



HALEWOOD  
ACADEMY



# KEY STAGE 3 Y7 - Y9



## ASSESSMENT STEPS



Dance

'We Seek the Best'

Key Stage 3 Descriptors	Key Knowledge Skills and Understanding for Key Stage 3 What do students know and what can they do?		
	Creating/choreography	Performing	Evaluating
<div> <div> + - Excelling (Projected Grade 9 at GCSE) </div> <div></div> </div>	<ul style="list-style-type: none"> <li>Demonstrate outstanding leadership skills, by working creatively alongside other members of the group by driving the choreography forward.</li> <li>Fully analyse professional dance works and show an understanding of choreographic devices, choreographic content, aural setting and performance environment.</li> <li>Use a range of choreographic processes such as researching, improvising, structuring and refining to ensure the piece/theme is clearly understood and communicated.</li> <li>Successfully apply a range of choreographic devices to create an original performance, justifying why the devices and skills were applied and the impact they have.</li> <li>Create a choreography that highly effectively communicates your choreographic intent including effective structure, actions, dynamics, space and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate outstanding mental skills when performing.</li> <li>Perform using all of the physical and expressive skills that reflect the entire stimulus showing flair and imagination.</li> <li>Communicate emotion and/or theme throughout the performance.</li> <li>Demonstrate outstanding awareness of space and how it can be used to communicate meaning.</li> <li>Perform safely, accurately and with sensitivity to style and intention.</li> <li>Perform with excellent musicality showing the ability to dance to a range of different rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate sophisticated, analytical dance vocabulary with technical accuracy.</li> <li>Set specific targets that have a clear outline as how they will be achieved.</li> <li>Demonstrate advanced dance terminology when analysing the work of others, by giving them constructive feedback with reasoning behind your response.</li> <li>Explain and justify the reasons behind your choice of skills, choreographic devices and dynamic content of their piece.</li> </ul>
<div> <div> + - Mastering (Projected Grades 6 - 8 at GCSE) </div> <div></div> </div>	<ul style="list-style-type: none"> <li>Demonstrate strong leadership and listening skills in order to create a positive and productive environment</li> <li>Confidently analyse a professional dance works and show an understanding of choreographic devices, choreographic content, aural setting.</li> <li>Use some choreographic processes such as researching, improvising, structuring and some refining to ensure the piece/theme is clearly understood.</li> <li>Apply a range of sophisticated choreographic devices to create an original performance.</li> <li>Create a choreography that clearly shows your choreographic intent including structure, actions, dynamics, space and relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate outstanding mental skills focus/eyeline, commitment, concentration, movement memory when performing.</li> <li>Perform using most of the physical and expressive skills that reflect the entire stimulus showing style and imagination.</li> <li>Communicate emotion and/or theme throughout the performance.</li> <li>Demonstrate outstanding awareness of space and how it can be used to communicate meaning.</li> <li>Perform safely, accurately and with sensitivity to style and intention.</li> <li>Perform with excellent musicality showing the ability to dance to a range of different rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate sophisticated, analytical dance vocabulary with technical accuracy.</li> <li>Set specific targets that have a clear outline as how they will be achieved.</li> <li>Demonstrate excellent dance terminology when analysing the work of others, by giving them constructive feedback with reasoning behind your response.</li> <li>Explain and justify the reasons behind your choice of skills, devices and dynamic content of their piece.</li> </ul>

Key Stage 3 Descriptors	Descriptors of Key Knowledge Skills and Understanding for Key Stage 3 What do students know and what can they do?		
	Creating/choreography	Performing	Evaluating
	<ul style="list-style-type: none"> <li>Adequately demonstrates team work by working collaboratively when developing the motif, contributing ideas that support the development of the dance that fit with the style and context including actions, dynamics, space and relationships.</li> <li>Demonstrate some skills to analyse a professional dance works and show some understanding of the impact of choreographic devices and choreographic content.</li> <li>Use some choreographic processes such as researching and improvising adequately to develop a good understanding of the style, theme and context.</li> <li>Use an effective structure to communicate your dance idea</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the mental skills movement memory and concentration when performing.</li> <li>Remember a good amount of the motif and their own work.</li> <li>Perform using several of the physical and expressive skills throughout the dance.</li> <li>Communicate emotion and/or theme within the performance.</li> <li>Demonstrate an awareness of space and how it can be used to communicate narrative.</li> <li>Perform safely with sensitivity to style.</li> <li>Perform with good musicality showing the ability to dance to a range of different tempos and some challenging rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate your understanding of reflective dance vocabulary by delivering it in a structured way.</li> <li>Reflect upon your work and identify strengths and some areas for development making suggestions on how to improve. Describe strengths and give examples.</li> <li>Demonstrate a range of dance terminology when giving peer feedback sensitively with ideas on how they can improve.</li> <li>Confidently set relevant achievable targets that will improve the performance and their progress.</li> </ul>
	<ul style="list-style-type: none"> <li>Can sometimes take responsibility for their work by contributing ideas but struggles to do this confidently and consistently.</li> <li>Demonstrate basic understanding of professional works.</li> <li>Demonstrate basic choreographic processes such as research skills.</li> <li>Can apply basic choreographic devices such as unison, canon and levels with some justification.</li> </ul>	<ul style="list-style-type: none"> <li>Remember a limited amount of the motif and your own work.</li> <li>Perform demonstrating the mental skill focus for the majority of your performance.</li> <li>Perform using balance and control for most of the dance.</li> <li>Use facial expressions during the performance.</li> <li>Demonstrate an awareness of space by using it to tell a story.</li> <li>Perform safely.</li> <li>Perform in time with the music.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate some reflective dance vocabulary with accuracy.</li> <li>Reflect upon your work and identify strengths and some areas for development making suggestions on how to improve.</li> <li>Demonstrate a range of dance terminology responding to peer feedback Sensitively.</li> <li>Set simple relevant targets without support from the teacher and/or their peers.</li> </ul>
<ul style="list-style-type: none"> <li>Emerging + (Below GCSE Grading)</li> </ul>	<ul style="list-style-type: none"> <li>Participate in group work, but rarely takes occasionally taking the lead developing limited ideas.</li> <li>Demonstrate a basic understanding and show a basic ability to evaluate a professional dance works showing some understanding of the impact of choreographic devices and spatial content.</li> <li>Apply basic choreographic devices such as levels and canon with some teacher support.</li> </ul>	<ul style="list-style-type: none"> <li>Remember some basic parts of the motif and your own work.</li> <li>Perform your work showing limited mental skills such as confidence or some of the performance.</li> <li>Perform using balance and control for some parts of the dance.</li> <li>Use facial expressions during some of the performance.</li> <li>Demonstrate an awareness of space.</li> <li>Perform safely.</li> <li>Perform in time with the music during parts of the performance</li> </ul>	<ul style="list-style-type: none"> <li>Use some reflective dance vocabulary.</li> <li>Reflect upon your work and identify strengths and some areas for development.</li> <li>Demonstrate some dance terminology when responding to peer feedback.</li> <li>Set simple relevant targets with support from the teacher.</li> </ul>





## Progress Steps

**Link to Year 9 Option  
Pathways – ACE**

**Aspiration  
Pathways A,B,C**

**Collaboration  
Pathways D and E**

**Excellence  
Pathways F,G,H,I**

HALEWOOD ACADEMY LEARNING JOURNEY - YEARS 7 – 11							
When your child enters the school in year 7, they are placed on a particular pathway based on prior attainment. A students pathway may change	Year 7	Year 8	Year 9	Year 10	Year 11	Attainment Descriptors	GCSE Target Grade
					9	Excelling	Grade 9
				8	8	Mastering +	Grade 8
			M	7	7	Mastering	Grade 7
	M-	M-	6	6	Mastering -	Grade 6	
Pathway A - Excelling	S+	S+	S+	5	5	Securing +	Grade 5
Pathway B- Mastering	S	S	S	4	4	Securing	Grade 4
Pathway C - Mastering	S-	S-	S-	3	3	Securing -	Grade 3
Pathway D - Mastering	D+	D+	D+	2	2	Developing +	Grade 2
Pathway E - Securing	D	D	D	1	1	Developing	Grade 1
Pathway F - Securing	D-	D-	D-	1		Developing -	Below
Pathway G - Securing	E+	E+	E+			Emerging +	Below
Pathway H - Developing	E	E				Emerging	Below
Pathway I - Developing	E-					Emerging -	Below

## Scaled Scores to GCSE Target Grade

$118 - 120 = 9$   
 $115 - 117 = 8$   
 $110 - 114 = 7$   
 $105 - 109 = 6$   
 $98 - 104 = 5$   
 $90 - 97 = 4$   
 $82 - 89 = 3$   
 $80 - 81 = 2$



HALEWOOD  
ACADEMY



# KEY STAGE 4 Y10 - Y11



# ASSESSMENT STEPS



Dance BTEC

'We Seek the Best'

## Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Learning outcome A: Investigate how professional performance or production work is created</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<ul style="list-style-type: none"> <li>Limited understanding of performance informed through superficial investigation of stylistic qualities, features and influences and how they contribute to the creative intentions.</li> <li>References to arbitrary examples from the professional work that relate to the theme.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate understanding of performance informed through adequate investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work.</li> <li>References to some relevant examples from the professional work that relate to the theme.</li> </ul>	<ul style="list-style-type: none"> <li>Good understanding of performance informed through competent investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work.</li> <li>References to mostly relevant examples from the professional work that relate to the theme.</li> </ul>	<ul style="list-style-type: none"> <li>In-depth understanding of performance informed through thorough investigation of stylistic qualities, features and influences and how they contribute to the creative intentions and purpose of the work.</li> <li>References to pertinent examples from the professional work that relate to the theme.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Learning outcome A: Investigate how professional performance or production work is created</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<ul style="list-style-type: none"> <li>• Basic understanding of the professionals' contribution to the performance through limited assessment of roles, responsibilities in line with intentions.</li> <li>• Limited consideration of the fundamental skills that contribute to the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate understanding of the professionals' contribution to the performance through partial assessment of roles, responsibilities in line with intentions.</li> <li>• Sufficient consideration of some of the fundamental skills that contribute to the work.</li> </ul>	<ul style="list-style-type: none"> <li>• Good understanding of the professionals' contribution to the performance through clear assessment of roles, responsibilities in line with intentions.</li> <li>• Good consideration of most of the fundamental skills that contribute to the work.</li> </ul>	<ul style="list-style-type: none"> <li>• In-depth understanding of the professionals' contribution to the performance through detailed assessment of roles, responsibilities in line with intentions.</li> <li>• In-depth and thorough consideration of the fundamental skills that contribute to the work.</li> </ul>



Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<ul style="list-style-type: none"> <li>Basic understanding of the approaches taken by professionals to generate ideas for performance material.</li> <li>Response shows limited consideration of examples from professional work.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate understanding of the approaches taken by professionals to generate ideas for performance material.</li> <li>Response is informed through sufficient consideration of partially relevant examples from professional work.</li> </ul>	<ul style="list-style-type: none"> <li>Good understanding of the approaches taken by professionals to generate ideas for performance material.</li> <li>Response is informed through competent consideration of relevant examples from professional work.</li> </ul>	<ul style="list-style-type: none"> <li>Effective understanding of the approaches taken by professionals to generate ideas for performance material.</li> <li>Response is informed through thorough consideration of pertinent examples from professional work.</li> </ul>
<b>Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<ul style="list-style-type: none"> <li>Basic understanding of the processes used in the development and rehearsal of professional works.</li> <li>Response shows a limited practical exploration of processes.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate understanding of the processes used in the development and rehearsal of professional works.</li> <li>Response is informed through adequate practical exploration of processes.</li> </ul>	<ul style="list-style-type: none"> <li>Good understanding of the processes used in the development and rehearsal of professional works.</li> <li>Response is informed through a competent practical exploration of processes.</li> </ul>	<ul style="list-style-type: none"> <li>Effective understanding of the processes used in the development and rehearsal of professional works.</li> <li>Response is informed through an effective practical exploration of processes.</li> </ul>



Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Learning outcome B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work</b>				
0 marks	1 - 3 marks	4 - 6 marks	7 - 9 marks	10 - 12 marks
No rewardable material	<ul style="list-style-type: none"> <li>• Basic understanding of the techniques used in the performance/production process.</li> <li>• Response shows limited consideration of examples from professional works.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate understanding of the techniques used in the performance/production process.</li> <li>• Response is informed through adequate consideration of examples from professional works.</li> </ul>	<ul style="list-style-type: none"> <li>• Good understanding of the techniques used in the performance/production process.</li> <li>• Response is informed through competent consideration of relevant examples from professional works.</li> </ul>	<ul style="list-style-type: none"> <li>• Effective understanding of the techniques used in the performance/production process.</li> <li>• Response is informed through thorough consideration of pertinent examples from professional works.</li> </ul>

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

## Marking grid

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Learning outcome A: Use rehearsal or production/design processes</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<ul style="list-style-type: none"> <li>Limited application of technical and performance/design skills during the rehearsal process.</li> <li>Tentative and limited approach to the preparation of skills and techniques for performance/pitch that relate to the theme.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate application of technical and performance/design skills during the rehearsal process.</li> <li>Adequate and partially disciplined approach to the preparation of skills and techniques for performance/pitch that relate to the theme.</li> </ul>	<ul style="list-style-type: none"> <li>Competent application of technical and performance/design skills during the rehearsal process.</li> <li>Competent and mostly disciplined approach to the preparation of skills and techniques for performance/pitch that relate to the theme.</li> </ul>	<ul style="list-style-type: none"> <li>Effective application of technical and performance/design skills during the rehearsal process.</li> <li>Confident and disciplined approach to the preparation of skills and techniques for performance/pitch that relate to the theme.</li> </ul>

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Learning outcome B: Apply skills and techniques in performance or realisation</b>				
<b>0 marks</b>	<b>1 – 3 marks</b>	<b>4 – 6 marks</b>	<b>7 – 9 marks</b>	<b>10 – 12 marks</b>
No rewardable material	<ul style="list-style-type: none"> <li>Limited demonstration of technical performance/production skills during performance/pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate demonstration of technical performance/production skills during performance/pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Competent demonstration of technical performance/production skills during performance/pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Effective demonstration of technical performance/production skills during performance/pitch.</li> </ul>
<b>Learning outcome B: Apply skills and techniques in performance or realisation</b>				
<b>0 marks</b>	<b>1 – 3 marks</b>	<b>4 – 6 marks</b>	<b>7 – 9 marks</b>	<b>10 – 12 marks</b>
No rewardable material	<ul style="list-style-type: none"> <li>Limited use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch.</li> <li>Basic and tentative application of interpretative skills during performance/pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Adequate use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch.</li> <li>Adequate application of interpretative skills during performance/pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Competent use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch.</li> <li>Competent application of interpretative skills during performance/pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Effective use of performance/design skills to express stylistic qualities of the repertoire during performance/pitch.</li> <li>Insightful and confident application of interpretative skills during performance/pitch.</li> </ul>



Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Learning outcome C: Review own development and application of performance or design skills</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<ul style="list-style-type: none"> <li>• Basic review of the development of skills and techniques.</li> <li>• Tentative use of review and target setting to enable limited development.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate review of the development of skills and techniques.</li> <li>• Adequate use of review and target setting to enable some development.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate review of the development of skills and techniques.</li> <li>• Competent use of review and target setting to enable development.</li> </ul>	<ul style="list-style-type: none"> <li>• In-depth review of the development of skills and techniques.</li> <li>• Effective use of review and target setting to drive forward own development.</li> </ul>
<b>Learning outcome C: Review own development and application of performance or design skills</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<ul style="list-style-type: none"> <li>• Basic review of the application of skills and techniques in performance or realisation.</li> <li>• Actions and targets to improve are limited and superficial.</li> </ul>	<ul style="list-style-type: none"> <li>• Straightforward review of the application of skills and techniques in performance or realisation.</li> <li>• Actions and targets to improve show some consideration and are partially relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate review of the application of skills and techniques in performance or realisation.</li> <li>• Actions and targets to improve are clearly considered and relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• In-depth review of the application of skills and techniques in performance or realisation.</li> <li>• Actions and targets to improve are thoroughly considered and pertinent.</li> </ul>

Please refer to *Section 5: Non-exam internal assessment* for further guidance on internal assessment, including how to apply these mark schemes to evidence.

### Component 3: Responding to a Brief

Mark	0	1–3	4–7	8–11	12–15
<b>Activity Number 1:</b> Ideas Log	No rewardable material	<ul style="list-style-type: none"> <li>Ideas demonstrate limited consideration of the requirements of the brief.</li> <li>Demonstrates limited exploration of ideas and use of influences in response to the brief.</li> <li>Demonstrates a limited contribution of individual ideas within a group.</li> <li>Demonstrates limited ability when planning and managing resources in response to the requirements of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas demonstrate appropriate consideration of the requirements the brief.</li> <li>Demonstrates appropriate exploration of ideas and use of influences in response to the brief.</li> <li>Demonstrates an appropriate contribution of individual ideas within a group.</li> <li>Demonstrates some ability when planning and managing resources in response to the requirements of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas demonstrate competent consideration of the requirements the brief.</li> <li>Demonstrates competent exploration of ideas and use of influences in response to the brief.</li> <li>Demonstrates a competent contribution of individual ideas within a group.</li> <li>Demonstrates a competent ability when planning and managing resources in response to the requirements of the brief.</li> </ul>	<ul style="list-style-type: none"> <li>Ideas demonstrate effective consideration of the requirements the brief.</li> <li>Demonstrates effective exploration of ideas and use of influences in response to the brief.</li> <li>Demonstrates an effective contribution of individual ideas within a group.</li> <li>Demonstrates an effective ability when planning and managing resources in response to the requirements of the brief.</li> </ul>

Mark	0	1-3	4-7	8-11	12-15
Activity Number 2: Skills Log	No rewardable material	<ul style="list-style-type: none"> <li>Makes superficial connections between the selected skills and techniques and the brief.</li> <li>Demonstrates limited practical adaptation and development of skills.</li> <li>Limited use of the influence of others to develop skills and techniques.</li> <li>Demonstrates a limited contribution to the rehearsal/development process.</li> </ul>	<ul style="list-style-type: none"> <li>Makes appropriate connections between the selected skills and techniques and the brief.</li> <li>Demonstrates appropriate practical adaptation and development of skills.</li> <li>Appropriate use of the influence of others to develop skills and techniques.</li> <li>Demonstrates an appropriate contribution to the rehearsal/development process.</li> </ul>	<ul style="list-style-type: none"> <li>Makes clear connections between the selected skills and techniques and the brief.</li> <li>Demonstrates competent practical adaptation and development of skills.</li> <li>Competent use of the influence of others to develop skills and techniques.</li> <li>Demonstrates a competent contribution to the rehearsal/development process.</li> </ul>	<ul style="list-style-type: none"> <li>Makes secure connections between the selected skills and techniques and the brief.</li> <li>Demonstrates effective practical adaptation and development of skills.</li> <li>Effective use of the influence of others to develop skills and techniques.</li> <li>Demonstrates an effective contribution to the rehearsal/development process.</li> </ul>



Mark	0	1–4	5–9	10–14	15–18
<b>Activity Number 3:</b> Workshop Performance	No rewardable material	<ul style="list-style-type: none"> <li>Limited delivery and communication of ideas through their role.</li> <li>Demonstrates limited ability to communicate with others.</li> <li>Limited application of skills and techniques according role.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate delivery and communication of ideas through their role.</li> <li>Demonstrates some ability to communicate with others.</li> <li>Appropriate application of skills and techniques according to role.</li> </ul>	<ul style="list-style-type: none"> <li>Effective delivery and communication of ideas through their role.</li> <li>Demonstrates competent ability to communicate with others.</li> <li>Effective application of skills and techniques according to role.</li> </ul>	<ul style="list-style-type: none"> <li>Confident delivery and communication of ideas through their role.</li> <li>Demonstrates assured ability to communicate with others.</li> <li>Fluent application of performance skills and techniques according to role.</li> </ul>

Mark	0	1–3	4–6	7–9	10–12
<b>Activity Number 4:</b> Evaluation Report	No rewardable material	<ul style="list-style-type: none"> <li>Limited evaluation of individual contribution to ideas, development and outcome.</li> <li>Limited and imbalanced evaluation of the group development process and outcome, with tentative links to the brief.</li> <li>Provides generic ideas relating to strengths and further development.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate evaluation of individual contribution to ideas, development and outcome.</li> <li>Appropriate, partially-balanced evaluation of the group development process and outcome, with basic links to the brief.</li> <li>Provides sound ideas relating to strengths and further development.</li> </ul>	<ul style="list-style-type: none"> <li>Competent evaluation of individual contribution to ideas, development and outcome.</li> <li>Effective and generally balanced evaluation of the group development process and outcome, with clear links to the brief.</li> <li>Provides effective ideas relating to strengths and further development.</li> </ul>	<ul style="list-style-type: none"> <li>Assured evaluation of individual contribution to ideas, development and outcome.</li> <li>Fluent and balanced evaluation of the group development process and outcome, with comprehensive links to the brief.</li> <li>Provides perceptive ideas relating to strengths for further development.</li> </ul>