

## GCSE Centre Assessed Grades

It is our goal that all students leave us equipped with the knowledge and skills needed to succeed in the world of further education and/or work. Although 2021 summer examinations are cancelled, we are committed to ensure all our students leave fully prepared for their next step in education and training. To award GCSE Centre Assessed Grades, we need to complete ongoing topic assessments in order to provide enough opportunities and evidence for students to be justified a worthy GCSE grade.

GCSE courses should be taught over approximately 2 years. The Covid-19 pandemic has meant that a significant chunk of the course has been covered remotely. Although we have worked hard to ensure that students received the best possible remote education, we recognise that home learning is far from ideal and to assess students on what they have been learning at home would be unfair. Subject departments have identified areas of each GCSE course that are essential for a students' next stage as well as identifying those topics that have been taught remotely. They have created a detailed plan for what will be taught, retaught and assessed over the next three months. These plans are focused on ensuring that students are fully prepared for their next steps as well as ensuring that they have a number of opportunities for assessment to show what they are capable of and achieve their best.

To ensure a fair process and remove any possible bias, the following will be in place:

- From now, subjects will only be assessing using exam board past paper questions and the new assessments issued by the exam boards in March. Use of exam board materials means that all assessments are marked according to a quality assured mark scheme.
- Students will use their candidate number rather than their name to eliminate any teacher bias.
- For internal quality assurance, moderation will be completed in subject teams in school
- For external quality assurance, moderation will be completed across the across the Multi Academy Trust and with external markers where necessary
- All awarded grades will be 'centre' assessed meaning that no one teacher will be responsible for a student's grade

All students will receive their final grades on August 12<sup>th</sup> and we are unable to discuss with students their final grade before this date. However, students will be told their raw scores (or percentage achieved) on each assessment once they have been completed in class. Please be aware that these scores do not equate to a final grade. Any questions about final grades will not be able to be answered by teachers as not only would this be considered malpractice and as mentioned earlier no individual teacher is responsible for awarding final grades, all grades will be moderated and awarded by the school.

This half term, your son/daughter will receive an overview of the following:

- A detailed list of the subtopics within each assessed unit;
- A timeline of when the topics will be revised and assessed (please note that dates of assessments may change)
- An updated revision timetable which aligns with the revision and assessments.

This booklet contains vital information about each subject for your reference. A video explaining further details on awarding Centre Assessed Grades can be found on our website [here](#).

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## Homework equals revision

The next few months are vitally important for your son/daughter and we are keen to support you and them as best we can as they prepare for their internal assessments. It is vital students begin the revision process at home as soon as possible. With this in mind, all homework set will be revision based and according to the homework timetable. The timetable is designed so that students' work load is not excessive on any one night as well as ensuring that they complete the desired number of hours per week.

As you are aware, students will be set a variety of tasks that will support them to learn the required knowledge and practise the necessary skills required to complete their GCSE courses. When your son/daughter revises, they will often focus on topics and subjects they like and find easy and often choose gratifying yet ineffective revision methods such as reading and highlighting their notes. Staff will therefore support the students by setting revision based homework using strategies that research has proven to be the most effective. The homework that teachers set is focussed on:

- filling gaps in knowledge that have been identified in lessons;
- revisiting knowledge that they have been taught during Year 10;
- revisiting knowledge that they have been taught remotely in lockdown periods;
- preparing students for topic assessments.

Homework will consist of the following:

- Quizzing tasks (including Retrieval Roulette);
- Pre-reading in subjects; and
- Application and deliberate practice tasks (to be completed online or in books).

Subject	Number of tasks per week	Total time in minutes per week
English	1	90
Maths	1	90
French/German	1	90
Biology	1	60
Chemistry	1	60
Physics	1	60
Option subjects	3 (one homework task per option)	3 x 90
<b>Total hours per week=12 hours</b>		

### Supporting organisation

As a school, we are fully aware of the link between disorganisation and anxiety during the run up to the assessments. Students need to be calm and in control. Having a plan reduces their anxiety by ensuring that students are in control of their own day. When setting homework, teachers provide time limits for the different tasks. This is to ensure that students do not spend a disproportionate amount of time on one task and then become anxious and rush to complete the other tasks. Please speak with your son/daughter about these timings and support them to keep within the time limits set.

To support students' organisation, all students will be provided with the following:

- a) A homework timetable which gives an overview of which subject(s) homework is set for each day.
- b) A homework schedule which provides specific details of the homework to be completed for each subject. Schedules are issued on a half-termly basis so that students can keep track of homework issued, even if they are absent. A paper copy will be given to students (to be kept in their knowledge organiser folders) at the start of each half term, a copy will be sent to parents and carers via letter and it will also be made available on the school website for reference.
- c) A homework timetable that breaks up homework tasks to enable students to cope with the workload and improve their learning through interleaving different subjects and topics.

Cramming does not work. The exams your son/daughter will be sitting are knowledge based and are created to test everything you have learnt to date. Completing the homework tasks from the start of term will ensure that when you get to your exams your son/daughter will be best prepared for their assessments. It is important to split up tasks into 30-minute slots to aid concentration and learning. The timetable below will support your son/daughter to do this.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Science	Science	Science	Science	Science		Science
English	English	Maths	English	Maths		Option C
Maths	Option D	Option A	Option D	Optional		Option B
Option A	Option B	Option D	Option C			Optional
Option C	Option A	Option B	Optional			

To enable your son/daughter can complete the work to the best of their ability it is important that they follow the guidance below.

### Preparing to revise

Before starting work, students should make sure they have done the following:

- Eaten. Your brain is like an engine. If you don't feed it, it won't work properly.
- Found where you are going to work. It is important that you work in a space that does not contain any distractions. The better your focus, the easier work will be.
- Checked your schedule and collected all your equipment and resources that you need.
- Poured yourself a glass of water. Water increases your concentration levels and helps you think more clearly.
- Put your phone in another room. Students who work in rooms with their phones achieve less than those who don't.

### Strategies that work

Students have been taught and will continue to be taught what constitutes effective and ineffective learning and revision strategies. Often the easiest strategies prove to be the most ineffective. The following have all been proven by research to have little or no impact on learning:

- Rereading
- Copying notes
- Summarising
- Highlighting key words

The two most effective revision strategies are testing and spacing coupled with good motivation and organisation. Research shows that students who test themselves regularly remember significantly more information and are less likely to suffer from the negative effects of stress associated with exams. Students have been told that although testing and spacing out their testing may feel uncomfortable and more difficult than other strategies, they are the most effective. Further information on these strategies can be found at <https://blog.innerdrive.co.uk/intended-vs-actual-revision-behaviour>

### Common mistakes

The link below highlights the most common mistakes that students make during their studies and when revising for exams. We have discussed these with your son/daughter on numerous occasions and we would urge you to do the same to ensure they don't fall into the same traps.

<https://blog.innerdrive.co.uk/10-common-student-mistakes>

### Homework support

To ensure that our students are fully supported, a staffed homework club is available every day after school. This is open to all students and provides a calm environment in which to complete homework. It allows access to books, computers and printers. Those students who miss homework deadlines will be asked to attend a compulsory homework club for a period of time to support them to improve their organisational skills and homework habits.

Please visit the homework section of our website: <https://kingcharlesschool.co.uk/index.php/why-is-homework-so-important>.

The following pages outline all the topics that each subject will be teaching, reteaching, assessing and what evidence will be used for their Centre Assessed Grade.

## Subject information on topics and assessment

Subject	Topics being assessed (in order)	Evidence that will be used to award a Centre Assessed Grade
Art and Design	Surfaces Force Event	<ul style="list-style-type: none"> <li>▪ Portfolio sketchbooks</li> <li>▪ Work produced in year 10 and 11 in class and at home</li> </ul>
Business (Enterprise)	Promotion Financial records Financial documents	<ul style="list-style-type: none"> <li>▪ NEA component 1</li> <li>▪ Year 11 mock exam</li> <li>▪ Year 10/11 topic tests</li> <li>▪ Topic tests (past paper questions) during spring 1</li> <li>▪ Topic tests (past paper questions) during summer 1</li> </ul>
Computer Science	The CPU, Memory & Storage Representing data Networking Logic Gates Algorithms Flowcharts Programming constructs Types of Software Ethical, legal, cultural and environmental concerns	<ul style="list-style-type: none"> <li>▪ Year 10 mock exam</li> <li>▪ Topic tests from Y10</li> <li>▪ Year 11 mock exam</li> <li>▪ Topic tests to be completed in spring 2 and summer 1 comprised of past paper questions and exam board assessments</li> </ul>
Design and Technology	New and Emerging Technologies Energy, materials, systems & devices Materials & their working properties Common specialist techniques Designing principals Making principals Timber based materials	<ul style="list-style-type: none"> <li>▪ Year 10 mock exam</li> <li>▪ Year 11 mock exam</li> <li>▪ Modified NEA Task</li> <li>▪ Topic tests (past paper questions) during spring 2</li> <li>▪ Topic tests (exam board assessments) during summer 1</li> </ul>
Creative IMedia	Mind maps Mood boards Visualisation diagrams Scripts Storyboards Client requirements Camera techniques Video editing Evaluation skills	<ul style="list-style-type: none"> <li>▪ Year 10 mock exam</li> <li>▪ Planning documents for a final product</li> <li>▪ Topic tests (exam board assessments) during summer 1</li> </ul>
Drama	Unit 1: Unlocking Creativity – coursework element only. Unit 2: The production/performance – Performance in response to a brief. Unit 2: Written log book of evidence. Unit 3: Section A: Understanding the performing arts industry.	<ul style="list-style-type: none"> <li>▪ Unit 1 NEA portfolio</li> <li>▪ Unit 2 performance in response to a brief &amp; accompanying log book.</li> <li>▪ Unit 3: Section A: mini-assessments (past paper questions) during spring 2 &amp; summer 1.</li> <li>▪ Unit 3: Section A: mini-assessments (exam board assessments) during summer 1.</li> </ul>
English Language	<b>Explorations in Creative Reading and Writing</b> Writing – descriptive or narrative writing Reading – one literature fiction text <b>Writers' Viewpoints and Perspectives</b>	<ul style="list-style-type: none"> <li>▪ Year 10 mock exam</li> <li>▪ Year 11 mock exam</li> <li>▪ Topic tests</li> <li>▪ Exam board assessments in summer 1</li> </ul>

	Reading – one non-fiction text and one literary non-fiction text Writing – transactional writing / writing to present a viewpoint	
English Literature	Unseen poetry Modern text Poetry Shakespeare play <i>Please note: for two of these assessments, students will be awarded a maximum of 4 additional marks for their ability to use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</i>	<ul style="list-style-type: none"> <li>▪ Year 10 mock exam</li> <li>▪ Year 11 mock exam</li> <li>▪ Topic tests</li> <li>▪ Past paper questions in spring 2</li> <li>▪ Exam board assessments in summer 1</li> </ul>
French	Theme 1 – identity and culture Theme 2 – local, national, international and global areas of interest Theme 3 – current and future study and employment	<ul style="list-style-type: none"> <li>▪ Year 10 mock exam</li> <li>▪ Year 10 topic tests</li> <li>▪ Year 11 mock exam</li> <li>▪ Skills tests (speaking, reading and listening) during spring 2</li> <li>▪ Skills tests (speaking and writing) during summer 1</li> </ul>
German	Theme 1 – identity and culture Theme 2 – local, national, international and global areas of interest Theme 3 – current and future study and employment	<ul style="list-style-type: none"> <li>▪ Year 10 mock exam</li> <li>▪ Year 10 topic tests</li> <li>▪ Year 11 mock exam</li> <li>▪ Skills tests (speaking, reading and listening) during spring 2</li> <li>▪ Skills tests (speaking and writing) during summer 1</li> </ul>
Geography	River and glacial landscapes Ecosystems [excluding hot deserts] Urban issues and challenges Resource management and food Tectonic and weather hazards Changing economic world [start of topic only] Fieldwork skills	<ul style="list-style-type: none"> <li>▪ Year 10 and 11 mock exams</li> <li>▪ Topic tests using past papers in spring 2</li> <li>▪ Topic tests using exam board assessment in summer 1</li> </ul>
Health and Social Care	Factors that affect health and wellbeing Interpreting health indicators Person -centered health and wellbeing improvement plans	<ul style="list-style-type: none"> <li>▪ Year 10 mock exam</li> <li>▪ Year 11 mock exam</li> <li>▪ Past paper assessments completed in lessons</li> <li>▪ Exam board assessments during summer 1</li> </ul>
History	<b>Nazi Germany</b> Nazi aims in 1933 Controlling Germany before 1939 Effect of Nazi policies on people living in Germany before 1939 Life during WW2 <b>People's Health</b> Medieval public health Industrial public health Living conditions since 1900 Public health since 1900	<ul style="list-style-type: none"> <li>▪ Year 11 mock exam</li> <li>▪ Topic tests based on past paper questions and exam board assessments</li> </ul>

	<p><b>Norman Invasion</b>  The Succession Crisis  1066 and the Battle of Hastings  Norman control of England  How the Normans took control of England</p> <p><b>USA 1789-1900</b>  Slavery before 1838  Pike's Peak Gold Rush  Black people's experiences during the Civil War  The outbreak of war on the Great Plains</p>	
Hospitality and Catering	Completion of NEA and practical	<ul style="list-style-type: none"> <li>▪ NEA</li> <li>▪ Please note, a grade has already been awarded for examination component from last year</li> </ul>
Mathematics – Foundation Tier	<p><b>Number</b>  Working with number  Decimals, Fractions &amp; Percentages  Powers &amp; Roots  Estimation &amp; Bounds  Financial maths</p> <p><b>Algebra</b>  Algebra basics  Quadratics  Inequalities  Changing the subject  Substitution  Real-life graphs</p> <p><b>Ratio &amp; Proportion</b>  Ratio  Proportion  Recipe Problems  Scale diagrams</p> <p><b>Geometry &amp; Measure</b>  Angles  Perimeter &amp; Area  Pythagoras  Volume &amp; Surface Area  Transformations  Units of measure  Shape</p> <p><b>Statistics &amp; Probability</b>  Probability  Collecting data  Averages  Displaying data</p>	<ul style="list-style-type: none"> <li>▪ Year 10 mock exam</li> <li>▪ Year 11 mock exam</li> <li>▪ Topic tests based on past paper questions and exam board assessments during summer 1</li> </ul>
Mathematics – Higher Tier	<p><b>Number</b>  Working with number  Decimals, Fractions &amp; Percentages  Powers &amp; Roots  Estimation &amp; Bounds  Financial maths</p> <p><b>Algebra</b>  Algebra basics  Simultaneous Equations</p>	<ul style="list-style-type: none"> <li>▪ Year 10 mock exam</li> <li>▪ Year 11 mock exam</li> <li>▪ Topic tests based on past paper questions and exam board assessments during summer 1</li> </ul>

	<p>Quadratics  Inequalities  Changing the subject &amp; functions  Graphs  Substitution  <b>Ratio &amp; Proportion</b>  Ratio - problems  Proportion  Recipe Problems  Scale diagrams - problems  <b>Geometry &amp; Measure</b>  Angles  Perimeter &amp; Area  Pythagoras &amp; Trigonometry  Volume &amp; Surface Area  Circle theorems  Transformations  Compound measure  <b>Statistics &amp; Probability</b>  Probability  Collecting data  Averages  Displaying data</p>	
Music	<p>Completion of NEA content (solo performance and free composition)  -Film music  -Melodic dictation  -Indian Classical &amp; Bhangra  -The Concerto (baroque, classical and romantic)  -Pop ballads and solo artists.  -Rock 'n' roll</p>	<ul style="list-style-type: none"> <li>▪ Y11 mock exam</li> <li>▪ NEA 1</li> <li>▪ Topic tests (past paper questions) during spring 2 &amp; summer 1)</li> <li>▪ Topic tests (exam board assessments) during summer 1</li> </ul>
Physical Education	<p><b>Practical performances (NEA)</b>  Core and advanced skills in two activities  <b>Analysis and evaluation of performance (NEA)</b>  <b>Physical factors affecting performance</b>  Applied anatomy and physiology  Physical training  <b>Socio cultural influences issues and sports psychology</b>  Socio cultural influences  Sports psychology  Health fitness and well being</p>	<ul style="list-style-type: none"> <li>▪ NEA</li> <li>▪ Year 11 mock exam</li> <li>▪ Exam board assessments during summer 1</li> </ul>
Religious Studies	<p><b>Religion and Life</b>  Euthanasia  Afterlife  Abuse of the environment  <b>Religion, Peace and Conflict</b>  Nuclear weapons  Terrorism  War  <b>Buddhist Beliefs</b>  The Four Sights  The Eightfold Path  The Four Noble Truths</p>	<ul style="list-style-type: none"> <li>▪ Year 11 mock exams</li> <li>▪ Topic tests using past papers in spring 2 and summer 1</li> </ul>

	<p><b>Sikh Beliefs</b> Karma Beliefs about God Sewa</p> <p><b>Religion, Crime and Punishment</b> Community service Hate crimes Death penalty</p> <p><b>Religion, Human Rights and Social Justice</b> Wealth Racial discrimination Human rights</p>	
Triple and Trilogy Biology	<p>Bioenergetics Cell Biology Inheritance and Selection Immunity and Response Organisation Homeostasis and Response</p>	<ul style="list-style-type: none"> <li>▪ Year 10 mock exam</li> <li>▪ Year 10 topic tests</li> <li>▪ Year 11 mock exam</li> <li>▪ Topic tests (past paper questions) during spring 2</li> <li>▪ Topic tests (exam board assessments) during summer 1</li> </ul>
Triple and Trilogy Chemistry	<p>Using resources Organic Atomic theory and periodic table Bonding Chemical changes Energy changes Quantitative chemistry Chemical analysis</p>	
Triple and Trilogy Physics	<p>Particle model of matter Energy Atomic structure Forces Electricity Magnetism &amp; electromagnetism</p>	
Textiles	<p>NEA Sources and origins Surface treatments Specialist techniques Design contexts Properties and structure of paper and boards Categorisation of textiles fibres Communication techniques Environmental issues New and emerging technologies</p>	

## NEA GCSE Courses

Subject	Information including any changes to non-examined coursework (NEA)
Art and Design	Students will be graded using their portfolio work only
Business (Enterprise)	All the NEA will be considered but students will only need to investigate one local small or medium sized enterprise
Computer Science	No NEA will be taken into consideration when assigning Centre Assessed Grades
Design and Technology	Only selected components of the NEA will be taken into consideration (analysis, research, specification, design brief, design ideas, 3D rendering, exploded view and orthographic projection) These components will not be considered when assigning Centre Assessed Grades: <ul style="list-style-type: none"> <li>▪ Realisation of design ideas</li> <li>▪ Test and evaluation</li> </ul>
Creative IMedia	Only selected components of the NEA will be taken into consideration: <ul style="list-style-type: none"> <li>▪ Learning Objective 1 of units R087 and R089.</li> </ul>
Drama	Only selected components of the NEA will be taken into consideration: <ul style="list-style-type: none"> <li>▪ Unit 1- written portfolio</li> <li>▪ Unit 2- written logbook and a shortened performance</li> </ul>
Spoken English Language	Most of the Year 11 Spoken Language assessments took place in autumn 2020. However, where students did not complete these, assessments will be completed during spring term 2.
French	Students will be assessed during lessons on their communication, accuracy and range over the 3 themes studied. They will be awarded either a pass, merit or distinction for their speaking and this will be awarded separately to their GCSE grade. In August students, will be awarded a centre assessed grade and a separate grade that represents their speaking ability (speaking endorsement). Please see appendix 1 for the assessment criteria.
German	Please see above
Hospitality and Catering	All the NEA will be considered but students will only cook 1 dish for the final practical assessment.
Music	Only selected components of the NEA will be taken into consideration: <ul style="list-style-type: none"> <li>▪ Solo performance</li> <li>▪ Free composition work</li> </ul>
Physical Education	All the NEA will be considered but students will only have to complete 2 sports
Textiles	Only selected components of the NEA will be taken into consideration: <ul style="list-style-type: none"> <li>▪ Section 1- Investigation of needs and research</li> <li>▪ Section 2- Design ideas/ Review of initial ideas</li> </ul>

## Frequently Asked Questions about CAGs

### **How will grades be awarded this summer?**

Grades for GCSEs, A levels, and most other qualifications including applied generals will be based on a process involving teacher assessments against national standards, internal quality assurance, and external quality assurance by the exam boards.

The national process defined by the Department for Education and the exams' regulator, Ofqual is as follows:

1. Teachers will assess students against a national standard, which will be defined by the exam boards before the Easter break.
2. Departments will submit grades which will be quality assured by the school. This internal quality assurance process will have to be signed off by the exam board to ensure it is rigorous and in line with national standards.
3. Our school results will be quality assured externally by the exam boards, which may include random sampling of our school's evidence.
4. If the exam boards are confident in our submitted results, then the exam boards will award students their final grades.
5. If students do not think their results are accurate, they will have the right to appeal.

### **So, do teachers award the grade?**

Simply: no. The grade students achieve will start with their teacher's assessments of their performance across a range of evidence. This is against a nationally-defined standard, not the teacher's own opinion. This assessment is then subject to both internal and external quality assurance before the final grade is awarded by the exam body as usual.

### **Does this mean grades are decided by an algorithm?**

No, unlike last year, students' grades will not be changed by a formula. The internal and external quality assurance measures will all be done by trained professionals, not an algorithm.

### **What about loss of learning / impact of Covid?**

This year, teachers will only assess students on content they have been taught – because of the continued disruption of the pandemic. This means students will not be disadvantaged if they have been unable to complete their full course. However, grades can only be submitted on the basis of the evidence we have of students' performance, even if that evidence covers less of the course than usual. Students who would usually have concessions in the exams will benefit from the same arrangements in their teacher assessments.

### **Will grades be different between different schools and colleges?**

No, the standard against which teachers will be assessing students is set nationally by the exam boards. This is the standard that will be used during external quality assurance and appeals to ensure consistency and fairness across the system.

### **What evidence will be used?**

Teachers are able to draw on a range of assessment evidence from across a student's study of the course from years 9 to 11. This may include mock exams, assessments and papers set by the exam boards. The exam boards are producing assessment materials that will be sent to us before Easter. Different departments may use different sources of evidence, and there is no requirement for any one type of assessment to be used – it's about a performance across a range of evidence.

### **The exam boards are only giving out past papers, how is this fair?**

Most of the assessments provided by the exam boards will be drawn from past papers, although there will be new questions as well. There is significant research that even if students have seen assessments questions before, it does not reduce the validity of the assessment. Furthermore, exam board questions are only one of the many pieces of evidence we will use to assess students this summer.

**Can students and parents make the case for why a student should get a higher grade?**

Our teachers are already using their professional expertise to assess students on the content they have been taught. Teachers are unable to submit higher grades for students unless they have the evidence that they are consistently working at this level. If teachers submit higher grades without evidence they are committing exam malpractice.

In 2020, any undue pressure by student or parent who placed undue pressure on teachers to increase grades was also considered exam malpractice. It is likely to be the same for 2021. If students or parents are found to be putting teachers or leaders under undue pressure to increase grades, then this matter will be referred to the exam boards and an investigation into malpractice may ensue. This may result in the student's certificate being removed entirely if malpractice is deemed to have taken place.

**Can students discuss their grades with teachers?**

Teachers will be able to discuss which evidence they are using to inform their judgement with students, including marked or graded pieces of work. However, we are not allowed to disclose their final submitted grade we give to the exam board. Students should not attempt to second-guess the grade submitted, as teachers will be using a range of evidence to inform their final judgement. Students must not pressure teachers to reveal the grades they are submitting, or to increase the grades, as doing so may be considered exam malpractice.

**What should students do to improve their grades?**

The best thing students can do is to continue to attend classes, learn, act on feedback from their teachers, revise and complete all homework set. Their grade will be based on their performance, and so their outcomes are ultimately in their hands.

Appendix 1

GCSE Subject Level Conditions and Requirements for Modern Foreign Languages and Certificate Requirements - speaking

The criteria for pass, merit and distinction

Grade	Communication and interaction	Range of language	Accuracy	Pronunciation and intonation
<b>P A S S</b>	<p>To be awarded a pass, the Learner</p> <ul style="list-style-type: none"> <li>gives some relevant information in generally short responses.</li> <li>conveys simple opinions.</li> <li>asks some straightforward questions.</li> <li>may not always understand questions asked, but responses to those which are understood are comprehensible.</li> <li>demonstrates a basic level of interaction.</li> </ul>	<p>To be awarded a pass, the Learner</p> <ul style="list-style-type: none"> <li>uses mostly simple grammatical structures.</li> <li>uses a limited range of familiar vocabulary and expressions.</li> <li>makes reference to present and past and/or future events with occasional success.</li> </ul>	<p>To be awarded a pass, the Learner</p> <ul style="list-style-type: none"> <li>is mainly correct when using familiar vocabulary and simple grammatical structures.</li> <li>is likely to make errors, which sometimes impede communication.</li> </ul>	<p>To be awarded a pass, the Learner</p> <ul style="list-style-type: none"> <li>uses pronunciation that is mostly understandable.</li> <li>makes errors that sometimes impede communication.</li> <li>there may be frequent native language interference.</li> </ul>
<b>M E R I T</b>	<p>To be awarded a merit, the Learner</p> <ul style="list-style-type: none"> <li>conveys mainly relevant information with occasional longer responses.</li> <li>expresses opinions with some simple justification.</li> <li>asks some varied questions to obtain information.</li> <li>responds to questions and develops some answers.</li> <li>demonstrates a good level of interaction.</li> </ul>	<p>To be awarded a merit, the Learner</p> <ul style="list-style-type: none"> <li>manipulates straightforward grammatical structures with some variation and occasional complex structures.</li> <li>uses relevant and some varied vocabulary and expressions.</li> <li>is generally successful in making reference to present, past and future events.</li> </ul>	<p>To be awarded a merit, the Learner</p> <ul style="list-style-type: none"> <li>uses a generally good level of accuracy when using straightforward vocabulary and grammatical structures.</li> <li>is likely to make errors, particularly when more complex language is attempted. Such errors sometimes hinder clarity of communication.</li> </ul>	<p>To be awarded a merit, the Learner</p> <ul style="list-style-type: none"> <li>uses generally good pronunciation and intonation but with some inconsistency.</li> <li>makes some errors that occasionally impede communication.</li> <li>there may be some native language interference.</li> </ul>

<b>D I S T I N C T I O N</b>	<p>To be awarded a distinction, the Learner</p> <ul style="list-style-type: none"> <li>• communicates detailed and relevant information, including extended responses.</li> <li>• expresses a variety of opinions with justification.</li> <li>• asks a variety of questions using a range of question forms.</li> <li>• responds to a variety of questions, often developing their answers.</li> <li>• demonstrates a very good level of interaction.</li> </ul>	<p>To be awarded a distinction, the Learner</p> <ul style="list-style-type: none"> <li>• manipulates a variety of grammatical structures including some complex structures.</li> <li>• uses a range of relevant vocabulary and a variety of expressions.</li> <li>• is mostly successful in making references to present, past and future events.</li> </ul>	<p>To be awarded a distinction, the Learner</p> <ul style="list-style-type: none"> <li>• uses predominantly accurate language using a range of relevant vocabulary and some complex grammatical structures.</li> <li>• is likely to make errors that are usually minor or occur when complex structures and/or less familiar vocabulary are attempted. Such errors rarely hinder clarity of communication.</li> </ul>	<p>To be awarded a distinction, the Learner</p> <ul style="list-style-type: none"> <li>• uses pronunciation and intonation that are overall accurate and intelligible.</li> <li>• makes errors which rarely impede communication.</li> <li>• there may be only isolated native language interference.</li> </ul>
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