



Ysgol Uwchradd y Drenewydd
Newtown High School
Caring Yields a Flourishing Learning Environment

Talented Criteria

2016-2017

Contents / Cynnwys

On each page you will find the criteria used by subject areas to identify Talented students. A student should meet at least 3 of these criteria in order to be identified as Talented.

Each page contains the criteria used in school, and underneath this are the criteria in 'pupil speak'.

<u>Subjects</u>	<u>Relevant Key Stage</u>
Applied Science	(KS5)
Art	(KS3-5)
Biology	(KS5)
Business Studies	(KS4-5)
Catering	(KS4)
Chemistry	(KS5)
Drama and Performing Arts	(KS4-5)
English	(KS3-5)
Fashion and Clothing	(KS5)
Geography	(KS3-5)
Health and Social Care	(KS4)
History	(KS3-5)
Information Technology	(KS3-5)
Law	(KS5)
Maths	(KS3-5)
Media	(KS4-5)
Modern Foreign Languages	(KS3-5)
Music	(KS3-5)
Physical Education	(KS3-5)
Physics	(KS5)
Religious Education	(KS3-5)
Resistant Materials	(KS4)
Science	(KS3-4)
Technology	(KS3)
Welsh	(KS3-5)

Talented Criteria – KS5

Gwyddoniaeth Gymhwysol / Applied Science

Gwyddoniaeth Gymhwysol / Applied Science

1. Demonstrate detailed knowledge and understanding of the relevant scientific concepts and facts.
2. Select relevant material from a range of resources.
3. Apply principles and concepts in familiar and new contexts.
4. Devise, plan and carry out experimental and investigative activities, selecting appropriate techniques.
5. Demonstrate safe and skilful practical techniques.
6. Be able to evaluate, reason and comment effectively on ethical issues with particular emphasis on medical issues.
7. Translate data that is presented as prose, diagrams, drawings, tables or graphs from one form to another.
8. Link together appropriate facts, principles and concepts from different areas of science

1. I have a good understanding of scientific knowledge and principles
2. I can carry out safe, fair, reliable and accurate practical work.
3. I can display data in a variety of forms.
4. I understand that aspects of medical research and delivery pose ethical issues and I can debate these issues.
5. I can link information from a variety of sources to use in my studies.
6. I exhibit a genuine interest in the subject and extend my knowledge in either a broad or narrow field of the subject.

This may include such activities as:

- being an active member of a national or international organisation
- personal research which may include theoretical or practical work
- keeping up to date with major scientific advancement either through specific publications or the national press.

Talented Criteria –

Art / Celf

Art / Celf

1. Make links between visual source material(s) and their own work in order to influence and inform their own creativity.
2. Use the work and style of artists and practitioners from the past or present day, and absorb influences into their own work.
3. Use the work of artists and practitioners to make links to the times in history when this work was created.
4. Use a variety of tools, materials and techniques in an increasingly mature way.
5. Become adept and skilful with specific materials and techniques and developing a stylistic specialism as a result.
6. Independently sustain an artistic project by contributing avenues of creativity beyond the project framework.
7. Work that is produced is maturely annotated with intelligent language which uses advanced subject-specific vocabulary and contains opinions as well as observations.
8. Show a keen interest in art beyond personal work and creativity.

1. I can look at visual imagery and source material and use it in order to help my own work reach a level which goes beyond the obvious.
2. I can look at current artists and practitioners and those from the past and reflect their creativity in work of my own.
3. I can see the wider picture whereby artists haven't worked in isolation, and have responded to events and inventions of the times.
4. I can use a range of equipment to a higher than average standard in order to make my creative responses.
5. I can develop a specialism with a certain creative process, discipline or methodology which extends my own creativity.
6. I can contribute my own relevant artistic ideas to a project.
7. I can write about my work using good language and a vocabulary that is relevant to the subject.
8. I have a genuine interest in art and I visit museums and galleries.

Talented Criteria – KS5

Bioleg / Biology

Bioleg / Biology
1. Demonstrate detailed knowledge and understanding of the relevant biological concepts and facts.
2. Select relevant material from a range of resources.
3. Apply principles and concepts in familiar and new contexts.
4. Devise, plan and carry out experimental and investigative activities, selecting appropriate techniques.
5. Demonstrate safe and skilful practical techniques.
6. Be able to evaluate, reason and comment effectively on ethical issues.
7. Translate data that is presented as prose, diagrams, drawings, tables or graphs from one form to another.
8. Link together appropriate facts, principles and concepts from different areas of biology.

1. I have a good understanding of biological knowledge and principles
2. I can carry out safe, fair, reliable and accurate practical work.
3. I can display data in a variety of forms.
4. I understand that aspects of biology pose ethical issues and I can debate these issues.
5. I can link information from a variety of sources to use in my studies.
6. I exhibit a genuine interest in the subject and extend my knowledge in either a broad or narrow field of the subject.
This may include such activities as:
 - being an active member of a national or international organisation (RSPB ,WWF)
 - visiting or working in biologically significant environments.
 - personal research which may include theoretical or practical work

Talented Criteria –
**Astudiaethau Busnes / Business
Studies**

Astudiaethau Busnes / Business Studies

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| 1. Candidates recall, select and communicate detailed knowledge and thorough understanding of concepts, theories, issues and current practice in business. |
| 2. They understand and use business terminology accurately and appropriately. |
| 3. They plan and carry out effectively a range of investigations and tasks using a wide range of skills competently. |
| 4. They apply their knowledge and critical understanding effectively to select and organise information from a wide range of sources, and to investigate business organisations in a variety of contexts. |
| 5. They use and evaluate quantitative and qualitative evidence effectively with a high degree of accuracy to analyse problems and issues, and make informed and reasoned judgements to present reasoned and substantiated conclusions. |

1. I have detailed knowledge of concepts, theories, issues and current practice in business and can communicate this.
2. I understand and can use the language of business correctly and appropriately.
3. I can plan and carry out investigations, using a wide range of skills.
4. I can select and organise information from a wide range of sources and use them to investigate business organisations.
5. I can evaluate evidence effectively in order to analyse problems and issues, make informed and reasoned judgements and present reasoned conclusions.

Talented Criteria –

Arlwyo / Catering

Arlwyo / Catering

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| 1. Can execute an extensive range of skills displaying fine manual dexterity |
| 2. Is able to execute planned work efficiently and logically |
| 3. Has demonstrated well executed and successful techniques supported by sophisticated skills to produce aesthetically pleasing outcomes. |
| 4. Can recall, select and communicate detailed knowledge |
| 5. Can apply relevant knowledge, understanding and skills in a range of situations. |
| 6. Can give a comprehensive analysis and justified comments on dishes |
| 7. Can make reasoned judgements and present substantiated conclusions. |
| 8. Show a passionate interest in the world of catering |

1. I can make a wide range of dishes with an attractive finish, showing high level skills
2. I can work from a time plan and make sure that all tasks are completed in a given time
3. I am able to use equipment and skills to produce attractive dishes which would gain customer acceptability in the commercial world.
4. I am able to answer exam questions in detail, and give evidence to back up my statements
5. I am able to plan dishes for different events after undertaking research
6. I can evaluate dishes for taste, texture, flavour and customer acceptability
7. I can plan thoroughly and produce organised writing using specialist terms and key words.
8. I can show that I have a genuine interest in Catering, by visiting local food events or carrying out detailed research of catering establishments or participate in extra -curricular activities related to food.

Talented Criteria – Cemeg / Chemistry KS5

Cemeg / Chemistry
1. Characteristically demonstrates detailed knowledge and understanding of principles, concepts and facts from the A level specification prior to 16 years of age.
2. Characteristically applies principles and concepts in familiar and new contexts involving several steps in the argument.
3. Characteristically demonstrates and describes ethical, safe and skilful practical techniques and processes, selecting appropriate qualitative and quantitative methods.
4. Characteristically analyses, interprets, explains and evaluates the methodology, results and impact of their own and others' experimental and investigative activities in a variety of ways.
5. Characteristically selects, organises and communicates relevant information in a variety of scientific forms.
6. Characteristically assesses the validity, reliability and credibility of scientific information.
7. Characteristically applies scientific knowledge and processes to unfamiliar situations including those related to contemporary issues.
8. Consistently demonstrates extended learning beyond the required A level specifications.

1. I can answer A-level chemistry questions at a consistently high standard before the usual age for starting an A level course.
2. I can explain why I am using a particular method or a combination of methods to solve a scientific problem. I use the whole of my scientific knowledge and research. I can also account for any problems I may have with my method.
3. I can devise and plan experimental and investigative activities, choose appropriate techniques by myself, demonstrate safe and skilful working, make observations and measurements with appropriate precision and record these in an organised and accurate way.
4. I can study the results of both my own and other's experiments and explain the methods used, why they were chosen, what the results tell us, and whether the results are reliable accurate and valid – with reasons.
5. I can use a variety of means of communication, e.g. written, oral and practical demonstration, tables, graphs etc. to communicate information clearly, using scientific terminology accurately.
6. I can critically evaluate statements, conclusions or numerical data, giving reasons with evidence for my conclusions.
7. I can link together appropriate facts principles and concepts from different areas of the A level chemistry specification to solve problems and discuss scientific issues related to chemistry that are, for example, in the news.
8. I can show that I am independently studying chemistry beyond what is required in the A level specifications, for example entry to the Chemistry Olympiad, or submissions to RSC competitions.

Talented Criteria –

**Drama a’r Celfyddydau Perfformio
/ Drama and Performing Arts**

Drama a’r Celfyddydau Perfformio / Drama a’r Celfyddydau Perfformio

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| 1. Be an outstanding team member - listen, contribute and discuss. |
| 2. Analyse live theatre performances with informed justification of dramatic techniques used. |
| 3. Appreciate own and others performances. |
| 4. Confidently demonstrate excellent ability in Performance skills. |
| 5. Select and apply dramatic technique effectively. |
| 6. Take constructive criticism and apply to Drama work. |
| 7. Produce well-structured, coherent performances. |
| 8. Demonstrate a passionate interest in the Performing Arts industry. |

1. I can listen to and discuss other’s ideas as well as contributing my own during group work.
2. I can explain why dramatic decisions have been made to create an effective live theatre performance.
3. I can enjoy and appreciate my own and other people’s performances.
4. I have talent in areas of performance and am not afraid to show it.
5. I can plan a performance which includes interesting dramatic techniques.
6. I take direction well and take on board what other people say I need to improve upon.
7. I can plan thoroughly and produce well-organised pieces of Drama work.
8. I can show that I have a genuine interest in the Performing Arts, by visiting theatres or carrying out detailed research into a play/playwright/practitioner.

**Talented Criteria –
Saesneg / English**

Saesneg / English: Oracy

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| 9. Confidently range vocabulary and expression during talk for specific purposes and audiences |
| 10. Initiate and sustain discussion, taking a leading role, and hold an active role in helping groups reach conclusions |
| 11. Listen with concentration and understanding to varied and complex speech and respond to how listeners react |
| 12. Use a range of techniques, expressions and gestures for impact |
| 13. Recognise and evaluate features of talk and make discerning suggestions about how to improve |
| 14. Assured and fluent use of Standard English in a range of situations for varied purposes |
| 15. Show a passionate interest in the oracy element of English. |

9. I can confidently vary my choice of words, phrases and expression to have a specific impact on my audience for a range of purposes.
10. I can take charge during a discussion, introducing new topics when necessary and keeping the conversation going, with the purpose of reaching a conclusion within the allotted time.
11. I can listen very carefully to others and understand their meaning, even in complicated discussions, and respond to how they react.
12. I can use a range of techniques, gestures and expressions in my talk to have deliberate impacts upon the audience.
13. I can understand what makes a presentation/performance/discussion successful, and can make sensible and useful suggestions about how to improve.
14. I can speak using Standard English in different situations for different reasons.
15. I can show that I have a genuine interest in the speaking and listening element of English by volunteering to participate in class discussions and school assemblies, and pursuing this interest outside of school (e.g. debate club, team-building communities, such as Guides/Scouts).

**Talented Criteria –
Saesneg / English**

Saesneg / English: Reading

1. Consistently read a broad range of different text types, including web-based material
2. Can confidently and successfully use a range of strategies for understand texts
3. Confident, sustained response to the key ideas, themes, events and characters in a broad range of texts
4. Detailed reference to how language, features, style and presentation have been used to achieve particular effects
5. Draw careful and apt comparisons between texts, considering audience, purpose and form
6. Identify, synthesise and analyse argument, opinion and alternative interpretations, cross-referencing where appropriate
7. Independently research a topic using a range of texts, considering the reliability and objectivity of the materials used
8. Show a passionate interest in the reading element of English

1. I can read and understand many different types of reading material, including online resources.
2. I can confidently use a range of strategies to successfully understand texts.
3. I can read many different types of text and talk about the main ideas, characters, themes and events within them, using textual evidence to support what I say.
4. I can identify specific elements within a text that have been used to have a particular impact on an audience, such as word choices, language features and elements of presentation.
5. I can read more than one text and draw comparisons between them, including their genre, audience and purpose.
6. I can identify, synthesise and analyse the main arguments and opinions within a text, considering how words and phrases might be understood differently by different people.
7. Independently research a topic using a range of texts, considering the reliability and objectivity of the materials used
8. I can show that I have a genuine interest in the reading element of English by reading a range of materials in my own time, using the Resource Centre or joining a book club.

**Talented Criteria –
Saesneg / English**

Saesneg / English: Writing

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| 1. Writing has shape and impact and shows control of a range of styles, maintaining the reader's interest |
| 2. Plan written pieces appropriately, selecting the most appropriate structures and features, focussing on audience and purpose |
| 3. Literary writing uses structure as well as vocabulary for a range of imaginative effects |
| 4. Non-literary writing is coherent, reasoned and persuasive and contains the most appropriate use of language and tone |
| 5. Variety of grammatical constructions and punctuation is used accurately and appropriately and with sensitivity |
| 6. Paragraphs are well constructed and linked to clarify the organisation of the writing as a whole |
| 7. Show a passionate interest in the written element of English |

1. I can write accurately in a range of different text types to have impact on different audiences and maintain their interest throughout.
2. I can plan all written pieces appropriately, selecting the most appropriate structures and features, focussing on the audience and purpose.
3. I can show imagination in my literary work through the way it is organised and the word choices that I use.
4. I can make my meaning clear in my non-literary work, using clear arguments, appropriate language/tone and specific features to be persuasive.
5. I can use grammar and punctuation accurately, and can also use it achieve particular effects in my writing.
6. I can use paragraphs to organise my work so that it is clearer for my audience.
7. I can show that I have a genuine interest in the written element of English by writing literary pieces in my own time, volunteering to help the school press team, entering national writing competitions or joining a writing club.

<p style="font-size: 1.2em; margin: 0;">Talented Criteria –</p> <p style="font-size: 1.5em; font-weight: bold; margin: 0;">BTEC Level 3 Fashion and Clothing</p>
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Ffasiwn a Dillad / Fashion and Clothing
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1. Make links between the concepts found in art and design and own work.
2. Analyse the impact of artist, designers past and present on the world of fashion and clothing.
3. Explain why and how designers and makers have designed and manufactured their products.
4. Show independence in carrying out experimental and innovative visual and written research.
5. Critically evaluate the work of others and their impact on own work.
6. Select, organise and manufacture high quality conceptual and traditional products.
7. Produce well-structured narratives, descriptions and explanations
8. Show a passionate interest in the world of fashion and clothing.

1. I can use my knowledge of various concepts in art and design and make links between them.
2. I can explain the impact that artists and designers past and present have had on the world of fashion and clothing.
3. I can explain how garments have been manufactured using technical language.
4. I can plan and carry out relevant visual and written research related to my briefs explaining its relevance in the context of my own work.
5. I can relate the strengths and weaknesses of others work and its impact on my own personal studies.
6. I can select fabrics, components, techniques and equipment which will fulfil my product requirements to a high quality standard.
7. I can plan thoroughly and produce well-organised pieces of extended writing, and use key words and terms.
8. I can show that I have a genuine interest in Fashion and Clothing, by visiting museums and exhibitions, shows or carrying out detailed independent research into a topic.

<p>Talented Criteria –</p> <p>Daearyddiaeth / Geography</p>
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Daearyddiaeth / Geography

1. Make links between their knowledge and understanding of different geographical topics
2. Analyse causes and consequences of geographical events and changes
3. Explain why and how different geographical interpretations have been produced
4. Show independence in carrying out geographical enquiries
5. Critically evaluate geographical sources and use them to answer relevant questions
6. Select, organise and deploy relevant geographical information
7. Produce well-structured narratives, descriptions and explanations
8. Show a passionate interest in the subject of Geography or travel

1. I can use my knowledge of various geographical topics and make links between them.
2. I can explain why geographical events happened, and explain their consequences
3. I can explain why people have given different views and opinions of different geographical events.
4. I can plan and carry out an enquiry by myself, choosing which sources I will use and what questions I will need to ask of them, and evaluate how successful my enquiry has been when I have finished.
5. I can talk about how useful geographical sources are, taking into consideration when and why they were written, and who has written them.
6. I can choose specific, accurate and relevant geographical knowledge to use in my work.
7. I can plan thoroughly and produce well-organised pieces of extended writing, and use key words and terms in my geography lessons
8. I can show that I have a genuine interest in Geography and geographically related things by watching documentaries and reading news articles about Geography related events

**Talented Criteria –
Gofal Iechyd a Chymdeithasol/
Health and Social Care**

**Gofal Iechyd a Chymdeithasol/
Health and Social Care**

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| 1. Assess the strengths and weaknesses of 1:1 and group communication. |
| 2. Assess how the principles and values which underpin health and social care relate to the promotion of individual rights. |
| 3. Justify how a plan for improving individual health and well being takes into account the individual's circumstances and preferences |
| 4. Discuss how their risk assessment of an everyday space reduces the risk to the users of the indoor space. |
| 5. Describe how identified factors can influence the development of an individual's self-concept. |
| 6. Justify the care an individual needs to have provided at their different life stages. |

1. I can use my knowledge of different forms of communication to identify and evaluate when they happen in both a 1:1 and group situation.
2. I can describe and explain the principles and values that aid an individual's human rights in health and social care situations.
3. I can give reasons to explain why the health and wellbeing of a teenager can be affected by their likes, dis-likes and different situations.
4. I can plan and carry out a risk assessment based on my work placement; I can then put forward possible ways of reducing such risks and suggest how this will improve the safety of the people concerned.
5. I can show my knowledge by describing how all the factors that influence self-concept can have an effect on a chosen individual.
6. I can identify the different human life stages and can give examples and reasons for the different types of care needed at each life stage.

**Talented Criteria –
Hanes / History**

Hanes / History

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| 1. Make links between their knowledge and understanding of different historical topics |
| 2. Analyse causes and consequences of historical events and changes |
| 3. Explain why and how different historical interpretations have been produced |
| 4. Show independence in carrying out historical enquiries |
| 5. Critically evaluate historical sources and use them to answer relevant questions |
| 6. Select, organise and deploy relevant historical information |
| 7. Produce well-structured narratives, descriptions and explanations |
| 8. Show a passionate interest in the world of history |

1. I can use my knowledge of various historical topics and make links between them.
2. I can explain why historical events and changes have happened, and explain their results.
3. I can explain why people have given different interpretations of historical events and people.
4. I can plan and carry out an enquiry by myself, choosing which sources I will use and what questions I will need to ask of them, and evaluate how successful my enquiry has been when I have finished.
5. I can talk about how useful historical sources are, taking into consideration when and why they were written, and who has written them.
6. I can choose specific, accurate and relevant historical knowledge to use in my work.
7. I can plan thoroughly and produce well-organised pieces of extended writing, and use key words and terms.
8. I can show that I have a genuine interest in History, by visiting museums and historical sites or carrying out detailed research into a topic.

Talented Criteria –

TG / IT

TG / IT
1. Students develop and refine work and use information from many places to do so.
2. Students can use and adapt information from many sources
3. Students can use complex searches to find relevant information on the internet and understand that not all websites can be trusted
4. Students present their work using appropriate software and are able to use advanced features to ensure work stands out
5. Work is presented in a professional way and students show a clear interest in using advanced techniques.
6. A student shows a strength and interest in one area, and continues to produce work of a high standard
7. Students are able to use skills that are outside what we teach in the school (e.g. Flash animation, Game maker, Advanced web design)
8. Students show a passionate interest in the world of IT

1. I can use information from many different sources to develop and perfect my work.
2. I can use and adapt information from many sources.
3. I can use complex searches to find relevant information on the internet and I understand that not all websites can be trusted.
4. I can present my work using appropriate software and am able to use advanced features to ensure my work stands out.
5. My work is presented in a professional way and I show a clear interest in using advanced techniques.
6. I show a strength and interest in one area of IT.
7. I am able to use skills that are outside what I am taught in school (e.g. Flash animation, Game makes, Advanced web design.)
8. I show a passionate interest in the world of IT.

Talented Criteria –

Y Gyfraith / Law

Y Gyfraith / Law

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| 1. Demonstrate knowledge and understanding of legal rules and principles |
| 2. Analyse legal material, issues and situations and evaluate and apply legal rules and principles |
| 3. Present logical and coherent arguments in written answers and in class discussions |
| 4. Use of accurate legal terminology and vocabulary |
| 5. Proper use of examples, case law, citation and legislation where necessary |
| 6. Use of wider sources of information from books, the internet, newspapers, articles etc to further enhance legal knowledge and awareness |
| 7. Show awareness of the law as it happens on a daily basis by keeping abreast of the headlining stories in the press |
| 8. Show a passionate interest in the law |

1. I am able to show my knowledge and understanding of the law, the rules and principles that exist
2. I am able to examine material, spot the issues raised and evaluate the situations in order to be able to apply legal rules and principles that I have learnt
3. I can present arguments in a logical and consistent way in my essay's and in class discussions
4. I can use legal words, phrases and vocabulary accurately when discussing the law
5. I am able to use examples to back up my arguments or to emphasise a point effectively
6. I use different sources of information to further my knowledge in the law
7. I am aware of the law as it happens on a daily basis and how it affects society
8. I am passionate about the law and have a genuine interest in law.

**Talented Criteria –
Mathemateg / Maths**

Mathemateg / Maths

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| 1. They use mathematical language and symbols effectively in presenting a convincing reasoned argument, including mathematical justification of their chosen methods |
| 2. They express general laws in symbolic form. |
| 3. They solve problems using intersections and gradients of graphs |
| 4. They use, generate and interpret graphs based on trigonometric functions |
| 5. They solve problems in two and three dimensions using Pythagoras' theorem and trigonometric ratios. |
| 6. They calculate lengths of circular arcs, areas of sectors, surface areas of cylinders, and volumes of cones and spheres. |
| 7. They interpret and construct histograms. |
| 8. They understand how different sample sizes may affect the reliability of conclusions |
| 9. Show a passionate interest in the world of maths |

1. I can use mathematical language and symbols effectively in presenting a convincing reasoned argument, including mathematical justification of my chosen methods
2. I can express general laws in symbolic form.
3. I can solve problems using intersections and gradients of graphs.
4. I can use, generate and interpret graphs based on trigonometric functions.
5. I can solve problems in two and three dimensions using Pythagoras' theorem and trigonometric ratios.
6. I can calculate lengths of circular arcs, areas of sectors, surface areas of cylinders, and volumes of cones and spheres.
7. I can interpret and construct histograms.
8. I can understand how different sample sizes may affect the reliability of conclusions.
9. I show a keen interest in the world of maths.

Talented Criteria – Y Cyfryngau / Media

Y Cyfryngau / Media
1. Recall, select and communicate detailed knowledge and thorough understanding of media products and concepts and the context in which they are produced and consumed
2. Use a wide-ranging vocabulary, and reference to relevant theories, to analyse, evaluate and compare media products and concepts
3. Evaluate and compare media representations
4. Use carefully selected evidence to support ideas and arguments
5. Understand how audiences are identified and how production is tailored to audience needs and expectations
6. Use a broad range of production skills appropriately and effectively, including confident use of ICT
7. Evaluate their own products, making critical connections between the experience of carrying out the production and the key concepts
8. Show a passionate interest in the world of media.

1. I can analyse media texts using the main media concepts, showing an understanding of how different contexts have had an impact on their production.
2. I can use a broad range of media terminology and theory when discussing, analysing and comparing media texts.
3. I can understand, evaluate and compare how and why representations of different people, places, events and ideas are different between media texts.
4. I can select the appropriate evidence from a media text to support my key points.
5. I can understand the key concept of audience and how what they want and expect is addressed in different media texts.
6. I can research, plan and produce my own media texts successfully, concentrating on the key concepts, confidently using ICT to do so.
7. I can evaluate my own products, explaining the connections between the research, planning and production stages.
8. I can show that I have a genuine interest in Media by engaging with a broad range of media texts and text types, developing my creative ICT skills, or joining a media club.

Talented Criteria –

ITM - MFL

ITM / Modern Foreign Languages

1. Show understanding of a range of spoken material including longer spoken passages, which contain some complex sentences and unfamiliar language.
2. Show a readiness to use the language in a spontaneous and improvised manner.
3. Speak with good pronunciation and intonation.
4. Develop strategies to identify accurately the ideas and information they need when reading long texts.
5. Show independence by using reference materials.
6. Draw on a variety of previously learnt language and structures to vary their writing.
7. Structure their ideas and adapt language to use in different contexts.
8. Show a passionate interest in modern foreign languages

1. I can understand long conversations, oral reports, even if I do not know all the words used, I can get the gist and note the key points.
2. I can express and explain my ideas and points of view orally with confidence.
3. I can generally speak with a good French accent and the correct intonation.
4. I can skim and scan longer text for information and take educated guesses using Welsh/English/other languages' cognates.
5. I can use a bilingual dictionary to look up words I do not understand, use the verb tables to construct sentences in various tenses, carry out research on the internet/in books.
6. I can use a wide range of vocabulary, complex structures (e.g. connectives, adverbs), and a variety of verb tenses to write texts of over 200 words.
7. I can produce detailed written reports/narrations/etc. I am able to present information clearly and logically. I can handle more complex sentences with confidence and verb tenses are mostly used successfully.
8. I can show that I have a genuine interest in a particular foreign language. I went to a country where it is spoken and/or would like to go there soon. I know a few foreign films or famous people. I realise the importance of learning a Modern Foreign Language for my future career.

Talented Criteria –

Cerdd / Music

Cerdd/ Music

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| 1. Demonstrate stylistic awareness and sensitivity of interpretation in performing |
| 2. Perform pieces that are technically and musically demanding |
| 3. Show empathy within a group and respond to give a convincing performance |
| 4. Effectively develop musical ideas in a composition |
| 5. Compose music that is consistent in style |
| 6. Make detailed aural analyses of a range of music using relevant music vocabulary |
| 7. Critically appraise a wide range of music using relevant music vocabulary. |

1. I can perform a piece of music with an understanding of how to play it correctly and in the correct style.
2. I can perform pieces that are quite difficult and challenging.
3. I can respond to the performances of other people in a group and can change what I am doing to give a successful performance.
4. I can compose a melody and then develop it into a successful composition using a range of different methods.
5. I can compose a piece of music that stays in the same style throughout.
6. I can listen to a piece of music and identify many features of the music using relevant vocabulary.
7. I can listen to a wide range of music including that of my peers and comment on strengths as well as areas for improvement

Talented Criteria –

Addysg Gorfforol / Physical Education

Addysg Gorfforol / Physical Education

1. Consistently distinguish between and apply advanced skills, techniques and ideas, always showing high standards of precision, control, fluency and originality either across a range of activities or one specific sport .
2. Know of the principles of advanced strategies, tactics or composition, they apply them with proficiency, flair and originality in their own and others' work.
3. Maintain the quality of a performance when adapting and responding to changing circumstances
4. Critically evaluate their own and others' work, showing that they understand the impact of skills, strategy, tactics or composition and fitness on the quality and effectiveness of performance
5. Plan and monitor ways in which their own and others' performance could be improved, acting on these decisions to bring about the improvements.
6. Use knowledge of health, fitness and social wellbeing to plan and evaluate own and others' exercise and physical activity programmes.
7. Take on different roles within an activity and plan pathways into performance, leadership or officiating based on their choices and preferences.

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**Talented Criteria –
Ffiseg / Physics KS5**

Ffiseg / Physics KS5
1. Apply principles and concepts in familiar and new contexts involving several steps in the argument.
2. Explain and interpret phenomena effectively, presenting arguments and evaluations.
3. Carry out extended calculations, with little or no guidance, and demonstrate good understanding of the underlying relationships between physical quantities.
4. Link together appropriate facts, principles and concepts from different areas of the course specification.
5. Devise and plan experimental and investigative activities, selecting appropriate and safe techniques.
6. Interpret, explain, evaluate and communicate the results of their own and others' experimental activities in appropriate contexts.
7. Demonstrate their excellence in Physics by stretching their lateral thinking skills and applying fundamental physical principles to novel situations. Being able to extend their learning beyond the scope of the A-level examination specification e.g. British Physics Olympiad resources and competitions.

1. I can explain why I am using a particular method or a combination of methods to solve a scientific problem. I use the whole of my scientific knowledge and research. I can also account for any problems I may have with my method.
2. I can form conclusions from my scientific observations and provide detailed explanations for them.
3. I can use my numeracy skills in calculations that involve multiple steps with little or no help from others. I am able to explain why I have chosen that particular method.
4. I can plan accurate investigations where more than one input variable is changed.
5. I can produce clear, accurate and detailed reports to show my results and interpret them. I can explain my findings in terms of current scientific knowledge and models.
6. I am able to learn and understand work at a higher level than the A-level physics course. I can prove my higher-level understanding by successfully completing British Physics Olympiad resources and competitions.

Talented Criteria –

Addysg Grefyddol / Religious Education

AG / RE

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| 1. Investigate fundamental religious and moral questions and draw rational conclusions |
| 2. Apply a wide range of religious concepts to a variety of beliefs, teachings and practices |
| 3. Explain and justify the reasons for the range of viewpoints held by religious people |
| 4. Consider the implications of their own actions and beliefs |
| 5. Evaluate and explain how various aspects of religion affect the lives of individuals, communities and society |
| 6. Use a wide range of religious vocabulary accurately |
| 7. Explain the symbolic meaning of religious objects, actions and language |
| 8. Show a passionate interest in the world of religion |

1. I can investigate questions about religion and moral issues, and come to sensible, considered conclusions.
2. I am aware of a wide range of religious ideas, and various religious beliefs, teachings and practices.
3. I can explain why religious people have different points of view.
4. I can think carefully about my own actions and beliefs, and the impact that these have.
5. I can explain and evaluate how religion can affect the lives of individuals, communities and society in general.
6. I can use a wide range of religious vocabulary accurately.
7. I can explain the meanings of objects, actions and language used by various religions.
8. I can show that I have a genuine interest in religion, by visiting sites of religious importance or carrying out detailed research into a topic.

Talented Criteria – KS4 Resistant Materials

Resistant Materials
1. Discrimination shown when selecting and acquiring relevant research that will promote originality in designing.
2. Detailed analysis of relevant existing products or systems undertaken related to design intentions.
3. Imaginative and innovative ideas have been developed, demonstrating creativity, flair and originality. Further developments made to take account of ongoing research.
4. The implications of a wide range of issues including social, moral, environmental and sustainability, are taken into consideration and inform the development of the design proposals.
5. Worked independently to produce a rigorous and demanding outcome. Final outcome(s) shows a high level of making/modelling/finishing skills and accuracy.
6. Quality controls are evident throughout the project and it is clear how accuracy has been achieved. The outcome has the potential to be commercially viable and is suitable for the target market.
7. Detailed testing and evaluation as appropriate throughout the designing and making process taking account of client/user or third party opinion.
8. Design folder is focused, concise and relevant and demonstrates an appropriate selection of material for inclusion. All decisions communicated in a clear and coherent manner with appropriate use of technical language. The text is legible, easily understood and shows a good grasp of grammar, punctuation and spelling.

1. I can carry out extensive appropriate research to promote originality in designing.
2. I can carry out detailed analysis of relevant existing products or systems used which related to design ideas.
3. I can produce imaginative and innovative ideas which have been developed, demonstrating creativity, flair and originality. I can develop ideas further to take account of ongoing research.
4. I can explain the implications of a wide range of issues including social, moral, environmental and sustainability, these are taken into consideration to inform the development of my design proposals.
5. I can work independently to produce a rigorous and demanding outcome. My final outcome(s) shows a high level of making/modelling/finishing skills and accuracy.
6. I can show quality controls are evident throughout my project and it is clear how accuracy has been achieved. My outcome has the potential to be commercially viable and is suitable for the target market.
7. I can show detailed testing and evaluation as appropriate throughout my designing and making process taking account of client/user or third party opinion.
8. My design folder is focused, concise and relevant and demonstrates an appropriate selection of material for inclusion. All my decisions are communicated in a clear and coherent manner with appropriate use of technical language. My text is legible, easily understood and shows a good grasp of grammar, punctuation and spelling.

**Talented Criteria –
Gwyddoniaeth / Science**

Gwyddoniaeth / Science
1. Justify methods and strategies used, making multiple links to prior learning and independent research and taking account of possible problems.
2. Justify predictions by making multiple links between scientific models, theories and systems.
3. Plan to track changes in more than one dependent variable.
4. Develop an organised system to record findings clearly conveying points of interest.
5. Use complex abstract ideas or combinations of models/systems to explain their findings.
6. Use knowledge and understanding to critically evaluate predicted effects on systems.
7. Use detailed evidence to form consistent conclusions/opinions.
8. Evaluate the likely effectiveness of alternative strategies and refine learning/thinking strategies for future occasions.

1. I can explain why I am using a certain method to solve a scientific problem, using the whole of my scientific knowledge and research. I can also explain any problems I may have with my method.
2. I can make predictions and say why I think this, using detailed scientific knowledge.
3. I can plan accurate investigations where more than one input variable is changed.
4. I can produce clear, accurate and detailed results to show my findings by myself
5. I can explain my findings in terms of current scientific knowledge and models.
6. I can explain how good my predictions were and say why I was wrong if necessary.
7. I can understand what detailed results or information are showing me and explain this to others.
8. I can show that I understand how Science is constantly changing and how new ideas develop within Science.

**Talented Criteria –
KS3 Dylunio a Thechnoleg /
Design and Technology**

Dylunio a Thechnoleg / Design and Technology

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| 1. Pupils are focused and selective when identifying and using research materials, and in the way they explore and evaluate existing products. |
| 2. Pupils are responsive to limitations of cost, user preferences, health and safety, and sustainability. They can cross-reference ideas in their specification/recipe to their research. |
| 3. Pupils demonstrate creativity, innovation and originality in generating and developing design solutions. |
| 4. They use high-level communication skills, including detailed annotation of development sketches, accurate drawings and CAD models. |
| 5. They can sequence manufacture and are becoming increasingly independent in the selection of equipment and potential materials and ingredients. |
| 6. They are able to make products with precision and a high standard of manufacture, finish or taste. |
| 7. Pupils use a range of evaluation strategies, including detailed testing against the specification/recipe, considering user response and future developments. |
| 8. Show a passionate interest in the world of design and technology |

1. I can carry out extensive appropriate research including market research into existing products.
2. I can explain ideas to show understanding of commercial suitability and high levels of technique.
3. I can produce realistic ideas that contain innovative aspects.
4. I can explain detailed planning identifying quality control, equipment used and how to overcome problems.
5. I can demonstrate the ability to work independently to a time plan.
6. I can produce evidence of excellent techniques to give a quality outcome.
7. I can evaluate products with detailed testing and modification to meet all specification needs.
8. I can show that I have a genuine interest in Design and Technology, by visiting exhibitions and visiting retailers and manufacturers, or carrying out detailed research into a topic.

Talented Criteria –

Cymraeg / Welsh

Cymraeg / Welsh

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| 1. Write for a variety of purposes using linked sentences, expressing opinions and giving reasons |
| 2. Select suitable words and phrases when writing, producing constructions and sentences that are fairly accurate |
| 3. Respond to a variety of different texts showing an understanding of the main points |
| 4. Read with increasing expression and confidence, express opinions on the content and give reasons |
| 5. Understand spoken language used in a range of situations by selecting specific details |
| 6. Speak fluently using an increasing variety of phrases and sentence patterns and tenses |
| 7. Listen carefully to what others say and respond by asking questions and making relevant comments |
| 8. Agree and disagree with the views of others, providing reasons to support the views given |

1. I can write linked sentences about different topics and give my opinion with reasons
2. I can write Welsh fairly accurately using a variety of sentence patterns
3. I can read and understand passages about a variety of topics
4. I can read aloud confidently and give opinions with reasons about what I have read
5. I can understand spoken Welsh about different topics and select relevant information from what I have heard
6. I can speak Welsh well using a variety of sentence patterns and tenses
7. I can hold a conversation in Welsh. I can ask questions and make suitable comments in reply to the questions of others
8. I can agree and disagree with other people's views in Welsh and provide reasons to support what I say.