



ARENA
ACADEMY



ASPIRE 5

Qualifications



English

Maths

Combined Science

Art

Business Studies

Religious Education

Food Science

French

Geography

Health & Social Care

History

Computer Science

Design Technology

Performing Arts

Sports Studies

Psychology

Digital IT

GCSE PE

Photography

Sociology

ASPIRE 5 Aim:

The aim of the strategy is simple and clear: **to move students' and teachers' focus from Grade 4 (Standard Pass) to Grade 5 (Strong Pass).**

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

In many subjects, this is an achievable move with changes to teaching, learning and assessment.

In the previous statistical GCSE model, the Grade C is split across the Grades 4 and 5 with the top 1/3 of GCSE grade C now contained within the Grade 5.

ASPIRE 5 OKRs:

- At least 50% of our students achieve a Grade 5 in English **and** Maths
- Across subjects, at least 50% of our students achieve a Grade 5 (or L2M)
- On average, Attainment 8 is 50

What does this look like?



ASPIRE 5- English Literature

A grade 5 student should be able to:

- Clearly explain their ideas - what they think and why they think it...‘because’....
- Demonstrate knowledge of the ‘whole text’
- Select references from the text to support the idea or point being made
- Make relevant use of subject terminology
- Show understanding of the effects of writers’ methods on meanings
- Focus on not only the content, but also the construction of a text – have a greater sense of the writers’ intentions or purpose
- Show some understanding of themes / ideas / context and how they link to the text and task

ASPIRE 5- English Language

In the reading sections, students should be able to:

- Identify and interpret some explicit and implicit information and ideas
- Explain clearly the effects of the writer's choices of language and structure
- Select a range of relevant textual references to support ideas
- Make clear and accurate use of subject terminology
- Evaluate texts critically and make inferences
- Compare writers' ideas and perspectives in a clear and relevant way

In the writing sections, students should be able to:

- Match the tone and style of their writing to the purpose of the task and the audience
- Write with an increasingly sophisticated vocabulary, chosen for effect
- Make effective use of linguistic and structural devices
- Write in an engaging way
- Paragraph their writing in a coherent, organised way
- Write using a variety of sentences and a range of punctuation with some accuracy
- Include generally accurate spellings, including complex and irregular words

ASPIRE 5- Mathematics

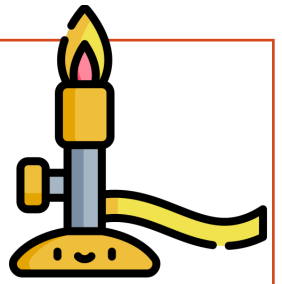
They will have developed confidence and competence with all content on the GCSE Foundation Tier Specification.

Within this content, a grade 5 student will....

- have fluent knowledge, skills and understanding of mathematical methods and concepts
- acquire, select and apply mathematical techniques to solve problems
- reason mathematically, make deductions and inferences, and draw conclusions
- comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

ASPIRE 5- Science

A grade 5 student should be able to:



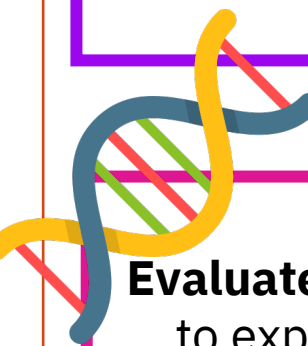
Demonstrate **accurate and appropriate knowledge** and understanding and **apply these correctly** to **familiar** and **unfamiliar** contexts, using accurate **scientific terminology**

Develop accurate and **logical descriptions**, which includes relevant **detail** and **simple explanations**



Use appropriate **mathematical skills** to perform **multi-step calculations**

Analyse **qualitative and quantitative data** and **draw conclusions** supported by some **evidence**



Evaluate methodologies to **suggest improvements** to experimental methods, and **comment on the accuracy** of scientific conclusions

Triple Science students will need to apply all these skills to **more content**.

ASPIRE 5- History

A grade 5 student should be able to:

Demonstrate mostly accurate and appropriate historical knowledge, using first order concepts, combined with a **clear understanding** of key features and characteristics.

- Does the student have a good understanding of key knowledge of the topic in question?
- Can they communicate this understanding effectively?
- **E.g., do they know the names of key people; significant dates and can they describe key events? Can they write about them in a structured way?**

Construct a **coherent line** of reasoning in relation to second order concepts and reach reasoned judgements.

- Does the student have a good understanding of why there was both change and continuity in the topics they have studied?
- Can they explain the causes and consequences of events and actions undertaken?
- Can they demonstrate a good understanding of the significance of key people and events?
- Can they communicate this understanding effectively?
- **E.g., can they communicate the significance of a key person by explaining the impact of their actions and where necessary, give a justified opinion on how significant this person was?**

Analyse and provide **some evaluation**, to reach reasoned judgements, of:

- A range of sources, in context, to investigate historical issues and
- Interpretations and why they may differ

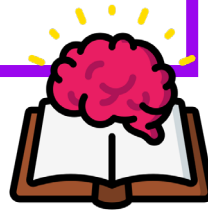
- Does the student know what historical sources and historians' interpretations are?
- Do they know why they are both useful to historians?
- Can they extract some relevant content from a **source** and make a judgement on how useful (reliable) it is, using their own knowledge, whilst also making simple judgements on how the provenance of the source affects its 'usefulness'?
- Can they identify differences between historian's **interpretations** and suggest reasons for these differences? Can they explain why either could be agreed with, but give an overall opinion as to which one they think is more valid?
- **E.g., can they explain how historians form their interpretations by using sources? Can they demonstrate the skills a historian would be interrogating these sources to determine their 'usefulness'? Can they give justified opinions in relation to both?**

ASPIRE 5- Geography

A grade 5 student should be able to:

1. Demonstrate mostly accurate and appropriate knowledge, understanding and application of geographical information and issues

Strong knowledge of geographical processes, theories and case studies



2. Demonstrate clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena

Able to create links between human and physical geography



3. Construct coherent arguments to draw conclusions supported by evidence

Competency in making informed judgements



4. Use a range of geographical skills and techniques accurately, showing understanding of their purpose

Effectively can use skills to identify patterns and trends



ASPIRE 5- Art

A grade 5 student should be able to:

1. Demonstrate a consistent ability to investigate the work of others. Create thoughtful analysis that impacts subsequent work. Develop a range of ideas inspired by critical research and existing work.

2. Apply media with consistent control. Adapt media choice and technique to suit meaning and purpose of the work. Create a range of ideas and make experiments and refinements.

3. Accurately record shape and proportions of chosen subject matter. Record realistic tonal details. Demonstrate clear consistency in skill of observational drawings. Create clear and purposeful written responses. Clearly document project journey from stimulus to response.

4. Generate responses that are personal, meaningful and fully executed.
Respond creatively to a project brief. Evidence impact of research and creative exploration.

ASPIRE 5- Design Technology

A grade 5 student should be able to:

1. Demonstrate a consistent ability to investigate the work of others. Show thorough understanding, analysis and evaluation to inform new design ideas. Develop a range of ideas inspired by critical research and existing work.

3. Apply modern technology into systems and control through the application of electronics and mechanical systems

2. Manipulate media with progressive control and skill. Adapt media choice and technique to suit meaning and purpose of the work.

Create a range of ideas and develop refinements through scientific and logical means. Use material science and testing to create products fit for purpose.

4. Plan responses that are based on critical understanding. Develop solutions that are personal, meaningful and informed. Respond creatively to a project brief. Evidence impact of research and creative exploration.

ASPIRE 5- Religious Education

A grade 5 student should be able to:

1. Demonstrate accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority

2. Demonstrate some understanding of common and divergent views and practices within and between beliefs

3. Construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives, and using mostly accurate specialist terminology

ASPIRE 5- Food Science

A grade 5 student should be able to:

1. Demonstrate accurate and appropriate knowledge and properties of food science, cooking and nutrition

2. Safely and effectively apply competent technical skills to a range of equipment and ingredients to plan, prepare and present dishes with some degree of complexity

3. Analyse and evaluate, to draw coherent conclusions:

- Issues relating to food choices, provenance and production
- Food made by themselves and others

ASPIRE 5- French

A grade 5 student should be able to:

1. Listening:

respond effectively to spoken language including more complex and extended passages, extracting information, identifying opinions and drawing conclusions.

2. Speaking:

initiate and sustain detailed conversations manipulating language mostly accurately, expressing ideas and justifying opinions and responding effectively to unpredictable questions.
use mostly accurate pronunciation and intonation.

3. Reading:

respond effectively to written language including more complex and extended texts, identifying opinions and inferring meaning.

4. Writing:

write effectively for different purposes explaining ideas, expressing and justifying opinions and manipulating vocabulary and grammar, including some more complex language, mostly accurately.

ASPIRE 5- Health & Social Care

A grade 5 (L2M) student should be able to:

60% of the subject is **coursework** based. In your coursework you are expected to complete work that is described by the marking criteria as 'sound, partial or adequate'.

'Sound' is looking at coursework that is valid, logical and a relevant understanding is secured, with some points that are not fully developed.

'Partial' is defined as work that is produced that evidences a mainly developed application.

'Adequate' is described as work that includes the appropriate number of relevant facts or concepts but does not include full detail.

In the **exam** the questions are either short which require one word answers or simple sentences worth 1-4 marks and the extended response questions are worth 5-8 marks and this is where an extended piece of writing is expected.

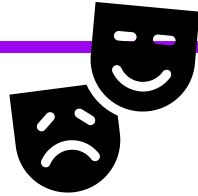
The higher mark questions require the following skills: analyse, discuss, evaluate, justify, compare and contrast. (grade 5+)

For lower mark questions the skills required are: identify, label, state, describe and explain.

ASPIRE 5- Performing Arts

A grade 5 student should be able to:

1. Demonstrate and apply mostly accurately knowledge and understanding of performing art skills. Demonstrate a clear understanding of the techniques that make a dramatic effect on the audience.



2. Precise use of terminology. Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence. Analysis is effective and impacts on outcomes.



3. Devise performances that reflects the work of practitioners and their influences. Evidence how critical sources have influenced performance decisions.

4. Practical skills are consistently of a medium to high standard. Practical work is relevant to and evidences research and context of the brief. Evidence of refinement of practical skill.

ASPIRE 5- Psychology

A grade 5 student should be able to:

1. Demonstrate accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these mostly correctly to familiar contexts, using mostly accurate psychological terminology

3. Analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgements supported by some evidence

2. Use some mathematical skills relevant to research methods in psychology

4. Evaluate psychological ideas and research methodology, developing plausible conclusions, supported by some evidence, including from competing viewpoints

ASPIRE 5- Digital IT

A grade 5 student should be able to:

Demonstrate Knowledge: Understand fundamental concepts related to digital information and technology, including computer systems, software development, data management, and digital security.

Communication Skills: Effectively communicate technical information both in writing and orally. This includes writing reports, explaining technical concepts to non-technical audiences, and participating in group discussions.

Apply Theoretical Concepts: Apply theoretical knowledge to practical tasks and projects within the course.

Project Management: Manage and complete technology projects, including planning, executing, and evaluating project outcomes.

ASPIRE 5- Computer Science

A grade 5 student should be able to:

Demonstrating a good understanding of core concepts such as algorithms, programming, data structures, and computer systems

Solve problems effectively, which may involve writing pseudocode, flowcharts, and code snippets to demonstrate their problem-solving skills.

Write clear and structured responses, using relevant terminology and correct notation. Show an understanding of ethical and legal considerations, especially in areas related to computer science, by addressing these topics in written responses.

Demonstrate theoretical knowledge in computer science, including topics like hardware, software, networks, and cybersecurity. This can be done through written answers on exams.

ASPIRE 5- Business Studies

A grade 5 student should be able to:

Use Key Terminology: Use appropriate business terminology in your answers. Demonstrating your knowledge of business language can earn you additional marks.

Answer All Questions: Ensure you attempt to answer all questions, even if you're not entirely sure about the answer. In many cases, you can earn partial credit for showing some understanding of the topic.

Evidence and Examples: Back up your answers with relevant examples and real-world applications of the concepts. This shows practical understanding and can boost your grade.

Content Mastery: Thoroughly understand the key topics and concepts covered in your course. Pay close attention to topics like marketing, finance, operations, and management. Ensure you have a good grasp of the subject material.

ASPIRE 5- GCSE Physical Education

A grade 5 student should be able to:

1. Demonstrate skills in physical activity and sport as a team player and individual, applying appropriate technique and skill progression accurately within the chosen sport.

2. Demonstrate and apply appropriate decision-making skills and tactical strategies within physical activity and sport, taking in to account personal strengths and weaknesses.

3. Apply your knowledge and understanding of the various factors that underpin performance and involvement in physical activity and sport. Use relevant examples to support your understanding.

4. Apply your understanding of the relationships between theory and practice. Use specific examples to add clarity and support your theoretical understanding.

ASPIRE 5- Photography

A grade 5 student should be able to:

1. Demonstrate a consistent ability to investigate the work of others. Create thoughtful analysis that impacts subsequent work. Develop a range of ideas inspired by critical research and existing work.

3. Record images with consistently good exposure/lighting, composition and impact. Investigate stimulus with a broad range of images. Record written annotation using accurate subject terminology. Purposefully reflect upon outcomes and process. Document the creative process clearly.

2. Demonstrate consistent skill and control in both digital and physical editing techniques. Make selections and experiments to refine ideas.
Evidence a clear creative journey from stimulus to responses.

4. Generate responses that are personal, meaningful and fully executed. Respond creatively to a project brief.
Evidence impact of research and creative exploration.

ASPIRE 5- Sociology

A grade 5 student should be able to:

1. Demonstrate broad, accurate knowledge and understanding of a range of sociological theories and concepts, different sociological perspectives, evidence and research methods.

2. Apply mostly appropriate sociological theories and concepts to UK and some global contexts using some subject specific terminology.

3. Analyse and evaluate some theories, concepts, evidence and research methods to create plausible judgements and conclusions with some evidence

ASPIRE 5- Sports Studies

A grade 5 student should be able to:

Your coursework counts towards **60%** of your overall grade. You need to produce work that applies a **sound** knowledge, **adequate** understanding of information and **partial** application of detail related to sports and performance.

Sound - Valid, logical and relevant understanding, with some relevant examples that are explained.

Adequate - Work includes the appropriate number of relevant facts or concepts but is not always in full detail.

Partial - Work produced is inclusive in range and shows an application of content understanding.

Within your exam you will need to show a sound understanding of topical and contemporary issues in sport, including; why people do and do not participate in sport, the promotion of ethics and values, the National Governing Bodies, use of technology and sporting events.

For the exam the questions are either short which require a simple sentences worth 1-4 marks or an extended response with questions worth 5-8 marks where more detail and explanation is expected.

For lower mark questions the skills required are: identify, label, state, describe and explain.

The higher mark questions require the following skills: analyse, discuss, evaluate, justify, compare and contrast. (grade 5+) .