



WJEC GCE Grade Descriptors

For use in Summer 2021

Version 2 | April 2021



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Version 2 of this booklet includes information about awarding grades A*, B, D and when an unclassified (U) outcome is appropriate (see page 2).

SECTION 1

Foreword

The Minister for Education [announced](#) on 10 November 2020 that end of year examinations will not go ahead in Wales in summer 2021. Furthermore, in a [statement](#) made on 20 January 2021, the Minister for Education confirmed that: ‘learners undertaking GCSE, AS and A levels approved by Qualifications Wales will have their qualifications awarded through a Centre-Determined Grade model.’

On 22 February 2021, WJEC published a range of materials to support teaching and learning in spring and summer 2021. As part of that package, we published assessment framework documents for each QW approved WJEC GCSE, AS and A level qualification, including a note that we would subsequently be providing grade descriptors. This booklet includes grade descriptors for WJEC AS and A level qualifications. There is a separate booklet for WJEC GCSE qualifications.

Grade descriptors are intended to support centres in determining grades for each learner.

Grade descriptors provided

We have provided qualification-specific descriptors for QW approved WJEC GCSE, AS and A level qualifications¹ for the following grades:

Qualification	Grade A	Grade C	Grade E	Grade G
GCSE	✓	✓	✓	✓
AS	✓	✓	✓	N/A
A level	✓	✓	✓	NA

These grades have been selected to ensure centres are provided with an indication of the likely level of performance at every other grade across the whole grade range for each qualification. Therefore, in making decisions about grades to be awarded to learners, teachers will not be required to make a judgement between adjacent grades where neither of those grades have a qualification-specific descriptor. Furthermore, the approach enables us to provide statements which show clear differentiation between descriptors, whereas attempting to do this for every grade within the range would result in very similar descriptors with minimal differentiation between adjacent grades. This approach is in keeping with the details outlined in Qualifications Wales’ guidance [here](#).

The following information is provided to support teachers considering awarding a grade A*, B or D at A level, and a grade B or D at AS in summer 2021. There is also advice about when an unclassified (U) outcome is appropriate.

¹ Grade descriptors for Ofqual accredited qualifications, including WJEC Eduqas GCSE (9-1), AS and A level qualifications, have been published by JCQ [here](#).

Grade	Description
A* (A level only)	To achieve grade A*, learners' evidence will show that they have securely met all the statements within the grade A descriptor, with stronger performance in most or all aspects of the grade A statements.
B	To achieve grade B, learners' evidence will show that they have securely met all the statements within the grade C descriptor, with stronger performance in most or all aspects of the grade C statements. However, their evidence does not meet the minimum requirements of most of the grade A statements.
D	To achieve grade D, learners' evidence will show that they have securely met all the statements within the grade E descriptor, with stronger performance in most or all aspects of the grade E statements. However, their evidence does not meet the minimum requirements of most of the grade C statements.
Unclassified (U)	Where the evidence for a learner does not meet the minimum requirements of most of the grade E statements, the learner should be graded unclassified (U).

To understand the purpose of grade descriptors, it is important to be aware of the context in which they are intended to be used.

GCSE, AS and A level learners in Wales will have their qualifications awarded through a Centre-Determined Grade model in summer 2021. When determining the grade, centres should take account of unit and assessment objective weightings in the specification (including the effect of any adaptations) and consider each learner's evidence in relation to the grade descriptors provided.

Centres should also consider the conditions under which the assessment was taken, e.g. supervised / unsupervised, duration, etc.

The descriptors must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others and learners do not have to cover all aspects of a grade descriptor to be awarded the grade.

SECTION 2

AS Applied ICT

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Assessment objective 1

Candidates demonstrate practical capability in applying ICT.

Candidates demonstrate the ability to:

- use a wide range of ICT tools and techniques in a variety of practical activities.

Assessment objective 2

Candidates demonstrate knowledge and understanding of ICT systems and their roles in organisations and society.

Candidates demonstrate an understanding of:

- a. components and functions of a range of ICT systems
- b. how the role of ICT helps organisations in different sectors meet their objectives
- c. the positive and negative effects of ICT on society and individuals.

Assessment objective 3

Candidates apply knowledge, skills and understanding to produce solutions to ICT problems. Candidates demonstrate the ability to:

- a. apply their knowledge of ICT techniques and their skills in using ICT tools to produce
- b. efficient solutions to a variety of problems arising from familiar contexts.

Assessment objective 4

Candidates evaluate:

- ICT solutions and their own performance

Candidates demonstrate the ability to:

- a. identify strengths and weaknesses in their initial solution and refine in relation to the user's needs
- b. reflect on their experiences in order to improve their own performance.

Grade C

Assessment objective 1

Candidates demonstrate practical capability in applying ICT.

Candidates demonstrate the ability to:

- use a range of ICT tools and techniques in a variety of practical activities.

Assessment objective 2

Candidates demonstrate knowledge and understanding of ICT systems and their roles in organisations and society.

Candidates demonstrate an understanding of:

- a. components and functions of a range of ICT systems some of which are given
- b. how the role of ICT helps different organisations meet their objectives
- c. some positive and negative effects of ICT on society and individuals.

Assessment objective 3

Candidates apply knowledge, skills and understanding to produce solutions to ICT problems. Candidates demonstrate the ability to:

- a. apply their knowledge of ICT techniques and their skills in using ICT tools to produce
- b. solutions to a variety of problems arising from familiar contexts.

Assessment objective 4

Candidates evaluate:

- ICT solutions and their own performance

Candidates demonstrate the ability to:

- a. identify some strengths and weaknesses in their initial solution and make changes in relation to the user's needs
- b. comment on some of their experiences in order to improve their own performance.

Grade E

Assessment objective 1

Candidates demonstrate practical capability in applying ICT.

Candidates demonstrate the ability to:

- use a limited range of ICT tools and techniques in a variety of practical activities.

Assessment objective 2

Candidates demonstrate knowledge and understanding of ICT systems and their roles in organisations and society.

Candidates demonstrate an understanding of:

- a. components and functions of given ICT systems
- b. how the role of ICT helps selected organisations meet their objectives
- c. some of the effects of ICT on society and individuals.

Assessment objective 3

Candidates apply knowledge, skills and understanding to produce solutions to ICT problems.

Candidates demonstrate the ability to:

- a. apply their knowledge of ICT techniques and their skills in using ICT tools to produce
- b. working solutions to problems arising from familiar contexts.

Assessment objective 4

Candidates evaluate ICT solutions and their own performance

Candidates demonstrate the ability to:

- a. comment on the effectiveness of their solution to problems and suggest improvements
- b. comment on their actions and role in solving problems.

A level Applied ICT

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Assessment objective 1

Candidates demonstrate practical capability in applying ICT.

Candidates demonstrate the ability to:

- use their initiative to develop, enhance and extend their range of ICT skills and techniques as required.

Assessment objective 2

Candidates demonstrate knowledge and understanding of ICT systems and their roles in organisations and society.

Candidates demonstrate:

- a) a detailed knowledge of formal and informal tools and techniques for developing and managing ICT systems
- b) a thorough understanding of the effects of proposed solutions on end users
- c) an understanding of the implications of current relevant legislation.

Assessment objective 3

Candidates apply knowledge, skills and understanding to produce solutions to ICT problems.

Candidates demonstrate an ability to:

- a) apply their knowledge of ICT techniques and their skills in using ICT tools to produce effective solutions to complex problems arising from unfamiliar contexts
- b) use methodical, analytical and critical approaches to problem solving.

Assessment objective 4

Candidates evaluate ICT solutions and their own performance.

Candidates demonstrate the ability to:

- a) provide a critical analysis of their solutions to ICT problems, identifying strengths and weaknesses in order to refine the solution, taking account of user feedback
- b) reflect on their own performance by identifying strengths and weaknesses and use this review to improve their knowledge, skills and understanding.

Grade C

Assessment objective 1

Candidates demonstrate practical capability in applying ICT.

Candidates demonstrate the ability to:

actively develop, enhance and extend their range of ICT skills and techniques as required.

Assessment objective 2

Candidates demonstrate knowledge and understanding of ICT systems and their roles in organisations and society.

Candidates demonstrate:

- a) some knowledge of formal and informal tools and techniques for developing and managing ICT systems
- b) an understanding of the effects of proposed solutions on end users
- c) knowledge of current relevant legislation and an understanding of some of its implications.

Assessment objective 3

Candidates apply knowledge, skills and understanding to produce solutions to ICT problems.

Candidates demonstrate the ability to:

- a) apply their knowledge of ICT techniques and their skills in using ICT tools to produce solutions to complex problems arising from unfamiliar contexts
- b) use methodical approaches to problem solving.

Assessment objective 4

Candidates evaluate ICT solutions and their own performance.

Candidates demonstrate the ability to:

- a) provide an analysis of their solutions to ICT problems, identifying strengths and weaknesses in order to change the solution, taking account of user feedback
- b) consider their own performance by identifying strengths and weaknesses and make some suggestions to improve their knowledge, skills and understanding

Grade E

Assessment objective 1

Candidates demonstrate practical capability in applying ICT.

Candidates demonstrate the ability to develop and extend their range of ICT skills and techniques as required.

Assessment objective 2

Candidates demonstrate knowledge and understanding of ICT systems and their roles in organisations and society.

Candidates demonstrate:

- a) a knowledge of tools and techniques for developing ICT systems
- b) a recognition that their solutions will have effects on end users
- c) a knowledge of current relevant legislation.

Assessment objective 3

Candidates apply knowledge, skills and understanding to produce solutions to ICT problems.

Candidates demonstrate an ability to:

apply their knowledge of ICT techniques and their skills in using ICT tools to solve straightforward problems arising from unfamiliar contexts.

Assessment objective 4

Candidates evaluate ICT solutions and their own performance.

Candidates demonstrate an ability to:

- a) comment on the effectiveness of their solution in relation to user needs, suggesting improvements
- b) comment on their actions and role in solving problems and identify areas for improvement.

AS Art and Design (all titles)

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates demonstrate that they are able to:

- Thoroughly develop ideas that are fully informed by relevant contextual and other sources through well sustained and focused investigations that include rigorous analysis and evaluation, showing a depth of analytical and critical understanding. (AO1)
- Thoughtfully select and confidently explore appropriate resources, media, materials, techniques and processes frequently reviewing and carefully refining ideas in the process of developing work. (AO2)
- Competently record ideas, experiences, observations, and insights that are closely linked to well-stated intentions with effective critical reflection on work and progress. (AO3)
- Imaginatively present very personal and thoroughly meaningful responses, with intentions realised clearly and competently and, where appropriate, thoughtful connections made between visual and other elements that are conveyed convincingly. (AO4)

Grade C

Candidates demonstrate that they are able to:

- Develop ideas to a reasonable extent, through investigations that are often sustained, focused and sometimes informed by mostly relevant contextual and other sources, showing some reasonable analytical and critical understanding. (AO1)
- Explore with some sense of purpose and select with some care, mainly appropriate resources, media, materials, techniques and processes, sometimes reviewing and occasionally refining ideas as work develops. (AO2)
- Record, with some competence, observations, ideas, experiences and insights that have some relevance to intentions, including some effective critical reflection on work and progress. (AO3)
- Present, with some imagination, a personal and fairly meaningful response that, to some extent, realises intentions and sometimes, where appropriate, makes plausible connections between visual and other elements. (AO4)

Grade E

Candidates demonstrate that they are able to:

- Develop ideas to a limited extent through investigations, aspects of which are occasionally sustained, with limited relevance to contextual sources and some attempt made to analyse and evaluate these, showing limited critical awareness. (AO1)
- Explore to a limited extent and select resources, media, materials, techniques and processes, a few of which are appropriate, very occasionally reviewing ideas with limited refinement of work as it develops. (AO2)
- Record, with limited competence, observations, experiences, ideas and insights that, very occasionally, are relevant to intentions with limited critical reflection on work and progress. (AO3)
- Present, with limited imagination, a personal and meaningful response that, to a limited extent, realises intentions and occasionally, where appropriate, makes tenuous connections between visual and other elements that are plausibly conveyed. (AO4)

A level Art and Design (all titles)

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates demonstrate that they are able to:

- Thoroughly develop sophisticated ideas through rigorously sustained, clearly focused investigations, comprehensively informed by very relevant contextual and other sources, demonstrating perceptive analytical and critical understanding. (AO1)
- Rigorously explore and intelligently select appropriate resources, media, materials, techniques and processes, thoroughly reviewing and skilfully refining ideas as work develops. (AO2)
- Confidently record ideas, experiences, observations and insights that are completely relevant to clearly stated intentions, with rigorous and effective critical reflection on work and progress. (AO3)
- Present, very imaginatively, a highly personal and deeply meaningful response that fully realises intentions and, where appropriate, make perceptive connections between visual and other elements that are very convincingly conveyed. (AO4)

Grade C

Candidates demonstrate that they are able to:

- Develop ideas reasonably well, through mainly sustained, often focused investigations, generally informed by mainly relevant contextual and other sources, demonstrating reasonable analytical and critical understanding. (AO1)
- Explore with some purpose, and thoughtfully select, reasonably appropriate resources, media, materials, techniques and processes, reviewing and refining ideas to a reasonable extent as work develops. (AO2)
- Record ideas, experiences, observations and insights with reasonable competence that are mainly relevant to intentions with reasonably effective critical reflection on work and progress. (AO3)
- Present, with reasonable imagination, a personal and reasonably meaningful response that generally realises intentions and, where appropriate, makes fairly relevant connections between visual and other elements that are conveyed reasonably convincingly. (AO4)

Grade E

Candidates demonstrate that they are able to:

- Develop ideas to some extent, through occasionally sustained investigations, partly informed by occasionally relevant contextual and other sources, demonstrating some evidence of analytical and critical understanding. (AO1)
- Explore to some extent and select resources, media, materials, techniques and processes, some of which are appropriate, occasionally reviewing and, to some extent, refining ideas as work develops. (AO2)
- Record, with some measure of competence, observations, experiences and ideas that are occasionally relevant to intentions, with some critical reflection on work and progress. (AO3)
- Present, with some imagination, a personal and meaningful response that, to a certain extent, realises intentions and sometimes, where appropriate, makes some connections between visual and other elements that are conveyed partly convincingly. (AO4)

AS Business

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates:

Demonstrate a detailed knowledge and thorough understanding of a range of business terms, concepts, theories, methods and models.

Apply relevant knowledge and critical understanding to select relevant information from a range of quantitative and qualitative data to explore a range of business terms, concepts, theories, methods and models in a range of business contexts, using a range of subject specific terminology.

Critically analyse quantitative and qualitative data effectively with a high degree of accuracy to analyse key problems and issues to show a clear understanding of the impact on individuals and organisations.

Critically evaluate quantitative and qualitative data to make logical informed well-balanced judgements, supported evaluations and propose evidence-based solutions to business issues.

Accurate use of a range of relevant quantitative skills.

Grade C

Candidates:

Demonstrate a good knowledge and clear understanding of a range of business terms, concepts, theories, methods and models.

Apply knowledge and understanding to select information from a range of quantitative and qualitative data to explore a range of business terms, concepts, theories, methods and models in different business contexts, using appropriate subject specific terminology.

Analyse quantitative and qualitative data to analyse problems and issues with some accuracy to show an understanding of the impact on individuals and organisations.

Evaluate quantitative and qualitative data to make informed judgements, logical evaluations and propose realistic solutions to business issues.

Correct use of some relevant quantitative skills.

Grade E

Candidates:

Demonstrate a basic knowledge and some understanding of a limited range of business terms, concepts, theories, methods and models.

Apply basic knowledge and understanding to select information from a limited range of quantitative or qualitative data to explore a limited range of business terms, concepts, theories, methods and models in limited contexts, using everyday language.

Analyse quantitative and qualitative data to attempt to analyse problems and issues to show a basic understanding of the impact on individuals and organisations.

Evaluate quantitative and qualitative data to make unsupported and one-sided judgements, partial stated evaluations and propose basic solutions to business issues.

Limited or incorrect use of quantitative skills.

A level Business

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates:

Demonstrate across the specification a detailed knowledge and understanding of a range of business terms, concepts, theories, methods and models and clear understanding of the inter-connections between different elements of the subject content.

Apply relevant knowledge and critical understanding to select relevant information from a range of quantitative and qualitative data to explore a range of business terms, concepts, theories, methods and models in a range of business contexts, using a range of subject specific terminology.

Critically analyse quantitative and qualitative data effectively with a high degree of accuracy and a clear line of argument, to analyse key problems and issues to show a clear understanding of the impact on individuals and organisations.

Critically evaluate quantitative and qualitative data to make logical informed well-balanced holistic judgements, supported evaluations and propose evidence-based solutions to business issues.

Accurate use of a range of relevant quantitative skills.

Grade C

Candidates:

Demonstrate across the specification a good knowledge and clear understanding, with some holistic understanding, of a range of business terms, concepts, theories, methods and models and some understanding of the inter-connections between different elements of the subject content.

Apply knowledge and understanding to select information from a range of quantitative and qualitative data to explore a range of business terms, concepts, theories, methods and models in different business contexts, using appropriate subject specific terminology.

Analyse quantitative and qualitative data to analyse problems and issues with some accuracy to show an understanding of the impact on individuals and organisations.

Evaluate quantitative and qualitative data to make informed judgements, with an attempt to show holistic evaluation, logical evaluations and propose realistic solutions to business issues.

Correct use of some relevant quantitative skills.

Grade E

Candidates:

Demonstrate across the specification a basic knowledge and some understanding of a range of business terms, concepts, theories, methods and model and limited understanding of the inter-connections between different elements of the subject content.

Apply basic knowledge and understanding to select information from a limited range of quantitative or qualitative data to explore a limited range of business terms, concepts, theories, methods and models in limited contexts, using everyday language.

Analyse quantitative and qualitative data to attempt to analyse problems and issues to show a basic understanding of the impact on individuals and organisations.

Evaluate quantitative and qualitative data to make unsupported and one-sided judgements, partially stated evaluations and propose basic solutions to business issues.

Limited or incorrect use of quantitative skills.

AS Computer Science

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates understand the purpose and characteristics of a range of computing applications and demonstrate knowledge of the characteristics of the main hardware, software and communication components of computer systems and how they allow effective solutions to be achieved. They understand the need to organise data appropriately and process it efficiently in order to solve problems using computers and understand the need to adopt a systematic approach when developing high quality solutions to problems.

Candidates show knowledge of appropriate techniques to implement solutions, including the use of a programming language. They demonstrate a critical understanding of the consequences of current uses of computing, including economic, social, legal and ethical issues. They use subject-specific terminology appropriately and accurately and can analyse a complex problem and identify the parts that are appropriate for a computer-based solution.

Candidates are able to derive most of the user and information requirements of a system to solve a problem and select and use appropriate techniques to develop a solution with suitable data structures and algorithms. Candidates can choose and justify appropriate hardware and software with which to solve a problem, including the use of a programming language; design an effective solution and document it appropriately and implement a workable solution, testing and documenting it appropriately.

Grade C

Candidates understand the purpose and characteristics of computing applications and demonstrate knowledge of the characteristics of the main hardware, software and communication components of computer systems and how they allow effective solutions to be achieved. They understand the need to organise data appropriately and process it efficiently in order to solve problems using computers and understand the need to adopt a systematic approach when developing good quality solutions to problems.

Candidates show knowledge of techniques for implementing solutions, including the use of a programming language. They demonstrate an understanding of the consequences of current uses of computing, including economic, social, legal and ethical issues. They use subject-specific terminology appropriately and can analyse a problem and identify the parts for a computer-based solution.

Candidates are able to derive some of the user and information requirements of a system to solve a problem and select and use mostly appropriate techniques to develop a solution with data structures and algorithms. Candidates can choose and justify hardware and software with which to solve a problem, including the use of a programming language; design a solution, document and implement a solution, testing and documenting it well.

Grade E

Candidates have a basic understanding of the purpose and characteristics of computing applications and demonstrate limited knowledge of the characteristics of the main hardware, software and communication components of computer systems and how they allow effective solutions to be achieved. They have a basic understanding of the need to organise data appropriately and process it efficiently in order to solve problems using computers.

Candidates show a limited knowledge of techniques for implementing solutions, including the use of a programming language. They demonstrate a basic understanding of the consequences of current uses of computing, including economic, social, legal and ethical issues. They use subject-specific terminology and can basically analyse a problem.

Candidates are able to derive few of the user and information requirements of a system to solve a problem and select and use techniques to develop a solution with data structures and algorithms. Candidates can choose hardware and software with which to solve a problem, including the use of a programming language; design a solution and document it to a reasonable standard and implement a limited solution, with some testing and documentation.

A level Computer Science

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates demonstrate a thorough understanding of the purpose and characteristics of a wide range of computing applications and show an extensive knowledge of the characteristics of a wide range of hardware, software and communication components of computer systems. They have a thorough understanding of the need to organise data appropriately and process it efficiently in order to solve problems using computers. They demonstrate a thorough understanding of the need to adopt a systematic approach when developing high quality solutions to problems and show an extensive knowledge of appropriate techniques to implement solutions, including the advanced use of a programming language.

Candidates have an in-depth understanding of the consequences of current uses of computing, including a wide range of economic, social, legal and ethical issues. use subject-specific terminology appropriately and can accurately analyse a complex problem and identify the parts that are appropriate for a computer-based solution. They can derive the user and information requirements of a system to solve a problem and select and use appropriate techniques to develop an effective solution with suitable data structures and algorithms.

Candidates will choose and justify the most appropriate hardware and software with which to solve a problem, including the use of a programming language and design an effective and efficient solution and document it thoroughly. Candidates will implement an efficient solution, testing and documenting it thoroughly.

Grade C

Candidates demonstrate an understanding of the purpose and characteristics of a range of computing applications and show a knowledge of the characteristics of a range of hardware, software and communication components of computer systems. They have an understanding of the need to organise data appropriately and process it efficiently in order to solve problems using computers. They demonstrate an understanding of the need to adopt a systematic approach when developing good quality solutions to problems and show a knowledge of techniques to implement solutions, including the use of a programming language.

Candidates have an understanding of the consequences of current uses of computing, including a range of economic, social, legal and ethical issues. use subject-specific terminology appropriately and can analyse a problem and identify the parts that are appropriate for a computer-based solution. They can derive the user and information requirements of a system to solve a problem and select and use techniques to develop a solution with suitable data structures and algorithms.

Candidates will choose appropriate hardware and software with which to solve a problem, including the use of a programming language, design an effective solution and document it well. Candidates will implement a solution, testing and documenting it well.

Grade E

Candidates demonstrate a limited understanding of the purpose and characteristics of a range of computing applications and show basic knowledge of the characteristics of a limited range of hardware, software and communication components of computer systems. They have a limited understanding of the need to organise data appropriately and process it efficiently in order to solve problems using computers. They demonstrate a basic understanding of the need to adopt a systematic approach when developing solutions to problems and show a basic knowledge of techniques to implement solutions, including the use of a programming language.

Candidates have a limited understanding of the consequences of current uses of computing, use subject-specific terminology and can basically analyse a problem and identify the parts for a computer-based solution. They can derive most of the user and information requirements of a system to, at least, partially solve a problem and select and use techniques to develop a solution with data structures and algorithms.

Candidates will choose hardware and software with which to solve a problem, including the use of a programming language, design a solution and document it. Candidates will implement a solution, with some testing and documentation.

AS Design and Technology (all endorsed areas)

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates are able to demonstrate and effectively apply highly detailed knowledge and thorough understanding of design and technology principles, in familiar and unfamiliar situations.

They have a full and clear understanding of the importance of wide-ranging research and investigative work. They effectively apply appropriate iterative design skills to address all the needs and wants of a situation or user.

They effectively use a range of design strategies to design, develop and model iterations, effectively testing their solutions with a high degree of accuracy and precision and evaluate their design concept's fitness for purpose.

Candidates communicate and present information very clearly and accurately. They make well-reasoned judgements and present substantiated detailed conclusions. They comprehensively and critically analyse and evaluate design decisions and outcomes in relation to products and have developed a full understanding of the wider issues in design and technology.

Grade C

Candidates are able to demonstrate and apply mostly accurate knowledge and understanding of design and technology principles, in familiar and unfamiliar situations.

They have a well-developed understanding of the importance of wide-ranging research and investigative work. They apply appropriate iterative design skills to address many of the needs and wants of a situation or user.

They use a range of design strategies to design, develop and model iterations, testing their solutions with a degree of accuracy and precision and evaluate their design concept's fitness for purpose.

Candidates communicate and present information generally clearly and accurately. They make reasoned judgements and detailed conclusions. They critically analyse and evaluate design decisions in relation to products and have developed an understanding of the wider issues in design and technology.

Grade E

Candidates are able to demonstrate and apply basic knowledge and understanding of design and technology principles, in familiar and unfamiliar situations.

They have some understanding of the importance of research and investigative work. They apply appropriate iterative design skills to address some of the needs and/or wants of a situation or user

They use basic design strategies to design, develop and model iterations testing their solutions with some accuracy and evaluate their design concept's fitness for purpose.

Candidates communicate and present information quite clearly. They make basic judgements and conclusions. They analyse and/or evaluate design decisions and outcomes in relation to products and show some understanding of the wider issues in design and technology.

A level Design and Technology (all endorsed areas)

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates are able to demonstrate and effectively apply highly detailed knowledge and thorough understanding of design and technology principles, in familiar and unfamiliar situations.

They have a full and clear understanding of the importance of wide-ranging research and investigative work. They effectively apply highly appropriate iterative design skills to address all the detailed needs and wants of a situation or user.

They effectively use a wide range of design strategies to design, develop and model iterations, effectively testing their solutions with a high degree of accuracy and precision and critically and objectively evaluate their design concept's fitness for purpose.

Candidates communicate and present comprehensive and detailed information very clearly and accurately. They make detailed, well-reasoned judgements and substantiated conclusions. They comprehensively analyse and critically evaluate design decisions and outcomes in relation to products and have developed a full understanding of the wider issues and overarching principles associated with design and technology.

Grade C

Candidates are able to demonstrate and apply detailed knowledge and understanding of design and technology principles, in familiar and unfamiliar situations.

They have a well-developed understanding of the importance of wide-ranging research and investigative work. They apply appropriate iterative design skills to address the needs and or wants of a situation or user.

They use a range of design strategies to design, develop and model iterations, testing their solutions with a degree of accuracy and objectively evaluate their design concept's fitness for purpose.

Candidates communicate and present detailed information clearly and accurately. They make reasoned judgements and detailed conclusions. They critically analyse and evaluate design decisions and outcomes in relation to products and have developed an understanding of the wider issues and overarching principles associated with design and technology.

Grade E

Candidates are able to demonstrate and apply basic knowledge and understanding of design and technology principles, in familiar and unfamiliar situations.

They have some understanding of the importance of research and investigative work. They apply appropriate iterative design skills to address some of the needs and/or wants of a situation or user.

They use basic design strategies to design, develop and model iterations; testing their solutions with some accuracy and evaluate their design concept's fitness for purpose.

Candidates communicate and present information quite clearly. They make basic judgements and conclusions. They analyse and/or evaluate design decisions and outcomes in relation to products and show some understanding of the wider issues and over-arching principles associated with design and technology.

AS Drama and Theatre Studies

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

The candidate characteristically produces work that is creative and fully developed, demonstrating a coherent interpretation of the text and understanding of a chosen practitioner or theatre company. Their work is well-defined and coherent, and relevant aspects of the research are applied skilfully.

They demonstrate a coherent interpretation of text and a consistently focused level of engagement with the role/design in performance. Subtle and focused performance/design skills are evident. A highly effective level of communication is sustained with the audience throughout most of the performance.

The candidate demonstrates an excellent understanding of their chosen text. They are able to offer highly creative responses reflecting a detailed understanding of how meaning can be communicated to an audience, with detailed and appropriate use of specific terminology.

They are able to analyse and evaluate their own work effectively. They are also able to analyse and evaluate the work of others excellently, effectively reflecting on how meaning is created and why specific choices were made.

Grade C

The candidate characteristically produces work that reflects some creative ideas that are developed partially, demonstrating an adequate interpretation of the text and understanding of a chosen practitioner or theatre company. Their work is mostly coherent, and some relevant aspects of the research are applied adequately.

They demonstrate a mostly coherent interpretation of text and a competent level of engagement with the role/design in performance. Adequate performance /design skills are evident. An effective level of communication is sustained, maintaining audience interest for some of the performance.

The candidate demonstrates a good understanding of their chosen set text. They are able to offer creative responses reflecting an adequate understanding of how meaning can be communicated to an audience, with relevant use of specific terminology.

They are able to analyse and evaluate their own work adequately. They are also able to analyse and evaluate the work of others satisfactorily, reflecting on how meaning is created and why specific choices were made relatively effectively.

Grade E

The candidate characteristically produces work that reflects a few creative ideas that are developed in a limited way, demonstrating a limited interpretation of the text and understanding of a chosen practitioner or theatre company. Their work is limited in structure and few relevant aspects of the research are applied.

They demonstrate a limited interpretation of text and a limited level of engagement with the role/design in performance. Limited performance /design skills are evident. A limited level of communication is sustained, with audience interest not held throughout the performance.

The candidate demonstrates a limited understanding of their chosen set text. They are able to offer some limited creative responses reflecting a limited understanding of how meaning can be communicated through performance, with some relevant use of specific terminology.

They are able to analyse and evaluate their own work in a limited manner. They are also able to analyse and evaluate the work of others in a limited way, with little reflection on how meaning is created and why specific choices were made.

A level Drama and Theatre Studies

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

The candidate characteristically produces work that is highly creative and fully developed to produce a refined and coherent piece of theatre. The chosen practitioner/theatre company/style is fully explored. Their work is mature and sophisticated, and relevant aspects of the research are applied creatively and skilfully.

They demonstrate a sophisticated and fully coherent interpretation of text, and mature and consistently focused level of engagement with the role/design in performance. Subtle and highly appropriate performance/design skills are evident.

A sophisticated level of communication is sustained with the audience throughout the performance.

The candidate demonstrates an excellent understanding of their chosen text(s).

They are able to offer highly creative and sophisticated responses, reflecting a detailed understanding of how meaning can be communicated to an audience, with highly relevant use of specific terminology.

They are able to analyse and evaluate their own work and the work of others in a perceptive and through manner.

Grade C

The candidate characteristically produces work that is creative and generally well developed to produce a coherent piece of theatre. The chosen practitioner/theatre company/style is generally explored. Their work is mostly coherent, and some relevant aspects of the research are applied adequately.

They demonstrate a coherent interpretation of text and competent and generally consistent level of engagement with the role/design in performance. Competent and generally appropriate performance/design skills are evident. A generally effective level of communication is sustained with the audience during the performance.

The candidate demonstrates a good understanding of their chosen set text(s). They are able to offer creative responses reflecting an adequate understanding of how meaning can be communicated to an audience, with relevant use of specific terminology.

They are able to analyse and evaluate their own work and the work of others in a competent manner.

Grade E

The candidate characteristically produces work that reflects some creativity but is developed in a limited way to produce a limited piece of theatre. Some of the methods of the chosen practitioner/theatre company/style are explored in a limited way. Their work is mostly limited, and some aspects of the research are applied adequately.

They demonstrate an adequate interpretation of text and a limited level of engagement with the role/design in performance. Adequate performance/design skills are evident. An adequate level of communication is sustained with the audience during some the performance.

The candidate demonstrates a limited understanding of their chosen set text(s). They are able to offer some creative responses reflecting a limited understanding of how meaning can be communicated to an audience, with limited use of specific terminology.

They are able to analyse and evaluate their own work and the work of others in a limited manner.

AS Economics

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates:

Demonstrate detailed knowledge of a range of economic terms, concepts, theories and models and how they are affected by and respond to economic issues.

Apply concepts, numerical and graphical techniques, theories and models to economic issues arising in familiar and unfamiliar situations.

Select relevant concepts, models, theories and techniques and demonstrate the development of logical explanations of economic problems and issues with focus and relevance.

Critically evaluate quantitative and qualitative data to make logical and informed judgements, reach and present supported conclusions and propose evidence-based solutions to economic issues.

Accurately use a range of relevant quantitative skills.

Grade C

Candidates:

Demonstrate good knowledge of a range of economic terms, concepts, theories and models and how they are affected by and respond to economic issues.

Apply some of the following: concepts, numerical and graphical techniques, theories and models to economic issues arising in familiar and some unfamiliar situations.

Select relevant concepts, models, theories and techniques and demonstrate reasonable explanations of economic problems and issues.

Evaluate quantitative and qualitative data to make judgements, reach and present conclusions and propose realistic solutions to economic issues.

Correctly use some relevant quantitative skills.

Grade E

Candidates:

Demonstrate a basic knowledge of a range of economic terms, concepts, theories and models and how they are affected by economic issues.

Apply in part some of the following: concepts, numerical and graphical techniques, theories and models to economic issues arising in familiar situations.

Show some evidence of selecting relevant concepts, models, theories and techniques and demonstrate partial explanations of economic problems and issues.

Evaluate quantitative and qualitative data to make unsupported judgements, partially state conclusions and propose basic solutions to economic issues.

Show limited or incorrect use of quantitative skills.

A level Economics

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates:

Demonstrate across the adapted specification a detailed knowledge and understanding of:

- a range of economic terms, concepts, theories and models
- the interconnections between the different elements of the subject content and how they are affected by and respond to economic issues.

Apply clearly and effectively: concepts, numerical and graphical techniques, theories, models and terminology to complex issues arising in familiar and unfamiliar situations.

Demonstrate, for the most part, development of logical explanations and arguments for complex economic problems and issues, with focus and relevance.

Critically evaluate quantitative and qualitative data to make logical and informed judgements, reach and present supported conclusions and propose evidence-based solutions to economic issues.

Accurately use a range of relevant quantitative skills.

Grade C

Candidates:

Demonstrate across the adapted specification a good knowledge and understanding of:

- a range of economic terms, concepts, theories and models,
- the interconnections between the different elements of the subject content and how they are affected by and respond to economic issues.

Apply some of the following: concepts, numerical and graphical techniques, theories, models and terminology to complex issues arising in familiar and some unfamiliar situations.

Select relevant concepts, models, theories and techniques to demonstrate reasonable explanations for economic problems and issues.

Evaluate quantitative and qualitative data to make informed judgements, reach and present conclusions and propose realistic solutions to economic issues.

Correctly use some relevant quantitative skills.

Grade E

Candidates:

Demonstrate across the adapted specification a basic knowledge and limited understanding of:

- a range of economic terms, concepts, theories and models,
- the interconnections between the different elements of the subject content and how they are affected by and respond to economic issues.

Appropriately apply some of the following: concepts, numerical and graphical techniques, theories, models and terminology to issues arising in familiar situations.

Demonstrate some evidence of selecting relevant concepts, models, theories and techniques and show partial development of logical explanations for economic problems and issues.

Evaluate quantitative and qualitative data to make unsupported judgements, partially state conclusions and propose basic solutions to economic issues.

Show limited or incorrect use of quantitative skills.

AS English Language

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1 – Candidates characteristically:

- a) communicate precise knowledge and understanding of the methods of language study
- b) confidently use appropriate terminology to support interpretations when applying this understanding
- c) structure and organise their writing coherently
- d) communicate content and meaning through consistently effective and accurate writing.

AO2 – Candidates characteristically:

- a) communicate perceptive understanding of concepts and issues relevant to language use
- b) explore the significant features of language use that create meaning in spoken and written texts
- c) consistently use specific references to support their responses.

AO3 – Candidates characteristically:

- a) construct a confident analysis of spoken and written language and the contexts in which both are used
- b) present a thorough discussion of how contextual factors affect the construction of meaning.

AO4 – Candidates characteristically:

- a) make consistently purposeful connections between texts informed by their language study
- b) provide a detailed overview which analyses concepts and approaches that connect the texts.

AO5 – Candidates characteristically:

- a) write confidently in a form and style matched to audience, purpose and genre
- b) select and order original and engaging content showing a perceptive understanding of the context
- c) use key linguistic features thoughtfully and purposefully in their writing to create specific effects.

Grade C

AO1 – Candidates characteristically:

- a) communicate appropriate knowledge and understanding of the methods of language study
- b) make sound use of terminology to support interpretations when applying this understanding
- c) structure and organise their writing sensibly
- d) communicate content and meaning through mostly accurate writing.

AO2 – Candidates characteristically:

- a) communicate sound understanding of concepts and issues relevant to language use
- b) discuss some of the features of language use that create meaning in spoken and written texts
- c) generally, use appropriate references to support their responses.

AO3 – Candidates characteristically:

- a) construct a sensible analysis of spoken and written language and the contexts in which both are used
- b) present a generally clear discussion of how contextual factors affect the construction of meaning.

AO4 – Candidates characteristically:

- a) make sensible connections between texts informed by their language study
- b) provide a secure overview which analyses concepts and approaches that connect the texts.

AO5 – Candidates characteristically:

- a) write competently in a form and style matched to audience, purpose and genre
- b) select and organise relevant content showing an understanding of the context
- c) use mostly appropriate key linguistic features in their writing to create effects.

Grade E

AO1 – Candidates characteristically:

- a) communicate some basic understanding of the methods of language study
- b) make limited use of terminology in applying this understanding to support interpretations
- c) communicate content and meaning in writing using straightforward language and adequate expression.

AO2 – Candidates characteristically:

- a) communicate some understanding of concepts or issues relevant to language use
- b) identify simple features of language use that create meaning in spoken and written texts
- c) make some related references to texts to support their responses.

AO3 – Candidates characteristically:

- a) provide some valid analysis of spoken and written language and the contexts in which both are used
- b) give a limited discussion of how contextual factors affect the construction of meaning.

AO4 – Candidates characteristically:

- a) make basic links between texts informed by some valid language study
- b) provide a broad overview that identifies some key concepts relevant to the texts.

AO5 – Candidates characteristically:

- a) demonstrate some attempts to write in a form or style matched to audience, purpose or genre
- b) select content showing a limited understanding of the context
- c) use some basic linguistic features in their writing to create limited effects.

A level English Language

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1 – Candidates characteristically:

- a) communicate precise knowledge and understanding of the methods of language study
- b) confidently use appropriate terminology to support interpretations when applying this understanding
- c) structure and organise their writing coherently
- d) communicate content and meaning through consistently effective and accurate writing.

AO2 – Candidates characteristically:

- a) communicate perceptive understanding of concepts and issues relevant to language use
- b) explore the significant features of language use that create meaning in spoken and written texts
- c) consistently use specific references to support their responses.

AO3 – Candidates characteristically:

- a) construct a confident analysis of spoken and written language and the contexts in which both are used
- b) present a thorough discussion of how contextual factors affect the construction of meaning.

AO4 – Candidates characteristically:

- a) make consistently purposeful connections between texts informed by their language study
- b) provide a detailed overview which analyses concepts and approaches that connect the texts.

AO5 – Candidates characteristically:

- a) write confidently in a form and style matched to audience, purpose and genre
- b) select and order original and engaging content showing a perceptive understanding of the context
- c) use key linguistic features thoughtfully and purposefully in their writing to create specific effects.

Grade C

AO1 – Candidates characteristically:

- a) communicate appropriate knowledge and understanding of the methods of language study
- b) make sound use of terminology to support interpretations when applying this understanding
- c) structure and organise their writing sensibly
- d) communicate content and meaning through mostly accurate writing.

AO2 – Candidates characteristically:

- a) communicate sound understanding of concepts and issues relevant to language use
- b) discuss some of the features of language use that create meaning in spoken and written texts
- c) generally use appropriate references to support their responses.

AO3 – Candidates characteristically:

- a) construct a sensible analysis of spoken and written language and the contexts in which both are used
- b) present a generally clear discussion of how contextual factors affect the construction of meaning.

AO4 – Candidates characteristically:

- a) make sensible connections between texts informed by their language study
- b) provide a secure overview which analyses concepts and approaches that connect the texts.

AO5 – Candidates characteristically:

- a) write competently in a form and style matched to audience, purpose and genre
- b) select and organise relevant content showing an understanding of the context
- c) use mostly appropriate key linguistic features in their writing to create effects.

Grade E

AO1 – Candidates characteristically:

- a) communicate some basic understanding of the methods of language study
- b) make limited use of terminology in applying this understanding to support interpretations
- c) communicate content and meaning in writing using straightforward language and adequate expression.

AO2 – Candidates characteristically:

- a) communicate some understanding of concepts or issues relevant to language use
- b) identify simple features of language use that create meaning in spoken and written texts
- c) make some related references to texts to support their responses.

AO3 – Candidates characteristically:

- a) provide some valid analysis of spoken and written language and the contexts in which both are used
- b) give a limited discussion of how contextual factors affect the construction of meaning.

AO4 – Candidates characteristically:

- a) make basic links between texts informed by some valid language study
- b) provide a broad overview that identifies some key concepts relevant to the texts.

AO5 – Candidates characteristically:

- a) demonstrate some attempts to write in a form or style matched to audience, purpose or genre
- b) select content showing a limited understanding of the context
- c) use some basic linguistic features in their writing to create limited effects.

AS English Language and Literature

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1 – Candidates characteristically:

- a) consistently communicate thorough knowledge, understanding and insights gained from integrated study
- b) consistently use appropriate terminology accurately and precisely
- c) consistently create effectively organised responses, utilising an academic style and register
- d) communicate confidently through confident and fluent expression.

AO2 – Candidates characteristically:

- a) analyse perceptively how language choices, form and structure affect meaning
- b) read texts in an assured and mature way
- c) confidently understand and appreciate the ways in which writers use different techniques to shape meaning.

AO3 – Candidates characteristically:

- a) integrate a range of relevant contextual factors and confidently evaluate their impact in shaping the production and reception of different types of texts
- b) have a confident overview of different genres.

AO4 – Candidates characteristically:

- a) make astute and illuminating connections between texts, including texts of different genres
- b) make purposeful and productive comparisons between texts, revealed through a series of well-selected points.

AO5 – Candidates characteristically:

- a) consistently write in a controlled and confident style for different audiences, in different forms and genres and for different purposes
- b) consistently write in an original and engaging style
- c) consistently make effective language choices which reveal detailed knowledge of linguistic and literary features and their impact
- d) consistently write with accuracy, making conscious, effective choices with vocabulary and punctuation.

Grade C

AO1 – Candidates characteristically:

- a) consistently communicate clear knowledge and clear understanding gained from integrated study
- b) consistently use a reasonable range of appropriate terminology sensibly
- c) consistently write clearly organised responses
- d) communicate through generally accurate and coherent written expression.

AO2 – Candidates characteristically:

- a) analyse clearly how language choices, form and structure affect meaning
- b) consistently read texts in a sensible way
- c) have a sensible understanding of the ways in which linguistic and literary techniques are used to create meaning.

AO3 – Candidates characteristically:

- a) have a sensible awareness of the influence of a range of relevant contextual factors on the production and reception of texts
- b) have a sensible awareness overview of different genres.

AO4 – Candidates characteristically:

- a) explore sensible connections between texts, including texts of different genres
- b) have a sensible understanding of connections between texts revealed through a reasonable selection of points.

AO5 – Candidates characteristically:

- a) consistently write in a style and tone which is appropriate for different audiences, in different forms and genres and for different purposes
- b) consistently create a personal voice and make a conscious attempt to organise material for effect
- c) consistently use language choices which reveal a sound knowledge of linguistic and literary features and their impact
- d) write with generally sound levels of technical accuracy.

Grade E

AO1 – Candidates characteristically:

- a) communicate some basic knowledge and some basic understanding gained from integrated study
- b) present responses making some use of appropriate terminology
- c) organise responses in a straightforward way
- d) communicate with some lapses in quality of written expression.

AO2 – Candidates characteristically:

- a) analyse how language choices, form and structure shape meaning in a basic way
- b) communicate a straightforward understanding of texts with some generalisation and simplification
- c) show some awareness of key linguistic and literary features.

AO3 – Candidates characteristically:

- a) have a basic awareness of the influence of relevant contextual factors on the production and reception of texts
- b) have a basic overview of different genres.

AO4 – Candidates characteristically:

- a) explore connections between texts in a basic way, including texts of different genres
- b) have some basic understanding of connections between texts.

AO5 – Candidates characteristically:

- a) write with some variation in register for different audiences, in different forms and genres and for different purposes
- b) attempt to engage creatively with the task and to match form and content to purpose
- c) use some language choices which are appropriate to the task
- d) write with some level of accuracy.

A level English Language and Literature

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1 – Candidates characteristically:

- a) consistently communicate thorough knowledge, understanding and insights gained from integrated study
- b) consistently use appropriate terminology accurately and precisely
- c) consistently create effectively organised responses, utilising an academic style and register
- d) communicate confidently through confident and fluent expression.

AO2 – Candidates characteristically:

- a) analyse perceptively how language choices, form and structure affect meaning
- b) read texts in an assured and mature way
- c) confidently understand and appreciate the ways in which writers use different techniques to shape meaning.

AO3 – Candidates characteristically:

- a) integrate a range of relevant contextual factors and confidently evaluate their impact in shaping the production and reception of different types of texts
- b) have a confident overview of different genres.

AO4 – Candidates characteristically:

- a) make astute and illuminating connections between texts, including texts of different genres
- b) make purposeful and productive comparisons between texts, revealed through a series of well-selected points.

AO5 – Candidates characteristically:

- a) consistently write in a controlled and confident style for different audiences, in different forms and genres and for different purposes
- b) consistently write in an original and engaging style
- c) consistently make effective language choices which reveal detailed knowledge of linguistic and literary features and their impact
- d) consistently write with accuracy, making conscious, effective choices with vocabulary and punctuation.

Grade C

AO1 – Candidates characteristically:

- a) consistently communicate clear knowledge and clear understanding gained from integrated study
- b) consistently use a reasonable range of appropriate terminology sensibly
- c) consistently write clearly organised responses
- d) communicate through generally accurate and coherent written expression.

AO2 – Candidates characteristically:

- a) analyse clearly how language choices, form and structure affect meaning
- b) consistently read texts in a sensible way
- c) have a sensible understanding of the ways in which linguistic and literary techniques are used to create meaning.

AO3 – Candidates characteristically:

- a) have a sensible awareness of the influence of a range of relevant contextual factors on the production and reception of texts
- b) have a sensible awareness overview of different genres.

AO4 – Candidates characteristically:

- a) explore sensible connections between texts, including texts of different genres
- b) have a sensible understanding of connections between texts revealed through a reasonable selection of points.

AO5 – Candidates characteristically:

- a) consistently write in a style and tone which is appropriate for different audiences, in different forms and genres and for different purposes
- b) consistently create a personal voice and make a conscious attempt to organise material for effect
- c) consistently use language choices which reveal a sound knowledge of linguistic and literary features and their impact
- d) write with generally sound levels of technical accuracy.

Grade E

AO1 – Candidates characteristically:

- a) communicate some basic knowledge and some basic understanding gained from integrated study
- b) present responses making some use of appropriate terminology
- c) organise responses in a straightforward way
- d) communicate with some lapses in quality of written expression.

AO2 – Candidates characteristically:

- a) analyse how language choices, form and structure shape meaning in a basic way
- b) communicate a straightforward understanding of texts with some generalisation and simplification
- c) show some awareness of key linguistic and literary features.

AO3 – Candidates characteristically:

- a) have a basic awareness of the influence of relevant contextual factors on the production and reception of texts
- b) have a basic overview of different genres.

AO4 – Candidates characteristically:

- a) explore connections between texts in a basic way, including texts of different genres
- b) have some basic understanding of connections between texts.

AO5 – Candidates characteristically:

- a) write with some variation in register for different audiences, in different forms and genres and for different purposes
- b) attempt to engage creatively with the task and to match form and content to purpose
- c) use some language choices which are appropriate to the task
- d) write with some level of accuracy.

AS English Literature

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1 – Candidates characteristically:

- a) consistently communicate thorough knowledge and understanding of literary texts
- b) consistently create and sustain well organised and coherent arguments, using appropriate terminology to support informed interpretations
- c) effectively structure and organise their writing using a sustained academic style and register
- d) communicate confidently through effective and consistently accurate writing.

AO2 – Candidates characteristically:

- a) analyse perceptively and evaluate writers' use of language and literary techniques to create meaning
- b) confidently discuss implicit meaning in literary texts
- c) consistently support their responses with confident and apt references to specific texts.

AO3 – Candidates characteristically:

- a) discuss perceptively and productively the significance and influence of different, relevant contexts on literary texts
- b) analyse confidently the contexts in which texts are written and received to illuminate the reading of literary texts
- c) analyse confidently connections between literary texts and different, relevant contexts.

AO4 – Candidates characteristically:

- make productive and illuminating connections/comparisons between literary texts.

AO5 – Candidates characteristically:

- a) discuss confidently other relevant interpretations of texts to illuminate their reading and understanding
- b) show some evidence in their work of being autonomous, independent readers.

Grade C

AO1 – Candidates characteristically:

- a) communicate relevant knowledge and understanding of literary texts
- b) present mostly relevant and reasonably coherent responses, using generally accurate terminology to support interpretations
- c) present clearly organised responses
- d) communicate clearly through mostly accurate expression.

AO2 – Candidates characteristically:

- a) include purposeful, detailed and mostly relevant analysis of writers' use of language and literary techniques
- b) have a clear grasp of implicit meaning in literary texts
- c) supports ideas with generally clear and accurate textual support.

AO3 – Candidates characteristically:

- a) have a clear grasp of the significance and influence of different contexts on literary texts
- b) have a clear grasp of the contexts in which texts are written and received
- c) have a clear understanding of the connections between texts and contexts.

AO4 – Candidates characteristically:

- make clear and appropriate connections/comparisons between literary texts.

AO5 – Candidates characteristically:

- make clear and appropriate use of other relevant interpretations of texts.

Grade E

AO1 – Candidates characteristically:

- a) communicate some knowledge and some understanding of literary texts
- b) make an attempt to respond relevantly, making some use of terminology to support interpretations
- c) communicate using straightforward language and adequate expression with some inaccuracies.

AO2 – Candidates characteristically:

- a) make some valid points about writers' use of language and literary techniques to create meaning
- b) may show some grasp of implicit meaning in literary texts
- c) make some reference to texts to support their responses.

AO3 – Candidates characteristically:

- a) acknowledge the importance of relevant contexts on literary texts
- b) have a basic grasp of the contexts in which texts are written and received
- c) make some connections between literary texts and relevant contexts.

AO4 – Candidates characteristically:

- make some valid connections/comparisons between literary texts, even though some connections may be superficial.

AO5 – Candidates characteristically:

- acknowledge that literary texts can be interpreted in more than one way.

A level English Literature

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1 – Candidates characteristically:

- a) consistently communicate thorough knowledge and understanding of literary texts
- b) consistently create and sustain well organised and coherent arguments, using appropriate terminology to support informed interpretations
- c) effectively structure and organise their writing using a sustained academic style and register
- d) communicate confidently through effective and consistently accurate writing.

AO2 – Candidates characteristically:

- a) analyse perceptively and evaluate writers' use of language and literary techniques to create meaning
- b) confidently discuss implicit meaning in literary texts
- c) consistently support their responses with confident and apt references to specific texts.

AO3 – Candidates characteristically:

- a) discuss perceptively and productively the significance and influence of different, relevant contexts on literary texts
- b) analyse confidently the contexts in which texts are written and received to illuminate the reading of literary texts
- c) analyse confidently connections between literary texts and different, relevant contexts.

AO4 – Candidates characteristically:

- make productive and illuminating connections/comparisons between literary texts.

AO5 – Candidates characteristically:

- a) discuss confidently other relevant interpretations of texts to illuminate their reading and understanding
- b) show some evidence in their work of being autonomous, independent readers.

Grade C

AO1 – Candidates characteristically:

- a) communicate relevant knowledge and understanding of literary texts
- b) present mostly relevant and reasonably coherent responses, using generally accurate terminology to support interpretations
- c) present clearly organised responses
- d) communicate clearly through mostly accurate expression.

AO2 – Candidates characteristically:

- a) include purposeful, detailed and mostly relevant analysis of writers' use of language and literary techniques
- b) have a clear grasp of implicit meaning in literary texts
- c) supports ideas with generally clear and accurate textual support.

AO3 – Candidates characteristically:

- a) have a clear grasp of the significance and influence of different contexts on literary texts
- b) have a clear grasp of the contexts in which texts are written and received
- c) have a clear understanding of the connections between texts and contexts.

AO4 – Candidates characteristically:

- make clear and appropriate connections/comparisons between literary texts.

AO5 – Candidates characteristically:

- make clear and appropriate use of other relevant interpretations of texts.

Grade E

AO1 – Candidates characteristically:

- a) communicate some knowledge and some understanding of literary texts
- b) make an attempt to respond relevantly, making some use of terminology to support interpretations
- c) communicate using straightforward language and adequate expression with some inaccuracies.

AO2 – Candidates characteristically:

- a) make some valid points about writers' use of language and literary techniques to create meaning
- b) may show some grasp of implicit meaning in literary texts
- c) make some reference to texts to support their responses.

AO3 – Candidates characteristically:

- a) acknowledge the importance of relevant contexts on literary texts
- b) have a basic grasp of the contexts in which texts are written and received
- c) make some connections between literary texts and relevant contexts.

AO4 – Candidates characteristically:

- make some valid connections/comparisons between literary texts, even though some connections may be superficial.

AO5 – Candidates characteristically:

- acknowledge that literary texts can be interpreted in more than one way.

AS Further Mathematics

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates are able to accurately recall almost all mathematical facts, terminology and definitions within AS Unit 1, AS Unit 2 and AS Unit 3. They are able to select and correctly carry out routine procedures with high accuracy and skill.

Candidates are able to use mathematical language and notation correctly and proceed logically and rigorously through extended arguments or proofs within AS Unit 1, AS Unit 2 and AS Unit 3. They are able to correctly assess the validity of mathematical arguments and are able to explain their reasoning with clarity. They are able to make deductions and inferences correctly in a wide variety of contexts.

Candidates are able to correctly translate problems set in mathematical and non-mathematical contexts into mathematical processes within AS Unit 1, AS Unit 2 and AS Unit 3. They are able to recall, select and use almost all the standard mathematical models and can correctly translate situations in context into mathematical models. They are able to give sensible interpretations of their results in the context of the original problem and, where appropriate, can correctly evaluate their accuracy and limitations. They are able to comment meaningfully on the outcomes of the mathematical modelling in context, recognising the limitations of the models and offering sensible comments on how to refine them.

Grade C

Candidates are able to accurately recall most of the mathematical facts, terminology and definitions within AS Unit 1, AS Unit 2 and AS Unit 3. They are usually able to select and carry out routine procedures with reasonable accuracy and skill.

Candidates are able to use mathematical language and notation with some skill and sometimes proceed logically through extended arguments or proofs within AS Unit 1, AS Unit 2 and AS Unit 3. They are usually able to assess the validity of mathematical arguments and are sometimes able to explain their reasoning. They are usually able to make deductions and inferences in a wide variety of contexts.

Candidates are usually able to translate problems set in mathematical and non-mathematical contexts into mathematical processes within AS Unit 1, AS Unit 2 and AS Unit 3. They are able to recall, select and use most of the standard mathematical models and can often translate situations in context into mathematical models. They are sometimes able to give sensible interpretations of their results in the context of the original problem and, where appropriate, can usually evaluate their accuracy and limitations. They are able to make some useful comments on the outcomes of the mathematical modelling in context, usually recognising the limitations of the models and sometimes offering sensible comments on how to refine them.

Grade E

Candidates are able to accurately recall some of the mathematical facts, terminology and definitions within AS Unit 1, AS Unit 2 and AS Unit 3. They are sometimes able to select and carry out routine procedures with some accuracy and skill.

Candidates are sometimes able to use mathematical language and notation correctly and occasionally proceed logically through extended arguments or proofs within AS Unit 1, AS Unit 2 and AS Unit 3. They are sometimes able to assess the validity of mathematical arguments and can occasionally explain their reasoning. They are sometimes able to make deductions and inferences in a wide variety of contexts.

Candidates are sometimes able to translate problems set in mathematical and non-mathematical contexts into mathematical processes within AS Unit 1, AS Unit 2 and AS Unit 3. They are able to recall, select and use some of the standard mathematical models and can sometimes translate situations in context into mathematical models. They are occasionally able to give sensible interpretations of their results in the context of the original problem and, where appropriate, can sometimes evaluate their accuracy and limitations. They are able to make some comments on the outcomes of the mathematical modelling in context, sometimes recognising the limitations of the models and occasionally offering some comments on how to refine them.

A level Further Mathematics

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates are able to accurately recall almost all mathematical facts, terminology and definitions within A2 Unit 4 and A2 Unit 5/Unit 6. They are able to select and correctly carry out routine procedures with high accuracy and skill.

Candidates are able to use mathematical language and notation correctly and proceed logically and rigorously through extended arguments or proofs within A2 Unit 4 and A2 Unit 5/Unit 6. They are able to correctly assess the validity of mathematical arguments and are able to explain their reasoning with clarity. They are able to make deductions and inferences correctly in a wide variety of contexts.

Candidates are able to correctly translate problems set in mathematical and non-mathematical contexts into mathematical processes within A2 Unit 4 and A2 Unit 5/Unit 6. They are able to recall, select and use almost all the standard mathematical models and can correctly translate situations in context into mathematical models. They are able to give sensible interpretations of their results in the context of the original problem and, where appropriate, can correctly evaluate their accuracy and limitations. They are able to comment meaningfully on the outcomes of the mathematical modelling in context, recognising the limitations of the models and offering sensible comments on how to refine them.

Grade C

Candidates are able to accurately recall most of the mathematical facts, terminology and definitions within A2 Unit 4 and A2 Unit 5/Unit 6. They are usually able to select and carry out routine procedures with reasonable accuracy and skill.

Candidates are able to use mathematical language and notation with some skill and sometimes proceed logically through extended arguments or proofs within A2 Unit 4 and A2 Unit 5/Unit 6. They are usually able to assess the validity of mathematical arguments and are sometimes able to explain their reasoning. They are usually able to make deductions and inferences in a wide variety of contexts.

Candidates are usually able to translate problems set in mathematical and non-mathematical contexts into mathematical processes within A2 Unit 4 and A2 Unit 5/Unit 6. They are able to recall, select and use most of the standard mathematical models and can often translate situations in context into mathematical models. They are sometimes able to give sensible interpretations of their results in the context of the original problem and, where appropriate, can usually evaluate their accuracy and limitations. They are able to make some useful comments on the outcomes of the mathematical modelling in context, usually recognising the limitations of the models and sometimes offering sensible comments on how to refine them.

Grade E

Candidates are able to accurately recall some of the mathematical facts, terminology and definitions within A2 Unit 4 and A2 Unit 5/Unit 6. They are sometimes able to select and carry out routine procedures with some accuracy and skill.

Candidates are sometimes able to use mathematical language and notation correctly and occasionally proceed logically through extended arguments or proofs within A2 Unit 4 and A2 Unit 5/Unit 6. They are sometimes able to assess the validity of mathematical arguments and can occasionally explain their reasoning. They are sometimes able to make deductions and inferences in a wide variety of contexts.

Candidates are sometimes able to translate problems set in mathematical and non-mathematical contexts into mathematical processes within A2 Unit 4 and A2 Unit 5/Unit 6. They are able to recall, select and use some of the standard mathematical models and can sometimes translate situations in context into mathematical models. They are occasionally able to give sensible interpretations of their results in the context of the original problem and, where appropriate, can sometimes evaluate their accuracy and limitations. They are able to make some comments on the outcomes of the mathematical modelling in context, sometimes recognising the limitations of the models and occasionally offering some comments on how to refine them.

AS Geography

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

The candidate demonstrates:

Detailed and accurate factual knowledge with confident understanding of relevant concepts and principles (AO1).

Detailed knowledge and understanding through the use of relevant, accurate and developed examples and appropriate geographical terminology (AO1).

Accurate application of knowledge, understanding and relevant geographical concepts to interpret, analyse and/or evaluate geographical information and issues (AO2).

The ability to express concepts, arguments and knowledge in a systematic and balanced format and to select and use an appropriate range of relevant qualitative/quantitative skills in different geographical contexts (AO3).

Grade C

The candidate demonstrates:

Secure and straightforward factual knowledge with secure understanding of relevant concepts and principles (AO1).

Secure knowledge and understanding through the use of relevant examples, and appropriate geographical terminology (AO1).

Secure and straightforward application of knowledge, understanding and relevant geographical concepts to interpret, analyse and/or evaluate geographical information and issues (AO2).

Some ability to express concepts, arguments and knowledge in a systematic and balanced format and to select and use an appropriate range of relevant qualitative/quantitative skills in different geographical contexts. (AO3)

Grade E

The candidate demonstrates:

Limited knowledge with basic understanding of relevant concepts and principles (AO1).

Some basic knowledge and understanding through the use of limited examples and geographical terminology (AO1).

Limited application of knowledge, understanding and relevant geographical concepts to interpret, analyse and/or evaluate geographical information and issues (AO2).

Limited ability to express concepts, arguments and knowledge in a systematic format and to select and use an appropriate range of relevant qualitative/quantitative skills in different geographical contexts (AO3).

A level Geography

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

The candidate demonstrates:

Wide-ranging, detailed and accurate factual knowledge with confident understanding of relevant concepts and principles (AO1).

Wide-ranging and detailed knowledge and understanding through the use/application of relevant, accurate and developed examples and appropriate geographical terminology (AO1).

Developed application of knowledge, understanding and relevant specialised concepts to discuss, interpret, analyse and/or evaluate geographical information and issues. The ability to justify a point of view and reach a conclusion through synthesis (AO2).

The ability to express concepts, arguments and knowledge in a systematic, balanced and detailed format and to select and use an appropriate range of relevant qualitative/quantitative skills in different geographical contexts (AO3).

Grade C

The candidate demonstrates:

Secure and straightforward factual knowledge with secure understanding of relevant concepts and principles (AO1).

Secure knowledge and understanding through the use/application of relevant examples and appropriate geographical terminology (AO1).

Secure and straightforward application of knowledge, understanding and relevant specialised concepts to discuss, interpret, analyse and/or evaluate geographical information and issues. Some ability to justify a point of view and reach a conclusion through synthesis (AO2).

Some ability to express concepts, arguments and knowledge in a systematic and balanced format and to select and use an appropriate range of relevant qualitative/quantitative skills in different geographical contexts (AO3).

Grade E

The candidate demonstrates:

Limited knowledge with basic understanding of relevant concepts and principles (AO1).

Some basic knowledge and understanding through the use/application of limited examples and geographical terminology (AO1).

Limited application of knowledge, understanding and relevant specialised concepts to discuss, interpret, analyse and/or evaluate geographical information and issues. Limited ability to justify a point of view and reach a conclusion through synthesis (AO2).

Limited ability to express concepts, arguments and knowledge in a systematic format and to select and use an appropriate range of relevant qualitative/quantitative skills in different geographical contexts (AO3).

AS Government and Politics

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1: Candidates demonstrate a thorough knowledge and understanding of relevant institutions, processes, political concepts, theories and issues.

Candidates characteristically exhibit:

- A wide range of detailed, relevant and accurate knowledge in all, or nearly all contexts.
- Depth and range of well-chosen evidence/examples.
- Confidence and precision in their use of terminology in all, or nearly all contexts.

AO2: Candidates interpret and apply political information to identify and explain relevant comparisons, contrasts, similarities, differences, and connections in a thorough way.

Candidates characteristically exhibit:

- Clear, appropriate and consistent application of their knowledge of relevant institutions, processes, political concepts, theories and issues in all, or nearly all contexts.
- Clear, appropriate and consistent interpretation of political information and knowledge.
- Perceptive ability to fully identify and explain comparisons, contrasts, similarities, differences and connections within and between relevant institutions, processes, political concepts, theories and issues.

AO3: Candidates demonstrate appropriate and effective analysis and evaluation of the areas of government and politics studied to construct arguments, make substantiated judgements and draw conclusions in a thorough manner.

Candidates characteristically exhibit:

- Consistently appropriate and effective analysis and evaluation of the areas of government and politics studied.
- Consistently effective and secure judgements, leading to rational and appropriate conclusions.
- A clear ability to use well selected evidence to construct effective and balanced arguments withing a logical structure in all, or nearly all contexts.

Grade C

AO1: Candidates demonstrate a reasonable knowledge and understanding of relevant institutions, processes, political concepts, theories and issues.

Candidates characteristically exhibit:

- A range of reasonably detailed and accurate knowledge in many contexts.
- Depth and range of appropriate evidence/examples, but this may not always be in equal measure.
- General precision in their use of terminology in many contexts.

AO2: Candidates interpret and apply political information to identify and explain relevant comparisons, contrasts, similarities, differences, and connections in a reasonable way.

Candidates characteristically exhibit:

- Clear, appropriate and reasonably consistent application of their knowledge of relevant institutions, processes, political concepts, theories and issues in many contexts.
- Reasonably clear, appropriate and consistent interpretation of political information and knowledge.
- Clear ability to identify and explain comparisons, contrasts, similarities, differences and connections within and between relevant institutions, processes, political concepts, theories and issues.

AO3: Candidates demonstrate appropriate and effective analysis and evaluation of the areas of government and politics studied to construct arguments, make substantiated judgements and draw conclusions in a reasonable manner.

Candidates characteristically exhibit:

- Reasonably appropriate and effective analysis and evaluation of the areas of government and politics studied.
- Reasonably effective and secure judgements, leading to appropriate conclusions.
- An ability to use appropriately selected evidence to construct effective and balanced arguments within a mostly logical structure in many contexts.

Grade E

AO1: Candidates demonstrate adequate knowledge and understanding of relevant institutions, processes, political concepts, theories and issues.

Candidates characteristically exhibit:

- Some accurate knowledge in most contexts.
- Depth or range of mostly relevant evidence/examples.
- Adequate use of terminology in most contexts.

AO2: Candidates interpret and apply political information to identify and explain relevant comparisons, contrasts, similarities, differences and connections in an adequate way.

Candidates characteristically exhibit:

- Partial or adequate application of their knowledge of relevant institutions, processes, political concepts, theories and issues in most contexts.
- Some clear, appropriate and consistent interpretation of political information and knowledge.
- Some ability to identify and explain comparisons, contrasts, similarities, differences and connections within and between relevant institutions, processes, political concepts, theories and issues.

AO3: Candidates demonstrate appropriate analysis and evaluation of the areas of government and politics studied to construct arguments, make judgements and draw conclusions in an adequate manner.

Candidates characteristically exhibit:

- Some adequate analysis and evaluation of the areas of government and politics studied.
- Adequate, but possibly generalised judgements and conclusions.
- Adequate use of selected evidence which may lead to imbalanced arguments or one-sided arguments within some structure in most contexts.

A level Government and Politics

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1: Candidates demonstrate a thorough knowledge and understanding of relevant institutions, processes, political concepts, theories and issues.

Candidates characteristically exhibit:

- A wide range of detailed, relevant and accurate knowledge in all, or nearly all contexts.
- Depth and range of well-chosen evidence/examples.
- Confidence and precision in their use of terminology in all, or nearly all contexts.

AO2: Candidates interpret and apply political information to identify and explain relevant comparisons, contrasts, similarities, differences, and connections in a thorough way.

Candidates characteristically exhibit:

- Clear, appropriate and consistent application of their knowledge of relevant institutions, processes, political concepts, theories and issues in all, or nearly all contexts.
- Clear, appropriate and consistent interpretation of political information and knowledge.
- Perceptive ability to fully identify and explain comparisons, contrasts, similarities, differences and connections within and between relevant institutions, processes, political concepts, theories and issues.

AO3: Candidates demonstrate appropriate and effective analysis and evaluation of the areas of government and politics studied to construct arguments, make substantiated judgements and draw conclusions in a thorough manner.

Candidates characteristically exhibit:

- Consistently appropriate and effective analysis and evaluation of the areas of government and politics studied.
- Consistently effective and secure judgements, leading to rational and appropriate conclusions.
- A clear ability to use well selected evidence to construct effective and balanced arguments within a logical structure in all, or nearly all contexts.

Grade C

AO1: Candidates demonstrate a reasonable knowledge and understanding of relevant institutions, processes, political concepts, theories and issues.

Candidates characteristically exhibit:

- A range of reasonably detailed and accurate knowledge in many contexts.
- Depth and range of appropriate evidence/examples, but this may not always be in equal measure.
- General precision in their use of terminology in many contexts.
- Adequate use of selected evidence which may lead to imbalanced arguments or one-sided arguments within some structure in most contexts.

AO2: Candidates interpret and apply political information to identify and explain relevant comparisons, contrasts, similarities, differences, and connections in a reasonable way.

Candidates characteristically exhibit:

- Clear, appropriate and reasonably consistent application of their knowledge of relevant institutions, processes, political concepts, theories and issues in many contexts.
- Reasonably clear, appropriate and consistent interpretation of political information and knowledge.
- Clear ability to identify and explain comparisons, contrasts, similarities, differences and connections within and between relevant institutions, processes, political concepts, theories and issues.

AO3: Candidates demonstrate appropriate and effective analysis and evaluation of the areas of government and politics studied to construct arguments, make substantiated judgements and draw conclusions in a reasonable manner.

Candidates characteristically exhibit:

- Reasonably appropriate and effective analysis and evaluation of the areas of government and politics studied.
- Reasonably effective and secure judgements, leading to appropriate conclusions.
- An ability to use appropriately selected evidence to construct effective and balanced arguments within a mostly logical structure in many contexts.

Grade E

AO1: Candidates demonstrate adequate knowledge and understanding of relevant institutions, processes, political concepts, theories and issues.

Candidates characteristically exhibit:

- Some accurate knowledge in most contexts.
- Depth or range of mostly relevant evidence/examples.
- Adequate use of terminology in most contexts.

AO2: Candidates interpret and apply political information to identify and explain relevant comparisons, contrasts, similarities, differences and connections in an adequate way.

Candidates characteristically exhibit:

- Partial or adequate application of their knowledge of relevant institutions, processes, political concepts, theories and issues in most contexts.
- Some clear, appropriate and consistent interpretation of political information and knowledge.
- Some ability to identify and explain comparisons, contrasts, similarities, differences and connections within and between relevant institutions, processes, political concepts, theories and issues.

AO3: Candidates demonstrate appropriate analysis and evaluation of the areas of government and politics studied to construct arguments, make judgements and draw conclusions in an adequate manner.

Candidates characteristically exhibit:

- Some adequate analysis and evaluation of the areas of government and politics studied
- Adequate, but possibly generalised judgements and conclusions.

AS Health and Social Care, and Childcare

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates recall, select and communicate excellent and detailed knowledge and thorough and critical understanding of all the key areas of the specification, clearly demonstrating their knowledge, skills and understanding relating to the development and care of individuals throughout the lifespan within the context of both health and social care, and childcare.

This attainment is evidenced within balanced written responses to assessment(s) that cover all assessment objectives (AO1, AO2, and AO3) for Unit 1, and in written evidence to support a Unit 2 NEA or NEA style task.

For the NEA, candidates apply highly relevant knowledge, understanding and skills from a variety of sources, and in a wide range of situations to independently plan and carry out the stipulated task(s). Candidates analyse and critically evaluate the evidence available, presenting information clearly and accurately. They make reasoned informed judgements and present detailed and valid conclusions.

Any written work produced is clearly expressed and shows accurate use of a broad range of terminology. Writing is very well structured and highly organised using accurate grammar, punctuation and spelling.

Grade C

Candidates recall, select and communicate sound knowledge and clear understanding of the key areas of the specification, including evidence of their knowledge, skills and understanding relating to the development and care of individuals throughout the lifespan within the context of both health and social care, and childcare.

Attainment is evidenced within written responses to assessment(s) that show coverage of the assessment objectives (AO1, AO2, and AO3), for Unit 1 and in written evidence to support a Unit 2 NEA or NEA style task.

For the NEA, candidates apply relevant knowledge, understanding and skills from different sources, and in a range of situations to plan and carry out the stipulated task with only limited support. Candidates review some of the evidence available, analysing and evaluating some information clearly, and with some accuracy. Candidates present information clearly and accurately, making some judgements and draw appropriate conclusions. They can use information to form a competent analysis.

Any written work produced is clearly expressed and shows accurate use of terminology. Writing is well structured using mostly accurate grammar, punctuation and spelling.

Grade E

Candidates recall, select and communicate some knowledge and basic understanding of some of the key areas of the specification, which may include some reference their knowledge, skills and understanding relating to the development and care of individuals within the context of both health and social care, and childcare.

Attainment is evidenced within written responses to assessment(s) that cover AO1, AO2 and AO3, for Unit 1 and in elements of a Unit 2 NEA or NEA style task.

For the NEA, candidates can apply basic knowledge, understanding and skills in some situations to plan, carry out and complete some investigation and tasks with support. They review some of evidence available and present some appropriate conclusions in relation to health and social care, and childcare. Candidates present information making some judgements and draw basic conclusions. They attempt to use information to form a basic analysis.

Any written work produced shows basic use of terminology. Writing shows some evidence of structure but with some errors in grammar, punctuation and spelling.

A level Health and Social Care (legacy)

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates use written expression which conveys appropriate meaning and uses appropriate specialist vocabulary.

AO1

Candidates:

- a. demonstrate in-depth knowledge of the health and social care sector
- b. show in-depth understanding of the functions of the health and social care sector
- c. demonstrate a range of work-related skills in a variety of situations in an effective manner

AO2

Candidates:

Accurately and independently apply in-depth knowledge, understanding and skills to a wide range of work-related situations, relating these as appropriate to different contexts and service user groups.

AO3

Candidates:

- a. select and justify use of research and analytical techniques
- b. use a wide range of relevant information sources
- c. use the selected techniques and information to analyse work-related issues and problems.

AO4

Candidates:

- a. evaluate a range of evidence to draw and justify valid conclusions
- b. make well-reasoned judgements about relevant work-related issues.

Grade C

AO1

Candidates:

- a. demonstrate some detailed knowledge of the health and social care sector
- b. show some understanding of the functions of the health and social care sector
- c. demonstrate some work-related skills in a variety of situations.

AO2

Candidates:

Independently apply some accurate knowledge, understanding and skills to a range of work-related situations, in some cases, relating these as appropriate to different contexts and/or service user groups.

AO3

Candidates:

- a. undertake some research into work-related issues, using some analytical techniques
- b. use a range of relevant information sources
- c. use some of the selected techniques and information to analyse some work-related issues and problems.

AO4

Candidates:

- a. evaluate some relevant evidence to draw and justify some valid conclusions
- b. make some reasoned judgements about work-related issues.

Grade E

Candidates use written expression which is adequate to convey meaning and may be expressed in a non-specialist way.

AO1

Candidates:

- a. demonstrate basic knowledge of the health and social care sector
- b. show basic understanding of the purposes of the health and social care sector; there may be significant omissions
- c. demonstrate a limited range of work-related skills.

AO2

Candidates:

Apply knowledge, understanding and skills with guidance to service user groups and work-related contexts.

AO3

Candidates:

- a. undertake research into work-related issues, using given techniques
- b. use a limited range of relevant information sources
- c. use collected information to carry out a straightforward analysis of work-related issues and problems.

AO4

Candidates:

- a. evaluate evidence to draw basic conclusions about relevant work-related issues
- b. identify strengths and weaknesses of the evidence.

AS History

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

The candidate focuses consistently on the demands of questions set, addressing most of the relevant period and offering a sustained debate leading to a valid and supported judgement. (AO1)

The candidate demonstrates a meaningful engagement with sources contemporaneous with events they have studied, effectively addressing their content, provenance, date and specific context. (AO2)

The candidate is able to offer an effective evaluation of historical interpretations, is able to discuss and determine their validity and demonstrate how and why those interpretations have been formed. (AO3)

Grade C

The candidate focuses on some of the demands of questions set, addressing some of the relevant period and offering a discussion that attempts to reach a supported judgement. (AO1)

The candidate demonstrates some ability to engage with sources contemporaneous with events they have studied, offering some analysis of their content, provenance, date and general context. (AO2)

The candidate is able to offer some evaluation of historical interpretations and their validity, and demonstrate some understanding of how and why interpretations have been formed. (AO3)

Grade E

The candidate focuses on the relevant topic area, making a limited attempt to engage with questions set, and offering a formulaic and/or unfocused judgement. (AO1)

The candidate demonstrates a basic understanding of sources contemporaneous with events they have studied, making limited rote-learned and/or generalised comments on the sources, which indicate a basic understanding of the wider context. (AO2)

The candidate identifies and compares basic features of different historical interpretations. (AO3)

A level History

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

The candidate focuses consistently on the demands of questions set, addressing most of the relevant period and offering a sustained debate leading to a valid and supported judgement. (AO1)

The candidate demonstrates a meaningful engagement with sources contemporaneous with events they have studied, effectively addressing their content, provenance, date and specific context. (AO2)

The candidate is able to offer an effective evaluation of historical interpretations, is able to discuss and determine their validity and demonstrate how and why those interpretations have been formed. (AO3)

Grade C

The candidate focuses on some of the demands of questions set, addressing some of the relevant period and offering a discussion that attempts to reach a supported judgement. (AO1)

The candidate demonstrates some ability to engage with sources contemporaneous with events they have studied, offering some analysis of their content, provenance, date and general context. (AO2)

The candidate is able to offer some evaluation of historical interpretations and their validity, and demonstrate some understanding of how and why interpretations have been formed. (AO3)

Grade E

The candidate focuses on the relevant topic area, making a limited attempt to engage with questions set, and offering a formulaic and/or unfocused judgement. (AO1)

The candidate demonstrates a basic understanding of sources contemporaneous with events they have studied, making limited rote-learned and/or generalised comments on the sources, which indicate a basic understanding of the wider context. (AO2)

The candidate identifies and compares basic features of different historical interpretations. (AO3)

AS ICT

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates demonstrate an understanding of the characteristics of data and information. They have an appreciation of the need to organise and manipulate data to provide useful information efficiently. They have a knowledge of how ICT is used for a range of purposes and an understanding of how social, cultural, legal, technical, ethical, economic and environmental considerations affect the use of ICT.

Candidates have a knowledge of the consequences of the use of ICT on society, individuals and organisations; a knowledge of the hardware components that make up an ICT system and their main characteristics; a knowledge of systems and applications software and how these are used to provide effective ICT solutions. Candidates demonstrate an understanding of the communications systems that support the ICT they use; an understanding of the systematic approach required to develop high quality ICT solutions to problems and an appreciation of the rapid development of ICT technologies and the implications of emerging technologies for the future use of ICT.

Candidates have the ability to analyse a substantial problem and draw up a specification; to select appropriate software with which to produce a solution; to design effective solutions, documented appropriately. Candidates are able to demonstrate the use of application software to implement effective solutions; the ability to design and implement an appropriate testing strategy and have evaluation skills which analyse their own performance and that of their solution.

Grade C

Candidates have a basic understanding of the characteristics of data and information and demonstrate some appreciation of the need to organise and manipulate data to provide useful information. They have a knowledge of how ICT is used for a limited range of purposes and a basic understanding of how some of the following considerations affect ICT use: social, cultural, legal, technical, ethical, economic and environmental.

Candidates have a knowledge of the consequences of the use of ICT on society, individuals and organisations; a knowledge of some of the hardware components that make up an ICT system and their main characteristics; a basic knowledge of systems and applications software and how these are used to provide ICT solutions. Candidates demonstrate some understanding of the communications systems that support ICT use and an understanding of the need for a systematic approach when developing ICT solutions to problems.

They have some appreciation of the rapid development of ICT technologies and the ability to analyse a straightforward problem and draw up a basic specification.

Candidates demonstrate some ability to consider alternative software possibilities and the ability to produce some documentation to communicate workable design solutions. They have basic use of application software to implement a solution; some ability to plan and implement a test strategy and basic evaluation skills with some indication of the strengths and limitations of themselves and their solution.

Grade E

Candidates have a limited understanding of the characteristics of data and information and demonstrate little appreciation of the need to organise and manipulate data to provide useful information. They have basic knowledge of how ICT is used for a limited range of purposes and a limited understanding of how some of the following considerations affect ICT use: social, cultural, legal, technical, ethical, economic and environmental.

Candidates have a basic knowledge of the consequences of the use of ICT on society, individuals and organisations; a basic knowledge of some of the hardware components that make up an ICT system and their main characteristics; a limited knowledge of systems and applications software and how these are used to provide ICT solutions. Candidates demonstrate limited understanding of the communications systems that support ICT use and a basic understanding of the need for a systematic approach when developing ICT solutions to problems. They have some appreciation of the rapid development of ICT technologies and the ability to analyse a limited problem and draw up a limited specification.

Candidates demonstrate some ability to consider alternative software possibilities and the ability to produce limited documentation to communicate design solutions. They have limited use of application software to implement a solution; ASIC ability to plan and implement a test strategy and limited evaluation skills with some indication of the strengths and limitations of themselves and their solution.

A level ICT

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates demonstrate a clear understanding of the characteristics of data and information. They have a full understanding of the need to organise and manipulate data to provide useful information efficiently and a knowledge of how ICT is used for a wide range of purposes. They have an in-depth understanding of how social, cultural, legal, technical, ethical, economic and environmental considerations affect the use of ICT and a full understanding of the consequences of the use of ICT on society, individuals and organisations.

Candidates have a knowledge of a wide range of the hardware components that make up an ICT system and their main characteristics and a thorough knowledge of systems and applications software and how these are used to provide effective ICT solutions. They have a clear understanding of the communications systems that support ICT use and a full understanding of the systematic approach required to develop high quality ICT solutions to problems. Candidates demonstrate an appreciation of the rapid development of ICT technologies and the implications of emerging technologies for the future use of ICT in a wide range of areas and the ability to use subject-specific terminology appropriately and accurately.

They have the ability to analyse a complex problem and produce a detailed specification as well as the ability to design an effective and efficient solution, with clear and detailed documentation. They demonstrate the selection and use of appropriate software, using advanced features, to implant an effective solution and the ability to design and implement a rigorous testing strategy using evaluation skills which analyse in depth their own performance and that of their solution.

Grade C

Candidates demonstrate an understanding of the characteristics of data and information. They have an understanding of the need to organise and manipulate data to provide useful information efficiently and a basic knowledge of how ICT is used for a wide range of purposes. They have an understanding of how social, cultural, legal, technical, ethical, economic and environmental considerations affect the use of ICT and an understanding of the consequences of the use of ICT on society, individuals and organisations.

Candidates have a knowledge of a range of the hardware components that make up an ICT system and their main characteristics and a knowledge of systems and applications software and how these are used to provide effective ICT solutions. They have an understanding of the communications systems that support ICT use and an understanding of the systematic approach required to develop high quality ICT solutions to problems. Candidates demonstrate an appreciation of the rapid development of ICT technologies and the implications of emerging technologies for the future use of ICT in a range of areas and the ability to use subject-specific terminology.

They have the ability to analyse a problem and produce a specification as well as the ability to design a solution, with mostly clear and detailed documentation. They demonstrate the selection and use of software, using features, to implement a solution and the ability to design and implement a testing strategy using evaluation skills which analyse their own performance and that of their solution.

Grade E

Candidates demonstrate a basic understanding of the characteristics of data and information. They have a basic understanding of the need to organise and manipulate data to provide useful information efficiently and a limited knowledge of how ICT is used for a wide range of purposes. They have a limited understanding of how social, cultural, legal, technical, ethical, economic and environmental considerations affect the use of ICT and a basic understanding of the consequences of the use of ICT on society, individuals and organisations.

Candidates have a limited knowledge of some of the hardware components that make up an ICT system and their main characteristics and a limited knowledge of systems and applications software and how these are used to provide effective ICT solutions. They have a basic understanding of the communications systems that support ICT use and a basic understanding of the systematic approach required to develop high quality ICT solutions to problems. Candidates demonstrate a basic appreciation of the rapid development of ICT technologies and the implications of emerging technologies for the future use of ICT in a range of areas.

They have a basic ability to analyse a problem and produce a limited specification as well as a limited ability to design a solution, with documentation. They demonstrate a limited ability to design and implement a testing strategy using evaluation skills which basically analyse their solution.

AS Law

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1 – Candidates characteristically:

- show excellent, detailed knowledge and understanding of legal rules and principles, selecting and explaining relevant material
- confidently use appropriate legal terminology and authority to support interpretations when applying this understanding
- relate appropriate legal rules and principles sophisticatedly within the context of the paper.

AO2 – Candidates characteristically:

- show excellent, detailed application of legal rules and principles to a given situation, selecting and explaining relevant material
- confidently present a legal argument, using appropriate legal terminology and legal authority to support application within the context of the paper
- consistently and sophisticatedly use specific references to support their responses.

AO3 – Candidates characteristically:

- show excellent, detailed analysis and evaluation of legal rules and principles to a given question, selecting and explaining relevant material
- confidently present a well-structured, sophisticated and coherent argument, using appropriate legal terminology and legal authority to support analysis and evaluation within the context of the paper
- consistently and sophisticatedly use specific references to support their responses.

Grade C

AO1 – Candidates characteristically:

- show reasonable knowledge and understanding of legal rules and principles, selecting and explaining some relevant material
- satisfactorily use appropriate legal terminology and authority to support interpretations when applying this understanding
- sometimes relate appropriate legal rules and principles within the context of the paper.

AO2 – Candidates characteristically:

- show reasonable application of legal rules and principles to a given situation, selecting and explaining relevant material
- satisfactorily present a legal argument, using appropriate legal terminology and legal authority to support application within the context of the paper
- sometimes use specific references to support their responses.

AO3 – Candidates characteristically:

- show reasonable analysis and evaluation of legal rules and principles to a given question, selecting and explaining relevant material
- satisfactorily present a coherent legal argument, using appropriate legal terminology and legal authority to support analysis and evaluation within the context of the paper
- sometimes use specific references to support their responses.

Grade E

AO1 – Candidates characteristically:

- show basic knowledge and understanding of legal rules and principles, selecting and explaining minimal relevant material
- use limited legal terminology and authority to support interpretations when applying this understanding
- minimally relate appropriate legal rules and principles within the context of the paper.

AO2 – Candidates characteristically:

- show basic application of legal rules and principles to a given situation, selecting and explaining minimal relevant material
- present a basic legal argument, using minimal appropriate legal terminology and legal authority to support application within the context of the paper
- use minimal specific references to support their responses.

AO3 – Candidates characteristically:

- show basic analysis and evaluation of legal rules and principles to a given question, selecting and explaining minimal relevant material
- present a basic legal argument, using minimal appropriate legal terminology and legal authority to support analysis and evaluation within the context of the paper
- use minimal specific references to support their responses.

A level Law

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1 – Candidates characteristically:

- show excellent, detailed knowledge and understanding of legal rules and principles, selecting and explaining relevant material
- confidently use appropriate legal terminology and authority to support interpretations when applying this understanding
- relate appropriate legal rules and principles sophisticatedly within the context of the paper.

AO2 – Candidates characteristically:

- show excellent, detailed application of legal rules and principles to a given situation, selecting and explaining relevant material
- confidently present a legal argument, using appropriate legal terminology and legal authority to support application within the context of the paper
- consistently and sophisticatedly use specific references to support their responses.

AO3 – Candidates characteristically:

- show excellent, detailed analysis and evaluation of legal rules and principles to a given question, selecting and explaining relevant material
- confidently present a well-structured, sophisticated and coherent argument, using appropriate legal terminology and legal authority to support analysis and evaluation within the context of the paper
- consistently and sophisticatedly use specific references to support their responses.

Grade C

AO1 – Candidates characteristically:

- show reasonable knowledge and understanding of legal rules and principles, selecting and explaining some relevant material
- satisfactorily use appropriate legal terminology and authority to support interpretations when applying this understanding
- sometimes relate appropriate legal rules and principles within the context of the paper.

AO2 – Candidates characteristically:

- show reasonable application of legal rules and principles to a given situation, selecting and explaining relevant material
- satisfactorily present a legal argument, using appropriate legal terminology and legal authority to support application within the context of the paper
- sometimes use specific references to support their responses.

AO3 – Candidates characteristically:

- show reasonable analysis and evaluation of legal rules and principles to a given question, selecting and explaining relevant material
- satisfactorily present a coherent legal argument, using appropriate legal terminology and legal authority to support analysis and evaluation within the context of the paper
- sometimes use specific references to support their responses.

Grade E

AO1 – Candidates characteristically:

- show basic knowledge and understanding of legal rules and principles, selecting and explaining minimal relevant material
- use limited legal terminology and authority to support interpretations when applying this understanding
- minimally relate appropriate legal rules and principles within the context of the paper.

AO2 – Candidates characteristically:

- show basic application of legal rules and principles to a given situation, selecting and explaining minimal relevant material
- present a basic legal argument, using minimal appropriate legal terminology and legal authority to support application within the context of the paper
- use minimal specific references to support their responses.

AO3 – Candidates characteristically:

- show basic analysis and evaluation of legal rules and principles to a given question, selecting and explaining minimal relevant material
- present a basic legal argument, using minimal appropriate legal terminology and legal authority to support analysis and evaluation within the context of the paper
- use minimal specific references to support their responses.

AS Mathematics

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates are able to accurately recall almost all mathematical facts, terminology and definitions within AS Unit 1 and AS Unit 2. They are able to select and correctly carry out routine procedures with high accuracy and skill.

Candidates are able to use mathematical language and notation correctly and proceed logically and rigorously through extended arguments or proofs within AS Unit 1 and AS Unit 2. They are able to correctly assess the validity of mathematical arguments and are able to explain their reasoning with clarity. They are able to make deductions and inferences correctly in a wide variety of contexts.

Candidates are able to correctly translate problems set in mathematical and non-mathematical contexts into mathematical processes within AS Unit 1 and AS Unit 2. They are able to recall, select and use almost all the standard mathematical models and can correctly translate situations in context into mathematical models. They are able to give sensible interpretations of their results in the context of the original problem and, where appropriate, can correctly evaluate their accuracy and limitations. They are able to comment meaningfully on the outcomes of the mathematical modelling in context, recognising the limitations of the models and offering sensible comments on how to refine them.

Grade C

Candidates are able to accurately recall most of the mathematical facts, terminology and definitions within AS Unit 1 and AS Unit 2. They are usually able to select and carry out routine procedures with reasonable accuracy and skill.

Candidates are able to use mathematical language and notation with some skill and sometimes proceed logically through extended arguments or proofs within AS Unit 1 and AS Unit 2. They are usually able to assess the validity of mathematical arguments and are sometimes able to explain their reasoning. They are usually able to make deductions and inferences in a wide variety of contexts.

Candidates are usually able to translate problems set in mathematical and non-mathematical contexts into mathematical processes within AS Unit 1 and AS Unit 2. They are able to recall, select and use most of the standard mathematical models and can often translate situations in context into mathematical models. They are sometimes able to give sensible interpretations of their results in the context of the original problem and, where appropriate, can usually evaluate their accuracy and limitations. They are able to make some useful comments on the outcomes of the mathematical modelling in context, usually recognising the limitations of the models and sometimes offering sensible comments on how to refine them.

Grade E

Candidates are able to accurately recall some of the mathematical facts, terminology and definitions within AS Unit 1 and AS Unit 2. They are sometimes able to select and carry out routine procedures with some accuracy and skill.

Candidates are sometimes able to use mathematical language and notation correctly and occasionally proceed logically through extended arguments or proofs within AS Unit 1 and AS Unit 2. They are sometimes able to assess the validity of mathematical arguments and can occasionally explain their reasoning. They are sometimes able to make deductions and inferences in a wide variety of contexts.

Candidates are sometimes able to translate problems set in mathematical and non-mathematical contexts into mathematical processes within AS Unit 1 and AS Unit 2. They are able to recall, select and use some of the standard mathematical models and can sometimes translate situations in context into mathematical models. They are occasionally able to give sensible interpretations of their results in the context of the original problem and, where appropriate, can sometimes evaluate their accuracy and limitations. They are able to make some comments on the outcomes of the mathematical modelling in context, sometimes recognising the limitations of the models and occasionally offering some comments on how to refine them.

A level Mathematics

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates are able to accurately recall almost all mathematical facts, terminology and definitions within A2 Unit 3 and A2 Unit 4. They are able to select and correctly carry out routine procedures with high accuracy and skill.

Candidates are able to use mathematical language and notation correctly and proceed logically and rigorously through extended arguments or proofs within A2 Unit 3 and A2 Unit 4. They are able to correctly assess the validity of mathematical arguments and are able to explain their reasoning with clarity. They are able to make deductions and inferences correctly in a wide variety of contexts.

Candidates are able to correctly translate problems set in mathematical and non-mathematical contexts into mathematical processes within A2 Unit 3 and A2 Unit 4. They are able to recall, select and use almost all the standard mathematical models and can correctly translate situations in context into mathematical models. They are able to give sensible interpretations of their results in the context of the original problem and, where appropriate, can correctly evaluate their accuracy and limitations. They are able to comment meaningfully on the outcomes of the mathematical modelling in context, recognising the limitations of the models and offering sensible comments on how to refine them.

Grade C

Candidates are able to accurately recall most of the mathematical facts, terminology and definitions within A2 Unit 3 and A2 Unit 4. They are usually able to select and carry out routine procedures with reasonable accuracy and skill.

Candidates are able to use mathematical language and notation with some skill and sometimes proceed logically through extended arguments or proofs within A2 Unit 3 and A2 Unit 4. They are usually able to assess the validity of mathematical arguments and are sometimes able to explain their reasoning. They are usually able to make deductions and inferences in a wide variety of contexts.

Candidates are usually able to translate problems set in mathematical and non-mathematical contexts into mathematical processes within A2 Unit 3 and A2 Unit 4. They are able to recall, select and use most of the standard mathematical models and can often translate situations in context into mathematical models. They are sometimes able to give sensible interpretations of their results in the context of the original problem and, where appropriate, can usually evaluate their accuracy and limitations. They are able to make some useful comments on the outcomes of the mathematical modelling in context, usually recognising the limitations of the models and sometimes offering sensible comments on how to refine them.

Grade E

Candidates are able to accurately recall some of the mathematical facts, terminology and definitions within A2 Unit 3 and A2 Unit 4. They are sometimes able to select and carry out routine procedures with some accuracy and skill.

Candidates are sometimes able to use mathematical language and notation correctly and occasionally proceed logically through extended arguments or proofs within A2 Unit 3 and A2 Unit 4. They are sometimes able to assess the validity of mathematical arguments and can occasionally explain their reasoning. They are sometimes able to make deductions and inferences in a wide variety of contexts.

Candidates are sometimes able to translate problems set in mathematical and non-mathematical contexts into mathematical processes within A2 Unit 3 and A2 Unit 4. They are able to recall, select and use some of the standard mathematical models and can sometimes translate situations in context into mathematical models. They are occasionally able to give sensible interpretations of their results in the context of the original problem and, where appropriate, can sometimes evaluate their accuracy and limitations. They are able to make some comments on the outcomes of the mathematical modelling in context, sometimes recognising the limitations of the models and occasionally offering some comments on how to refine them.

AS MFL (French/German/Spanish)

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Speaking

The candidate demonstrates an ability to:

- respond very clearly and comprehensively orally, taking the initiative at times (AO1)
- speak with a high degree of accuracy, with few errors manipulating difficult grammatical constructions easily and using a wide range of lexis and syntax correctly (AO3)
- show in oral responses a very good knowledge of the country/countries/communities where the language of study is spoken, supporting opinions well, and forming very valid conclusions (AO4).

Listening

The candidate demonstrates an ability to:

- listen to and respond very well in speech or writing to a wide variety of listening texts, with very clear understanding, conveying fully in speaking or in writing the main points, gist and detail (AO1)
- use very good knowledge of the grammar and lexis of the language of study to fully convey the meaning of listening material in speech or in writing (AO1, AO3)
- summarise very effectively information from listening material, reporting all or almost all key points and subject matter in writing or orally (AO1).

Reading

The candidate demonstrates an ability to:

- read and respond very well in speech or writing to a wide variety of written texts, understanding very clearly and conveying orally or in writing the main points, gist, and detail from written material (AO2, AO1)
- use very good knowledge of the grammar and lexis of the language of study to fully convey the meaning of written texts in speech or in writing (AO2, AO3, AO1)
- summarise very effectively information from written texts, reporting all or almost all key points and subject matter in writing (AO2, AO1)
- translate a short passage in the language of study into English/Welsh with a very high degree of accuracy, fluency and understanding of the characteristic idioms of both languages (AO2, AO1).

Writing

The candidate demonstrates an ability to:

- write very clearly and comprehensively (AO1)
- write with a high degree of accuracy with few errors, manipulating difficult grammatical constructions with ease when writing, using a wide range of lexis and syntax with few written errors (AO3)
- show, when writing, very good knowledge of the country or of the film being studied, supporting opinions well, and forming very valid conclusions (AO4).

Grade C

Speaking

The candidate demonstrates an ability to:

- respond clearly with some detail (AO1)
- speak accurately but with some errors, using a good range of grammatical constructions and a good range of lexis and idioms when speaking (AO3)
- show in oral responses a good knowledge of the country/countries/communities where the language of study is spoken, generally supporting opinions, and often forming valid conclusions but with some descriptive rather than analytic elements (AO4).

Listening

The candidate demonstrates an ability to:

- listen to and respond with some degree of success in speech or writing to a variety of listening texts, understanding clearly and conveying in speaking or in writing many of the main points, the general gist, and some detail (AO1)
- use good knowledge of the grammar and lexis of the language of study to convey the meaning of listening material in speech or in writing (AO1, AO3)
- summarise information from listening material, reporting many of the key points and most of the details of the subject matter in writing or orally (AO1).

Reading

The candidate demonstrates an ability to:

- read and respond with some degree of success in speech or writing to a variety of written texts, understanding clearly and conveying orally or in writing many of the main points, the general gist, and some detail from written material (AO2, AO1)
- use good knowledge of the grammar and lexis of the language of study to convey the meaning of written texts in speech or in writing (AO2, AO3, AO1)
- summarise information from written texts, reporting many of the key points and most of the details of the subject matter in writing (AO2, AO1)
- translate a short passage in the language of study into English/Welsh with a degree of accuracy, fluency and understanding of the characteristic idioms of both languages (AO2, AO1).

Writing

The candidate demonstrates an ability to:

- write clearly with some detail (AO1)
- write accurately but with some errors, using a good range of grammatical constructions, a good range of lexis and idioms (AO3)
- show a good knowledge of the country or of the film being studied, generally supporting opinions, and often forming valid conclusions but with some descriptive rather than analytic elements (AO4).

Grade E

Speaking

The candidate demonstrates an ability to:

- respond with superficial detail (AO1)
- demonstrate limited grammatical knowledge with frequent errors, using a limited range of grammatical constructions and idioms which tend to reflect the influence of English/Welsh when speaking (AO3)
- show in oral responses a superficial knowledge of the country/countries/communities where the language of study is spoken, with opinions, ideas and conclusions that are not based on factual evidence (AO4).

Listening

The candidate demonstrates an ability to:

- listen to and respond with a limited degree of success in speech or writing to a limited range of listening texts, understanding and conveying in speaking or in writing a few of the main points, and a few details from listening material (AO1)
- use limited knowledge of the grammar and lexis of the language of study to convey partially the meaning of listening material in speech or in writing (AO1, AO3)
- summarise information to a limited extent from listening material, reporting a few key points and a few details of the subject matter in writing or orally (AO1).

Reading

The candidate demonstrates an ability to:

- read and respond with a limited degree of success in speech or writing to a variety of written texts, understanding and conveying orally or in writing a few of the main points, and a few details from written material (AO2, AO1)
- use limited knowledge of the grammar and lexis of the language of study to convey the partial meaning of written texts in speech or in writing (AO2, AO3, AO1)
- summarise information to a limited extent from written texts, reporting only a few key points and details of the subject matter in writing (AO2, AO1)
- translate a short passage in the language of study into English/Welsh with omissions, limited accuracy or fluency and little understanding of the characteristic idioms of both languages (AO2, AO1).

Writing

The candidate demonstrates an ability to:

- respond superficially to questions in writing. (AO1)
- show limited grammatical knowledge with frequent errors, using a limited range of grammatical constructions correctly and using Idioms which tend to reflect the influence of English/Welsh (AO3)
- show a superficial knowledge of the country/countries/communities where the language of study is spoken or of the film being studied, with opinions, ideas and conclusions that are not based on factual evidence (AO4).

A level MFL (French/German/Spanish)

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Speaking

The candidate demonstrates an ability to:

- respond very clearly and comprehensively orally, often taking the initiative and expressing a wide range of thoughts, feelings, and viewpoints (AO1)
- speak with a high degree of accuracy with few errors, manipulating difficult grammatical constructions with ease, speaking correctly using a wide range of lexis and syntax (AO3)
- show in oral responses a very good knowledge of the country/countries/communities where the language of study is spoken, supporting opinions well, and forming very valid conclusions (AO4).

Listening

The candidate demonstrates an ability to:

- listen to and respond very well in speech or writing to a wide variety of spoken passages in differing registers, from different contexts and sources, understanding very clearly and conveying fully, both orally or in writing, the main points, gist, and detail from listening material (AO1)
- use very good knowledge of the grammar and lexis of the language of study to fully convey the meaning of listening texts in speech or in writing (AO1, AO3)
- summarise very effectively information from spoken passages, reporting all or almost all key points and subject matter in writing or orally (AO1).

Reading

The candidate demonstrates an ability to:

- present the findings of extensive personal research for their Individual Research Project in a way that shows a very good understanding of their chosen topic (AO2)
- read and respond very well in speech or writing to a wide variety of written texts from different sources, written in different styles, and intended for different audiences, understand very clearly and convey orally or in writing the main points, gist, and detail from written material (AO2, AO1)
- use very good knowledge of the grammar and lexis of the language of study to fully convey the meaning of written texts in speech or in writing (AO2, AO3, AO1)
- summarise very effectively information from written texts, reporting all or almost all key points and subject matter in writing (AO2, AO1).

Writing

The candidate demonstrates an ability to:

- respond very clearly, analytically, and comprehensively to questions in the language of study (AO1)
- show knowledge and understanding of and respond critically and analytically to questions on the literary text being studied (AO1, AO4)
- write with a high degree of accuracy with few errors, manipulate difficult grammatical constructions with ease when writing, use a wide range of lexis and syntax with few errors (AO3)
- translate a short passage into the language of study from English/Welsh with a good degree of accuracy, fluency and understanding of the characteristic idioms of both languages (AO1)
- show very good knowledge of the country/countries/communities where the language of study, is spoken supporting opinions well, and forming valid conclusions (AO1, AO4).

Grade C**Speaking**

The candidate demonstrates an ability to:

- speak clearly with some detail, responding to questions with occasional hesitation (AO1)
- speak accurately but with some errors, using a range of grammatical constructions, and a range of lexis and idioms when speaking (AO3)
- show in oral responses a sound knowledge of the country/countries/communities where the language of study is spoken, sometimes supporting opinions, and forming conclusions based upon analysis but which may be superficial at times (AO4).

Listening

The candidate demonstrates an ability to:

- listen to and respond with some degree of success in speech or writing to a variety of spoken passages in different registers, from different contexts and sources, understand clearly and convey correctly orally or in writing many of the main points, the general gist, and some detail from listening material (AO1)
- use good knowledge of the grammar and lexis of the language of study to convey the meaning of listening texts in speech or in writing (AO1, AO3)
- summarise information from spoken passages, reporting many of the key points and most of the details of the subject matter in writing or orally (AO1).

Reading

The candidate demonstrates an ability to:

- present the findings of personal research for their Individual Research Project in a way that shows a good understanding of their chosen topic (AO2)
- read and respond with some degree of success in speech or writing to a variety of written texts from different sources, written in different styles and intended for different audiences, understand clearly and convey orally or in writing many of the main points, the general gist, and some detail from written material (AO2, AO1)
- use good knowledge of the grammar and lexis of the language of study to convey the meaning of written texts in speech or in writing (AO2, AO3, AO1)
- summarise information from written texts, reporting many of the key points and most of the details of the subject matter in writing (AO2, AO1).

Writing

The candidate demonstrates an ability to:

- respond clearly with some degree of analysis in the language of study (AO1)
- show some knowledge and understanding of and respond quite critically and analytically to questions on the literary text being studied (AO1, AO4)
- write accurately but with some errors, use a good range of grammatical constructions, use a good range of lexis and idioms (AO3)
- translate a short passage into the language of study from English/Welsh with a degree of accuracy, fluency, and some understanding of the characteristic idioms of both languages (AO1, AO3)
- show a good knowledge of the country/countries/communities where the language of study is spoken or of the literary text being studied, generally supporting opinions, and often forming valid conclusions but with some descriptive rather than analytic elements (AO4).

Grade E

Speaking

The candidate demonstrates an ability to:

- produce limited oral answers with a great degree of hesitation. Candidates may need to be prompted to a significant extent (AO1)
- show limited grammatical knowledge of the language of study, displaying a very limited level of accuracy in oral responses, producing language where the intonation and pronunciation make understanding difficult, using idioms and structures which tend to reflect heavily the influence of English/Welsh when speaking (AO3)
- show in oral responses a superficial knowledge of the country/countries/communities where the language of study is spoken, with opinions, ideas and conclusions that are not supported by evidence (AO4).

Listening

The candidate demonstrates an ability to:

- listen to and respond with a limited degree of success in speech or writing to a limited range of listening texts, understand and correctly convey orally or in writing a few of the main points, and a few details from listening material (AO1)
- use limited knowledge of the grammar and lexis of the language of study to convey partially the meaning of oral passages in speech or in writing (AO1, AO3)
- summarise information to a limited extent from listening texts, reporting only a few key points and details of the subject matter in writing or orally (AO1).

Reading

The candidate demonstrates an ability to:

- present some relevant information from the personal research undertaken for their Individual Research Project but in a way which might display only a little understanding of their chosen topic (AO2)
- read and respond with a limited degree of success in speech or writing to a variety of written texts from different sources, written in different styles and intended for different audiences, understand partially and convey orally or in writing a few of the main points, and a few details from written material (AO2, AO1)
- use limited knowledge of the grammar and lexis of the language of study to convey the partial meaning of written texts in speech or in writing (AO2, AO3, AO1)
- summarise information to a limited extent from written texts, reporting only a few key points and details of the subject matter in writing (AO2, AO1).

Writing

The candidate demonstrates an ability to:

- respond superficially and descriptively to questions requiring extended answers in the language of study (AO1, AO4)
- show superficial knowledge and understanding of the literary text being studied. Responses lack analysis and critical ability (AO1, AO4)
- show only limited grammatical knowledge and use only a limited range of grammatical constructions. There are frequent errors (AO3)
- show a superficial knowledge of the country/countries/communities where the language of study, is spoken with opinions, ideas and conclusions that are not based on factual evidence (AO4).

AS Media Studies

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates characteristically:

- demonstrate an accurate, detailed knowledge and understanding of key concepts and critical perspectives
- confidently analyse how media products create meanings:
 - use relevant critical perspectives and appropriate examples or references effectively to support and develop their analyses
 - evaluate their own production in a considered and reflective way
- communicate their ideas clearly and coherently through appropriate use of subject-specific terminology and accurate writing
- research, develop and create media products that include highly appropriate media language and representations, have a clear sense of audience and industry context, and show confident creative and technical skills.

Grade C

Candidates characteristically:

- demonstrate a generally accurate knowledge and understanding of key concepts and critical perspectives
- analyse how media products create meanings:
 - use critical perspectives and appropriate examples or references in a straightforward way in their analyses
 - evaluate their own production in a straightforward way
- communicate their ideas generally clearly, with some use of subject-specific terminology and reasonably accurate writing
- research, develop and create media products that include generally appropriate conventions and representations, have a reasonable sense of audience and industry context, and show satisfactory creative and technical skills.

Grade E

Candidates characteristically:

- demonstrate a basic knowledge and understanding of key concepts and limited critical perspectives
- analyse simple, obvious aspects of how media products create meanings:
 - use limited and undeveloped examples or references in their analyses
 - describe, rather than evaluate, aspects of their own production
- communicate their ideas in a basic way, with limited use of subject-specific terminology and writing that lacks accuracy and clarity
- research, develop and create media products that include few appropriate conventions and representations, have a basic sense of audience and industry context, and show limited creative and technical skills.

A level Media Studies

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates characteristically:

- demonstrate an accurate, detailed knowledge and understanding of key concepts and explicit engagement with critical perspectives, including more complex ones studied at A2
- perceptively analyse and compare how media products create meanings:
 - use relevant critical perspectives and examples or references in a sophisticated way to support and develop their analyses
 - evaluate their own production in a critically informed way
- demonstrate an accurate knowledge of contexts of media, making informed, meaningful links between relevant contexts and media products and processes
- communicate their ideas and construct an argument clearly, coherently and fluently through highly appropriate use of subject-specific terminology and accurate writing
- research, develop and create media products that use media language effectively and consistently, engage explicitly with issues of representation, have a highly developed sense of audience and industry context, and show advanced creative and technical skills.

Grade C

Candidates characteristically:

- demonstrate a generally accurate knowledge and understanding of key concepts and critical perspectives, including more complex ones studied at A2
- analyse and compare how media products create meanings:
 - use critical perspectives and appropriate examples or references in a straightforward way in their analyses
 - evaluate their own production with appropriate critical analysis
- demonstrate a generally accurate knowledge of contexts of media, making appropriate links between relevant contexts and media products and processes
- communicate their ideas generally clearly, with some use of subject-specific terminology and reasonably accurate writing
- research, develop and create media products that include generally appropriate conventions and representations, have a reasonable sense of audience and industry context, and show satisfactory creative and technical skills.

Grade E

Candidates characteristically:

- demonstrate a basic knowledge and understanding of key concepts and some limited critical perspectives
- analyse and compare simple, obvious aspects of how media products create meanings:
 - use undeveloped examples or references in their analyses
 - evaluate their own production with limited critical analysis
- demonstrate a basic knowledge of contexts of media, making few or simple links between relevant contexts and media products and processes
- communicate their ideas in a basic way, with limited use of subject-specific terminology and writing that lacks accuracy and clarity
- research, develop and create media products that include some appropriate conventions and representations, have a basic sense of audience and industry context, and show limited creative and technical skills.

AS Music

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates perform accurately and expressively, with an assured technique, persuasively communicating the chosen style sustaining the audience interest throughout, with a good rapport with any other performers.

(The standard level of performing is equivalent to Grade 5.)

They compose well-structured, coherent pieces of music in which effective initial ideas are developed and organised using a wide range of skilfully controlled compositional techniques. They respond very well to their chosen brief communicating their ideas effectively.

They make insightful judgements about music heard, using a technically appropriate vocabulary of musical terminology, while showing a breadth of understanding and discernment in the analysis of music across the genres, styles and traditions studied.

Grade C

Candidates perform generally accurately with a reasonable technique, although there are occasional slips and there may be some loss of fluency. There is some awareness of the chosen style and some sense of communication with the audience and other performers.

(The standard level of performing is equivalent to Grade 5.)

They compose adequately structured, coherent pieces of music in which most initial ideas are effective and competently developed and organised using a range of compositional techniques. They respond well to their chosen brief communicating some ideas reasonably well.

They make some judgements about music heard using relevant musical terminology while showing a degree of understanding when analysing music across the genres, styles and traditions studied.

Grade E

Candidates perform with limited accuracy and technique with some losses of fluency. There is some awareness of the chosen style but inconsistent communication with the audience and other performers. (The standard level of performing is equivalent to Grade 5.)

They compose pieces of music in which basic initial ideas are partially developed and organised using simple compositional techniques. They attempt to respond to their chosen brief and some ideas are communicated with musical understanding. The outcome may be limited.

They make basic judgements about music heard using some musical terminology while showing only a basic understanding of music across the genres, styles and traditions studied.

A level Music

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Candidates perform accurately and expressively, with a sustained, highly effective technique, persuasively communicating the chosen style, maintaining the audience interest throughout, with sophistication, sensitivity and a rapport with any other performers. (The standard level of performing is equivalent to Grade 6.)

They compose sophisticated, effectively structured, coherent pieces of music in which mature initial ideas are developed and organised using a wide range of skillfully controlled compositional techniques. They achieve a mature response to their chosen brief, communicating their ideas with sophisticated control.

They make and justify personal judgements on music heard using a sophisticated musical vocabulary while demonstrating a depth of understanding when analysing within the genres, styles and traditions studied, at the same time making connections between the structural, expressive and contextual aspects of music.

Grade C

Candidates perform generally accurately with a reasonable technique, but there may be occasional slips and some occasional loss of fluency. There is some awareness of the chosen style and some sense of communication with the audience and other performers. (The standard level of performing is equivalent to Grade 6.)

They compose appropriately structured, coherent pieces of music in which some effective initial ideas are developed and organised using a range of compositional techniques. They respond reasonably well to their chosen brief and communicate their ideas with generally expressive control and understanding.

They express judgements on music heard using an appropriate musical vocabulary, while showing some understanding and analysis within the genres, styles and traditions studied, sometimes making connections between the features and the context of music.

Grade E

Candidates perform with limited accuracy and technique with some losses of fluency. There is some awareness of the chosen style but inconsistent communication with the audience and other performers. (The standard level of performing is equivalent to Grade 6.)

They compose pieces of music in which basic initial ideas are partially developed and organised using simple compositional techniques. The response to their chosen brief is inconsistent, and the outcome may be limited.

They comment on music heard using some appropriate musical terms, while showing a basic understanding when analysing within the genres, styles and traditions studied, only occasionally making connections between the features and the context of music.

AS Physical Education

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show a very high level of knowledge and understanding of the factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors) and their impacts on performance
- make very good use of appropriate technical terminology to communicate their knowledge and understanding.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show very good application of their knowledge of factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors) and their impacts on performance. Candidates can apply their knowledge to a wide range of contexts
- make very good use of appropriate technical terminology to communicate their application of their knowledge and understanding.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show a very high level of analysis and evaluation of their knowledge of factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors). Candidates use their skills of analysis and evaluation to make balanced arguments and make some well-reasoned judgements
- organise and present information, ideas and arguments very clearly, in an informed, and appropriate form, making very good use of specialist vocabulary, grammar, punctuation and spelling.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and Sport. Analyse and evaluate performance.

As a player/performer, candidates characteristically:

- show very good application of appropriate skills and techniques
- show very good decision-making skills
- show a very high level of analysis of relevant theory and its application to effects on performance.

Grade C

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show good application of their knowledge of factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors). Candidates can apply their knowledge to a range of contexts
- Writing is generally well structured using mostly accurate grammar, punctuation and spelling.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show very good application of their knowledge of factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors). Candidates can apply their knowledge to a reasonable range of contexts
- make generally good use of appropriate technical terminology to communicate their application of their knowledge and understanding.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show some good analysis and evaluation of their knowledge of factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors), and their impact on performance. Candidates use some skills of analysis and evaluation to make arguments and make judgements. Some arguments might be one-sided
- show adequate expression of ideas and arguments. They make some good use of technical terminology. Writing is generally well structured using reasonably accurate grammar, punctuation and spelling.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and Sport. Analyse and evaluate performance.

As a player/performer, candidates characteristically:

- show mostly good application of appropriate skills and techniques
- show mostly good decision-making skills
- show a good level of analysis of relevant theory with some application to effects on performance.

Grade E

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show limited knowledge and understanding of the factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors). Candidates show limited knowledge of the factors impact on performance
- make little use of appropriate technical terminology to communicate their knowledge and understanding.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show limited application of their knowledge of factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors). Candidates show little application of the factors impact on performance. Candidates can apply their knowledge to only a very limited range of contexts
- show little ability to organise and present information, ideas and arguments. Candidates make very limited use of specialist vocabulary. There are frequent errors in grammar, punctuation and spelling.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show very limited analysis and evaluation of their knowledge of factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors). Superficial judgements are made and simplistic conclusions are drawn
- show basic ability to organise and present information, ideas and arguments clearly. Candidates make very limited use of specialist vocabulary. There are frequent errors in grammar, punctuation and spelling.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and Sport. Analyse and evaluate performance.

As a player/performer, candidates characteristically:

- show limited application of appropriate skills and techniques
- show basic decision-making skills
- show a basic level of analysis of relevant theory with little application to effects on performance.

A level Physical Education

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show excellent knowledge and understanding of the factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors) and their impact on performance
- make excellent use of appropriate technical terminology to communicate their knowledge and understanding.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show excellent application of their knowledge of factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors) and their impact on performance, supporting it well with relevant examples. Candidates can apply their knowledge to a wide range of contexts
- make excellent use of appropriate technical terminology to communicate their application of their knowledge and understanding.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show excellent analysis and evaluation of their knowledge of factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors), and their impact on performance. Candidates use their skills of critical analysis and evaluation to make balanced arguments and make well-reasoned judgements
- organise and present information, ideas and arguments very clearly, in an informed, highly logical and appropriate form, making excellent use of specialist vocabulary, grammar, punctuation and spelling.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and Sport. Analyse and evaluate performance.

As a player/performer, candidates characteristically:

- show excellent application of appropriate skills and techniques
- show excellent decision-making skills
- show excellent analysis and evaluation of own performance and recommend a plan for improvement
- demonstrate excellent synthesis of information to draw sound and logical conclusions.

As a coach, candidates characteristically:

- show excellent communication and organisational skills when delivering the session
- show excellent decision-making skills
- show excellent analysis and evaluation of own performance and recommend a plan for improvement.
- demonstrate excellent synthesis of information to draw sound and logical conclusions.

As an official, candidates characteristically:

- show excellent knowledge and application of major rules
- show excellent decision-making skills
- show excellent analysis of situations and the ability to adapt appropriately
- show excellent analysis and evaluation of own performance and recommend a plan for improvement.
- demonstrate excellent synthesis of information to draw sound and logical conclusions.

Grade C

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show good knowledge and understanding of the factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors) and their impact on performance
- make good use of appropriate technical terminology to communicate their knowledge and understanding.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show good application of their knowledge of factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors) and their impact on performance, supporting it with some relevant examples. Candidates can apply their knowledge to a range of contexts
- organise and present information, ideas and arguments reasonably clearly, in a mostly informed and appropriate form, making use of specialist vocabulary, grammar, punctuation and spelling.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show good analysis and evaluation of their knowledge of factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors), and their impact on performance. Candidates use some skills of analysis and evaluation to make arguments and make judgements. Some arguments might be one-sided.
- organise and present information, ideas and arguments in a clear, informed, logical and appropriate form, taking into account the use of specialist vocabulary, grammar, punctuation and spelling.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and Sport. Analyse and evaluate performance.

As a player/performer, candidates characteristically:

- show good application of appropriate skills and techniques
- show good decision-making skills
- show good analysis and evaluation of own performance and recommend a plan for improvement.
- demonstrate good synthesis of information to draw sound and logical conclusions.

As a coach, candidates characteristically:

- show good communication and organisational skills when delivering the session
- show good decision-making skills
- show good analysis and evaluation of own performance and recommend a plan for improvement.
- demonstrate good synthesis of information to draw sound and logical conclusions.

As an official, candidates characteristically:

- show good knowledge and application of major rules
- show good decision-making skills
- show good analysis of situations and the ability to adapt appropriately
- show good analysis and evaluation of own performance and recommend a plan for improvement.
- demonstrate good synthesis of information to draw sound and logical conclusions.

Grade E

AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show limited knowledge and understanding of the factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors). Candidates show limited knowledge of the factors impact on performance
- make limited use of appropriate technical terminology to communicate their knowledge and understanding.

AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show limited application of their knowledge of factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors). Candidates show limited application of the factors impact on performance with few supporting examples. Candidates can apply their knowledge to a limited range of contexts
- show limited ability to organise and present information, ideas and arguments clearly. Candidates make limited use of specialist vocabulary. There are frequent errors in grammar, punctuation and spelling.

AO3: Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.

Candidates characteristically:

- show limited analysis and evaluation of their knowledge of factors that underpin physical activity and sport (including physiological, psychological, socio-cultural and technology factors). Candidates use limited skills of analysis and evaluation to make basic arguments and judgements. Arguments are superficial and one-sided
- show limited ability to organise and present information, ideas and arguments clearly. Candidates make limited use of specialist vocabulary. There are frequent errors in grammar, punctuation and spelling.

AO4: Demonstrate and apply relevant skills and techniques in physical activity and Sport. Analyse and evaluate performance.

As a player/performer, candidates characteristically:

- show limited application of appropriate skills and techniques
- show limited decision-making skills
- show limited analysis and evaluation of own performance and recommend a plan for improvement.
- demonstrate limited synthesis of information to draw sound and logical conclusions.

As a coach, candidates characteristically:

- show limited communication and organisational skills when delivering the session
- show limited decision-making skills
- show limited analysis and evaluation of own performance and recommend a plan for improvement.
- demonstrate limited synthesis of information to draw sound and logical conclusions.

As an official, candidates characteristically:

- show limited knowledge and application of major rules
- show limited decision-making skills
- show limited analysis of situations and the ability to adapt appropriately
- show limited analysis and evaluation of own performance and recommend a plan for improvement.
- demonstrate limited synthesis of information to draw sound and logical conclusions

AS Psychology

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1 – Candidates demonstrate an accurate and detailed knowledge and understanding of most scientific ideas, processes, techniques and procedures.

Candidates characteristically exhibit:

- accurate and well detailed descriptions of assumptions, therapies, classic research or research methods principles
- Effective use of terminology in all or nearly all contexts.

AO2 – Candidates apply their knowledge and understanding of scientific ideas, processes, techniques and procedures in theoretical and practical contexts, and when handling quantitative and qualitative data in a thoroughly detailed manner.

Candidates characteristically exhibit:

- precise and confident use of ideas, processes, techniques and procedures when responding to quantitative data in all or nearly all contexts
- precise and confident use of ideas, processes, techniques and procedures when responding to qualitative data in all or nearly all contexts.

AO3 – Candidates can analyse, interpret and evaluate of a range of scientific information, ideas and evidence in relation to issues, in order to make judgements, reach conclusions and to develop and refine practical design and procedures in a logical and well-developed manner.

Candidates characteristically exhibit:

- analysis, interpretation and evaluation of therapies, classic research, approaches or research methods principles that is logical, well detailed and balanced
- coherent and perceptive conclusions which demonstrate a clear appreciation of the issues inherent in the therapies, classic research, approaches or research principles
- comprehensive justifications of the choices made in research and explanations of how improvements could be made.

Grade C

AO1 – Candidates demonstrate a reasonably detailed knowledge and understanding of most scientific ideas, processes, techniques and procedures.

Candidates characteristically exhibit:

- generally accurate and reasonably detailed descriptions of assumptions, therapies, classic research or research methods principles
- effective use of terminology in many contexts.

AO2 – Candidates apply their knowledge and understanding of scientific ideas, processes, techniques and procedures in theoretical and practical contexts, and when handling quantitative and qualitative data in a reasonably detailed manner.

Candidates characteristically exhibit:

- appropriate use of ideas, processes, techniques and procedures when responding to quantitative data in many contexts
- appropriate use of ideas, processes, techniques and procedures when responding to qualitative data in many contexts.

AO3 – Candidates can analyse, interpret and evaluate of a range of scientific information, ideas and evidence in relation to issues, in order to make judgements, reach conclusions and to develop and refine practical design and procedures in a logical and developed manner.

Candidates characteristically exhibit:

- analysis, interpretation and evaluation of therapies, classic research, approaches or research methods principles that is logical, reasonably detailed and generally balanced
- coherent conclusions which demonstrate a sound appreciation of the issues inherent in the therapies, classic research, approaches or research principles
- appropriate justifications of the choices made in research and explanations of how improvements could be made.

Grade E

AO1 – Candidates demonstrate a basic knowledge and understanding of most scientific ideas, processes, techniques and procedures.

Candidates characteristically exhibit:

- basic descriptions of assumptions, therapies, classic research or research methods principles
- effective use of terminology in a few contexts or limited use of terminology in many contexts.

AO2 – Candidates apply their knowledge and understanding of scientific ideas, processes, techniques and procedures in theoretical and practical contexts, and when handling quantitative and qualitative data in a limited manner.

Candidates characteristically exhibit:

- appropriate use of ideas, processes, techniques and procedures when responding to quantitative data in only a few contexts
- appropriate use of ideas, processes, techniques and procedures when responding to qualitative data in only a few contexts.

AO3 – Candidates can analyse, interpret and evaluate of a range of scientific information, ideas and evidence in relation to issues, in order to make judgements, reach conclusions and to develop and refine practical design and procedures in a generally logical yet limited manner.

Candidates characteristically exhibit:

- analysis, interpretation and evaluation of therapies, classic research, approaches or research methods principles that is logical in places, but may be limited in detail or unbalanced
- conclusions which demonstrate a limited appreciation of the issues inherent in the therapies, classic research, approaches or research principles
- limited justifications of the choices made in research and basic explanations of how improvements could be made.

A level Psychology

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1 - Candidates demonstrate accurate and detailed knowledge and understanding of most scientific ideas, processes, techniques and procedures.

Candidates characteristically exhibit:

- accurate and well-detailed descriptions of characteristics and explanations of behaviours, methods of modifying and research methods principles
- effective use of terminology in all or nearly all contexts.

AO2 - Candidates apply their knowledge and understanding of scientific ideas, processes, techniques and procedures in theoretical and practical contexts, and when handling quantitative and qualitative data in a thoroughly detailed manner.

Candidates characteristically exhibit:

- precise and confident use of ideas, processes, techniques and procedures when responding to quantitative data in all or nearly all contexts
- precise and confident use of ideas, processes, techniques and procedures when responding to qualitative data in all or nearly all contexts.

AO3 – Candidates can analyse, interpret and evaluate of a range of scientific information, ideas and evidence in relation to issues, in order to make judgements, reach conclusions and to develop and refine practical design and procedures in a logical and well-developed manner.

Candidates characteristically exhibit:

- analysis, interpretation and evaluation of explanations of behaviours, methods of modifying, controversies and research methods principles that is logical, well detailed and balanced
- coherent and perceptive conclusions which demonstrate a clear appreciation of the issues inherent in the explanations of behaviours, methods of modifying, controversies, and research methods principles
- comprehensive justifications of the choices made in research and explanations of how improvements could be made.

Grade C

AO1 - Candidates demonstrate reasonably detailed knowledge and understanding of most scientific ideas, processes, techniques and procedures.

Candidates characteristically exhibit:

- generally accurate and reasonably detailed descriptions of characteristics and explanations of behaviours, methods of modifying and research methods principles
- effective use of terminology in many contexts.

AO2 - Candidates apply their knowledge and understanding of scientific ideas, processes, techniques and procedures in theoretical and practical contexts, and when handling quantitative and qualitative data in a reasonably detailed manner.

Candidates characteristically exhibit:

- appropriate use of ideas, processes, techniques and procedures when responding to quantitative data in many contexts
- appropriate use of ideas, processes, techniques and procedures when responding to qualitative data in many contexts.

AO3 – Candidates can analyse, interpret and evaluate of a range of scientific information, ideas and evidence in relation to issues, in order to make judgements, reach conclusions and to develop and refine practical design and procedures in a logical and developed manner.

Candidates characteristically exhibit:

- analysis, interpretation and evaluation of explanations of behaviours, methods of modifying, controversies and research methods principles that is logical, reasonably detailed and generally balanced
- coherent conclusions which demonstrate a sound appreciation of the issues inherent in the explanations of behaviours, methods of modifying, controversies, and research methods principles
- appropriate justifications of the choices made in research and explanations of how improvements could be made.

Grade E

AO1 - Candidates demonstrate basic knowledge and understanding of most scientific ideas, processes, techniques and procedures.

Candidates characteristically exhibit:

- basic descriptions of characteristics and explanations of behaviours, methods of modifying and research methods principles
- effective use of terminology in a few contexts or limited use of terminology in many contexts.

AO2 - Candidates apply their knowledge and understanding of scientific ideas, processes, techniques and procedures in theoretical and practical contexts, and when handling quantitative and qualitative data in a limited manner.

Candidates characteristically exhibit:

- appropriate use of ideas, processes, techniques and procedures when responding to quantitative data in only a few contexts
- appropriate use of ideas, processes, techniques and procedures when responding to qualitative data in only a few contexts.

AO3 – Candidates can analyse, interpret and evaluate of a range of scientific information, ideas and evidence in relation to issues, in order to make judgements, reach conclusions and to develop and refine practical design and procedures in a generally logical yet limited manner.

Candidates characteristically exhibit:

- analysis, interpretation and evaluation of explanations of behaviours, methods of modifying, controversies and research methods principles that is logical in places but may be limited in detail or unbalanced
- conclusions which demonstrate a limited appreciation of the issues inherent in the explanations of behaviours, methods of modifying, controversies, and research methods principles
- limited justifications of the choices made in research and basic explanations of how improvements could be made.

AS Religious Studies

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Using the range of evidence available, candidates characteristically:

AO1

- Demonstrate a high standard of knowledge and understanding.
- Clearly and logically address the questions using accurate/relevant material.
- Include accurate and appropriate use of sacred texts, specialist vocabulary and SPaG in their responses.

AO2

- Demonstrate focussed analysis and effective evaluation.
- Clearly focus on main issues raised by the questions, which are logically addressed using clear reasoning and/or evidence to justify the arguments presented.
- Include accurate and appropriate use of specialist vocabulary and SPaG in their responses.

Grade C

Using the range of evidence available, candidates characteristically:

AO1

- Demonstrate reasonable knowledge and understanding.
- Provide a mainly clear and logical attempt to address the questions, using mostly accurate/relevant material.
- Include mainly accurate and appropriate use of sacred texts, specialist vocabulary and SPaG in their responses.

AO2

- Demonstrate some analysis and a clear attempt at evaluation, but this may be inconsistent. Refer to most of the issues raised by the questions, which are mainly addressed, in a clear and logical way.
- Mainly use reasoning and/or evidence to justify the arguments presented.
- Include mainly accurate and appropriate use of specialist vocabulary and SPaG in their responses.

Grade E

Using the range of evidence available, candidates characteristically:

AO1

- Demonstrate a very basic knowledge and understanding.
- Provide an attempt to address the demands of the questions set using very limited accurate/relevant material.
- Make very limited accurate and appropriate use of sacred texts and/or specialist language and SPaG is also very limited in their responses.

AO2

- Provide descriptive rather than analytical or evaluative responses, with little attempt to address the issues raised by the questions.
- Offer very basic reasoning and/or evidence to justify any arguments presented.
- Make very limited accurate and appropriate use of specialist language and SPaG is also very limited in their responses.

A level Religious Studies

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

Using the range of evidence available, candidates characteristically:

AO1

- Demonstrate a high standard of knowledge and understanding.
- Clearly and logically address the questions set using accurate/relevant material.
- Include accurate and appropriate connections between the various approaches studied, scholarly views/school of thought, use of sacred texts, specialist vocabulary and SPaG in their responses.

AO2

- Demonstrate focussed analysis and effective evaluation.
- Clearly focus on main issues raised by the questions, which are logically addressed using clear reasoning and/or evidence to justify the arguments presented.
- Include accurate and appropriate connections between the various approaches studied, scholarly views/school of thought, use of specialist vocabulary and SPaG in their responses.

Grade C

Using the range of evidence available, candidates characteristically:

AO1

- Demonstrate reasonable knowledge and understanding.
- Provide a mainly clear and logical attempt to address the questions set, using mainly accurate/relevant material.
- Include some evidence of connections between the various approaches studied and scholarly views/school of thought.
- Include mainly accurate and appropriate use of sacred texts, specialist vocabulary and SPaG in their responses.

AO2

- Demonstrate some analysis and a clear attempt at evaluation, but this may be inconsistent. Refer to most of the issues raised by the questions, which are mainly addressed, in a clear and logical way.
- Mainly use reasoning and/or evidence to justify the arguments presented. Include some evidence of connections between the various approaches studied and scholarly views/school of thought.
- Include mainly accurate and appropriate use of specialist vocabulary and SPaG in their responses.

Grade E

Using the range of evidence available, candidates characteristically:

AO1

- Demonstrate a very basic knowledge and understanding.
- Provide an attempt to address the demands of the questions set using very limited accurate/relevant material.
- Include little or no reference to connections between the various approaches studied and scholarly views/school of thought.
- Make very limited accurate and appropriate use of sacred texts and/or specialist language and SPaG is also very limited in their responses.

AO2

- Provide descriptive rather than analytical or evaluative responses, with little attempt to address the issues raised by the questions.
- Offer very basic reasoning and/or evidence to justify any arguments presented.
- Include little or no reference to connections between the various approaches studied and scholarly views/school of thought.
- Make very limited accurate and appropriate use of specialist language and SPaG is also very limited in their responses.

AS Science (Biology/Chemistry/Physics)

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

The candidate:

Demonstrates precise knowledge and detailed understanding of most of the more complex scientific ideas, processes, techniques and procedures studied.

Consistently applies knowledge and understanding of scientific ideas, processes, techniques, procedures and mathematical skills in familiar and unfamiliar theoretical and practical contexts and when handling more complex qualitative and quantitative data.

Analyses, interprets and evaluates scientific information, ideas and evidence, including in relation to issues, to:

- make reasoned judgements and reach evidence-based conclusions in complex and/or unfamiliar contexts
- successfully develop and refine practical design and procedures and plan a different method to solve a problem.

Grade C

The candidate:

Demonstrates good knowledge and understanding of the key scientific ideas, processes, techniques and procedures studied.

Applies knowledge and understanding of scientific ideas, processes, techniques, procedures and mathematical skills in familiar theoretical and practical contexts and when handling familiar qualitative and quantitative data.

Analyses, interprets and evaluates scientific information, ideas and evidence, including in relation to issues, to:

- make sensible judgements and reach evidence-based conclusions in a range of contexts
- develop and refine practical design and procedures.

Grade E

The candidate:

Demonstrates basic knowledge and understanding of some of the key scientific ideas, processes, techniques and procedures studied.

Applies knowledge and understanding of some scientific ideas, processes, techniques, procedures and mathematical skills in simple and familiar theoretical and practical contexts and when handling simple and familiar qualitative and quantitative data.

Analyses, interprets and evaluates scientific information, ideas and evidence, including in relation to issues, to:

- make sensible judgements and reach simple evidence-based conclusions in familiar contexts
- refine practical design and procedures to suggest improvements to familiar methods.

A level Science (Biology/Chemistry/Physics)

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

The candidate:

Demonstrates precise knowledge and detailed understanding of more complex scientific ideas, processes, techniques and procedures.

Consistently applies knowledge and understanding of scientific ideas, processes, techniques, procedures and mathematical skills in familiar and unfamiliar theoretical and practical contexts and when handling more complex qualitative and quantitative data.

Analyses, interprets and evaluates scientific information, ideas and evidence, including in relation to issues, to make reasoned judgements and reach evidence-based conclusions in complex and/or unfamiliar contexts.

Grade C

The candidate:

Demonstrates good knowledge and understanding of some key scientific ideas, processes, techniques and procedures.

Applies knowledge and understanding of scientific ideas, processes, techniques, procedures and mathematical skills in familiar theoretical and practical contexts and when handling familiar qualitative and quantitative data.

Analyses, interprets and evaluates scientific information, ideas and evidence, including in relation to issues, to make sensible judgements and reach evidence-based conclusions in a range of contexts.

Grade E

The candidate:

Demonstrates basic knowledge and understanding of some scientific ideas, processes, techniques and procedures.

Applies knowledge and understanding of some scientific ideas, processes, techniques, procedures and mathematical skills in simple and familiar theoretical and practical contexts and when handling simple and familiar qualitative and quantitative data.

Analyses, interprets and evaluates scientific information, ideas and evidence, including in relation to issues, to make sensible judgements and reach simple evidence-based conclusions in familiar contexts.

AS Sociology

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1 – Candidates characteristically consistently demonstrate detailed knowledge and understanding of:

- a) sociological theories and evidence relating to the context of the debate/question.
- b) relevant and accurate sociological terms and concepts
- c) research methods

AO2 – Candidates characteristically demonstrate consistent ability to:

- a) select, apply and interpret sociological theories/concepts/evidence/research methods relating to the context of the debate/question in detail
- b) support points and/or evidence with clear, relevant, and detailed examples

AO3 – Candidates characteristically consistently demonstrate:

- a) detailed analysis and evaluation of relevant theories/concepts/evidence/research methods.
- b) present detailed arguments using appropriate relevant theories/concepts/evidence
- c) the ability to offer logical judgments and conclusions.

Grade C

AO1 – Candidates characteristically consistently demonstrate some relevant and accurate knowledge and understanding of:

- a) sociological theories and evidence relating to the context of the debate/question
- b) sociological terms and concepts
- c) research methods.

AO2 – Candidates characteristically demonstrate some ability to:

- a) select, apply, and interpret sociological theories/ concepts/evidence /research methods relating to the context of the debate/question
- b) support points and/or evidence with examples.

AO3 – Candidates characteristically demonstrate some ability to:

- a) analyse and evaluate the relevant theories/concepts/evidence/research methods
- b) present an argument using appropriate, relevant theories/concepts/evidence
- c) offer judgements and conclusions.

Grade E

AO1 – Candidates characteristically consistently demonstrate basic, relevant and accurate knowledge and understanding of:

- a) sociological theories and evidence relating to the context of the debate/question
- b) sociological terms and concepts
- a) research methods.

AO2 – Candidates characteristically demonstrate basic ability to:

- a) select, apply, and interpret sociological theories/concepts/evidence/research methods relating to the context of the debate/question
- b) support points and/or evidence with examples

AO3 – Candidates characteristically demonstrate basic ability to:

- a) analyse and evaluate the relevant theories/concepts/evidence/research methods
- b) present a basic argument using appropriate, relevant theories/concepts/evidence
- c) offer judgements and conclusions.

A level Sociology

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1 – Candidates characteristically consistently demonstrate detailed knowledge and understanding of:

- a) sociological theories and evidence relating to the context of the debate/question
- b) relevant and accurate sociological terms and concepts
- c) research methods.

AO2 – Candidates characteristically demonstrate consistent ability to:

- a) select, apply and interpret sociological theories/concepts/evidence/research methods relating to the context of the debate/question in detail
- b) support points and/or evidence with clear, relevant, and detailed examples.

AO3 – Candidates characteristically consistently demonstrate:

- a) detailed analysis and evaluation of relevant theories/concepts/evidence/research methods
- b) present detailed arguments using appropriate, relevant theories/concepts/evidence
- c) the ability to offer logical judgments and conclusions.

Grade C

AO1 – Candidates characteristically consistently demonstrate some relevant and accurate knowledge and understanding of:

- a) sociological theories and evidence relating to the context of the debate/question
- b) sociological terms and concepts
- c) research methods.

AO2 – Candidates characteristically demonstrate some ability to:

- a) select, apply, and interpret sociological theories/concepts/evidence/research methods relating to the context of the debate/question
- b) support points and/or evidence with examples.

AO3 – Candidates characteristically demonstrate some ability to:

- a) analyse and evaluate the relevant theories/concepts/evidence/research methods.
- b) present an argument using appropriate, relevant theories/concepts/evidence
- c) offer judgements and conclusions.

Grade E

AO1 – Candidates characteristically consistently demonstrate basic, relevant, and accurate knowledge and understanding of:

- a) sociological theories and evidence relating to the context of the debate/question
- b) sociological terms and concepts
- c) research methods.

AO2 – Candidates characteristically demonstrate basic ability to:

- a) select, apply, and interpret sociological theories/concepts/evidence/research methods relating to the context of the debate/question
- b) support points and/or evidence with examples.

AO3 – Candidates characteristically demonstrate basic ability to:

- a) analyse and evaluate the relevant theories/concepts/evidence/research methods
- b) present a basic argument using appropriate, relevant theories/concepts/evidence
- c) offer judgements and conclusions.

AS Welsh First Language

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Gradd A

Bydd ymgeiswyr yn:

AA1

- cydadweithio ag eraill yn hyderus ac effeithiol
- ehangu ar y drafodaeth yn ddeallus
- ymateb ac ymresymu'n berthnasol a chryno
- arddangos adnoddau iaith cyfoethog
- cyfleu syniadau cadarn yn glir a chroyw
- arddangos hyder a brwdfrydedd wrth fynegi barn a datblygu trafodaeth.

AA2

- arddangos gwybodaeth fanwl am y testun
- crynhoi ffeithiau perthnasol yn effeithiol, eu cymhwyso a'u cyflwyno'n gydlynus
- arddangos dealltwriaeth dda o'r cysyniadau
- dadansoddi a dehongli ystod o destunau'n synhwyrol
- datblygu ac ehangu ar syniadau a chyflwyno dadleuon cadarn
- dadansoddi arddull yn effeithiol a chyfeirio'n ddeallus at y technegau a ddefnyddir mewn gwahanol destunau.

AA3

- mynegi syniadau a dadleuon cymhleth yn glir a chroyw mewn gwahanol sefyllfaoedd ac at wahanol ddibenion
- rhoi sylw manwl i gywair, ffurf a chynulleidfa drwy amrywio'r arddull yn sensitif
- saernio'r gwaith yn fwiadus er mwyn cyfleu cymhlethdod y pwnc
- arddangos cyfoeth o adnoddau iaith a gafael gadarn ar ramadeg a chystrawen.

Gradd C

Bydd ymgeiswyr yn:

AA1

- cydadweithio ag eraill mewn trafodaeth yn eithaf hyderus
- ymateb yn berthnasol
- arddangos gafael gadarn ar yr iaith lafar
- cyfleu syniadau a dadleuon yn glir
- mynegi barn a chyflwyno rhesymau yn gyson.

AA2

- arddangos gwybodaeth am y testun
- crynhoi rhai ffeithiau perthnasol a'u cyflwyno'n gywir
- arddangos dealltwriaeth foddhaol o gysyniadau'r testun
- datblygu ac ehangu ar y prif syniadau'n drefnus
- trafod agweddau ar arddull a chyfeirio at dechnegau a ddefnyddir mewn gwahanol destunau.

AA3

- mynegi syniadau a dadleuon yn glir mewn gwahanol sefyllfaoedd ac at wahanol ddibenion
- rhoi sylw boddhaol i gywair, ffurf a chynulleidfa drwy amrywio'r arddull
- cynllunio'r gwaith yn lled ofalus er mwyn cyfleu gwahanol agweddau ar y pwnc
- arddangos amrywiaeth o adnoddau iaith a gafael foddhaol ar ramadeg a chystrawen.

Gradd E

Bydd ymgeiswyr yn:

AA1

- cydadweithio ag eraill mewn trafodaeth
- cynnig rhai sylwadau perthnasol
- defnyddio iaith lafar yn briodol i gyfleu syniadau syml ac uniongyrchol
- mynegi barn a chynnig ambell reswm.

AA2

- arddangos gwybodaeth fras am gynnwys testunau
- cyflwyno rhai ffeithiau perthnasol
- cyfeirio at ambell elfen benodol yn y gweithiau a drafodir
- ceisio trafod ambell agwedd ar arddull.

AA3

- defnyddio iaith i fynegi syniadau syml yn lled glir
- arddangos peth ymwybyddiaeth o drefn, dilyniant a chywair wrth gyflwyno gwaith
- defnyddio ystod o eiriau a phatrymau iaith addas ac arddangos gafael resymol ar ramadeg a chystrawen.

A level Welsh First Language

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Gradd A

Bydd ymgeiswyr yn:

AA1

- cydadweithio ag eraill yn aeddfed
- ymestyn a newid cyfeiriad dadl yn ddeallus
- ymateb ac ymresymu'n berthnasol, yn gryno ac mewn dyfnder
- defnyddio iaith lafar rywiog
- cyfleu syniadau cymhleth yn glir ac argyhoeddiadol
- arddangos hyder yn eu syniadaeth
- mynegi barn a datblygu trafodaeth yn hyderus.

AA2

- arddangos gwybodaeth drylwyr am y testun
- crynhoi ffeithiau cymhleth a pherthnasol, eu cymhwyso a'u cyflwyno'n gydlynus gan groesgyfeirio rhwng gwahanol agweddau ar y pwnc yn ôl yr angen
- arddangos dealltwriaeth gadarn o'r cysyniadau
- dadansoddi a dehongli testunau'n dda
- datblygu ac ehangu ar syniadau'n drefnus
- defnyddio dyfyniadau'n effeithiol
- dadansoddi arddull yn ddeallus a chroesgyfeirio at y technegau a ddefnyddir mewn gwahanol destunau.

AA3

- mynegi syniadau a dadleuon cymhleth yn rymus, clir a chroyw, mewn sefyllfaoedd gwahanol at wahanol ddibenion
- rhoi sylw manwl i gywair, ffurf a chynulleidfa drwy amrywio'r arddull yn sensitif
- saernïo'r gwaith yn fwriadus er mwyn cyfleu cymhlethdod ac amlochredd y pwnc
- arddangos cyfoeth o adnoddau iaith a meistrolaeth ar ramadeg a chystrawen.

Gradd C

Bydd ymgeiswyr yn:

AA1

- cydadweithio ag eraill yn hyderus
- ymateb yn berthnasol a chryno
- defnyddio iaith lafar briodol
- cyfleu syniadau'n glir a chydlynol
- mynegi barn yn hyderus gyda thystiolaeth gyson.

AA2

- arddangos gwybodaeth am y testun gyda manylder ar adegau
- crynhoi'r ffeithiau perthnasol yn effeithiol a'u cyflwyno'n gywir
- ymdrechu i groesgyfeirio'n synhwyrol rhwng y gwahanol destunau
- arddangos dealltwriaeth dda o'r cysyniadau
- dadansoddi ac ymresymu'n foddhaol
- datblygu ac ehangu ar y prif syniadau'n drefnus
- defnyddio dyfyniadau addas
- dadansoddi arddull yn foddhaol a chyfeirio at y technegau a ddefnyddir mewn gwahanol destunau.

AA3

- mynegi syniadau a dadleuon lled gymhleth yn glir
- rhoi sylw boddhaol i gywair, ffurf a chynulleidfa drwy amrywio'r arddull
- cynllunio'r gwaith yn ofalus er mwyn cyfleu gwahanol agweddau ar y pwnc
- arddangos amrywiaeth o adnoddau iaith a gafael gadarn ar ramadeg a chystrawen.

Gradd E

Bydd ymgeiswyr yn:

AA1

- cydadweithio ag eraill
- cynnig rhai sylwadau perthnasol
- defnyddio iaith lafar yn briodol i gyfleu syniadau a dadleuon syml
- mynegi barn a chyflwyno rhai rhesymau.

AA2

- arddangos gwybodaeth arwynebol am gynnwys testunau drwy gyflwyno rhai ffeithiau perthnasol a chreu ambell gymhariaeth rhwng testunau
- cyfeirio at rai elfennau penodol yn y gweithiau a drafodir
- dyfynnu'n achlysurol
- datblygu ac ehangu ar rai syniadau
- trafod ambell agwedd ar arddull wrth geisio dadansoddi testun.

AA3

- defnyddio iaith i fynegi syniadau a dadleuon syml yn glir
- arddangos peth ymwybyddiaeth o drefn, dilyniant a chywair wrth gyflwyno gwaith
- defnyddio ystod o eirfa a phatrymau iaith addas ac arddangos gafael resymol ar ramadeg a chystrawen.

AS Welsh Second Language

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1

Candidates will:

- interact confidently with others
- demonstrate initiative whilst conducting and extending discussion spontaneously
- maintain and develop an unprompted argument with innovative ideas
- listen attentively to others and respond in full to contributions by others, with relevant reasoning
- express their opinions confidently, substantiated by sensible and intelligently valid reasons which reflect careful thought
- pronounce accurately and clearly
- articulate themselves correctly and clearly
- demonstrate a range of linguistic resources.

AO2

Candidates will:

- demonstrate excellent knowledge of specific texts and discuss techniques which are used
- summarise and demonstrate excellent understanding of relevant facts by means of a correct and coherent presentation
- respond coherently to literary, visual and factual subjects, orally and in writing by selecting and interpreting relevant materials in detail
- demonstrate a sound understanding of concepts with intelligent interpretations and reasoning
- develop and enhance ideas coherently
- make appropriate use of citations with ideas to support.

AO3

Candidates will:

- express themselves intelligently, clearly, correctly and proficiently in different situations and for different purposes
- plan their work in detail and carefully
- give careful consideration to register, format and audience with appropriate variation of style
- express their opinions clearly, substantiated by valid reasons which reflect careful thought
- demonstrate a wide range of linguistic resources and a thorough knowledge of grammar and syntax.

Grade C

AO1

Candidates will:

- interact with others with some confidence
- show willingness to hold a conversation
- maintain and develop an unprompted argument with some ideas
- listen attentively to others and respond to contributions by others, with some relevant reasoning
- express their opinions, substantiated by sensible and valid reasons which reflect some thought
- pronounce quite clearly
- articulate themselves quite clearly
- demonstrate quite a good range of linguistic resources.

AO2

Candidates will:

- demonstrate knowledge of specific texts and discuss techniques which are used
- summarize and demonstrate understanding of relevant facts by means of a correct and coherent presentation
- respond coherently to literary, visual and factual subjects, orally and in writing by selecting and interpreting relevant materials
- demonstrate a sound understanding of concepts with relevant interpretations and reasoning
- develop ideas coherently
- make appropriate use of citations.

AO3

Candidates will:

- express themselves clearly and relatively accurately in different situations and for different purposes
- plan their work carefully
- give consideration to register, format and audience with appropriate variation of style
- express their opinions effectively and support it with relevant reasons
- demonstrate a range of linguistic resources and knowledge of grammar and syntax.

Grade E

AO1

Candidates will:

- speak with others
- offer some relevant comments
- listen to others and respond simply to contributions by others
- express an uncomplicated opinion
- pronounce most words clearly
- attempt to articulate themselves simply
- use a basic range of vocabulary and linguistic patterns.

AO2

Candidates will:

- demonstrate basic knowledge of specific texts and discuss some of the techniques used in a simple manner
- summarize and demonstrate very basic understanding of relevant facts
- refer to a few specific elements when developing ideas about the works under discussion
- present simplistic arguments
- make occasional use of citations.

AO3

Candidates will:

- generally, express themselves clearly when discussing uncomplicated texts
- attempt to plan their work
- display some awareness of order, progression and register
- express opinions which are substantiated by uncomplicated reasons
- use a range of appropriate vocabulary and linguistic patterns with some understanding of grammar and syntax.

A level Welsh Second Language

The following grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The descriptions must be interpreted in relation to the content specified by the specification (as adapted for 2021, where appropriate). The most appropriate grade to award will depend in practice upon the extent to which the learner has met the assessment objectives overall. Shortcomings in some aspects of the evidence may be balanced by better performances in others.

Grade A

AO1

Candidates will:

- interact confidently with others
- demonstrate initiative whilst conducting and extending discussion intelligently and spontaneously
- maintain and develop an unprompted argument with innovative ideas
- listen attentively to others and respond in full to contributions by others, with relevant reasoning
- express their opinions eloquently and confidently, substantiated by sensible and intelligently valid reasons which reflect careful thought
- pronounce accurately and clearly
- articulate themselves correctly and clearly
- demonstrate a range of linguistic resources and use natural oral syntax.

AO2

Candidates will:

- demonstrate excellent knowledge of specific texts and discuss techniques which are used
- summarise and demonstrate excellent understanding of relevant facts and present them accurately and coherent
- respond coherently to literary, visual and factual subjects, orally and in writing by selecting and interpreting relevant materials in detail
- demonstrate a sound understanding of concepts with intelligent interpretations and reasoning
- develop and enhance ideas coherently
- make appropriate use of citations with ideas to support
- translanguage by understanding and interpreting the text fully
- collate, compare and evaluate information presented in various media, cross reference other materials, summarise and come to balanced conclusions
- present original arguments and respond in a mature manner.

AO3

Candidates will:

- express themselves intelligently, clearly, correctly and proficiently in different situations and for different purposes
- plan their work in detail and carefully
- give careful consideration to register, format and audience with appropriate variation of style
- express their opinions clearly, substantiated by valid reasons which reflect careful thought
- demonstrate a very wide range of linguistic resources and an extensive knowledge of grammar and syntax.

Grade C

AO1

Candidates will:

- interact with others with some confidence
- demonstrate initiative whilst conducting and show willingness to extend the conversation
- maintain and develop an unprompted argument with some ideas
- listen attentively to others and respond to contributions by others, with some relevant reasoning
- express their opinions effectively and consistently support that view with evidence
- pronounce clearly
- articulate themselves clearly
- demonstrate successful use of a range of linguistic resources.

AO2

Candidates will:

- demonstrate knowledge of specific texts and discuss techniques which are used
- summarise and demonstrate understanding of relevant facts and present them accurately
- respond coherently to literary, visual and factual subjects, orally and in writing by selecting and interpreting relevant materials
- demonstrate an understanding of concepts with relevant interpretations and some reasoning
- develop ideas coherently
- make appropriate use of citations
- translanguage by understanding and interpreting the text
- collate and compare information presented in various media, cross reference other materials, summarise and come to conclusions
- present some original arguments and respond in quite a mature manner.

AO3

Candidates will:

- express themselves clearly and relatively accurately in different situations and for different purposes
- plan their work carefully
- give consideration to register, format and audience with appropriate variation of style
- express their opinions effectively and support it with relevant reasons
- demonstrate a wide range of linguistic resources and good knowledge of grammar and syntax.

Grade E

AO1

Candidates will:

- interact with others
- offer some relevant comments
- listen to others and respond simply to contributions by others, with some relevant reasoning
- express an uncomplicated opinion
- have an understandable pronunciation
- use a basic range of vocabulary and linguistic patterns correctly.

AO2

Candidates will:

- demonstrate basic knowledge of specific texts and discuss some of the techniques used in a simple manner
- demonstrate an understanding of relevant facts
- refer to a few specific elements when developing ideas about the works under discussion
- present simplistic arguments
- make occasional use of citations
- translanguage by understanding some of the text
- collate and attempt to compare information presented in various media and cross reference other materials
- present some original arguments.

AO3

Candidates will:

- generally express themselves clearly when discussing uncomplicated texts
- display some awareness of order, progression and register
- express opinions which are substantiated by uncomplicated reasons
- use a range of appropriate vocabulary and linguistic patterns with some knowledge of grammar and syntax.