



Darland High School

Curriculum Advice: How to improve from a D to a C grade

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Art -

5 things you will need to do to get from a 'D' to 'C' grade

1. Show research images clearly on at least 5 pages. Annotate fully explaining choices.
2. Have a wide variety of drawings and experimentation demonstrating different use of media.
3. Complete at least one sheet of final ideas. This should include compositional ideas, size of imagery etc.
4. Have at least two paintings / drawings based upon the topic area.
5. ALL coursework and final outcome to be submitted by February half term.

GCSE FOOD TECHNOLOGY

5 things you will need to do to get from a 'D' to a 'C' grade

1. Complete all of the four sections for task 2 of your coursework by checking that you have included all of the necessary information for each one.
2. Ensure that you are well prepared for the final practical which will be in March 2015. Remember production is worth 45 marks!
3. Spend at least 2 weeks on the Evaluation section at the end.
4. Use the feedback on task 1 to improve your work and marks and re-submit this for marking by the end of January.
5. Revise in small blocks of time of 1 hour, covering each topic on the subject content thoroughly.

How to improve your Geography GCSE grade:

1. Read and follow the instructions carefully.
2. Study resources carefully and use them effectively in your answer.
3. Understand the meaning of the command words.
4. Identify key terms and use them to plan your answers.
5. Answer in sufficient detail and depth - be guided by the marks available for the question.
6. Develop the points that you make - turn one mark into two.
7. Plan your answers that require extended writing.
8. Know your case studies and use them to exemplify your answers.
9. Use key geographical words.
10. Draw good sketch maps and diagrams where they will help your answers.

How to improve your History GCSE grade:

1. Read instructions, questions and sources carefully.
2. There is a lot of writing in the History exams so before sitting the paper work out roughly how long you will have to spend on each section.
3. Understand the meaning of the command words.
4. Quality of written communication is important in answering all of the questions but spelling, punctuation and grammar (SPaG) marks are awarded for the essay question.
5. Leave yourself enough time to complete the essay questions properly as these appear at the end of the paper.
6. Answer in sufficient detail and depth - be guided by the marks available for the question.
7. In a description question give detailed historical knowledge.
8. For questions requiring an explanation provide reasons why and back these up with examples.
9. For the utility questions use the COP strategy (Content, Origin and Purpose).
10. For the interpretation questions always provide a two sided response with support.

a grade D student can ...



		😊	😐	😞
Number	Estimate answers to calculations involving division	Green	Orange	Light Blue
	Use the terms square, positive and negative square root, cube and cube root	Green	Orange	Light Blue
	Recall integer squares from 2×2 to 15×15 and the corresponding square roots	Green	Orange	Light Blue
	Recall the cubes of 2, 3, 4, 5 and 10	Green	Orange	Light Blue
	Multiply two decimals such as 2.4×0.7	Green	Orange	Light Blue
	Convert decimals to fractions and fractions to decimals	Green	Orange	Light Blue
	Do calculations with simple fractions involving subtraction	Green	Orange	Light Blue
	Increase or decrease a quantity by a given percentage	Green	Orange	Light Blue
Algebra	Multiply out expressions with brackets such as $5(3x - 2)$	Green	Orange	Light Blue
	Factorise expressions	Green	Orange	Light Blue
	Write the terms of a sequence or a series of diagrams given the n th term	Green	Orange	Light Blue
	Draw lines such as $y = 2x + 3$	Green	Orange	Light Blue
	Solve problems involving straight lines	Green	Orange	Light Blue
	Solve linear equations with unknowns on each side such as $3x - 4 = 5 + x$	Green	Orange	Light Blue
	Solve linear equations with brackets such as $2(5x + 1) = 28$	Green	Orange	Light Blue
	Substitute numbers into more complicated formulae such as $C = \frac{(A + 1)D}{9}$	Green	Orange	Light Blue
Shape and Space	Solve problems involving graphs, such as finding where the line $y = x + 5$ crosses the line $y = 1$	Green	Orange	Light Blue
	Draw graphs of simple quadratic functions such as $y = 2x^2$ and $y = x^2 + 2$	Green	Orange	Light Blue
	Find the area of a triangle, parallelogram, kite and trapezium	Green	Orange	Light Blue
	Find the area and perimeter of compound shapes	Green	Orange	Light Blue
	Calculate the circumference of a circle to an appropriate degree of accuracy	Green	Orange	Light Blue
	Calculate the area of a circle to an appropriate degree of accuracy	Green	Orange	Light Blue
	Reflect shapes in lines such as $x = 2$ or $y = -1$	Green	Orange	Light Blue
	Rotate shapes about the origin	Green	Orange	Light Blue
	Describe fully reflections and rotations about the origin	Green	Orange	Light Blue
	Identify reflection symmetry in 3-D solids	Green	Orange	Light Blue
	Translate a shape using a description such as 4 units right and 3 units down	Green	Orange	Light Blue
	Enlarge a shape by a positive scale factor from a given centre	Green	Orange	Light Blue
Data Handling	Calculate simple average speeds from distance-time graphs	Green	Orange	Light Blue
	Draw a quadrilateral such as a kite or a parallelogram with given measurements	Green	Orange	Light Blue
	Construct and recognise the nets of 3-D solids such as pyramids and triangular prisms	Green	Orange	Light Blue
	Draw plans and elevations of 3-D solids	Green	Orange	Light Blue
	Calculate the mean for a frequency distribution	Green	Orange	Light Blue
	Construct a stem-and-leaf diagram (ordered)	Green	Orange	Light Blue
	Construct a frequency diagram	Green	Orange	Light Blue
	Interpret a time series graph	Green	Orange	Light Blue
	Draw a scatter graph by plotting points on a graph	Green	Orange	Light Blue
	Interpret the scatter graph	Green	Orange	Light Blue
	Classify and know the difference between various types of data	Green	Orange	Light Blue
	Design and use data collection sheets and questionnaires	Green	Orange	Light Blue
Data Handling	Use a variety of different sampling methods	Green	Orange	Light Blue
	Use a two-way table to find a probability	Green	Orange	Light Blue
	Understand mutually exclusive events	Green	Orange	Light Blue
	Use the fact that the probabilities of mutually exclusive events add up to 1	Green	Orange	Light Blue

a grade C student can ...



Number	Find the least common multiple (LCM) and highest common factor (HCF) of two simple numbers	😊	😐	😞
	Write a number as a product of prime factors	😊	😐	😞
	Solve numerical problems using a calculator efficiently and appropriately	😊	😐	😞
	Find minimum and maximum values	😊	😐	😞
	Divide a number by a decimal such as $1 \div 0.2$	😊	😐	😞
	Work out a percentage increase or decrease	😊	😐	😞
	Express one quantity as a percentage of another	😊	😐	😞
	Do calculations with mixed numbers and simple fractions involving division	😊	😐	😞
	Solve complex ratio problems, such as sharing out money between two groups	😊	😐	😞
Solve ratio and proportion problems using the unitary method	😊	😐	😞	
Algebra	Multiply out expressions with brackets such as $y(3y - 8)$	😊	😐	😞
	Expand and simplify two expressions of the form $(x + n)$	😊	😐	😞
	Use index notation and index laws for positive and negative powers	😊	😐	😞
	Write the n^{th} term of a sequence or a series of diagrams	😊	😐	😞
	Solve more complex linear equations such as $3x - 12 = 2(x - 5)$	😊	😐	😞
	Form and solve equations such as $x^3 + x = 12$ using trial and improvement methods	😊	😐	😞
	Rearrange linear formulae such as $s = 4q - 7$	😊	😐	😞
	Find the gradients of straight-line graphs	😊	😐	😞
	Solve inequalities such as $3x < 9$ and $4x - 3 < 10$ and $4x < 2x + 7$	😊	😐	😞
Represent sets of solutions on the number line	😊	😐	😞	
Shape and Space	Solve problems involving circles such as finding the area and perimeter of a semicircle	😊	😐	😞
	Calculate volumes of triangular prisms, parallelogram-based prisms and cylinders	😊	😐	😞
	Solve problems involving surface areas of prisms	😊	😐	😞
	Convert between measures of area and volume	😊	😐	😞
	Classify a quadrilateral by geometric properties	😊	😐	😞
	Use angle and symmetry properties of polygons and angles in parallel lines	😊	😐	😞
	Calculate exterior and interior angles of a regular polygon	😊	😐	😞
	Find the midpoint of a line segment	😊	😐	😞
	Use and understand coordinates in three dimensions	😊	😐	😞
	Reflect shapes in the lines $y = x$ and $y = -x$	😊	😐	😞
	Rotate shapes about any point	😊	😐	😞
	Describe fully reflections and rotations about any point	😊	😐	😞
	Find the centre of a rotation and describe it fully	😊	😐	😞
	Combine reflections and rotations	😊	😐	😞
	Translate a shape by a vector such as $\begin{pmatrix} 4 \\ -3 \end{pmatrix}$	😊	😐	😞
	Transform shapes by a combination of translation, reflection and rotation	😊	😐	😞
	Understand and use compound measures such as speed and density	😊	😐	😞
Construct a perpendicular bisector of a line, from a point to a line, from a point on a line	😊	😐	😞	
Construct angles of 60° and 90° and the bisector of an angle	😊	😐	😞	
Identify congruent shapes	😊	😐	😞	
Use Pythagoras' theorem	😊	😐	😞	
Construct loci	😊	😐	😞	
Data Handling	Find the mean, median class and modal class for grouped data	😊	😐	😞
	Use measures of average and range to compare distributions	😊	😐	😞
	Draw a line of best fit on the scatter graph by inspection	😊	😐	😞
	Identify possible sources of bias in the design and use of data collection sheets & questionnaires	😊	😐	😞
	Understand relative frequency as an estimate of probability	😊	😐	😞
Use relative frequency to compare outcomes of experiments	😊	😐	😞	

Passport to a C grade in Science

Remember - all Science examinations contain three styles of questions - **Recall, application and analysis**. Recall (learning facts) will only account for 50% of each paper and 50% of the marks will come from application and evaluation.

To gain a C grade, in the examinations, you must be able to:

- Recall, select and communicate **secure knowledge and understanding** of each unit (Biology, Chemistry and Physics) - **learn all your work**.
- Demonstrate understanding of **how science impacts on society** (people - jobs/money/environmental & health issues).
- Understand that **scientific advances** may have ethical implications, benefits and risks - **Evaluate** identifying the **advantages and disadvantages**.
- Use **scientific** and technical knowledge, **terminology and conventions (rules)** appropriately.
- **Interpret graphs** and form conclusions based on the evidence provided - **make sense of the results**.
- **Refer to the evidence** including data (figures/numbers and units) when describing and explaining graphs, and tables of information.
- **Substitute values into provided formulae (Physics)**.
- **Calculate molecular mass (Chemistry)**
- **Calculate percentages**.
- **Calculate mean averages**.

To gain a C grade in the ISA, you must be able to:

- Identify the **independent, dependent and control variables**, for any given experiment.
- Understand the relationships between **hypotheses, evidence, and theories**.
- **Use models**, including mathematical models, to **describe abstract ideas**, phenomena, events and processes.
- Produce a **written method** to address a scientific question.
- Use a range sources of information and data, to address a scientific question and test a hypothesis - **Research**.
- **Analyse, interpret and evaluate the data** that you collect during an experiment. - **Draw a graph, make sense of the results that you have collected**.
- Understand **the limitations of evidence** and use evidence and information to develop arguments with supporting explanations.
- Draw **conclusions based on the available evidence**.
- Apply your results to the given context and compare your results with others.

Resistant Materials -

5 things you will need to do to get from a 'D' to 'C' grade

1. Show evidence of work in every section of the electronic folder.
2. Make sure that the major project practical work is finished by the **END OF FEBRUARY 2015**.
3. Make sure every: Photograph taken, 2D Design work, Sketchup work, hand drawn and typed/written work is in the **electronic folder**. If it is not in the electronic folder then it will NOT be marked!!!
4. Spend **AT LEAST 2 weeks** on the **EVALUATION** section at the end.
5. Plan revision in small blocks time of 1 hour. Your teacher will help you plan these blocks and the most suitable content to study.

TEN TIPS TO GET FROM D TO C IN GCSE PE

1. WORK TO IMPROVE THE WEAKEST OF YOUR 4 SPORTS.
2. KNOW THE RULES, REGULATIONS AND TERMINOLOGY OF THE ACTIVITY YOU HAVE CHOSEN TO ANALYSE.
3. ATTEND EXTRA CURRICULAR CLUBS.
4. KNOW DEFINITIONS AND KEY TERMS.
5. PUT EXTRA EFFORT AND PRIORITISE THE LAST TWO QUESTIONS ON THE PAPER THAT REQUIRE EXTENDED WRITING WITH DEVELOPED STATEMENTS.
6. ENSURE THAT THE INFORMATION YOU GIVE ANSWERS THE QUESTION POSED AND THERE IS SUFFICIENT INFORMATION TO BE CONSIDERED TO GET FULL MARKS.
7. ENSURE YOUR FILE IS UP TO DATE FOR REVISION PURPOSES.
8. USE VLE AND REVISION GUIDES.
9. APPLY THEORY TO PRACTICAL SETTINGS AND HOW IT IMPROVES PERFORMANCE.
10. BE ABLE TO SPEAK CONFIDENTLY ABOUT YOUR PEP.

HOW TO GET A "C" GRADE IN WELSH

- You will need to learn your topics, these are listed in the table below
- Refer to any research you may have done in class in your writing
- Try to give a variety of information in your answer
- Give opinions
- Give other people's opinions
- Use negative sentences
- Agree/disagree
- Use "geiriau bach" link words to help extend your sentences
- Use the Past tense correctly
- Ask questions
- Read the question carefully, do what the question asks you to do

THEN

- Make sure you practice exam questions
- Ask your Welsh teacher to help you if you are unsure

TOPIC AREAS FOR UNIT 3	AND UNIT 4
Alcohol, Drugs,Smoking	Keeping Fit, Healthy Eating
Leisure time	Weekend, home, family, friends
Celebrations	School Experiences
Media, Technology	Work Experience

WJEC French GCSE

What you need to do to achieve a Grade C

Listening:

Candidates show understanding of different types of spoken language that contain a variety of structures. The spoken material relates to a range of contexts, including some that may be unfamiliar, and may relate to past and future events. They can identify main points, details and opinions.

Reading:

They show understanding of different types of written texts that contain a variety of structures. The written material relates to a range of contexts, including some that may be unfamiliar and may relate to past and future events. They can identify main points, extract details and recognise opinions.

TOPIC AREAS

Personal and social life

Self, family, friends, home life, shopping, meals, healthy living, illness and accident, free time, fashion, relationships, future plans.

Local community

Home town, school, education, local environment, pollution, recycling, local facilities, comparisons with other towns and regions, weather and seasons.

The world of work

Work experience, part-time jobs, future careers, technology (sending messages, accessing information).

The wider world

Travel and holidays, media, social issues (e.g, life of young people today, homelessness, crime, drugs, healthy living, religion, politics), life in the countries and communities where the language is spoken.

YEAR 11 TIPS RS GCSE SPEC B, UNIT 2 BELIEVING AND EXPERIENCING.

How to achieve a 'C' grade or better:

- ALL questions **MUST** be answered. **NEVER** leave any gaps!
- Study the stimulus page for each question and add notes, phrases and teachings that might help you.
- Highlight the key words in every question.
- Check how many marks the questions are worth.
- Remember Q (1)e has an extra 5 marks on offer for SPaG. (Literacy focus).
- Timing is vital. As a guide, allow 5 minutes to familiarise yourself with the paper and a minimum of 5 minutes to check over at the end. That leaves 22/23 minutes for each question. (Q1, Q2, Q3 and Q4). The extended writing tasks, (d) and (e) sections within each of these questions, needs at least 15 minutes.

Tips for answering each type of question TYPES OF QUESTION:

EACH of the 4 topics on the exam has 5 questions.

- a) questions - 2 marks - *ask you to explain what RELIGIOUS BELIEVERS mean by one of the key terms - ALWAYS give an example too*
- b) questions - 4 marks - *ask you to explain the impact of a RELIGIOUS teaching or attitude. Use religious teachings to demonstrate this.(2 marks for each religious teaching you explain).*
- c) questions - 4 marks - *evaluation questions where you need to give two reasons why a RELIGIOUS BELIEVER may agree or disagree.*
- d) questions - 6 marks - *The word TRADITION MEANS PUT THE NAME OF THE RELIGION YOU ARE GOING TO WRITE ABOUT eg. CHRISTIAN OR HINDU. You will need to describe or explain RELIGIOUS attitudes, practices or teachings on an issue, eg. abortion, conflict etc.*
- e) questions - 8 marks - *evaluation questions where you need to give a range of reasons or evidence to justify your view. (3 agree/3 disagree/2 for your opinion).*

GENERAL TIPS:

- Highlight key words in every question. Use quotes - eg. Love your neighbour / Do not kill / An eye for an eye etc.
- Look at the pictures at the start of the section - key stimuli to give pointers to answers - write key words on this - write the key concepts on this - USE these words throughout.
- Look how many marks the question is worth - if it's worth 6 marks and you only make 2 points you cannot gain FULL MARKS!

Finally, be confident and use the information you know. Think like an examiner. There are no trick questions.

Good luck and be positive.

How to get a C grade in French Controlled Assessments

Writing/Speaking (Presentation)

- Use different tenses when referring to the past, present and future
- Give opinions and reasons why
- Describe your and other people's activities
- Use negative sentences
- Make sure that your piece/presentation has a clear structure

Speaking (Structured Conversation/Discussion)

- Try to predict the questions you will be asked on that topic and prepare answers to them
- Use different tenses when referring to the past, present and future
- Make sure that all sentences contain a verb
- Give opinions and reasons why
- Use negative sentences



English language and English literature

A Revision Aid Booklet will be issued in April to help with revision for the Unit 2 English language examination.

English literature revision booklets will be available for purchase from April. A guide to the examinations will also be distributed in April.

English Language

- Learning the different forms of writing and the features for the different forms.
- Pupils should read as much as possible from a range of genres which will prepare them for the unseen reading material they will be presented with in the examination. Being an accurate and confident reader will help secure good grades.
- Corrected spelling errors should be learnt as soon as they are identified.
- Vocabulary needs to be as developed as possible. This enables candidates to express themselves as clearly as possible and to have the vocabulary to answer questions succinctly.

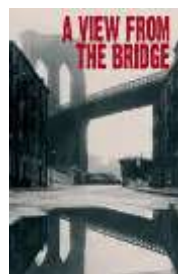
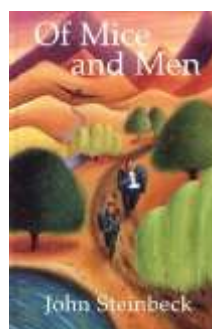
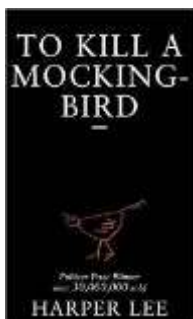
	Grade D	Grade C
Writing	<ul style="list-style-type: none"> • Compound and complex sentences. • Some control of punctuation. <ul style="list-style-type: none"> • Spelling is good. • There is some varied vocabulary used. • Paragraphs are used. • Sentences are clearly marked. 	<ul style="list-style-type: none"> • Simple, compound and complex sentences. • A range of punctuation is used to create effect. <ul style="list-style-type: none"> • Spelling is secure. • A varied vocabulary is used to create effect. • Sentences are clearly marked and controlled into consciously organised and marked paragraphs. • There is detail in writing tasks. <ul style="list-style-type: none"> • Clear awareness of audience, purpose and form.
Reading	<ul style="list-style-type: none"> • Ideas are conveyed clearly. • The main ideas of the text is communicated. <ul style="list-style-type: none"> • Relevant information is offered. • The sub-text is beginning to be probed. 	<ul style="list-style-type: none"> • Information is selected and evaluated. <ul style="list-style-type: none"> • The sub-text is explored confidently. • Language and devices used by the writer are explored and analysed.



English literature

- Internally produced revision guides will be available for purchase during the spring term.
- The novels and plays studied should be re-read as many times as possible to secure a detailed understanding of the texts.
- Practising the opening paragraph in response to a selection of questions.
 - Learning quotations to support character and theme questions.

Grade D	Grade C
<ul style="list-style-type: none"> • An understanding of character. <ul style="list-style-type: none"> • An awareness of themes. • An understanding of the narrative. • An attempt has been made to answer the questions. <ul style="list-style-type: none"> • Some quotations are used. • Some probing of the sub-text. 	<ul style="list-style-type: none"> • Clear understanding of the characters in the texts. • An understanding of how theme connects sections of the narrative. <ul style="list-style-type: none"> • Sound knowledge of the narrative. • Clearly responding to questions. • Aware of the impact of the social and historical context of the literature. • Ability to use quotations to support comments. • Able to explore and analyse the language used. • An ability to make inferences and deductions.





Performing Arts advice to GCSE candidates in Music and Drama

Drama - How to move from a D grade to a C and above.

Drama is assessed through three units of work.

Unit 1 worth 60% is based on a weighting of 40% for the practical devised piece and 20% on the written evaluation.

Unit 2 worth 20% is based on the practical performance from a text.

Unit 3 worth 20% is based on the written exam which includes an evaluation of the final performance and through the study of the text 'Burning Monkey.'

Practical Performance Assessment Unit 1 and 3

D grade expectations for actors.

- Basic individual interpretation of the theme and understanding of the practitioner/genre within a basic final performance.
- Basic use of the voice and body showing simple characterisation and a basic requirement of the role/s played.
- Basic interaction displayed with other characters with basic listening and responding skills demonstrated.
- Basic development of original ideas realised in the final performance.
- A basic performance showing basic engagement with the audience.

C grade expectations for actors.

- A satisfactory to good individual interpretation of the theme and understanding of the practitioner/genre within a satisfactory to good final performance.
- Good use of the voice, body and movement demonstrating understanding of the link between voice, movement and the role/s played. . Movement and space are used in a disciplined manner.
- Satisfactory to good interaction displayed with other characters with good listening and responding skills demonstrated.
- Satisfactory to good development of original ideas realised in the final performance.
- A good performance which demonstrates satisfactory engagement with the audience.

D grade expectations for technical candidates.

- Basic individual interpretation of the theme and understanding of the practitioner/genre within a basic final performance.
- The lighting design will show a basic understanding of the atmosphere in the piece. The design concept will be basic and there will be some application of ideas to the selected scene(s).
- Basic use of lighting states showing basic understanding of lantern choice, position, colour and intensity.
- Basic knowledge of the lighting board and any relevant equipment will be presented.
- Basic development of original ideas realised in the final performance.
- A basic use of lighting during the performance will be demonstrated. The running of the lighting design may not always be smooth and may not always be sensitive to the performance.
- The lighting makes a basic contribution to the effectiveness of the performance.

C grade expectations for technical candidates

- A satisfactory to good individual interpretation of the theme and understanding of the practitioner/genre within a good final performance.
- The lighting design will show a satisfactory understanding of the atmosphere in the piece.
- The design concept will be satisfactory to good and there will be a satisfactory application of ideas to the selected scene(s).
- Satisfactory use of lighting states showing good understanding of lantern choice, position, colour and intensity.



- Good knowledge of the lighting board and any relevant equipment will be presented.
- Satisfactory to good development of original ideas realised in the final performance.
- A satisfactory to good use of lighting during the performance will be demonstrated. The running of the lighting design will be mostly smooth and will demonstrate sensitivity to the performance.
- The lighting contributes to the effectiveness of the performance.

D grade expectations for Costume and make-up

- Basic individual interpretation of the theme and understanding of the practitioner/genre within a basic final performance.
- The costume/make-up design will show a basic understanding of the atmosphere of the piece. The design concept will be basic and there will be a basic application of ideas to the selected scene(s).
- Basic relationship between costume/make up and the character evident. A basic knowledge of fabric, colour and any relevant equipment will be presented.
- Basic development of original ideas realised in the final performance.
- A basic demonstration of costume/make-up during the performance.
- The costume/make-up will show a basic sensitivity to the performance.
- The costume/make-up makes a basic contribution to the effectiveness of the performance.

C grade expectations for Costume and make-up

- A good individual interpretation of the theme and understanding of the practitioner/genre within a satisfactory final performance.
- The costume/make-up design will show a fairly good understanding of the atmosphere of the piece.
- The design concept will be satisfactory to good and there will be a fairly good application of ideas to the selected scene(s).
- Satisfactory to good relationship between costume/make up and the character is evident.
- A satisfactory knowledge of fabric, colour and any relevant equipment will be presented.
- A good development of original ideas realised in the final performance.
- A good demonstration of costume/make-up during the performance.
- The costume/make-up will show a satisfactory sensitivity to the performance.
- The costume/make-up makes a good contribution to the effectiveness of the performance.

Written Report

D grade expectations

- Basic, straightforward explanation given for the choice of theme and practitioner/genre.
- Basic, simplistic explanation of influences including live performances with some detail of personal application.
- Some evaluative understanding of their own contribution to the content of the piece demonstrated.
- Straight forward explanation of character development, use of rehearsal techniques, development of group work and ideas on technical elements.
- An understanding shown of their own and others' performance, with references to some of the following: acting, production, links to the theme and practitioner/ genre.
- Use of dramatic/technical terminology.



C grade expectations for the written report

- A good explanation given for the choice of theme and practitioner/genre.
- Clear, focused explanation of influences including live performances with clear detail of personal application
- Good understanding of their own contribution to the content of the piece demonstrated.
- A good explanation of character development, use of rehearsal techniques, development of group work and ideas on technical elements. For technical candidates good interaction with other technical elements in performance.
- A good understanding of their own and others' performances with satisfactory detail of the successful and unsuccessful aspects of the production included. This will include relevant references to the acting, production and links to the theme and practitioner/ genre.
- Use of the correct dramatic/technical terminology included

The difference between a D grade and gaining a C grade in GCSE Drama over the whole course including the written examination.

Grade D expectations

- Candidates recall, select and communicate basic knowledge and understanding of plays and other types of drama.
- They have a superficial awareness of relationships between texts and dramatic styles, and of social context and genre.
- They use a limited range of practical skills, which they sometimes apply appropriately to demonstrate ideas in drama and in working with others.
- They provide a basic critical response at a simplistic and generalised level to evaluate work in progress and performance, and of their own contribution and that of others.
- They make use of a limited terminology of key drama terms.

To gain a grade C

- Candidates should recall, select and communicate sound knowledge and understanding of plays and other types of drama.
- They show awareness of the relationships between texts and dramatic styles, and of social context and genre.
- They demonstrate secure practical skills, which they apply appropriately to communicate their ideas.
- They work constructively with others.
- They use evaluative and reflective skills appropriately to show critical awareness of work in progress and performance, and of their own contribution and that of others.
- Using appropriate terminology, they support their views with relevant reasons, demonstrating the ability to take work forward.

Music at GCSE is assessed through three units -

- Performing skills
- Composing skills
- Appraising skills.

Music, how to move from a D grade to a Grade C

Grade D

- Candidates perform/realise music with some fluency and control of the resources used.
- They compose music that shows some ability to organise musical ideas and use appropriate resources in response to a brief.
- They describe musical features using a simple musical vocabulary, make improvements to their own work and offer some justification of the opinions they express.



Grade C

- Candidates perform/realise music with control, making expressive use of phrase and dynamics appropriate to the style and mood of the music.
- They compose music that shows an ability to develop musical ideas and use conventions, and explore the potential of musical structures and resources.
- They make critical judgements about their own and others' music, using a musical vocabulary.

D grade expectations.

- Displays some style, character and unity. Demonstrates some balance and control. Technology where appropriate, will be utilised.
- The composition will use an adequate variety of musical elements and devices.
- Evidence of structure and development of initial ideas.
- A fairly satisfactory outcome to the task, in the context of the designated Area of Study.
- A satisfactory performance. Some errors in rhythm and/or pitch are evident. The performance will lack some fluency with some evidence of phrasing and colour present within a limited interpretation.
- The performance displays that the candidate has a satisfactory understanding of the characteristics of the piece and of the connections between the performance and the relevant area of study.
- Shows some awareness of and makes some attempt to display empathy with other parts of the ensemble.

C grade expectations.

- Displays style, character and unity.
- Demonstrates a balanced control of resources and elements.
- Technology, where appropriate will be utilised.
- The composition will use a reasonable variety of musical elements and devices to obtain contrasting colours and moods.
- A well structured piece showing some development of initial ideas. A good outcome to the task, in the context of the designated Area of Study.
- A reasonable performance. Inaccuracies limited to some slips in rhythm and/or pitch.
- Reasonably secure intonation with some attempt at interpretation.
- A fluent performance on the whole with a worthwhile attempt at phrasing and colour.
- The performance displays that the candidate has a good understanding of the characteristics of the piece and of the connections between the performance and the relevant area of study.
- Displays some awareness of and a degree of empathy with other parts of the ensemble