

		Curriculum Checkpoints: What do students know and what can they do?			
Year 13					
Summative Skill		Developing	Securing	Mastering	Excelling
	READING	Read and respond to a variety of texts written for different purposes, drawn from a range of authentic sources. Understand some of the main points, gist and detail and some use of synonyms in summary writing.	Read and respond to a variety of texts written for different purposes, drawn from a range of authentic sources. Understand most of the main points, gist and detail and regular use of synonyms in summary writing.	Read and respond to a variety of texts written for different purposes, drawn from a range of authentic sources. Understand almost all of the main points, gist and detail and consistent use of synonyms in summary writing.	Read and respond to a variety of texts written for different purposes, drawn from a range of authentic sources. Understand all of the main points, gist and detail and consistent and varied use of synonyms in summary writing.
	WRITING	Some knowledge of the text and film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.	Knowledge of the text and film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.	Knowledge of text and film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.	Knowledge of text and film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
	LISTENING	Listen and respond to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Understand some of the main points, gist and detail and some use of synonyms in summary writing.	Listen and respond to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Understand most of the main points, gist and detail and regular use of synonyms in summary writing.	Listen and respond to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Understand almost all of the main points, gist and detail and consistent use of synonyms in summary writing.	Listen and respond to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Understand all of the main points, gist and detail and consistent and varied use of synonyms in summary writing.
	SPEAKING	Delivery is occasionally fluent. The ideas and opinions expressed are occasionally developed, independently of prompts. Students give an appropriate response to a few unpredictable elements. Some knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students occasionally select relevant information to support their arguments. They occasionally use appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the sub-theme. Students can answer basic knowledge retrieval questions on their chosen Individual Research Project.	Delivery is sometimes fluent. The ideas and opinions expressed are sometimes developed, independently of prompts. Students give an appropriate response to some unpredictable elements. Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students sometimes select relevant information to support their arguments. They sometimes use appropriate evidence to justify their conclusions, demonstrating a reasonable evaluation of the sub-theme. Students can answer knowledge retrieval questions on their chosen Individual Research Project, giving and explaining examples.	Delivery is mainly fluent. The ideas and opinions expressed are mostly developed, independently of prompts. Students give an appropriate response to most unpredictable elements. Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students often select relevant information to support their arguments. They often use appropriate evidence to justify their conclusions, demonstrating a good evaluation of the sub-theme. Students can answer more challenging knowledge retrieval questions on their chosen Individual Research Project, giving and explaining examples.	Delivery is fluent throughout. The ideas and opinions expressed are nearly always developed, independently of prompts. Students give an appropriate response to nearly all unpredictable elements. Students consistently select relevant information to support their arguments. They consistently use appropriate evidence to justify their conclusions, demonstrating a very good evaluation of the sub-theme. Students can answer abstract knowledge retrieval questions on their chosen Individual Research Project, giving and explaining examples.