

	Year 10	Year 10	Year 10	Year 10	Year 10	Year 10	Year 10	Year 10	
	1		2		3		4/5	6/7	8/9
<b>A01: DEVELOP</b>	Ideas are <b>undefined</b> with <b>limited</b> reference to contextual sources, with evidence of <b>superficial</b> investigation. Demonstrates a limited critical understanding of sources.		Ideas are developed with <b>basic</b> reference to contextual sources, with evidence of some relevant investigation. Demonstrates <b>basic</b> critical understanding of sources.		Ideas are developed with <b>competent</b> reference to <b>appropriate</b> contextual sources, with evidence of informed investigation. Demonstrates <b>competent</b> critical understanding of sources.		Ideas are developed with <b>well informed</b> reference to contextual sources, with evidence of effective investigation. Demonstrates <b>well-informed</b> critical understanding of sources.	Ideas are developed with <b>detailed</b> reference to contextual sources, with evidence of <b>confident</b> investigation. Demonstrates <b>in-depth</b> critical understanding of sources.	Ideas are developed with <b>sophisticated</b> reference to contextual sources, with evidence of <b>perceptive</b> investigation. Demonstrates <b>excellent</b> critical understanding of sources.
<b>A02: REFINE</b>	<b>Superficial</b> refinement with a <b>limited</b> selection of media, materials, techniques and processes. <b>Limited</b> evidence of the exploration of work as it develops.		<b>Basic</b> refinement with selection of some relevant media, materials, techniques and processes. <b>Basic</b> evidence of the exploration of work as it develops.		Informed <b>refinement</b> with appropriate and relevant selection of media, materials, techniques and processes. <b>Competent</b> evidence of the exploration of work as it develops.		<b>Well-considered</b> refinement with <b>effective</b> selection of relevant media, materials, techniques and processes. <b>Well-considered</b> evidence of the exploration of work as it develops.	<b>Confident</b> refinement with a <b>fully-developed</b> selection of media, materials, techniques and processes. <b>In-depth</b> evidence of the exploration of work as it develops.	<b>Sophisticated</b> refinement with perceptive selection of media, materials, techniques and processes. <b>Excellent</b> evidence of the exploration of work as it develops.
<b>A03: RECORD</b>	<b>Superficial</b> recording of ideas, observations and insights showing <b>minimal</b> links to intention. <b>Limited</b> ability to reflect on work and progress.		<b>Basic</b> recording of ideas, observations and insights showing undeveloped links to intention. <b>Basic</b> ability to reflect on work and progress.		<b>Informed</b> recording of ideas, observations and insights showing relevant links to intention. <b>Competent</b> ability to reflect on work and progress.		<b>Well-considered</b> recording of ideas, observations and insights showing <b>well-informed</b> links to intention. <b>Well-informed</b> ability to reflect on work and progress.	<b>Confident</b> recording of ideas, observations and insights showing <b>fully-developed</b> links to intention. <b>Confident</b> ability to reflect on work and progress.	<b>Excellent</b> recording of ideas, observations and insights showing <b>sophisticated</b> links to intention. <b>Excellent</b> ability to reflect on work and progress.
<b>A04: PRESENT</b>	A personal response with an <b>undefined</b> realisation of intentions. Understanding of visual language, applying formal elements are <b>limited</b> and <b>superficial</b> .		A personal response with <b>basic</b> realisation of intentions. Understanding of visual language, applying formal elements, is <b>basic</b> and <b>undeveloped</b> .		A personal response with <b>competent</b> realisation of intentions. Understanding of visual language, applying formal elements, is <b>competent</b> .		A personal response with <b>well informed</b> realisation of intentions. Understanding of visual language, applying formal elements, is <b>well-informed</b> and <b>effective</b> .	A personal response with <b>confident</b> realisation of intentions. Understanding of visual language, applying formal elements is <b>confident</b> and <b>fully-developed</b> .	A personal response with <b>sophisticated</b> realisation of intentions. Understanding of visual language, applying formal elements, is <b>perceptive</b> and <b>sophisticated</b> .
<b>CW</b>	1-5		6-10		11-15		16-20	21-25	26-30
<b>EX</b>	1-4		5-7		8-10		11-13	14-16	17-20
<b>Literacy</b>	The quality of written work is limited; structure and style are simplistic. Work contains many significant errors of spelling, punctuation and grammar, which obscure meaning.	The quality of written work is basic and its meaning is often unclear; work has a basic structure but lacks fluency of style. Some elements of work are fit for purpose but work contains some significant errors of spelling, punctuation and grammar, which sometimes obscure meaning.	The quality of written work is generally sound and its meaning is usually clear; work has an appropriate structure and some attempt at a fluent style. Work is generally fit for purpose but contains minor errors of spelling, punctuation and grammar.			The quality of written work is good, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.	The quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.		