiliar** material and which include a combination of complex tenses, complex grammatical structures (including some Grade 8 GCSE grammatical structures) and less common vocabulary (e.g. international news articles, factual websites). Translate **longer** passages, containing complex grammatical structures and less common vocabulary, accurately into English with **occasional errors**. **Writing:** Write **coherent extended texts** on a **wide variety** of topic areas, using language effectively to **narrate**, **inform**, **interest** and **convince**. Use language **creatively** to express individual thoughts, ideas and points of view. Use a range of grammatical structures, including a combination of tenses (including **less common tenses** such as the **conditional**) and structures. Translate a passage containing a range of complex language structures (including some Grade 8 GCSE grammatical structures) **into the target language mostly accurately** and with **clear meaning**, with only **isolated minor errors** (e.g. spellings, genders, agreements) and occasional errors with complex structures.
7	**Listening: Deduce meaning** and demonstrate **understanding of overall message** and **detail** in **longer** passages (including **authentic** sources, adapted or abridged) which include a **range** of **at least three** different tenses, **varied opinions** and some **more complex** grammatical structures (including some Grade 7 GCSE grammatical structures) and **less familiar** vocabulary, spoken clearly. **Speaking: Initiate and develop discussions** on a **wide variety** of topics, using **appropriate register**. **Narrate events** coherently. Use some **less common** vocabulary and **more complex** grammatical structures (including some Grade 7 GCSE grammatical structures), referring to the **past**, **present** and **future**. Demonstrate **spontaneity** by asking **unsolicited questions**, responding to **unexpected** questions and points of view, and **expanding answers** where appropriate. Use **coping strategies** to deal with unknown words and phrases. Use **pronunciation and intonation** which are **mostly accurate**. **Reading**: **Deduce** meaning in **longer** texts, including extracts from **literary** texts, which include a **combination of different tenses**, opinions, some **more complex** grammatical structures (including some Grade 7 GCSE grammatical structures) and some **less common** vocabulary. Understand longer **authentic** texts (e.g. news magazine articles, email exchanges and extracts from plays). Translate **short passages**, containing **more complex** language and grammar, **accurately** into English with **occasional errors**. **Writing:** Write **extended texts** on a **variety** of topic areas, containing **detailed** descriptions, **narrations** and **well-justified** personal opinions, referring to the **past**, **present** and **future**. Link sentences and paragraphs, **structure** ideas and **adapt previously-learned** language. Use a **variety** of grammatical structures accurately, including some **more complex** forms. Use familiar language creatively. Translate a short passage containing more complex language structures (including some Grade 7 GCSE grammatical structures) **into the target language**, mostly accurately and with clear meaning, with only **isolated minor** errors (e.g. spellings, genders, agreements) and **occasional errors** with **complex structures**.

Pathways for Modern Foreign Languages in Year 10 *(continued)*

Pathway	Expectations
6	**Listening: Deduce meaning** and demonstrate understanding of **detail** in **longer passages** (including some **authentic sources**, adapted or abridged) which include a range **of at least three different tenses**, **well-justified opinions** and some **less familiar**, as well as familiar, language and grammatical structures (including some Grade 6 GCSE grammatical structures), spoken clearly. **Speaking: Initiate and develop** conversations **coherently** and **confidently** on a **variety of topics**. Use and adapt language for **new purposes** and **narrate events**. Occasionally use some **less common vocabulary** and some **more complex grammatical structures** (including some Grade 6 GCSE grammatical structures), referring to the **past**, **present** and **future**. **Demonstrate spontaneity by asking unsolicited questions**, **responding to unexpected questions** and **expanding answers** where appropriate. **Begin** to use **coping strategies** to deal with **unknown words**. Use **pronunciation** and **intonation** which are **mostly accurate**. **Reading: Deduce meaning** and understand **detail** in **longer texts**, including extracts from **literary texts**, which include a **range of at least three different tenses**, **opinions** and some **unfamiliar**, as well as familiar, language, including some **more complex structures** (including some Grade 6 GCSE grammatical structures). Understand **longer authentic texts** (e.g. longer blogs, letters, extracts from novels and short articles). **Translate short passages** on a range of topics, **including more complex structures and less common vocabulary**, **accurately** into English with **occasional errors**. **Writing:** Write **longer coherent texts** on a **variety of topics**, containing **descriptions**, **narrations** and **personal opinions with justification**, referring to **the past, present and future**. **Link sentences and paragraphs**, and **structure ideas**. **Translate** a **short passage** containing **linked longer sentences** with **more complex language** structures (including some Grade 6 GCSE grammatical structures) into the **target language** mostly **accurately** and with **clear meaning**, with only **isolated minor errors** (e.g. spellings, genders, agreements) and a **few errors** with **complex structures**.
5	**Listening: Deduce meaning** and **demonstrate understanding** of overall message and key points in a range of passages which include a range of at least **three different tenses,** justified opinions and some **less familiar**, as well as familiar, vocabulary and grammatical structures (including some Grade 5 GCSE grammatical structures), spoken clearly. **Speaking: Begin to initiate** and **develop** conversations and narrate events. Use a **wide range** of common vocabulary and grammatical structures (including some Grade 5 GCSE grammatical structures), referring to the past, present and future. **Demonstrate spontaneity** by asking unsolicited **questions,** responding to u**nexpected questions** and expanding answers where appropriate. Use increasingly **accurate pronunciation and intonation.** **Reading: Demonstrate understanding** of overall message and key points of a **range of texts,** including extracts from **literary texts**, which include a range of at least three different tenses, opinions and some less familiar vocabulary and more complex grammatical structures (including some Grade 5 GCSE grammatical structures). Use processes to **work out meaning** in a variety of short and longer **authentic texts (**e.g. emails and short magazine extracts, and adapted or abridged short stories). Translate **short passages**, containing occasional more complex grammatical structures and **less common** vocabulary, into **Englis**h with **increasing accuracy.** **Writing: Write longer texts** for different purposes and in different settings, giving **descriptions, narrations and personal opinions** with some justification, referring to the past, present and future. Translate **longer sentences** containing linked ideas and a variety of vocabulary and grammatical structures (including some Grade 5 GCSE grammatical structures) into the **target language**. Mostly **accurate** and meaning is clear, but with some minor errors (e.g. spellings, genders, agreements) and **some errors with more complex structures.**
4	**Listening: Demonstrate understanding** of **short and longer** passages which include **opinions** with **reasons**, a range of basic grammatical structures and reference to the present, the past **and** the future, spoken clearly (including some Grade 4 GCSE grammatical structures). Transcribe **sentences.** **Speaking:** Take part in **longer conversations**, expressing and justifying **opinions,** giving detail and referring to the present, the past **and** the future. Use a **range** of common vocabulary and grammatical structures (including some Grade 4 GCSE grammatical structures). **Demonstrate spontaneity** by asking unsolicited questions, and **expand** answers. Use increasingly accurate **pronunciation and intonation.** **Reading: Demonstrate understanding** of a range of **short and longer** texts which include **opinions** and refer to the present, the past **and** the future. Read short **authentic texts** (e.g. adapted adverts, information leaflets, poems and songs). Translate **short passages** containing a variety of tenses, vocabulary and grammatical structures (including some Grade 4 GCSE grammatical structures) into **English.** **Writing:** Write **short texts** in a range of contexts, giving and seeking information and **opinions** and referring to the present, the past **and** the future. Use style and **register** appropriately in familiar settings. Translate **longer sentences** containing linked ideas (including some Grade 4 GCSE grammatical structures) into **the target language.** Mostly **accurate** and meaning is clear, but with **some minor errors** (e.g. spellings, genders, agreements) and an **occasional major error** (e.g. with verbs and tenses).

Pathways for Modern Foreign Languages in Year 10 *(continued)*

Pathway	Expectations
3	**Listening: Demonstrate understanding** of **short and longer** passages which include **opinions** with **reasons**, a range of basic grammatical structures and reference to the present, the past **and** the future, spoken clearly (including some Grade 4 GCSE grammatical structures). Transcribe **sentences.** **Speaking: Take part in short conversations** on a range of topics, describing, informing, expressing **opinions** and giving **reasons. Demonstrate spontaneity** by asking some unsolicited **questions.** Refer to the past **or** future, **as well as** the present, using a range of familiar vocabulary and common grammatical structures (including some Grade 3 GCSE grammatical structures). Use increasingly **accurate pronunciation and intonation.** **Reading: Demonstrate understanding** of a range of **short and longer texts** which include opinions and refer to the past **or** future **as well as** the present. Use processes to work out meaning in **short authentic** texts (e.g. adapted adverts, poems and songs). Translate **longer sentences** into **English**, showing awareness of familiar grammar (including some Grade 3 GCSE grammatical structures), especially **tenses.** **Writing: Write short texts** giving and seeking information and **opinions**, referring to the past **or** future **as well as** the present. **Translate longer sentences (i**ncluding some Grade 3 GCSE grammatical structures) into the **target language.** Mostly **accurate** and meaning is clear but some **minor errors** (e.g. spellings, genders, agreements) and some errors (e.g. with verbs and tenses).
2	**Listening: Demonstrate understanding** of main points, opinions and some details in short passages which include reference to **either** the present **or** the future (including some Grade 2 GCSE grammatical structures). Transcribe **short phrases**. **Speaking: Take part in simple conversations,** referring to the present **or** the future. Exchange opinions and give simple reasons. **Describe** and give information in **short dialogues** using **familiar vocabulary** and **common grammatical structures** (including some Grade 2 GCSE grammatical structures). Begin to speak **spontaneously** (e.g. by giving an unsolicited opinion). **Reading: Demonstrate understanding** of main points, opinions, overall message and **some detail** in **short written texts**, referring to the present **or** future. Understand short texts written for **target-language learners** (e.g. menus, short adverts, songs, simple poems). **Translate simple sentences** containing familiar vocabulary and grammar (including some Grade 2 GCSE grammatical structures) into **English.** **Writing: Write short texts** for different purposes using mainly **memorised language**, referring to the present **or** the future. **Express opinions** and give **simple reasons**. Translate simple sentences (including some Grade 2 GCSE grammatical structures) containing **familiar words** and structures into the **target language**. Generally **accurate** in using straightforward language and meaning is clear, but there may be **errors with verbs.**
1	**Listening: Demonstrate understanding** of main points and opinions from short passages using **familiar** vocabulary, short phrases and **common verbs** in the **present tens**e, spoken clearly. Transcribe familiar words. **Speaking: Ask and answer** simple questions. Exchange simple opinions. Take part in **brief dialogues**, using short phrases referring to the **present.** **Reading: Demonstrate understanding** of main points and opinions in **short texts** using **familiar language.** Translate **familiar words** and short phrases into **English.** **Writing:** Write **several short sentences** with **support** to give information and **express simple opinions**. Translate **familiar words** and short phrases into the **target language**. Generally **accurate** in using straightforward language and meaning is clear, but there may be **major errors with verbs**.

Pathways for Performance Skills in Year 10

Pathway	Expectations
PLY	**Learners can…** • demonstrate critical judgement in identifying their strengths and weaknesses and put forward an insightful programme for self-improvement • explore and use a range of additional practical skills not directly associated with but which support the chosen art form, with insight and perception • demonstrate safe working practices within their chosen art form • show critical judgement in evaluating their performance during practice sessions and identify appropriate activities to improve skills • show critical judgement in exploring a range of techniques for a variety of action plans and schedules with insight and perception • show critical judgement in concentrating on specific areas of practice which have a positive effect on their overall performance • show critical judgement in evaluating the technical role and make insightful and perceptive suggestions for improvement in the production process • demonstrate critical judgement in identifying their strengths and weaknesses and put forward an insightful programme for self-improvement • explore a variety of areas and demonstrate critical judgement in their impact upon a wide range of performance spaces
YMST	**Learners can…** • demonstrate critical understanding in detailing ways in which they could improve their skills • demonstrate critical understanding of new skills and their relevance and importance for their chosen art form • demonstrate safe working practices within their chosen art form • demonstrate critical understanding of the importance of practice sessions in improving skills and justify their choices • show critical judgement in their evaluation of an action plan and amend goals and objectives as skills develop • show critical judgement in concentrating on specific areas of practice which have a positive effect on their overall performance • demonstrate critical understanding of the technical role in making suggestions for improvements and justify their choice • show critical understanding of a range of skillsets and justify their opinions • justify their analysis and detail ways to enhance their strengths and confront their weaknesses • demonstrate critical understanding of areas in a range of performance spaces
TOCK	**Learners can…** • evaluate their current level of practical skills in the chosen art form • identify strengths and weaknesses in their practical skills • apply and develop new skills • demonstrate safe working practices within their chosen art form • explain how participation in practice sessions can improve skills • describe appropriate rehearsal techniques to use within action plans and schedules • demonstrate how to use action plans and schedules to acquire new skills • evaluate the impact of practice on practical skills development from baseline • identify the skillset required to carry out their chosen technical role • identify their current strengths and weaknesses in relation to the skillset • define different areas of a performance space

Pathways for Physical Education in Year 10

Pathway	Expectations
PL	**Writing Skills** – My writing will have a clear structure. All responses will be **highly** detailed and paragraphs will be organised and related to the question asked. Actual responses will feature **excellent** levels of sporting application combining the theoretical element of the course into a practical setting. My work will show evidence of own knowledge beyond what has been studied in the classroom and evidence of wider reading above GCSE level. **Interpretation** – I can analyse different types of data in a variety of formats in **excellent** detail. I can explain why and how interpretations differ in some detail and ask challenging questions when evaluating different interpretations. **Knowledge** – I will be able to use my own knowledge to answer a variety of questions such as short and long response questions with **excellent** focus. I will organise my ideas into key themes with relevance and appropriateness. **Language for Learning** – My work will make **excellent** use of specialist terminology and my work will contain few if any spelling and grammar errors. **Practical Skills** **Range of skills** – I can demonstrate **all** core skills and nearly **all** advanced skills for the activity in isolation and under competitive pressure in authentic performance situations. **Qualities of skills** – My core skills are performed consistently with an **excellent** standard of accuracy, control and fluency. My advanced skills demonstrated are performed consistently with an **excellent** standard of accuracy, control and fluency. **Physical Attributes** – I demonstrate appropriate levels of physical fitness and psychological control to perform **very** effectively. **Decision Making** – I can demonstrate an **excellent** awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s).
LY	**Writing Skills** – My writing will have a clear structure. All responses will be **highly** detailed and paragraphs will be organised and related to the question asked. Actual responses will feature **very good** levels of sporting application combining the theoretical element of the course into a practical setting. My work will show evidence of own knowledge beyond what has been studied in the classroom and evidence of wider reading above GCSE level. **Interpretation** – I will be able to analyse different types of data in a variety of formats and explain why interpretations differ and begin to evaluate different interpretations to a **very good** level. **Knowledge** – I will be able to use my own knowledge to answer a variety of questions such as short and long response questions with **very good** focus. **Language for Learning** – My work will make **very good** use of specialist terminology and my work will contain very few spelling and grammar errors. **Practical Skills** **Range of skills** – I can demonstrate **all** core skills and **many** advanced skills for the activity in isolation and under competitive pressure in authentic performance situations. **Qualities of skills** – My core skills are performed consistently with a very good standard of accuracy, control and fluency. My advanced skills demonstrated are performed consistently with a **very good** standard of accuracy, control and fluency. **Physical Attributes** – I demonstrate appropriate levels of physical fitness and psychological control to perform very effectively. **Decision Making** – I can demonstrate a **very good** awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s).
MS	**Writing Skills** – My writing will have a clear structure. All responses will be of a **good** standard, detailed and paragraphs will be organised and related to the question asked. Actual responses will feature **good** levels of sporting application combining the theoretical element of the course into a practical setting. My work will show evidence of own knowledge beyond what has been studied in the classroom. **Interpretation** – I will be able to analyse different types of data in a variety of formats and explain why interpretations differ in **good** detail. **Knowledge** – I will be able to use my own knowledge to answer a variety of questions such as short and long response questions with a **good** focus. **Language for Learning** – My work will make **good** use of specialist terminology and my work will contain infrequent spelling and grammar errors. **Practical Skills** **Range of skills** – I can demonstrate **most** core skills and **some** advanced skills for the activity in isolation and under competitive pressure in authentic performance situations. **Qualities of skills** – My core skills are performed consistently with a **good** standard of accuracy, control and fluency. My advanced skills demonstrated are performed consistently with a **good** standard of accuracy, control and fluency. **Physical Attributes** – I demonstrate appropriate levels of physical fitness and psychological control to perform effectively. **Decision Making** – I can demonstrate a **good** awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s).

Pathways for Physical Education in Year 10 *(continued)*

Pathway	Expectations
TO	**Writing Skills** – My writing will have a reasonable structure. All responses will be of a **satisfactory** standard, detailed and paragraphs will be organised and related to the question asked. Actual responses will feature **satisfactory** levels of sporting application combining the theoretical element of the course into a practical setting. **Interpretation** – I will be able to analyse different types of data in a variety of formats in some detail and to a **satisfactory** level. **Knowledge** – I will be able to use my own knowledge to answer a variety of questions such as short and long response questions to a **satisfactory** level. **Language for Learning** – My work will make **satisfactory** use of specialist terminology and my work will contain a few spelling and grammar errors. **Practical Skills** **Range of skills** – I can demonstrate **many** core skills and **few** advanced skills for the activity in isolation and under competitive pressure in authentic performance situations. **Qualities of skills** – My core skills are performed with **limited** consistency and **some** accuracy, control and fluency. My advanced skills demonstrated are performed with **limited** consistency and often lack accuracy, control and fluency. **Physical Attributes** – I demonstrate appropriate levels of physical fitness and psychological control to perform with **some** effectiveness. **Decision Making** – I can demonstrate a **limited** awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s).
CK	**Writing Skills** – My writing will take the form of **limited** sentences with some relevance to the question asked. **Interpretation** – I will be able to explain an interpretation of Physical Education in **limited** terms. **Knowledge** – I will be able to use my own knowledge to explain topics I have been studying about in **limited** terms. **Language for Learning** – My work will make **limited** use of specialist terminology and my work will contain a lot of spelling and grammar errors. **Practical Skills** **Range of skills** – I can demonstrate **some** core skills for the activity in isolation and under competitive pressure in authentic performance situations. **Qualities of skills** – My core skills are performed **inconsistently** and with **limited** of accuracy, control and fluency. Any advanced skills I attempt are performed with **little** success. **Physical Attributes** – I demonstrate **limited** physical fitness and psychological control during performance. **Decision Making** – I can demonstrate **little** awareness of and response to the strengths, weaknesses and actions of other player(s)/performer(s).

Pathways for Product Design in Year 10

D=Design, M=Make, E=Evaluate, TK=Technical Knowledge

Pathway	Expectations	
A*	D	Students show an excellent understanding of contexts and can show discrimination when gathering relevant research material. They can produce imaginative, innovative and creative ideas which show originality and flair. All approaches are coherent and well planned. Designs are excellently developed through experimentation and all design decisions are fully explained and justified. Students are fully flexible, adaptive and independent throughout any project or task.
	M	Students readily extend their knowledge beyond the classroom and develop new skills and techniques which could be utilised in the classroom. They work to a high degree of accuracy and tolerance. Outcomes show rigour and high levels of demand and they have the potential to be commercially viable.
	E	Products and design are evaluated at a high level and detailed reports are produced which take account of a client or third party opinion. Measurable and quantitative testing is conducted to establish the success/failure of ideas or products.
	TK	Students understand the professional attributes of a good product designer and the roles and responsibilities they have and the impact on and to society. Students are independent, seek constant advice for improvement and conduct wider reading and research, watching design programmes and signing up to design forums and on-line communities.
A	D	Students work confidently with a wide range of contexts and produce creative and innovative ideas, taking account of detailed criteria, which are presented using a wide range of skills. They can consider the conflicting demands of moral, cultural, economic and social values and needs when planning and designing products.
	M	Students are able to compare, contrast and defend their decisions of tools, materials and techniques, based on knowledge, in order to apply the most appropriate. They can create a high quality product to a very good level of accuracy, by applying a range of quality control procedures. The final outcomes are suitable for the intended users.
	E	Students can appraise their products to suggest improvements for commercial production and can analyse products with regard to LCA. Students have an understanding of risk assessments and can produce them for a given task or activity.
	TK	Students can evaluate and explain the full range of processes and materials used, make complex adjustments to equipment and work independently. Students have a good understanding of legislation and how different standards affect design. Students understand and can apply the effect of psychological factors to product design.
B	D	Students show good consideration of moral and social issues throughout their design work whilst confidently researching relevant information and using design tools to produce bespoke designs. They can produce imaginative ideas with clear strategies and evidence of planning.
	M	Students can communicate their plans so that others can use them and be able to adapt the methods to any changes required. They can select, use and justify tools and equipment including CAM correctly and safely. Outcomes show a high level of demand.
	E	Students can analyse the positive and negative impacts of products, be able to appraise and summarise their own and other designers' work and be able to suggest modifications for batch production.
	TK	Students can model techniques to others, discriminate and justify different technical skills and material choices, understand the more in-depth design principles such as Fibonacci, Golden Triangle, etc, and understand all the advantages of working collaboratively in a team.
C	D	Students constantly reference the design criteria when producing ideas and confidently demonstrate a range of drawing, modelling and computer skills. Designs are well developed using an appropriate design strategy and a simple manufacturing specification can be created.
	M	Students can create production schedules that inform everyone's role in manufacturing and can recognise when to develop a new skill or technique. Students can produce a good quality product, with parts showing high levels of demand.
	E	Students can choose an appropriate method to test and evaluate their own and others' products. They can evaluate the work of other designers to inform their own practice.
	TK	Students understand a wide range of materials, including smart materials. They can experiment with a wide range of materials and summarise the outcomes. Students understand the need to protect design ideas and the ways in which this can be done.
D	D	Students' design work includes detailed measurements, material specifications and technical features. Design ideas show some degree of creativity. Students consider social, cultural and moral aspects when designing.
	M	Students can plan manufacture to include CAD/CAM where appropriate in order to develop and produce successful products. A basic level of making and modelling is achieved, where some aspects are demanding and there is evidence of basic quality control.
	E	After testing and evaluating other products and their own ideas they can produce a short report outlining possible modifications. They can justify the reasons for the improvements that have been identified.
	TK	Students understand the advantage of the properties of materials they are using, the health and safety considerations for the use of any material, have a clear understanding of Continuous Improvement (CI) of products and the impact that all design activity has on social, moral and ethical issues.

Pathways for Product Design in Year 10 *(continued)*

Pathway	Expectations	
E	D	Students can present their design ideas in a clear and articulate way with consideration of the customer's needs whilst referencing the design criteria. The development of ideas makes reference to a number of techniques.
	M	Students can select appropriately from a wide range of materials and finishing techniques and exploit the use of CAD/CAM to increase standards of quality and consider scales of production. All materials, components and equipment are used correctly and safely.
	E	Students can test, evaluate and refine their ideas throughout the design process, with respect to the intended user. They can analyse products that are unfamiliar.
	TK	Students can apply appropriate vocabulary and have an understanding of the physical properties of materials and their basic stock forms. They understand the basics of ergonomics, the principles of market pull and technological push and basic commercial practice.
F	D	Students can carry out relevant and applicable research that will help promote some originality in designing. They show some variation in approach, using a limited design strategy.
	M	Students can select appropriate techniques and equipment whilst considering a more complex range, in order to make a complete product of limited demand. Materials selected due to minimal regard for their properties.
	E	Students can evaluate their own designs against the original criteria and undertake minimal testing of products and designs.
	TK	Students can select a range of technical vocabulary, understand how products are made in quantity, understand the basic properties of a range of materials, and have a basic understanding of the broad perspectives of the designed world.
G	D	Students can communicate design ideas from detailed design criteria in response to a 'real-life' context. They can show a basic variation in approach and minimal consideration of social, moral, environmental and sustainability issues.
	M	Students can confidently use specialist tools under supervision, including CAD/CAM where appropriate, for manufacture with some consideration for the quality of finish. Materials can be appropriately selected.
	E	Students can analyse products using basic ACCESSFM and then actively involve others when testing their own ideas. They can mention limited improvements or modifications that could be made to their work.
	TK	Students should be able to understand and use a range of technical vocabulary, understand where a range of materials come from, processes and techniques which aid manufacture and an appreciation of design and market influences.

Pathways for Religious Studies in Year 10

Pathway	Expectations
PL	**Knowledge and understanding:** I show an excellent level of knowledge and understanding that demonstrates independent research and reading. I consistently successfully analyse and evaluate a wide variety of issues using both religious and non-religious viewpoints. I confidently analyse the reasons for similarities and difference within religions and cultures and throughout history. I support my argument with a range of evidence, including textual quotes, sources of wisdom and authority, and I illustrate both logic and excellent reasoning. **Personal ideas, values and arguments:** My own view is very well-developed and illustrates the ability to be creative and open-minded in my thought. I regularly explore my own ideas in light of my own research and wider reading. I make strong, justified links between Religious Studies and other areas of study. I reflect on the development of my own views over time and I am open to new ideas. **Skills**: I listen well to others and am respectful. I encourage others to ask 'deep' or 'ultimate' questions and I confidently share my own ideas in class discussion. I develop class discussion by supporting others to be open in their own views and to explore their own ideas. **Literacy**: My written work is well-structured, makes use of PEA paragraphs. I use key terminology very successfully.
LY	**Knowledge and understanding:** I show a very good level of knowledge and understanding. I can look carefully at (analyse) and place a value on a wider variety of religious and non-religious viewpoints. I confidently use a wide range of evidence in supporting my explanation and in illustrating my understanding including the use of textual quotes. I use a wide range of carefully selected and relevant examples and evidence to very good effect in supporting my arguments. **Personal ideas, values and arguments:** I confidently express my own, well-supported viewpoint and I do this as a result of reasoned argument. I have justified a variety of views and I may begin to evaluate my own viewpoint by looking for strengths and weaknesses in my own views. **Skills:** I listen well to others and am respectful. I confidently ask 'deep' or 'ultimate' questions and I confidently share my own ideas in class discussion. I comment on the views of others by explaining if I agree or disagree and I evaluate these ideas. I am open to new ideas. **Literacy:** My written work is well-structured, makes use of PEA paragraphs. I have made very good use of a wide range of specialist key words.
YM	**Knowledge and understanding:** I show a good level of knowledge and understanding. I describe in more detail ideas from more than two religions, cultures or philosophies and I support these with explanations and evidence. I can apply these ideas with increasing success. **Personal ideas, values and arguments:** I explain my own views (whether religious or non-religious) well and I provide reasons. I can compare and contrast these with other ideas and draw out similarities and differences. I might be able to explain why there are similarities and differences. **Skills:** I listen well to others and am respectful. I can ask 'deep' or 'ultimate' questions and I am increasingly confident in sharing my own ideas in class discussion. I am able to comment on the views of others by explaining if I agree or disagree. **Literacy:** I am using PEE paragraphs and I use a variety of connectives to help me develop an argument. I use some key words correctly.
MS	**Knowledge and understanding:** I show an increasingly good level of knowledge and understanding. I can confidently explain a variety of different viewpoints from a range of religions, cultures and philosophies and apply them effectively. I select and effectively use relevant evidence to illustrate my understanding. **Personal ideas, values and arguments:** I can analyse and evaluate an issue using detailed knowledge of religion, religious teaching and moral reasoning to formulate a judgement and present alternative views. I can explain how belief influences individuals, communities and societies. I can explain religious beliefs, practices and teachings using examples from sacred texts, wisdom and authority. I can use a range of religious/specialist language, terms and sources of wisdom and authority accurately. My answers are coherent and use grammar appropriately. **Skills:** I listen well to others and am respectful. I ask 'deep' or 'ultimate' questions and I confidently share my own ideas in class discussion. I comment on the views of others by explaining if I agree or disagree and I give reasons for this. **Literacy:** I confidently use PEE paragraphs and I more regularly use PEA paragraphs in my extended writing. I use specialist key words and terminology.
ST	**Knowledge and understanding:** I show some knowledge and understanding. I describe ideas from two or more religions, cultures or philosophies. I give reasons and am developing my use of specialist language and recognise different viewpoints from the two religions studied. I use examples to support my ideas and use key words with increasing accuracy. **Personal ideas, values and arguments:** I can describe my own views (whether religious or non-religious) and I identify if they are similar or different to those of other people. I give reasons for my view. **Skills:** I listen well to others and am respectful. I may be able to ask 'deep' or 'ultimate' questions and I am becoming more confident in sharing my own ideas in class discussion. **Literacy:** I am becoming more confident in using PEE paragraphs, I use connectives well. I use more key words correctly.

Pathways for Religious Studies in Year 10 *(continued)*

Pathway	Expectations
TO	**Knowledge and understanding:** I show increasing knowledge and general understanding of key ideas. I describe, use and interpret some ideas from two or more religions, cultures or philosophies well, and I give reasons showing understanding of how belief influences, individuals, communities and societies. I may use relevant examples of sources of wisdom and authority with some accuracy to support my ideas. **Personal ideas, values and arguments:** I describe my own views well (whether religious or non-religious) and I identify if they are similar or different to those of other people. I give reasons for my view and I may be able to support my ideas in response to questioning. **Skills:** I listen well to others and am respectful. I ask 'deep' or 'ultimate' questions and I am more confident in sharing my own ideas in class discussion. **Literacy:** I am confident in using PEE paragraphs, I use connectives well. I use some key words correctly.
OC	**Knowledge and understanding:** I can give limited statement(s) of more than one viewpoint based on my knowledge of religion, religious teaching and moral reasoning in order to make judgements. I can use some religious/specialist language, terms and/or few sources of wisdom and authority within my answers. I can give a limited but organised explanation of the religious idea, belief, practice, teaching or concept. I can use some religious/specialist language terms in my answers. **Personal ideas, values and arguments:** I state my own views (whether religious or non-religious) simply, and I identify if they are similar or different to those of other people. **Skills:** I listen to others and am respectful. I ask relevant questions and share my own ideas in class discussion by identifying if I agree or disagree with the views of others. **Literacy:** I write in full sentences and I may be attempting to use PEE paragraphs. I use connectives like 'but' and 'yet'. I use simple key words correctly.
CK	**Knowledge and understanding:** I show some knowledge and understanding. I can recall ideas from more than one religion, culture or philosophy. **Personal ideas, values and arguments:** I state my own views (whether religious or non-religious). I may be able to identify views that are both similar to and different from my own. **Skills:** I listen to other people and I am respectful of other ideas and views. I ask simple questions and I share my own ideas in class discussion. **Literacy:** I write in full sentences and I use simple connectives like 'and' and 'also'. I identify key words from a choice.

Pathways for Science in Year 10

By the end of Year 10 via the following content these skills should be met.

Content: Plants and Bioenergetics, Homeostasis and Response, Infection and Response, Organisation in Animals, Quantitative Chemistry, Chemical Changes, Energy Change, Rate and Extent of Chemical Change, Electricity, Particle Model of Matter, Energy

Pathway	Expectations
P	Everything from LY pathway along with a complete and thorough understanding and learning of the content and using flawless terminology.
LY	Students make explicit connections between abstract ideas and/or models in explaining processes or phenomena using well-constructed sentences. Employ a systematic approach in deciding the relative importance of a number of scientific factors when explaining processes or phenomena. Suggest ways in which scientific and technological developments may be influenced. Suggest economic, ethical/moral, social or cultural arguments for and against scientific or technological developments. Effectively represent abstract ideas using appropriate symbols, flow diagrams and different kinds of graphs in presenting explanations and arguments. Formulate questions or ideas that can be investigated by synthesising information from a range of sources.
M	Use abstract ideas or models or multiple factors when explaining processes or phenomena with scientific terms mostly used correctly. Identify the strengths and weaknesses of particular models. Explain how creative thinking in science and technology generates ideas for future research and development. Effectively represent abstract ideas using appropriate symbols, flow diagrams and different kinds of graphs in presenting explanations and arguments. Identify key variables in complex contexts, explaining why some cannot readily be controlled and planning appropriate approaches to investigations to take account of this.
S	Use abstract ideas or models or more than one step when describing processes or phenomena using scientific terms. Explain processes or phenomena, suggest solutions to problems or answer questions by drawing on abstract ideas or models. Distinguish between data and information from primary sources, secondary sources and simulations, and present them in the most appropriate form. Apply scientific knowledge and understanding in the planning of investigations, identifying significant variables and recognising which are independent and which are dependent. Justify their choices of data collection method and proposed number of observations and measurements
T	Use simple models to describe scientific ideas. Use scientific ideas when describing simple processes or phenomena. Describe different viewpoints a range of people may have about scientific or technological developments. Identify ethical or moral issues linked to scientific or technological developments. Decide on the most appropriate formats to present sets of scientific data, such as using line graphs for continuous variables. Recognise significant variables in investigations, selecting the most suitable to investigate.
O	Identify differences, similarities or changes related to simple scientific ideas, processes or phenomena. Use straightforward scientific evidence to answer questions, or to support their findings. Describe some simple positive and negative consequences of scientific and technological developments. Recognise applications of specific scientific ideas and identify aspects of science used within particular jobs or roles. Select appropriate ways of presenting scientific data. Select appropriate equipment or information sources to address specific questions or ideas under investigation.
C	Students represent things in the real world using simple physical models. Identify aspects of our lives, or of the work that people do, which are based on scientific ideas. Use scientific forms of language when communicating simple scientific ideas, processes or phenomena. Identify simple advantages of working together on experiments or investigations. Select equipment or information sources from those provided to address a question or idea under investigation. Identify one or more control variables in investigations from those provided.
K	Students respond to ideas given to them to answer questions or suggest solutions to problems. Identify aspects of our lives, or of the work that people do, which are based on scientific ideas. Present simple scientific data in more than one way, including tables and bar charts. Select equipment or information sources from those provided to address a question or idea under investigation.

Pathways for Travel & Tourism for Years 10 and 11

Expectations		
Level 2 Distinction	**Unit 2**	**In addition to meeting all the level one and two requirements, the following must be achieved:** • Justify own recommendations as to how one UK destination might be able to increase its appeal to different types of visitors. • Analyse ways in which the two planned UK holidays could be adapted to meet the needs of different types of visitors.
	Unit 4	**In addition to meeting all the level one and two requirements, the following must be achieved:** • Compare and contrast the contribution of different features to the appeal of one European and one worldwide destination, for two different customer types. • Analyse ways in which the two planned holidays could be adapted to meet the needs of different types of visitors.
	Unit 6	**In addition to meeting all the level one and two requirements, the following must be achieved:** • Compare and contrast the main customer service aims for two different travel and tourism organisations. • Evaluate the success of two different travel and tourism organisations in recognising and meeting the needs of their customers. • Recommend and justify improvements to poor customer service for one travel and tourism organisation.
Level 2 Merit	**Unit 2**	**In addition to meeting all the level one and two pass requirements, the following must be achieved:** • Plan in detail one route of road travel, one route of rail travel and one route of air travel in and around the UK. • Recommend how one UK destination might be able to increase its appeal to different types of visitors. • Plan two UK holidays, for different types of visitors, producing a detailed itinerary for each, and justifying choices made.
	Unit 4	**In addition to meeting all the level one and two requirements, the following must be achieved:** • Explain four typical routes of air travel in relation to European and worldwide tourism. • Explain how the features contribute to the appeal of one European and one worldwide destination, for two different visitor types. • Plan holidays to one European and one worldwide destination, for different visitor types, producing an itinerary for each and justifying choices made.
	Unit 6	**In addition to meeting all the level one and two requirements, the following must be achieved:** • Explain, using relevant examples, the main aims of customer service for two different travel and tourism organisations. • Compare, using relevant examples, how two travel and tourism organisations meet and exceed customer expectations. • Compare customer service skills relevant to two travel and tourism organisations. • Compare, using relevant examples, the impacts of excellent and poor customer service on two travel and tourism organisations.
Level 2 Pass	**Unit 2**	**In addition to meeting all the level one requirements, the following must be achieved:** • Accurately locate four travel and tourism destinations, from each destination category. • Identify and accurately locate six gateway airports and four seaports in the UK, including a typical passenger route for each. • Accurately locate three motorways and three rail lines, identifying the destinations connected by them. • Describe how one UK town or city destination, one seaside resort and one countryside area can appeal to two different types of visitors. • Using at least two different information sources, plan two UK holidays, for alternative types of visitors, producing an itinerary for each.
	Unit 4	**In addition to meeting all the level one requirements, the following must be achieved:** • Locate six major gateways, from at least two different continents. • Locate two of each type of European and worldwide destination. • Describe three features that contribute to the appeal of one European and one worldwide destination, for two different visitor types. • Plan holidays to one European and one worldwide destination, for different visitor types, producing an itinerary for each.
	Unit 6	**In addition to meeting all the level one requirements, the following must be achieved:** • Describe the main aims of customer service for three different travel and tourism organisations. • Explain the needs of three customer types and how they are met. • Explain how three travel and tourism organisations meet and exceed customer expectations. • Explain customer service skills relevant to two travel and tourism organisations. • Assess the impact of excellent and poor customer service on travel and tourism organisations.

Pathways for Travel & Tourism for Year 10 *(continued)*

		Expectations
Level 1	**Unit 2**	• Locate four travel and tourism destinations, from each destination category, with support. • Locate six UK gateway airports and four UK seaports, with support. • Locate two motorways and two rail lines, identifying the destinations connected by them, with support. • Outline how one UK town or city destination, one seaside resort and one countryside area can appeal to two different types of visitors. • Use different types of sources of information to plan one UK holiday for a selected visitor, and produce an itinerary.
	Unit 4	• Locate three major gateways, from at least two different continents, with support. • Locate one of each type of European and worldwide destination, with support. • Outline three features that contribute to the appeal of one European and one worldwide destination, for one visitor type, with support. • Plan holidays to one European and one worldwide destination, producing an itinerary for each, with support.
	Unit 6	• Outline the main aims of customer service for travel and tourism organisations. • Identify the needs of one internal and one external customer type. • Outline how three travel and tourism organisations meet and exceed customer expectations. • Outline customer service skills relevant to two travel and tourism organisations. • Describe the impacts of excellent and poor customer service on travel and tourism organisations.