

How we assessed core knowledge for this report and the next steps we have fed back to your son / daughter		
Subject	Year 11	Year 13
<b>English</b>	<p><u>Language</u> Students sat a full GCSE English Language Paper 1 and Paper 2. Students will be given individual feedback on how they can improve their English grade, including the specific questions they need to work on; they will be provided with further practice questions in class and through home learning.</p> <p><u>Literature</u> Students sat a full GCSE English Literature Paper 2. Students will be given individual feedback on how they can improve their literature grade, including the specific texts they need to work on; they will be provided with further practice questions in class and through home learning.</p>	<p><u>Literature</u> Students completed a full Paper 1 (Aspects of Tragedy) and Paper 2 (Social and Political Protest) which will enable us to see how well they can analyse, interpret and critically evaluate the texts we've studied. Students will be given individual feedback on how they can improve their English grade, including the specific areas of the text that they need to work on; they will be provided with further practice questions in class and through home learning.</p> <p><u>Media Studies</u> Students completed a full paper 1 and paper 2 which will enable us to see how well they can analyse, interpret and critically evaluate the close study products we've studied. Students will be given individual feedback on how they can improve their Media grade, including the specific areas of the media framework that they need to work on; they will be provided with further practice questions in class and through home learning.</p>
<b>Mathematics</b>	<p>Students sat the full suite of papers from Edexcel. Paper 1 is a non-calculator paper and papers 2 and 3 are calculator allowed. Each paper is 90 minutes long. Students have all received personalised feedback on their mock exam.</p> <p><u>Maths FSMQ</u> Students sat a full length paper and have been given specific feedback on what topics they need to work on and the exam techniques they need to improve their grade.</p>	<p><u>Maths</u> Students sat a full suite of examination papers. Students have been given specific feedback on what topics they need to work on and the exam techniques they need to improve their grade.</p>
<b>Science</b>	<p><u>Combined</u> Students sat either Higher or Foundation for GCSE Paper 2 in Biology, Chemistry and Physics. Students will be given individual feedback on how they can improve their science grade including the specific topics they need to work on; they have been provided</p>	<p><u>Biology</u> Students have sat two full AS papers, covering all the content from Year 12. Exam board grade boundaries have been used to give the best idea of attainment and current level. Students will receive personalised feedback after this mock, along with ongoing personalised lessons and feedback from independent study, including further exam question practice.</p>

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	<p>with further practice questions on each of these topics through Seneca and in class.</p> <p><u>Biology</u> Students sat either Higher or Foundation for GCSE Paper 2 in Biology. Students will be given individual feedback on how they can improve their science grade including the specific topics they need to work on; they have been provided with further practice questions on each of these topics through Seneca and in class.</p> <p><u>Chemistry</u> Students sat either Higher or Foundation for GCSE Paper 2 in Chemistry. Students will be given individual feedback on how they can improve their science grade including the specific topics they need to work on; they have been provided with further practice questions on each of these topics through Seneca and in class.</p> <p><u>Physics</u> Students sat either Higher or Foundation for GCSE Paper 2 in Physics. Students will be given individual feedback on how they can improve their science grade including the specific topics they need to work on; they have been provided with further practice questions on each of these topics through Seneca and in class.</p>	<p>Students are continuing to be supported through UpLearn resources, exam skill focus, practice questions, and the opportunity to attend year 12 lessons as further support, if needed.</p> <p>Once we have completed the content of Module 6 we will then focus on specific topics highlighted via the mocks, classwork, and further exam papers sat as independent work.</p> <p><u>Physics</u> Students sat two A2 papers, covering all the content from Y12 and the material studied so far in year 13; capacitors and electric fields, magnetic fields, gas laws, circular motion, oscillations and gravitational fields. Exam board grade boundaries have been used to give the best idea of attainment and current level.</p> <p>Students are now moving on to study particle physics and astrophysics, and will be completing the content by the Easter break.</p> <p>Students will be given individual feedback on how they can improve their grade including the specific topics they need to work on; they have been provided with further practice questions on each of these topics through Uplearn, exam question practice on homework sheets, and their individual reading booklets.</p>
<p><b>Built Environment</b></p>		<p><u>Built Environment</u> Core knowledge was assessed by the exam sat on 22<sup>nd</sup> Jan.</p>
<p><b>Computing</b></p>	<p>Students have completed a full GCSE Computer Science exam and will receive personalised feedback highlighting strengths and areas for improvement. This feedback will include targeted guidance on key topics to focus on.</p> <p>To support their progress, additional practice questions will be provided in class and as home learning tasks to reinforce understanding. Targeted support will also be provided to address misconceptions and improve exam techniques. Students will be encouraged to engage with their feedback, complete practice tasks,</p>	

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	and seek help when needed. With regular revision and support, they can build confidence and maximize their performance in the final GCSE exams	
<b>Geography</b>	Students sat a single GCSE mock paper covering topics of Urban Issues and Challenges, The Challenge of Resource Management and Section B (Paper 3) Fieldwork. In addition, they have regularly practiced extended written questions within lessons and knowledge checking questions for homework. Students will be given individual feedback on how they can improve their geography skills and writing, including the specific next steps they need to work on as in-class practice; they will be provided with further practice questions in class and through home learning.	A mock exam comprising of questions from past papers has been used to assess core knowledge from Year 12 (Hazard Management and Glaciated Landscapes, Regeneration and Globalisation) and Year 13, assessing the quality of retrieval work and long-term knowledge and providing feedback accordingly. In addition, knowledge of newly studied topics (Water Cycle and Insecurity and Superpower Geographies) has been assessed through written tasks and a second mock exam.
<b>History</b>	<p><u>History</u> Core knowledge assessed through regular debate, discussion, and in-class quizzes. Regular target-setting based on practice questions. Mock exam feedback and next steps. Regular checking of revision home learning.</p> <p><u>Ancient History</u> Core knowledge assessed through regular debate, discussion and in-class quizzes. Regular target-setting based on practice questions. Mock exam feedback and next steps. Regular checking of revision home learning.</p>	Core knowledge assessed through regular debate, discussion and in-class quizzes. Regular target-setting based on exam practice questions. Regular one-to-one tutorials regarding coursework progress.
<b>Modern Languages</b>	<p><u>French</u> Students sat full GCSE listening, reading and writing papers at either Higher or Foundation tier. These have been marked by their teacher and then moderated. We have focused on key questions and vocabulary which caused students to lose marks in their mocks and have addressed these in class. Students have had the opportunity to improve their work or complete a similar question to ensure they are clear on the next steps for improvement.</p>	

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	<p><u>Spanish</u> Students sat full GCSE listening, reading and writing papers at either Higher or Foundation tier. These have been marked by their teacher and then moderated. We have focused on key questions and vocabulary which caused students to lose marks in their mocks and have addressed these in class. Students have had the opportunity to improve their work or complete a similar question to ensure they are clear on the next steps for improvement.</p>	
<p><b>Art</b></p>	<p><u>Fine Art and Photography</u> Students have handed in their major coursework project with personal outcomes. This contributes to their coursework portfolio worth 60% of their GCSE. Students have been given personal targets to work on in their own time. Coursework will be reassessed with any additional submissions required by early May. Students are currently working on their exam projects, an externally set assignment from the exam board AQA, worth 40% of their GCSE. This consists of 10-12 weeks to prepare for 10 hours of supervised time and will be over 2 days at the end of April / start of May. During this supervised time students work to produce a final outcome.</p>	<p><u>Fine Art, Graphics and Photography</u> Students have handed in their major coursework projects (personal investigations), worth 60% of their A level. Students have been given personal targets to work on in their own time and coursework will be reassessed with any additional submissions required by early May. The AQA papers for component 2: externally set assignment were handed out at the start of February. Students have 10-12 weeks to prepare for 15 hours of supervised time. This is over 3 days in late April / early May. During this supervised time students work to produce a personal outcome. The externally set assignment is worth 40% of the A level.</p>
<p><b>Dance</b></p>	<p>Component 1 &amp; 2: both components are now complete and have been internally marked and moderated/verified by the exam board. Component 3: students are currently completing this component and will complete and submit in early May; this marks the completion of their BTEC Dance qualification. Students are responsible for choreographing/designing a 7-15 minute performance piece in response to a brief set by the exam board. They will complete three short written activities between 13 February – 1 May to support their practical work and a short episode of choreography will be shared as the Body Language 2026 programme. A full sharing of practical work which will form the student's practical exam will take place in early April.</p>	

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<p><b>Music</b></p>	<p>Students have been working on three components of work – Performing 30%, Composing 30%, and Appraising 40%.</p> <p>Students have been working on two performance pieces and two compositions for their NEA assessment. They have been completing a free composition and have been set a second composition to a brief. For this, students have been considering the external briefs set by the exam board.</p> <p>In Appraising lessons, in preparation for the appraisal paper, students have spent time exploring the elements of music and key language to access the paper as well as two set works.</p>	<p><u>A level</u></p> <p>Students have been working on three components of work – Performing (35%), Composing (25%) and Appraising (40%).</p> <p>In Performing, students have been working on their solo recitals whilst maintaining their own musical practice and music-making out of class. In Composing, students have been creating NEA assessment pieces; one based on classical music styles and a second in a free style. In Appraising, students have been working on three different areas: the development of the symphony with a focus on linking musical concepts across the whole historical period; jazz and C21st Music of Sally Beamish and Thomas Ades. This has been coupled with work on theory, analysis and listening.</p> <p>Students will be progressing towards completion of their NEA Composing by the end of this term and their recitals which will take place in March.</p> <p><u>BTEC Performance</u></p> <p>Year 12 and 13 students have been working on ensemble and performance skills. This has included performance work which was performed in the Autumn Concert. In January, Year 13 completed an external assessment brief set by BTEC, Unit 2. Years 12 and 13 have started work on an external brief Unit, 3.</p>
<p><b>Physical Education</b></p>	<p><u>GCSE PE</u></p> <p>60% of the course is assessed through formal external examination. These exams assess the students' knowledge of the theoretical aspects of the course covered across six units. Throughout Year 11, students are developing their knowledge in three of these units titled: <i>Sports Psychology, Socio-cultural influences of sport, and Health, fitness &amp; well-being</i>. Students have now started their performance analysis and evaluation assignment and will be completing this by the end of the spring term. This assignment accounts for 10% of their overall grade. The final 30% of the course is assessed through performance across three different sports. 'Get to Work' tasks, live marking, practical assessments and the Year 11 mock exams have been used to assess a student's ongoing progress towards their agreed target grade.</p>	<p><u>Sport CTECH Extended Diploma</u></p> <p>Students are assessed in their knowledge, understanding and practical skills in 17 specialist areas, or units. Each unit is divided into more specific learning outcomes. Students are set assignments, both written and practical, for each of these learning outcomes which are assessed against a specific set of criteria. Two units (<i>B Sports Organisation and Development / The Business of Sport</i>) are assessed through formal examinations. These were scheduled for the January 2026 exam series.</p> <p><u>Sport CTECH Extended Certificate</u></p> <p>Students are assessed in their knowledge, understanding and practical skills in five specialist areas, or units. Each unit is divided into more specific learning outcomes. Students are set assignments, both written and practical, for each of these learning outcomes which are assessed against a specific set of criteria.</p>

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	<p><b>Sport CNAT</b> The <b>Cambridge National in Sports Studies</b> is assessed through a combination of one externally examined unit and several internally assessed non-examined assessment (NEA) units. The externally marked written exam covers topics on contemporary issues in sport. The internally assessed coursework tasks cover units titled: <b>Performance and Leadership</b> and <b>Outdoor/Adventurous Activities</b>.</p>	<p>Unit 3: <i>Sports Organisation and Development</i> is assessed through a formal examination scheduled for the January 2026 exam series.</p>
<p><b>Religious Studies</b></p>	<p>Students sat a full GCSE Mock paper. Prior to this they completed a range of end of unit assessments composing of past GCSE questions on the units completed. Marks awarded range from 1 to 12 marks. Assessment feedback is given in subsequent lessons. Students have an opportunity to edit and improve their answers by adding developmental points.</p>	
<p><b>Catering &amp; Hospitality</b></p>	<p>Students are currently working on their unit 2 NEA. Only unit 1 has been assessed for this data point. Students sat a full mock paper for unit 1 'The hospitality and catering industry'. Grades have been awarded in line with WJEC grade boundaries from 2024.</p> <p>Unit 1: The hospitality and catering industry Written examination: 1 hour 20 minutes 40% of qualification</p> <p>Unit 2: Hospitality and catering in action Controlled assessment: approximately 12 hours 60% of qualification (The final brief will be issued in January 25)</p> <p>To support their progress, additional practice questions will be provided in class and as home learning tasks to reinforce understanding. The teacher will also offer targeted support to address misconceptions and improve exam techniques.</p>	
<p><b>Design Technology</b></p>	<p>Students have been working on their NEA which equates to 50% of their final GCSE. This requires students to apply the knowledge, understanding and skills gained since Year 7 to undertake an iterative design process of exploring, creating and evaluating. Students have researched and investigated a chosen theme to find</p>	

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	<p>a design problem to solve. The design problem was considered from the point of view of a potential client/customer, which led them into creating a design brief and specification. A series of designs have been produced and modelled.</p> <p>The next stage is to develop their final idea before manufacturing a prototype. Independence is crucial but home learning and discussions in class guide students through the design process.</p> <p>The outcome they are working towards is to produce a prototype and a portfolio of evidence. Students have undertaken a mock GCSE exam in this current series which is worth the other 50% of the course. Results from previous mocks have also been taken into consideration where necessary.</p>	
<p><b>Business Studies</b></p>	<p>Year 11 sat a full (Paper 2) mock exam, assessing student knowledge of theme 2 (Operations, finance and influences on business). 50% of the Business GCSE relates to the theme 1 content and 50% to theme 2 (Operations, finance and influences on business). The content for the course has been covered and the current lessons are focusing on revision and exam technique.</p> <p>From the February mock exam, common misconceptions have been identified, and these are being addressed in class. Students have been focusing on their exam technique, the structure of their extended writing and specific theory.</p> <p>For the remainder of the academic year, students shall be taught theory from both themes 1 and 2 and shall develop their confidence when it comes to applying theory to the context of the specific business in question.</p>	<p><b><u>Business</u></b></p> <p>Year 13 Business students have recently sat a paper 1 mock exam, focusing on the content from theme 1 (Marketing and People) and theme 4 (Global business). Additionally, students sat a paper 2 mock exam, focusing on the content from theme 2 (Managing Business Activities) and theme 3 (Business decisions and strategy). Students are given feedback and misconceptions are addressed.</p> <p>Students are currently working on theme 4 (Global business). Students sit assessments at the end of each topic area and are given bespoke feedback by their teacher. Students shall sit three papers in the summer term, comprising of Marketing People and Global Businesses (35%), Business Activities, Decisions and Strategy (35%) and Investigating Business in a Competitive Environment (30%).</p> <p>Year 13 students will be covering the following for the remainder of the academic year: 'Global Markets and Business Expansion', 'Global Marketing' and 'Global Industries and Companies'.</p> <p><b><u>Economics</u></b></p> <p>Year 13 Business students have recently sat a paper 1 mock exam, focusing on the content from theme 1 (Introduction to markets and market failure) and theme 3 (Business behaviour and the labour market). Additionally, students sat</p>

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		<p>a paper 2 mock exam, focusing on the content from theme 2 (The UK economy – performance and policies) and theme 4 (A global perspective). Students are given feedback and misconceptions are addressed.</p> <p>Students are currently working on theme 4 (Global business). Students sit assessments at the end of each topic area and are given bespoke feedback by their teacher. Students shall sit three papers in the summer term, comprising of Markets and business behaviour (35%), The national and global economy (35%) and Microeconomics and macroeconomics (30%).</p>
<b>Child Care</b>	<p>Students complete two assessments for child care. One is a 14-hour controlled assessment which students will sit December – March. This will make up 50% of their final grade. This is completed in class time. The second assessment is an exam which will be sat during the May/June exam series.</p> <p>Students will have sat 3 full child care mock exams in preparation for their final exam which makes up 50% of their final grade. Students are assessed with exam style questions once a fortnight and are given feedback and an opportunity to improve.</p>	
<b>Psychology</b>	<p>Students sat a full GCSE Mock paper, prior to this they completed a range of end of unit assessments composing of past GCSE questions on the units completed. Marks awarded range from 1 to 9 marks.</p> <p>Assessment feedback is given in subsequent lessons. Students have an opportunity to edit and improve their answers by adding developmental points.</p>	<p>Students sat a full paper as part of their mock, the mock composing of past A Level questions on the units completed. Marks awarded range from 1 to 16 marks.</p> <p>Assessment feedback is given in subsequent lessons. Students have an opportunity to edit and improve their answers by adding developmental points.</p>
<b>Motor Vehicle</b>	<p>Students are assessed on their progress towards completing the four practical components of the course which make up 60% of the qualification. This is combined with their mock, a multiple-choice theory test, accounting for the remaining 40% of the qualification. Feedback is given on both theory and practical elements of the course.</p>	

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<b>Criminology</b>		<p>Students complete a workbook and portfolio of evidence for Unit 3 and exam paper for Unit 4</p> <p>Students sat a controlled assessment in November for unit 3, which is internally marked and externally moderated and contributes towards 25% of the final grade. Students will sit an exam for unit 4 in June. This contributes to the final grade. Each unit or assessment is equally weighted (25%).</p> <p>Students complete a workbook and portfolio of evidence for Unit 3 and exam paper for Unit 4.</p>
<b>Classics</b>		<p>Students have been studying Politics in the Late Roman Republic. Core knowledge is assessed through regular debate, discussion and in-class quizzes and regular target-setting is based on practice questions. The mock exam was based on this paper.</p>
<b>Politics</b>		<p>Politics A level students are assessed periodically and at the end of each unit of work. Assessments take the form of short answers, worth 9 marks, which test skills of explanation and analysis of different political institutions, processes, concepts, theories and issues prescribed in the specification. Students are required to develop and substantiate at least three points in a structured, analytical answer, making use of appropriate political vocabulary and examples to substantiate their answer.</p> <p>25 mark essay questions require students to analyse and evaluate a given statement using their knowledge and understanding of the issue under discussion. The question may draw from different sections of the specification, requiring students to identify and substantiate parallels, connections, similarities and differences between aspects of politics studied. Written feedback is given and students have the opportunity to improve their work using specialist advice.</p> <p>Y13 students recently sat a full paper 1 on politics and government of the UK and paper 3 on political ideologies.</p>

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<b>Sociology</b>		<p>Students recently sat a full A-Level mock comprising of Education &amp; Theory and Methods. The assessment is composed of past A Level examination essay questions on the units completed. Marks awarded range from 1 to 30 marks .</p> <p>Assessment feedback is given in subsequent lessons. Students have an opportunity to edit and improve their answers by adding developmental points.</p>
<b>Extended Project</b>		<p>The Extended Project Qualification (EPQ) is assessed holistically (100%) across three strands: a research report of 5000 words or an artefact with a written report; a progress log which looks at planning and review; a presentation to a peer group.</p> <p>Students have created initial plans for their EPQ and are researching a range and breadth of evidence about their chosen focus areas. Students have created more detailed plans including SMART targets and GANTT planning; explored primary and secondary evidence types and how to ensure these are relevant and reliable; learnt about Harvard Referencing; learnt how to structure reports and presentations. These areas are all expected to be included in the final report/artefact and written about in the progress log.</p> <p>Students have had a mid-review meeting to discuss their research findings. Draft reports and presentations are due in March, with a final deadline for completion of all aspects of work set for April.</p>