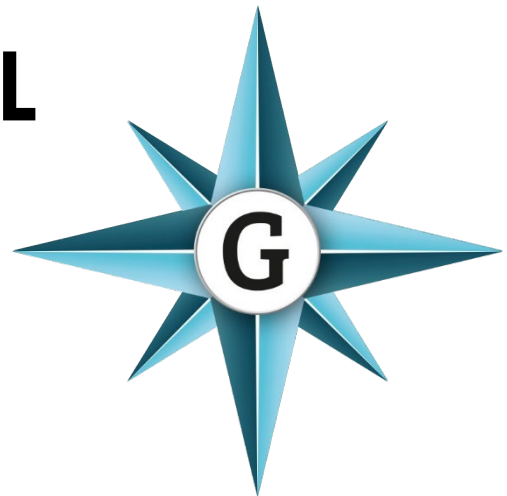


GLEBE SCHOOL

Sixth Form

Provision KS5

HANDBOOK



This handbook is designed to provide parents and carers with information on the different stages that their child is working at in each subject area within our curriculum. The subject stages explain the skills and knowledge that your child has and how to achieve the next stage of understanding. Throughout the handbook, there are a range of qualifications (usually studied in Years 10-11) which meet all our pupils' needs and these are highlighted in each subject area.

Entry Levels help pupils build skills, increase knowledge and boost confidence. Each Entry Level qualification is available at three sub-levels; 1, 2 and 3, with Entry Level 3 being the highest level.

Functional Skills relate to real-life situations that support our pupils with life skills in English, Mathematics, Information & Communication Technology (ICT). Pupils can study at either Entry Level 1, 2 or 3, Level 1 or Level 2 depending on prior attainment.

BTECs/Vocational/Cambridge Nationals have a more practical and vocational approach, involving learning through work-related contexts. The emphasis is on building a portfolio of evidence through assessment, though some courses may contain a short exam. They can be taken at Entry Level 1, 2 or 3, Level 1 or Level 2 and are graded as Pass, Merit or Distinction, depending on prior attainment.

GCSEs are subjects that are examined at the end of a two-year course. In a few GCSE subjects, some practical assessments are used alongside exams, to assess particular skills. They can gain a GCSE qualification from 1-3 and a GCSE pass from 4-9.

The equivalency chart below allows a comparison of grades for the different qualifications.

GRADE EQUIVALENCIES

Previous GCSE grades	Current GCSE grade	Vocational Qualifications BTEC/NCFE/Cambridge Nationals	Functional Skills
		Level 2	Level 2
A*	9	Distinction*	
	8		
A	7		
B	6	Merit	
	5 Strong Pass		
C	4	Pass	Pass
		Level 1	Level 1
D	3	Distinction	
E	2	Merit	
F			
G	1	Pass	Pass
U	U	Not Yet Achieved (NYA)	

ENGLISH – FUNCTIONAL SKILLS

READING

WRITING

SPEAKING, LISTENING & COMMUNICATION

**Entry Level 1
E1**

- I can:
- Read and understand simple, regular words and sentences
 - Understand short texts on familiar topics and experiences

- I can:
- Use written words and phrases to present information
 - Construct simple sentences using full stops
 - Spell correctly some personal or very familiar words

- I can:
- Understand the main points of a short explanation
 - Understand and follow instructions
 - Respond appropriately to comments and requests
 - Make contributions to be understood
 - Ask simple questions to obtain specific information

**Entry Level 2
E2**

- I can:
- Understand the main events in chronological texts
 - Read and understand simple instructions and directions
 - Read and understand high frequency words and words with common spelling patterns
 - Use knowledge of alphabetical order to locate information

- I can:
- Use written words and phrases to record and present information
 - Construct compound sentences using common conjunctions
 - Punctuate correctly, using upper and lower case, full stops and question marks
 - Spell correctly all high frequency words and words with common spelling patterns

- I can:
- Identify the main points of short explanations and instructions
 - Make appropriate contributions that are clearly understood
 - Express simple feelings or opinions and understand those expressed by others
 - Communicate information so that the meaning is clear
 - Ask and respond to straightforward questions
 - Follow the gist of discussions

**Entry Level 3
E3**

- I can:
- Understand the main points of texts
 - Obtain specific information through detailed reading
 - Use organisational features to locate information
 - Read and understand texts in different formats using strategies / techniques appropriate to the task

- I can:
- Plan, draft and organise writing
 - Sequence writing logically and clearly
 - Use basic grammar including appropriate verb tense and subject-verb agreement
 - Check work for accuracy, including spelling

- I can:
- Follow the main points of discussions
 - Use techniques to clarify and confirm understanding
 - Give own point of view and respond appropriately to others' point of view
 - Use appropriate language in formal discussions / exchanges
 - Make relevant contributions, allowing for and responding to others' input

**Level 1
L1**

- I can:
- Identify the main points and ideas and how they are presented in a variety of texts
 - Read and understand texts in detail
 - Utilise information contained in more than one type of text
 - Identify suitable responses to texts

- I can:
- Write clearly and coherently, including an appropriate level of detail
 - Present information in a logical sequence in more than one type of text
 - Use language, format and structure suitable for purpose and audience
 - Use grammar, including correct and consistent use of tense
 - Ensure written work includes generally accurate punctuation and spelling and that meaning is clear

- I can:
- Make relevant and extended contributions to discussions, allowing for and responding to others' input
 - Prepare for and contribute to the formal discussion of ideas and opinions
 - Make different kinds of contributions to discussions
 - Present information / points of view clearly and in appropriate language

**Level 2
L2**

- I can:
- Select and use different types of texts to obtain and utilise relevant information across three or more texts
 - Read and succinctly summarise information from different sources
 - Identify the purposes of texts and comment on how meaning is conveyed
 - Detect point of view, means and bias
 - Analyse texts in relation to audience needs and consider suitable responses

- I can:
- Present information / ideas on complex ideas concisely, logically and persuasively
 - Use a range of writing styles for different purposes
 - Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively
 - Punctuate written text using commas, apostrophes and inverted commas accurately
 - Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning in a range of text types

- I can:
- Consider complex information and give a relevant, convincing response in appropriate language
 - Present information and ideas clearly and persuasively to others
 - Adapt contributions to suit audience, purpose and situation
 - Make significant contributions to discussions, taking a range of roles and helping to move discussions forward

MATHS – FUNCTIONAL SKILLS

WHOLE NUMBERS & THE NUMBER SYSTEM

SHAPE, SPACE & MEASURE

HANDLING INFORMATION & DATA

PROBLEM SOLVING & DECISION MAKING

Entry Level 1 E1

- I can:
- Read, write, order, compare, use and count numbers up to 20 including zero
 - Add numbers which total up to 20, and subtract numbers from up to 20
 - Recognise and interpret the symbols +, – and = appropriately

- I can:
- Recognise coins and notes writing them in numbers with the correct symbols (£ & p)
 - Read 12 hour digital and analogue clocks in hours
 - Know the number of days in a week, months, and seasons in a year, and name and sequence them
 - Describe and recognise common 2D and 3D shapes
 - Use every day positional vocabulary to describe position and direction including left, right, in front, behind, under and above

- I can:
- Read numerical information from lists
 - Sort and classify objects using a single criterion
 - Read and draw simple charts and diagrams including a tally chart, block diagram / graph

- I can:
- Use my knowledge and skills to recognise a simple mathematical problem and obtain a solution (simple mathematical problems are ones that require working through one-step or process)
 - Address individual problems, each of which draw upon knowledge and/or skills from one mathematical content area (i.e. number and the number system; common measures, shape and space; information and data)

Entry Level 2 E2

- I can:
- Count reliably up to 100 items
 - Read, write, order and compare numbers up to 200
 - Recognise and sequence odd and even numbers up to 100
 - Recognise and interpret the symbols +, –, x, ÷ and = appropriately
 - Add and subtract two-digit numbers
 - Multiply whole numbers in the range 0x0 to 12x12 (times tables)
 - Know the number of hours in a day and weeks in a year
 - Divide two-digit whole numbers by single-digit whole numbers and express remainders
 - Approximate by rounding to the nearest 10, and use this rounded answer to check results
 - Recognise simple fractions (halves, quarters and tenths) of whole numbers and shapes
 - Read, write and use decimals to one decimal place

- I can:
- Calculate money with pence up to one pound and in whole pounds of multiple items and write with the correct symbols (£ or p)
 - Read and record time in common date formats, and read time displayed on analogue clocks in hours, half hours and quarter hours, and understand hours from a 24-hour digital clock
 - Use metric measures of length including millimetres, centimetres, metres and kilometres
 - Use measures of weight including grams and kilograms
 - Use measures of capacity including millilitres and litres
 - Read and compare positive temperatures
 - Read and use simple scales to the nearest labelled divisions
 - Recognise and name 2D and 3D shapes including numbers of sides, corners, edges, faces, angles and base
 - Use appropriate positional vocabulary to describe position and directions including between, inside, outside, middle, below, on top, forwards and backwards

- I can:
- Extract information from lists, tables, diagrams and bar charts
 - Make numerical comparisons from bar charts
 - Sort and classify objects using two criteria
 - Take information from one format and represent the information in another format including use of bar charts

- I can:
- Use my knowledge and skills to recognise a simple mathematical problem and obtain a solution (simple mathematical problems are ones that require working through one-step or process)
 - Address individual problems, each of which draw upon knowledge and/or skills from one mathematical content area (i.e. number and the number system; common measures, shape and space; information and data)

Entry Level 3 E3

- I can:
- Count, read, write, order and compare numbers up to 1000
 - Add and subtract using three-digit whole numbers
 - Divide three-digit whole numbers by single and double digit whole numbers and express remainders
 - Multiply two-digit whole numbers by single and double digit whole numbers
 - Approximate by rounding numbers less than 1000 to the nearest 10 or 100 and use this rounded answer to check results
 - Recognise and continue linear sequences of numbers up to 100
 - Read, write and understand thirds, quarters, fifths and tenths including equivalent forms
 - Read, write and use decimals up to two decimal places
 - Recognise and continue sequences that involve decimals

- I can:
- Calculate with money using decimal notation and express money correctly in writing in pounds and pence
 - Round amounts of money to the nearest £1 or 10p
 - Read, measure and record time using am and pm
 - Read time from analogue and 24-hour digital clocks in hours and minutes
 - Use and compare measures of length, capacity, weight and temperature using metric or imperial units to the nearest labelled or unlabelled division
 - Compare metric measures of length including millimetres, centimetres, metres and kilometres
 - Compare measure of weight including grams and kilograms
 - Compare measures of capacity including millilitres and litres
 - Use a suitable instrument to measure mass and length
 - Sort 2D and 3D shapes using properties including lines of symmetry, length and right angles
 - Use appropriate positional vocabulary to describe position and direction including eight compass points and including full / half / quarter turns

- I can:
- Extract information from lists, tables, diagrams and charts and create frequency tables
 - Interpret information, to make comparisons and record changes, from different formats including bar charts and simple line graphs
 - Organise and represent information in appropriate ways including tables, diagrams, simple line graphs and bar charts

- I can:
- Use my knowledge and skills to recognise a simple mathematical problem and obtain a solution (simple mathematical problems are ones that require working through one-step or process)
 - Address individual problems, each of which draw upon knowledge and/or skills from one mathematical content area (i.e. number and the number system; common measures, shape and space; information and data)

Level 1 L1

- I can:
- Work with simple fractions and understand the relationship of these to percentages
 - Perform calculations and can follow the precedence of operators
 - Round or shorten appropriately to a final integer answer
 - Use simple formulae
 - Engage with simple ratio and proportion

- I can:
- Calculate using money and round my answer appropriately
 - Convert between units in the same system and use simple scales
 - Draw and interpret 2-D shapes and representations of simple 3-D shapes
 - Calculate some perimeters, areas and volumes
 - Work with time in a variety of settings

- I can:
- Draw simple graphs and charts
 - Understand some probability and calculate simple probabilities
 - Calculate the mean of a set of data

- I can:
- Engage with straightforward problems but may not always choose the most logical approach to resolving these
 - Use the required level of accuracy and may be able to use strategies to check my answers

Level 2 L2

- I can:
- Engage with fractions and their relationship to decimals and percentages
 - Calculate percentage of quantities and deal with increases and decreases
 - Work with ratio and proportion in a variety of settings

- I can:
- Calculate using money but may make errors when calculating compound interest
 - Convert between some metric and imperial units
 - Calculate simple compound measures
 - Engage with 2-D shapes and 2-D representations of 3-D shapes
 - Understand how to calculate some perimeters, areas and volumes
 - Draw plans and elevations

- I can:
- Find all forms of average but may not always select the most appropriate one if set within a problem
 - Understand and work out probability
 - Draw and use scatter diagrams

- I can:
- Use maths within problems, but my approach may not always be the most logical or economic
 - Remember most of the formulae I need to recall
 - Find the required accuracy in most cases and should be able to show checking strategies when required

DIGITAL FUNCTIONAL SKILLS

USING DEVICES AND HANDLING INFORMATION

CREATING AND EDITING

COMMUNICATING

TRANSACTING

BEING SAFE AND RESPONSIBLE ONLINE

**Entry Level 3
E3**

- I know the main features and uses of different types of device
- I know what an application is and the main types of application software
- I can apply system settings
- I can navigate online content to locate required information
- I can carry out searches on the internet
- I can use files to read and store information
- I can use files and folders to organise and retrieve information
- I know when there is a problem with a device or software and know the difference between system errors and user errors
- I can apply a solution to a simple technical problem

- I can use a suitable application to enter, edit and format text
- I can use a suitable application to enter, edit and format graphics
- I can combine different types of information for a given purpose
- I can capture digital media and view in a suitable application

- I can create and edit details in a contacts list
- I can compose and reply to online communications comprising text and other digital content to individual and multiple recipients
- I can initiate and participate in a video call
- I know what is meant by a digital footprint, understand the implications of a digital footprint, and know the range of digital activities that leave a digital footprint

- I can complete and submit an online form (including personal details) and comply with data validation
- I can comply with verification checks to complete an online transaction

- I understand the need to stay safe and respect others when using the internet and communicating online
- I know simple methods to protect personal information and privacy online
- I can set up and use security features (including authentication methods) to access devices and online services
- I understand the benefits of using security software to protect against online risks
- I know of and know how to minimise the effects of physical stresses may result from using devices

**Level 1
L1**

- I can carry out searches on the internet
- I can take account of currency, reliability and copyright when selecting information from the internet
- I understand that search results may include sponsored results or advertisements and be able to recognise these
- I can carry out searches for files
- I can create and use a hierarchical folder structure to organise files and use an appropriate file naming convention
- I can save a file on Cloud storage using one device and open it on another device
- I know and be able to appropriately use terminology (including bytes, kilobytes, megabytes, gigabytes, terabytes) describing data storage requirements
- I know and understand limitations on file sizes when using some online services, and the benefits of using file compression to make effective use of storage capacity and to reduce data transfer times
- I can use online resources to identify solutions to common technical problems and apply the solution

- I can use suitable applications for a range of purposes and audiences
- I can use appropriate layout conventions for information and audiences
- I can use appropriate layout conventions for information and audiences
- I can process numeric data using simple formulae using relative cell references
- I can process numeric data by values in a column
- I can format numeric data
- I can chart a single series of numeric data using an appropriate type of chart and apply suitable titles and labels

- I can use email for a range of contexts and audiences
- I can use online messages for a range of contexts and audiences
- I know what steps can be taken to limit a digital footprint

- I can manage account settings for an online service (including personal details, login credentials, marketing and communication preferences)
- I can complete online forms and upload documents or images
- I can carry out checks to reduce the risks involved in transactions online

- I understand key rights under data protection laws and the circumstances where you can request that personal data be rectified or deleted
- I understand the importance of protecting personal information and privacy online and know methods to do so
- I know how to backup files to the Cloud
- I know how to avoid exposure to malware
- I know of and know how to minimise the effects of health risks may result from using devices and the internet

PSHE Stages

COMMUNICATION

LISTENING

WORKING TOGETHER

WELLBEING

A

- With support, I can communicate to a familiar peer or adult

- I can respond to options and choices with actions or gestures

B

- I can communicate to a familiar peer or adult

- I can respond appropriately to simple questions, which contain one key word, sign or symbol

C

- I can confidently communicate to a familiar peer or adult

- I can follow requests or instructions containing at least two key words, signs or symbols

D

- With support, I can communicate to a small group of familiar peers

- I can follow requests or instructions containing at least three key words, signs or symbols

E

- I can communicate to a small group of familiar peers

- I can listen, attend to and follow stories for short stretches of time

F

- I can express myself to the rest of my tutor group

- I can respond appropriately to why or how questions

G

- I can communicate with unfamiliar peers and adults

- I can start and continue a short conversation with an adult or friend

H

- With support, I can stay on task when communicating about a topic at length

- I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary

I

- I can stay on task when communicating about a topic at length

- I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during group or class discussions

J

- I can use subject-specific terminology when communicating about a topic

- I can listen to others in a range of situations and usually respond appropriately

K

- With support, I can make points in a logical order when communicating

- I can listen carefully and respond with increasing appropriateness to what has been said e.g. make a helpful contribution when speaking in a small group

L

- I can make points in a logical order when communicating

- I am beginning to follow instructions in a range of unfamiliar situations

M

- I can communicate effectively by thinking about what my listeners already know

- I can listen carefully in a range of different contexts and usually respond appropriately to both adults and peers

N

- I can communicate effectively by using appropriate, tone, expression and gesture

- I am beginning to ask for specific additional information or viewpoints from other participants during a discussion

O

**Entry Level 1
E1**

- With support, I can use facts and examples to support my opinions

- I can consistently listen carefully in a range of different contexts and usually respond appropriately to both adults and peers

P

**Entry Level 1
E1**

- I can use facts and examples to support my opinions

- I can listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views e.g. participate in a collaborative project

- With significant adult support, I can work with one other pupil on a short task

- With support, I can point to a picture that matches my emotion, when given two choices

- With adult support, I can work with one other pupil on a short task

- When given a choice of pictures, I can choose the picture which shows my emotion

- With minimal adult support, I can work with one other pupil on a short task

- I can name the emotion I am feeling at a specific moment

- With visual prompts, I can work with one other pupil on a short task

- I can recognise the signs of the five main emotions in someone's face and body

- With significant adult support, I can work with one other pupil on an extended task

- I can identify strategies to help me emotionally regulate, from a list

- With adult support, I can work with one other pupil on an extended task

- With support, I can select a strategy to help me regulate when I am feeling unsettled

- With minimal adult support, I can work with one other pupil on an extended task

- With support, I can use a self-regulation strategy and then return to an activity

- With visual prompts, I can work with one other pupil on an extended task

- With prompting, I can use a self-regulation strategy and then return to an activity

- I can work with one other pupil on an extended task

- I can manage my emotions with support - I can keep trying and stay calm

- With adult support, I can work with two other pupils on a short task

- I can manage my emotions - I can keep trying and stay calm

- With visual prompts, I can work with two other pupils on a short task

- I can manage my emotions and think about what happened with support

- With adult support, I can work with two other pupils on an extended task

- I can manage my emotions and think about what happened

- With visual prompts, I can work with two other pupils on an extended task

- I can manage my emotions and think about what happened
- I can keep trying and support others to feel calm

- I am beginning to contribute to group decision making, when working in a group of four or above

- I can manage my emotions and think about what happened
- I can keep trying and encourage others to keep trying too

- I can contribute my ideas to group activities, when working in a group of four or above

- I am beginning to look for opportunities in difficult situations

- I can contribute ideas to group work and encourage others to share my views

- I can look for opportunities in difficult situations

PSHE Stages

COMMUNICATION

LISTENING

WORKING TOGETHER

WELLBEING

Q

**BTEC
Level 1 PASS
Emerging**

- I can use facts and examples to help support my points and engage listeners

- I can consistently listen carefully, making timely contributions and asking questions that are responsive to others' ideas and views, e.g. participate in a collaborative project

- I can support peers in a group by getting help to resolve disagreements or differing opinions

- With support, I can share opportunities that arise from difficult situations with others

R

**BTEC
Level 1 PASS
Emerging**

- With support, I can use visuals to enhance my communication, when speaking at length

- I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence

- I can support peers in a group by leading discussions to resolve group conflicts

- I can share opportunities that arise from difficult situations with others

S

**BTEC
Level 1 PASS
Developing**

- I can use visuals to enhance my communication, when speaking at length

- I can consistently maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments with confidence

- I can support peers in a group by reflecting on progress and suggesting how to improve

- With prompts, I can support others to stay positive by managing my responses

T

**BTEC
Level 1 PASS
Developing**

- I can speak engagingly by using tone and expression, in small groups

- I can actively listen with confidence and concentration for longer periods in an increasing range of contexts, some of which are unfamiliar, even when of little personal interest

- I can support others in my group by identifying my strengths and weaknesses

- I can support others to stay positive by managing my responses

U

**BTEC
Level 1 PASS
Secure**

- I can speak engagingly by using tone and expression, in larger groups

- I can identify key features of speech in a variety of contexts, and some key skills and strategies used by speakers

- I can support others in my group by identifying my strengths and weaknesses and using this to help them

- I can support others to stay positive by helping others to see opportunities

ART & DESIGN

CREATING AN ART IMAGE

**PASS
P1**

- Select materials, skills and techniques and produce a 2D image
- Collect and use information from different sources to generate and communicate ideas

**MERIT
M1**

- Select appropriate materials, skills and techniques and experiment with ideas to produce a 2D image
- Collect, select and use information from different sources to generate and communicate ideas

**DISTINCTION
D1**

- Select effective materials, skills and techniques to experiment with ideas, refine and produce a 2D image
- Collect, select and use key information from different sources to generate and communicate ideas

CREATING AN ARTEFACT USING CLAY

- Produce a basic clay artefact, demonstrating use of clay-working skills
- Make simple decisions to solve straightforward problems when making a clay artefact

- Produce a decorative clay artefact, demonstrating competent use of clay-working skills
- Make suitable decisions to solve difficult problems when making a clay artefact

- Produce an effective and decorative clay artefact, demonstrating successful use of clay-working skills
- Make correct decisions to solve complex problems when making a clay artefact

CARING FOR CHILDREN

PLANNING A SAFE CHILDCARE ENVIRONMENT

**PASS
P1**

- Identify some hazards in a childcare environment that could cause risk of accidents and infection and outline ways to reduce them
- Produce a simple plan for a safe childcare environment that includes some safety measures to prevent accidents and spread of infection

**MERIT
M1**

- Describe main hazards in a childcare environment and appropriate ways to reduce them
- Produce a detailed plan for a safe childcare environment, giving reasons for the safety measures included
-

**DISTINCTION
D1**

- Explain most hazards in a childcare environment and ways to effectively reduce them
- Produce a well-organised plan for a safe childcare environment, explaining how the safety measures will keep children safe from accidents and infection

PROVIDING A CHILD'S PHYSICAL ACTIVITY

- Identify health and safety issues and suggest ways to resolve them when preparing a children's physical activity
- Demonstrate an appropriate physical activity for young children, using some skills to encourage participation
- Communicate clear instructions when demonstrating a physical activity for children

- Describe health and safety issues and make decisions to resolve them when preparing the activity
- Demonstrate the activity using relevant skills to encourage participation
- Communicate clear instructions when demonstrating the activity using appropriate language

- Explain health and safety issues and how these can be resolved when preparing the activity
- Demonstrate the activity, consistently using skills to encourage participation
- Communicate instructions confidently and effectively when demonstrating the activity

PROVIDING A CHILD'S CREATIVE ACTIVITY

- Produce a simple plan for a children's creative activity
- Identify some problems and ideas to resolve them when preparing for the creative activity
- Carry out the planned creative activity safely with an agreed timescale

- Produce a detailed plan for a children's creative activity, describing why the activity is appropriate
- Describe identified problems and make decisions to help resolve them
- Carry out the planned creative activity safely, meeting planned timings for most steps of the activity

- Produce a well-organised plan for a children's creative activity, explaining why the activity is appropriate
- Explain the issues caused by identified problems and how these can be resolved
- Carry out the planned creative activity confidently and safely, working effectively to meet agreed timings for each step

PROVIDING AN ACTIVITY TO SUPPORT A CHILD'S NUMERACY

- Produce a simple plan for an activity to support children's numeracy
- Demonstrate the activity, making some links between the activity and numeracy and using some positive language
- Communicate clear instructions when demonstrating the activity

- Produce a detailed plan for an activity, describing how it supports children's numeracy
- Demonstrate the activity making clear links between the activity and numeracy and promoting a positive experience
- Communicate using appropriate language to support children's numeracy when demonstrating the activity

- Produce a well-organised plan for an activity, explaining how it supports children's numeracy
- Demonstrate the activity confidently, making clear links between the activity and numeracy and consistently promoting a positive experience
- Communicate making effective use of language to support children's numeracy when demonstrating the activity

HAIR & BEAUTY

LOOKING AFTER CUSTOMERS

**PASS
P1**

- Communicate with customers in the salon environment, demonstrating limited communication techniques
- Provide customer service in a salon environment, showing awareness of salon guidelines and professional behaviour

**MERIT
M1**

- Communicate with customers in the salon environment, demonstrating relevant communication techniques.
- Provide appropriate customer service in a salon environment, following salon guidelines and behaving in a professional manner.

**DISTINCTION
D1**

- Communicate with customers in the salon environment, demonstrating effective communication techniques
- Provide competent customer service in a salon environment, following all salon guidelines and consistently behaving in a professional manner

HOSPITALITY & TOURISM

SERVING FOOD AND DRINK

**PASS
P1**

- Serve food and drink to customers, using safe and hygienic practices and given service equipment in a selected service style, following routine instructions
- Communicate positively in routine situations with customers and prioritise some activities when providing food and drink service

**MERIT
M1**

- Serve food and drink to customers, showing competent use of safe and hygienic practices and service equipment that are in line with a selected service style, showing initiative
- Communicate in a positive and clear way with customers and prioritise key activities to meet required timings when providing food and drink service

**DISTINCTION
D1**

- Serve food and drink to customers, showing control over the use of safe and hygienic practices and service equipment to meet the requirements of a selected service style, showing initiative and consistency
- Actively engage and communicate in a positive and clear way with customers to meet their request, organising time and resources and prioritising activities when providing food and drink service

LAND BASED STUDIES

GROWING PLANTS

**PASS
P1**

- Demonstrate a limited consideration of the factors and requirements necessary to propagate and establish young plants
- Use skills to propagate and establish young plants, providing basic environmental conditions

**MERIT
M1**

- Demonstrate some consideration of the factors and requirements necessary to propagate and establish young plants
- Use appropriate skills to propagate and establish young plants, providing suitable environmental conditions

**DISTINCTION
D1**

- Demonstrate consideration of most of the factors and requirements necessary to propagate and establish young plants
- Use effective skills to propagate and establish young plants, providing correct environmental conditions

CARING FOR AND KEEPING PLANTS HEALTHY

- Carry out routine care and maintenance activities to keep plants healthy
- Review own performance in caring for and keeping plants healthy

- Carry out routine care and maintenance activities on plants,
 - Identifying the factors that are keeping them healthy
- Review own performance in caring for and keeping plants healthy, identifying strengths and weaknesses

- Carry out routine care and maintenance activities on plants successfully, describing the factors that are keeping them healthy
- Review own performance in caring for and keeping plants healthy, suggesting ways to improve

DEMONSTRATING HAIR STYLING

- Demonstrate limited hair preparation techniques, selecting some relevant equipment and products
- Demonstrate basic communication skills with clients
- Carry out basic hair treatments, using limited products and equipment
- Demonstrate safe working practices when carrying out hair treatments

- Demonstrate competent and hygienic hair preparation techniques, selecting appropriate equipment and products, and showing appropriate client communication
- Carry out appropriate hair treatments, using products, tools and equipment and following safe, hygienic working practices

- Demonstrate comprehensive and hygienic hair preparation techniques, selecting correct equipment and products, and showing professional client communication
- Carry out effective hair treatments, using products, tools and equipment correctly and following all safe, hygienic working practices.

PREPARING AND COOKING FOOD

- Produce an outline plan for a dish that meets some of the specified requirements of a recipe
- Use food preparation and cooking methods to follow a recipe, working in a safe and hygienic manner

- Produce a plan for a dish, identifying the methods and equipment required to meet the specified requirements of a recipe
- Use food preparation and cooking methods, meeting required timings and showing competent use of safe and hygienic practices

- Produce a detailed plan for a dish, describing the methods and equipment required to meet the specified requirements of a recipe
- Select and use relevant food preparation and cooking methods, showing control over the timings and confident use of safe and hygienic practices

DEVELOPING ESTATE MAINTENANCE SKILLS

- Carry out an audit to identify the estate maintenance tasks and equipment required to complete the tasks
- Demonstrate some ability to follow procedures safely, to meet some of the requirements of the estate maintenance tasks

- carry out a detailed audit to identify the estate maintenance tasks and equipment required to complete the tasks
- demonstrate the ability to follow procedures safely, to meet most of the requirements of the estate maintenance tasks

- Carry out a detailed and comprehensive audit to identify estate maintenance tasks and equipment required to complete the tasks
- Demonstrate the ability to fully follow procedures safely to coherently meet the requirements of estate maintenance tasks

CARING FOR AND FEEDING ANIMALS

- Produce an outline plan in preparation for routine care and feeding tasks to meet the needs of specified animals
- Carry out animal care and feeding task, meeting some of the needs of the animals

- Produce a plan in preparation for routine care and feeding tasks for specified animals, outlining how it meets their needs
- Carry out routine care and feeding tasks efficiently, meeting most of the needs of the animals

- Produce a detailed plan in preparation for routine care and feeding tasks for specified animals, describing how it meets their needs
- Carry out routine care and feeding tasks confidently, meeting the needs of the animals

PERFORMING ARTS

PERFORMING A DANCE ROUTINE

**PASS
P1**

- Identify own strengths and areas for improvement in rehearsal
- Complete a performance demonstrating some use of technical dance skills

**MERIT
M1**

- Identify own strengths, areas for improvement and ways to improve in response to feedback in rehearsal
- Complete a performance demonstrating sustained use of technical dance skills

**DISTINCTION
D1**

- Outline own strengths and areas for improvement and plan ways to improve in response to feedback in rehearsal
- Complete a capable performance demonstrating sustained and confident use of technical dance skills

PLAN A REHEARSAL PROCESS FOR A PERFORMANCE

- Produce a simple plan for an individual role in the rehearsal process that includes deadlines
- Work with others during the rehearsal process and performance

- Produce a plan for an individual role in the rehearsal process that includes deadlines and identifies the behaviours and resources needed
- Work with others and carry out a role appropriately during the rehearsal process and performance

- Produce a plan for an individual role in the rehearsal process that includes deadlines and describes the behaviours and resources needed
- Work collaboratively with others and carry out a role competently during the rehearsal process and performance

PUBLIC SERVICES

FINDING OUT ABOUT PUBLIC SERVICES

**PASS
P1**

- Identify an intended progression goal
- Outline the skills and behaviours needed to meet personal progression goal
- Produce an outline progression plan to meet intended progression goal

**MERIT
M1**

- Identify a clear progression goal with some details of the skills and behaviours needed to achieve it
- Identify how own skills and behaviours meet personal progression goal
- Produce a clear progression plan, identifying some steps towards meeting intended progression goal

**DISTINCTION
D1**

- Identify a realistic progression goal with details of the skills and behaviours needed to achieve it
- Describe how own skills and behaviours meet personal progression goal
- Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal

CONTRIBUTING TO YOUR COMMUNITY

- Select information about a volunteering organisation from given sources, identifying activities that have a positive impact on the community
- Produce information on a volunteering organisation and its activities
- Carry out a volunteering activity that contributes to your community

- Select information about a volunteering organisation from given sources, outlining how its activities have a positive impact on the community
- Produce clear information on a volunteering organisation and its activities
- Carry out a volunteering activity that contributes to your community, showing a positive and helpful attitude

- Search for and select information about a volunteering organisation from own and given sources, describing how its activities have a positive impact on the community
- Produce detailed information on a volunteering organisation and its activities
- Carry out a volunteering activity that effectively contributes to your community, showing commitment and responsibility for others

ASSISTING MEMBERS OF THE PUBLIC

- Use appropriate preparation, practical and communication skills to assist members of the public in different role-play situations
- Demonstrate an appropriate attitude when assisting members of the public in different role-play situations.
- Work well under pressure when assisting members of the public in different role-play situations.

- Use effective preparation, practical and communication skills when assisting members of the public in different role-play situations
- Demonstrate a positive attitude when assisting members of the public in different role-play situations
- Work effectively under pressure when assisting members of the public in different role-play situations

- Use preparation, practical and communication skills confidently when assisting members of the public in different role-play situations
- Demonstrate a positive and flexible attitude that positively influences others when assisting members of the public in different role-play situations
- Work confidently under pressure when assisting members of the public in different role-play situations

TAKING PART IN SPORT AND ADVENTUROUS ACTIVITIES

- Produce outline plans, identifying skills needed for participation in individual sport, team sport and adventurous activities
- Use appropriate physical skills when participating in planned individual sport, team sport and adventurous activities
- Demonstrate appropriate communication and teamwork skills when participating in individual, team sport and adventurous activities

- Produce detailed plan, describing the skills needed for participation in individual sport, team sport and adventurous activities
- Use effective physical skills when participating in planned individual sport, team sport and adventurous activities
- Demonstrate effective communication and teamwork skills when participating in individual sport, team sport and adventurous activities

- Produce detailed and accurate plans, explaining the skills needed for participation in individual sport, team sport and adventurous activities
- Use confident physical skills when participating in planned individual sport, team sport and adventurous activities
- Demonstrate confident teamwork and communication skills when participating in individual sport, team sport and adventurous activities

VOCATIONAL STUDIES

PLANNING A PROGRESSION PLAN

**PASS
P1**

- Identify an intended progression goal
- Outline the skills and behaviours needed to meet personal progression goals
- Produce an outline progression plan to meet intended progression goal

**MERIT
M1**

- Identify a clear progression goal with some details of the skills and behaviours needed to achieve it
- Identify how own skills and behaviours meet personal progression goal
- Produce a clear progression plan, identifying some steps towards meeting intended progression goal

**DISTINCTION
D1**

- Identify a realistic progression goal with details of the skills and behaviours needed to achieve it
- Describe how own skills and behaviours meet personal progression goal
- Produce a detailed and achievable progression plan, identifying most of the steps needed to meet intended progression goal

BEING ORGANISED

- Use limited techniques to improve own organisational skills
- Identify the techniques used to improve own organisational skills, giving outline examples

- Use appropriate techniques to improve own organisational skills
- Review the techniques used, giving some examples of how they improved own organisational skills

- Use appropriate and effective techniques to improve own organisational skills
- Review the techniques used, giving detailed examples of how they improved own organisational skills

SPORT (OCR)

PRACTICAL PERFORMANCE

ENTRY 1

- selects and uses appropriate skills on few occasions
- rarely applies appropriate tactics/strategies/ compositional ideas
- demonstrates limited understanding of the rules and conventions of the activity during performance
- demonstrates limited understanding of the roles they and others perform (team activities and leading only)
- rarely communicates with other player(s)/performer(s) (team activities and leading only)

ENTRY 2

- successfully selects and uses appropriate skills on some occasions
- sometimes applies appropriate tactics/strategies/compositional ideas
- demonstrates some understanding of the rules and conventions of the activity during performance
- demonstrates some understanding of the roles they and others perform (team activities and leading only)
- some communication with other player(s)/performer(s) (team activities and leading only)

ENTRY 3

- successfully selects and uses appropriate skills on most occasions
- applies appropriate tactics/strategies/ compositional ideas
- demonstrates a good understanding of the rules and conventions of the activity during performance
- demonstrates a clear understanding of the roles they and others perform (team activities and leading only)
- communication with other player(s)/performer(s) is used appropriately (team activities and leading only)

ANALYSING PERFORMANCE

- Demonstrates a limited understanding of some of the basic skills/techniques required in the activity
- Demonstrates a limited ability to identify basic skill/technique strengths and weaknesses of the performance observed
- Demonstrate an ability to make limited suggestions on how to improve the performance observed

- Demonstrates a reasonable understanding of some of the skills/techniques required in the activity
- Demonstrates an ability to identify a range of basic skill/technique strengths and weaknesses of the performance observed
- Demonstrates an ability to make reasonable suggestions on how to improve the performance observed

- Demonstrates a good understanding of most of the skills/techniques required in the activity
- Demonstrates a good ability to describe an increasing range of skill/technique strengths and weaknesses of the performance observed
- Demonstrates an ability to make good suggestions on how to improve the performance observed

PRINCE'S TRUST AWARD

COMMUNITY IMPACT

ENTRY 3

- Identify a group within the community who need support
- Give an example of a project that could help the wider community
- Select a community project to undertake
- Identify the tasks and resources needed to carry out the project
- Take part in the community project
- Identify what went well with the community project
- Identify an improvement that could have been made to the community project

LEVEL 1

- Identify groups within the community who need support
- Give examples of projects that could help the wider community
- Outline the aims of a chosen community project
- List the tasks and resources needed to carry out the project
- Take part in a community project
- Identify what went well with the community project
- Identify improvements that could have been made to the community project
- State how the community has benefitted from your project

LEVEL 2

- Describe groups within the community who need support
- Describe projects that could support the needs of different groups within the community
- Explain the benefits of a chosen community project
- Create a plan for the community project including tasks and resources required
- Take part in the community project
- Describe what went well with the community project
- Describe improvements that could have been made to the community project
- State how the community has benefitted from your project
- Describe own skills developed during the community project

UNDERTAKING AN ENTERPRISE PROJECT

- Identify the features of a successful enterprise
- List the strengths and weaknesses of a potential enterprise project
- List the tasks and resources needed to carry out the enterprise project
- Take part in the enterprise project
- Identify something that went well with the enterprise project
- Identify something that could have improved the enterprise project

- Give an example of a successful enterprise
- Explain why the enterprise is successful
- Outline the strengths and weaknesses of potential enterprise project ideas
- List the tasks and resources needed to carry out the chosen enterprise project
- State how much you will charge for products or services
- Contribute to the creation of marketing resources for the enterprise project
- Take part in the enterprise project
- Give examples of what went well with the enterprise project
- Give examples of how the enterprise project could have been improved
- Calculate how much profit or loss the enterprise project made

- Give examples of successful enterprises
- Explain why the enterprises are successful
- Outline the strengths and weaknesses of potential enterprise project ideas
- Create a timeline for the chosen enterprise project including tasks and resources required
- Contribute to undertaking some market research for the chosen enterprise project
- Explain how much you will charge for the products or services
- Contribute to the creation of marketing resource for the enterprise project
- Take part in the enterprise project
- Give examples of what went well with the enterprise project
- Give examples of how the enterprise project could have been improved
- Calculate how much profit or loss the enterprise project made
- Review your own participation in the enterprise project