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| ARTWhat does mastery of my subject look like in Year 11? |
| A student will be able to use a range of materials and media fluently with innovation and imagination, this media must include the use of a variety of paints such as acrylic, water colour, and gouache often combining materials. They must be able to experiment with media and take risks as they work confidently.Students will be able to refine and develop their work as they proceed and annotate what they have done using subject specific vocabulary and be able to express their own thoughts and choices confidently.Students will be able to analyse their work and the work of the artist that they are studying critically, evaluating and reflecting on their own work as they progress and relating this to the artist’s work. They must be able to write their own opinion of the artwork and how it has inspired their own work.They should be able to cover all assessment objectives and create a personal response using media fluently with a wide range of mark making. They should by the end of the course have developed their own style of artwork and be confident enough to discuss the artistic journey that they have taken. |

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| Business StudiesWhat does mastery of my subject look like in Year 11? |
| GCSE qualifications in business subjects should encourage students to be inspired, moved and challenged by following a broad, coherent, satisfying and worthwhile course of study and gain an insight into related sectors. The GCSEs should prepare students to make informed decisions about further learning opportunities and career choices.**Knowledge and understanding**This GCSE specification requires students to:* Actively engage in the study of business and economics to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds
* Use an enquiring, critical approach to distinguish facts and opinions, to build arguments and make informed judgements
* Develop and apply their knowledge, understanding and skills to contemporary issues in a range of local, national and global contexts
* Appreciate the range of perspectives of different stakeholders in relation to business and economic activities
* Consider the extent to which business and economic activity can be ethical and sustainable.

**Skills**The following are skills within business contexts you would expect a student to develop during the course:* Practical skills – time management, personal organisation and action planning
* Presentational skills – addressing audiences using a variety of media and forms
* Personal skills – showing evidence of progression
* Interpersonal skills – communication and group work
* Cognitive skills – reflection and review of own and others’ performances.

**Quality of written communication**Students will be assessed on their ability to:* Write legibly, with accurate use of spelling, grammar and punctuation in order to make the meaning clear
* Select and use a form and style of writing appropriate to purpose and to complex subject matter
* Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.

**Stretch and challenge**Students can be stretched and challenged in all units through the use of different assessment strategies, for example:* Using a variety of stems in questions – for example analyse, evaluate, discuss, compare
* Ensuring connectivity between sections of questions
* A requirement for extended writing
* Use of a wider range of question types to address different skills – for example open-ended questions, case studies etc.
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| Computer ScienceWhat does mastery of my subject look like in Year 11? |
| A1 – Must be a logical thinker who can break problems down into smaller steps so they can be solvedA2 – They must be prepared to take learning outside the classroom and practice at home. This does **not** just mean completing home learning.A3 – They must have a love of the subject and be prepared to work independently. A4 – They must have an in depth knowledge of the seven subject content areas.* S1 – Be able to represent algorithms using structured language and notation (flowchart) this includes being able to describe and use recursion.
* S2 – Design and write nested modular programs that use iteration, selection, reusability and defensive programming to create solutions to problems that use permanent storage.
* S3 – Know how data is stored in computing (numbers, images, sounds and character sets) and be able to perform operations on bit patterns as well as convert between number bases, know was compassion is and used Hoffman Coding.
* S4 – Be able to describe the contents and articulate their purpose, advantages, disadvantages, trends and relationship between other components of a computer system. Be able to classify hardware, software and use **????** logic.
* S5 – Be able to describe the purpose, benefits and draw backs of networks and topologies (LAN, WAN, PAN..). Be able to explain protocols, secrutiy and TCPI.
* S6 – Be able to define cyber security and explain security threats and how to combat them.
* S7 – Be able to explain ethical, legal and environmental impacts and risk of digital technology on society.

A1-3 should allow a student to apply effects of software development to work though and be successful with the controlled assessment. |

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| DramaWhat does mastery of my subject look like in Year 11? |
| Creative SkillsHighly imaginative ideas are created and developed to communicate meaning with assurance and impactAn excellent range of knowledge and application of techniques/characteristics of different genres and practitioners. An excellent range of rehearsal techniques used during development of performances.Performance SkillsExcellent and highly effective application of physical and vocal skills Sensitive interaction with other performersExcellent and highly effective and fully coherent interpretation of character Excellent and highly effective communication with the audience Evaluation SkillsExcellent, perceptive and detailed analysis and evaluation skillsCan demonstrate breadth and depth of knowledge and understanding in developing and performing drama, using specialist terminology accurately and effectivelyCan produce perceptive and well-informed critical analysis and evaluation of drama seen and made |

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| Design TechnologyWhat does mastery of my subject look like in Year 11? |
| GCSE Design and Technology will prepare students to participate confidently and successfully inan increasingly technological world. Students will gain awareness and learn from wider influenceson Design and Technology including historical, social, cultural, environmental and economicfactors. Students will get the opportunity to work creatively when designing and making and applytechnical and practical expertise.Our GCSE allows students to study core technical and designing and making principles, includinga broad range of design processes, materials techniques and equipment. They will also have theopportunity to study specialist technical principles in greater depth. |

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| Design Principles | Energy productions / management Specialist Technical Principles | Investigating materials and Specialist Materials Properties |
| Carry out primary and secondary research independently to generate data that is used to fulfil the needs of a design brief. Demonstration of an ability to use data to inform design strategies and communicate fluently through iterative design process and a development of functional prototypes | Provide a detailed comparison of various energy production methods and evaluate how industries could be sustainably powered by these.Appraise the impact of the new and emerging technology and manufacturing in industries | Appraise common specialist technical principles that will assist in devising an innovative creation of product which fulfil the needs of a design brief.Demonstration of an ability to make judgement and combine information generated from data collected on the properties of specialist materials |

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| EnglishWhat does mastery of my subject look like in Year 11? |
| **Year 11 Reading Mastery Statement:*** Pupils who develop a love of reading have a rich and flexible understanding of the abstract concepts that underpin the texts they rigorously study. This understanding drives the focusing of their investigations, and in turn the development of their interpretations. It is used to identify a range of relevant textual details in extracts and whole texts, often more than needed, and therefore also drives the judgment of which material is most suited to supporting their interpretations.
* When asked to, pupils that master reading perceptively discern and compare subtle similarities and differences in the thoughts, feelings and ideas expressed by writers in disparate texts.
* The development of pupils’ interpretations and discerning of writers’ perspectives is made possible by being highly conversant with writers’ methodology. Pupils are able to identify not just less familiar techniques, but also patterns in writer’s methodology and develop polysemic interpretations of the effects the writers’ uses of these techniques create. Subsequently, pupils that achieve mastery analyse and evaluate the extent and validity of the impact writers’ methods have on readers’ responses to texts.
* Pupils’ familiarity with writers’ methodology enables them to write clear and efficient responses to texts. They are not just able to correctly name techniques, but appreciate when it is beneficial to the reader to do so.
* Finally, from the outset of their investigations, pupils that master reading draw on contextual understanding. They appreciate and can utilise concepts relating to: gender, social class, age, ethnicity, religion, ideology, literary traditions and other relevant social, cultural and historical factors, to inform, develop and explain their interpretations. In doing so they identify concrete aspects of texts (including writers’ methods); linking them (through precise details) to the abstract qualities that form the heart of their interpretations.

**Year 11 Writing Mastery Statement:*** Pupils that master the skill of writing place the reader at the heart of their creative process. When pupils master writing, they plan and successfully integrate abstract emotional and conceptual content in their work, with a clear intention for what they want the reader to think and feel.
* In non-fiction forms of writing, this means that pupils demonstrating mastery forge the impression that they are experts in whatever topic that are asked to write about. They achieve this because they understand not only their relationship with the reader as set out in any given task, but also the relationship between fact and opinion. They approach writing with a focus on the relationship between all these factors. It enables them to adopt clear points of view which they justify to the reader by successfully presenting evidence in different forms; the evidence substantiates the range of claims they make – thereby convincing and compelling the reader.
* When writing fiction, pupils have a keen awareness of why readers choose and enjoy literature. In narrative pieces, pupils that master writing understand that readers need to be able to identify themselves in protagonists, and the challenges that they are presented with. In descriptive writing, these same pupils understand the sensory ways in which we experience the world and can provide an immersive emotional experience through written language. In both types of fiction writing, pupils that master it, again place readers’ emotions and thinking at the heart of their intentions.
* To achieve this, pupils that master writing, not just use, but integrate the spectrum of writers’ methods. They have a wide and flexible toolkit of language and structural methods; as well as an extensive vocabulary, and high levels of technical accuracy, all of which enable precise and efficient communication. Pupils who demonstrate mastery understand how their concrete grammar, vocabulary and punctuation choices combine with writers’ methods to create the abstract emotional effects and conceptual meanings they desire.
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| GeographyWhat does mastery of my subject look like in Year 11? |
| To be a master in history students will have a deep interest in the in the subject, demonstrating a willingness to be actively engaged in the classroom environment and willing to go to extra lengths outside of an educational setting.Students must be able to confidently engage in a range of texts and be able to demonstrate a clear level of understanding. They must be able to analyse and evaluate data and make links between related issues.They will be able to demonstrate, apply and articulate a range of skills making links between practical skills gained in fieldwork and case studies gained from texts and other media.Students will be able to demonstrate a clear understanding of the causes and consequences of a range of local, national and international issues demonstrating an awareness of the impact being made in both physical and human geography. Students should also be aware of topical debates, current affairs and issues.Students will also be able to write analytically using the correct technique and structure to address questions in the appropriate manner. This will enable students to create sustained and convincing arguments that are concluded with students making informed, supported and evaluative judgements.Students will apply specialist vocabulary confidently and will consistently demonstrate a high standard of spelling, punctuation and grammar. |
| HistoryWhat does mastery of my subject look like in Year 11? |
| To be a master in history students will have a deep interest in the in the subject, demonstrating a willingness to be actively engaged in the classroom environment and willing to go to extra lengths outside of an educational setting. Students need to be able to use sources with confidence. This means being able to both analyse and evaluate sources using the nature, origin and purpose (NOP) method as well as demonstrating the ability to compare and contrast sources and interpretations effectively.Students will also be able to write analytically using the correct technique and structure to address questions in the appropriate manner. This will enable students to create sustained and convincing arguments that are concluded with students making informed, supported and evaluative judgements.Students will be able to demonstrate a strong subject knowledge that spans multiple time periods. They will be able to use this to contextualise and evaluate both sources and historical interpretations. Students will be able to recall and apply historical facts and remember them for use in a task or question. Students will apply specialist vocabulary confidently and will consistently demonstrate a high standard of spelling, punctuation and grammar. |

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| MathsWhat does mastery of my subject look like in Year 11? |
| A student who has mastered Maths by end of year 11 develops a strong foundation for further studies and for employment.They must be able to apply mathematical techniques to solve problems and be able to make deductions and inferences and draw conclusions. Students should be able to interpret and communicate mathematical information in real life contexts.A student must have fluent knowledge in skills, methods and application of mathematical concepts.Arithmetic skills should be at the highest level that equips a student to perform calculations quickly and accurately as part of problem solving.The key skills a student of mathematics will have are these: * to be able to attend to the detail of a question, to think about it abstractly and in generalised terms,
* to concentrate for a significant period of time,
* to show intellectual courage when a problem looks impossibly difficult,
* to be aware of one’s own limitations but to have a firm determination to transcend them,
* have a “sense of wonder” at the world and to see mathematics as a subject which enhances that response.
* effectively tackle complex questions which require extended answers
* have some algebraic and numerical key skills which, when combined with a positive attitude to learning, will prepare the ground for achievement in one or more of the many fields in which understanding of the quantitative dimension to life is an absolute requirement.

The subject also requires close attention to the English language, and that requires patient analysis; in statistics, for example, a good student will not merely give “the average” of a data set, but will be able to specify exactly the location parameters of that set. |

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| MFLWhat does mastery of my subject look like in Year 11? |
| A master of Modern Foreign Languages should be a confident, eloquent communicator who is willing to give it their all, even if that sometimes means getting it wrong.They should have excellent memory skills, allowing them to recall all the links that pull the language together, showing enough base knowledge to substitute other key information into their work to get their point across successfully to the listener.They are undaunted by challenges, are risk-takers and learn from every mistake that they make.They show perseverance and are good collaborators, always aiming to improve their French/Spanish accent, with the aim of sounding as close to a native speaker as possible. This involves embracing an open-minded approach to learning and the ability to think logically and progressively. They are culturally aware, tolerant of differing views and embrace the diversity of different cultures and traditions.They should be at ease with using 4-6 tenses in their written and oral work, coupled with the ability to manipulate the language for their own needs, linking back to their knowledge of their mother tongue for support when needed.They should be able to communicate spontaneously, creatively and confidently. |

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| MusicWhat does mastery of my subject look like in Year 11? |
| PERFORMINGStudents should perform pieces at Grade 3 standard or above. They should perform music confidently, with control, accuracy and fluency, making expressive use of phrasing, articulation and dynamics appropriate to the style and mood of the music.Students should make use of musical elements, techniques and resources in order to interpret and communicate musical ideas with technical control and expression. This must be achieved by one or more of the following: playing/singing, improvising, realising music using music technology.Students should perform solo and perform significant parts within an ensemble and/or show ability to use appropriate techniques (eg appropriate software functions, production techniques, balance etc) if using music technology to realise music.COMPOSINGStudents should compose music that develops musical ideas, uses conventions and explores the potential of musical structures and resources.Students should make use of musical elements, techniques and resources to create and develop musical ideas with technical control and coherence; freely as the composer chooses and when responding to a brief supplied by others.Students should demonstrate an understanding of how to compose appropriately for a range if instruments/voices/technology.LISTENING & APPRASINGStudents should be able to analyse and evaluate music in aural and/or written form, using knowledge and understanding of musical elements, musical contexts and musical language to make critical judgements about repertoire.Students should use knowledge and understanding of musical elements, contexts and language to analyse unfamiliar music.Students should formulate critical judgements about music using appropriate musical vocabulary and achieve this through attentive listening (rather than just hearing) and aural perception. |

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| PEWhat does mastery of my subject look like in Year 11? |
| **Physical Competencies (My moving)**Balance & ControlCoordination and fluencyGross & fine motor skillsRhythm & timingKinaesthetic awarenessSpatial Awareness**Personal Qualities (My qualities)**MotivationRespect & ToleranceConfidence & Self-esteemDetermination & resilienceResponsibility & leadershipCommunication**Physical Fitness (My fitness)**StaminaSpeedPower StrengthFlexibilityAgility**Cognitive Skills (My thinking)**Problem solvingFocus & concentrationDecision makingCreativityRepetition & replicationAnalysis |

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| REWhat does mastery of my subject look like in Year 11? |
| The religious and theologically literate student should be able to demonstrate a range of increasingly complex religious, moral and philosophical vocabulary. Students should be able to demonstrate the ability to understand and evaluate a range of religious world views applying these in local, national and global context.Students should use their knowledge to analyse and synthesise personal and critical responses to different issues which impact on the lives of individuals and communities, including current affairs.Students should address an evaluation statement question with a well-argued response showing reasoned consideration of different points of view. Demonstrate logical chains of reasoning leading to judgements supported by knowledge and understanding of relevant evidence and information. They should make references to Christianity and a contemporary British view and form coherent, well-argued conclusions, demonstrating an increasing level of discernment based upon interpretation, analysis and evaluation sources of wisdom.In addition the examiner is looking for evidence in two skills AO1: Learning from Religion, where students will need to demonstrate knowledge and understanding of religion and beliefs including beliefs, practices and sources of authority; influence on individuals, communities and societies; similarities and differences within and/or between religions and beliefs. AO2: Learning about religion where students are expected to analyse and evaluate aspects of religion and belief including their significance and influence. |

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| ScienceWhat does mastery of my subject look like in Year 11? |
| A master of science shows an understanding of how scientific ideas are developed overtime. Students recognise how scientists work together to develop, communicate and critic ideas. Students critically evaluate models and use models to explain scientific ideas and solve problems. Students show appreciation for the power and limitations of science. They evaluate everyday applications of science and the implications that these have on society and the environment. They evaluate and make decisions based on evidence and arguments they have researched. Students ask questions about the world around them. They develop a scientific hypothesis and plan experiments to answer their own questions. Students need to be able to plan and carry out their experiment to collect good quality data while ensuring they remain safe. Students record data and present it appropriately. Students evaluate their methods and suggest improvementsStudents critically analyse and evaluate data. They would present observations in appropriate ways, carry out mathematical and statistical analysis on their data. Students would be critical about the data that they collect and discuss the uncertainty and the spread. The students apply their skills and communicate confidently about the key topics areas (Forces, Electricity, Electromagnets, Waves, Matter, Reactions, Earth, Organisms, Ecosystems and Genes). A master of science would link topics together and use their knowledge to explain the world around them. |