

## Subject Information:

### How we assessed core knowledge for this report and the next steps we have fed back to your son / daughter

Subject	Year 11	Year 12	Year 13
<b>English</b>	<p><u>Language</u> Students sat a full GCSE English Language 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>Language</u> Students completed a word class task which will enable us to see how well they know and can apply the language framework. Students will be given individual feedback on how they can improve their English grade, including specific areas they need to work on.</p> <p><u>Literature</u> Students sat an extract question based on 'Othello' from the 'Aspects of Tragedy' paper. 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>Language</u> Students completed a hybrid mock of Section A from Paper 1 and Paper 2 which will enable us to see how well they can evaluate texts and apply the language frameworks. Students will be given individual feedback on how they can improve their English grade, including specific areas they need to work on.</p> <p><u>Literature</u> Students completed a hybrid mock of Section A Paper 1 and Section B and C from Paper 2, which will enable us to see how well they can analyse, interpret and critically evaluate the key 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>
<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 was 90 minutes long. Students have all received personalised feedback on their mock exam including a Pinpoint booklet containing</p>	<p>Students sat an AS exam style paper on the topic that we have covered so far in year 12 (Surds, Quadratic Functions, Co-ordinate geometry, Polynomials, Graphs and transformations). Students have been given specific feedback on what they need to do to improve their grade.</p>	<p><u>Maths</u> Students sat two mock papers, Pure/Statistics/Mechanics and Pure/Comprehension. Students have been given specific feedback on what topics they need to work on and the exam technique they need to improve their grade.</p>

	practice questions on 5 'target topics' which will have the greatest impact on their grade.		<u>Additional Maths</u> Students sat a mock past paper on Further Maths content with individualised feedback and coaching.
<b>Science</b>	<p><u>GCSE Biology / Chemistry / Physics</u> Students sat a full GCSE Paper 1, either Higher or Foundation. 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>Combined</u> Students sat either Higher or Foundation for GCSE Paper 1 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 with further practice questions on each of these topics through Seneca and in class.</p>	<p><u>Biology</u> The students have studied: The foundations of Biology module. This consists of understanding sub-cellular structures, biological molecules and cell division. Students will be moving on to look at Exchange and Transport and Biodiversity and Evolution. Students have been assessed through in class assessment methods such as quizzes, questioning and discussions, as well as end of topic tests. Students have been 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 Seneca and in class activities.</p> <p><u>Chemistry</u> Students have studied the 'foundations of chemistry' module. This consists of understanding atomic structure, determination of formulae's, acid and base reactions, electron orbitals and electronegativity of molecules. Students sat a paper containing A-level style questions that assessed their understanding of the core knowledge of this module. Students have been given individual feedback on how they can improve their grade including</p>	<p><u>Biology</u> Students have been studying Module 5, Communication, Homeostasis and Energy. They will then go on to complete Module 6 Genetics, Evolution and Ecosystems. Students have been assessed in class using quizzes, questioning and discussions, as well as end of topic tests. Students have been 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 Seneca and in class activities.</p> <p><u>Chemistry</u> Students have finished Module 3, Periodic Table and Energy and Module 5, Physical Chemistry. The two modules are assessed in Paper 1: Periodic Table, elements and Physical Changes. Students have been 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 Seneca and in class activities.</p> <p><u>Physics</u> Students sat a complete past paper covering all the content from Y12; vectors and scalars,</p>

		<p>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 activities.</p> <p><u>Physics</u> Students have studied vectors and scalars, graphs of motion, SUVAT equations, density, pressure, energy stores/transfers, KPE, GPE, power, efficiency, Newton's law and terminal velocity. Students sat a paper containing A-level style questions that assessed their understanding of the core knowledge of this module. Time will be spent in class reviewing the results and identifying student specific areas to work on and improve using further practice questions and in class activities.</p>	<p>graphs of motion, SUVAT equations, density, pressure, energy stores/transfers, KPE, GPE, power, efficiency, Newton's law and terminal velocity. Exam board grade boundaries have been used to give the best idea of attainment and current level. Time will be spent in class reviewing the results and identifying student specific areas to work on and improve.</p>
<p><b>Computer Science</b></p>	<p>This term students have been covering the content for GCSE Computer Science, Paper 2 as well as recapping on year 10 GCSE subjects. This included Programming projects 1 though to 6.</p> <ul style="list-style-type: none"> <li>· Sequence,</li> <li>· Selection</li> <li>· Iteration</li> <li>· Subroutines</li> <li>· Strings and lists</li> <li>· Dictionaries.</li> </ul> <p>Next, Year 11 will be looking at the different ways of writing to high language codes, completing their NEA Python assignment, creating a portfolio of evidence and getting ready for the mocks in February.</p>	<p>This term AS level students have covered 3 units:</p> <ol style="list-style-type: none"> <li>1. Structure and function of the processor: <ul style="list-style-type: none"> <li>· ALU, CU Registers</li> <li>· Fetch-decode-Execute</li> <li>· Von Neumann CPU</li> <li>· Pipelining</li> </ul> </li> <li>2. Types of processors: <ul style="list-style-type: none"> <li>· CISC &amp; RISC systems</li> <li>· Multicore Systems</li> <li>· GPU</li> </ul> </li> <li>3. Input, Output and Storage: <ul style="list-style-type: none"> <li>· Magnetic flash Storage</li> <li>· Virtual Storage</li> <li>· RAM and ROM</li> </ul> </li> </ol> <p>Next, Year 12 will be looking at operating systems:</p>	<p>This term AS level students have covered 3 units:</p> <ol style="list-style-type: none"> <li>1. Structure and function of the processor: <ul style="list-style-type: none"> <li>· ALU, CU Registers</li> <li>· Fetch-decode-Execute</li> <li>· Von Neumann CPU</li> <li>· Pipelining</li> </ul> </li> <li>2. Types of processors: <ul style="list-style-type: none"> <li>· CISC &amp; RISC systems</li> <li>· Multicore Systems</li> <li>· GPU</li> </ul> </li> <li>3. Input, Output and Storage: <ul style="list-style-type: none"> <li>· Magnetic flash Storage</li> <li>· Virtual Storage</li> <li>· RAM and ROM</li> </ul> </li> </ol> <p>Next, Year 13 will be looking at operating systems:</p>

		<ul style="list-style-type: none"> <li>• Paging</li> <li>• Segmentation</li> <li>• Interrupts</li> <li>• Scheduling</li> <li>• First come first serve</li> <li>• Round robin</li> <li>• Quantum slicing (timings)</li> </ul> <p>Students receive written feedback on their 'knowledge review' which are stored in their personal learning journey portfolios.</p>	<ul style="list-style-type: none"> <li>• Paging</li> <li>• Segmentation</li> <li>• Interrupts</li> <li>• Scheduling</li> <li>• First come first serve</li> <li>• Round robin</li> <li>• Quantum slicing (timings)</li> </ul> <p>Students receive written feedback on their 'knowledge review' which are stored in their personal learning journey portfolios.</p>
<b>Geography</b>	<p>Students sat a single GCSE mock paper covering topics of Hazards, Ecosystems and Urban challenge. 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.</p>	<p>Fundamental, core knowledge components of the units on hazard management and globalisation have been assessed through a combination of homework practice question booklet and individual focus questions. Throughout lessons, discussion and timed, independent essay tasks have enabled feedback to be given to assess and develop individual progress, both in terms of geographical knowledge and geographically specific skills.</p>	<p>A Mock exam comprising of questions from past papers has been used to assess core knowledge from year 12 (Hazard management and Glaciated landscape management, Globalisation and regeneration) and year 13. That has meant the quality of retrieval work and long term knowledge has been assessed and feedback given. In addition, knowledge of newly studied Water Cycle and in Insecurity and Superpower geographies has been assessed through in class discussion and debate alongside regular written tasks.</p>
<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</p>	<p>Core knowledge assessed through regular debate, discussion and in-class quizzes. Regular target-setting based on practice questions.</p>	<p>Core knowledge assessed through regular debate, discussion and in-class quizzes. Regular target-setting based on practice questions. Regular one-to-one tutorials regarding coursework progress.</p>

	steps. Regular checking of revision home learning.		
<b>Modern Languages</b>	<p><u>French</u> Students sat full GCSE 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><u>Spanish</u> Students sat full GCSE 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>		
<b>Art</b>	<p><u>Photography</u> Students have been working on their major coursework project with personal outcomes. This contributes to their coursework portfolio worth 60% of their GCSE. Students have been given individual feedback about how they can improve and complete their projects with personal outcomes. The deadline for this unit is the first lesson in January 2023 and when</p>	<p><u>Photography</u> This term students have been learning about traditional photography techniques including using film cameras and learning darkroom skills. Students have had an opportunity to take photographs in a range of different landscape styles and have learnt how to present their work with written annotation, analysis and artist research. The deadline for this project is January 2023 January and</p>	<p><u>Photography</u> Students have been working on unit 1: A Personal Investigation worth 60% of their A level. This major coursework project has an essay element and should also be realised with personal outcomes. Students have been given individual feedback about how they can improve and complete their projects. The deadline for this unit is the end of January 2023. The papers for unit 2: controlled</p>

	<p>the paper for unit 2: controlled assessment is handed out.</p> <p><u>Fine Art</u> Students have explored a range of materials including painting, drawing and print making based on Portraits with personal outcomes that have been assessed. This contributes to their coursework portfolio worth 60% of their GCSE. Students have been given individual feedback about how they can improve their projects (that they can return to) and guidance for their next coursework project.</p> <p><u>Graphics</u> Students have been creating their second coursework project, based on the theme of Music Festival Branding. They have experimented with a variety of materials/techniques and developed their use of digital design software. They have responded to a design brief and are creating a personal outcome. This contributes to their coursework portfolio worth 60% of their GCSE.</p> <p><u>3D</u> Students have been creating their second coursework project, based on the theme of Visual Music and Sculpture. They have experimented with a variety of materials, been introduced to different design drawing skills and are developing their model-making techniques. They have responded to a design brief and are creating a personal outcome. This contributes to their coursework portfolio worth 60% of their GCSE.</p>	<p>contributes to a coursework portfolio worth 60% of the A level. In lessons, students are given continuous feedback about how they can improve and develop their work.</p> <p><u>Fine Art</u> This term students have been guided through a series of workshops aimed at developing skills in a variety of areas. They have explored a range of materials/techniques including painting, drawing and sculpture based on the theme of Finding Form. They have had the opportunity to experiment with ideas and create more refined outcomes. Students will be presenting their work alongside written annotation and analysis.</p> <p><u>Graphics</u> This term students have had the opportunity to explore a range of graphic communication media, processes and techniques. They have produced work using traditional methods (observational drawing, print making and collage) and using CAD. This provides a thorough grounding in core skills through experimentation in a wide variety of media. They have investigated the use of drawing for different purposes, using a variety of methods and media to produce effective Graphic Design solutions.</p> <p>Next term students will continue developing skills and knowledge to produce practical and critical/contextual work. Subjects to be covered will include typography, advertising, illustration and photography.</p>	<p>assessment will be handed out on the 1 February.</p> <p><u>Fine Art</u> Students have been working on a Personal Investigation project. Each student has chosen a theme, concept, or area of study that they wish to explore through art. Students have been creating practical work alongside research and analysis, which will form the coursework component of their A -level portfolio. This contributes to 60% of their final grade. The papers for unit 2: controlled assessment will be handed out on the 1 February.</p> <p><u>Graphics</u> Students have been working on a Personal Investigation project. Each student has chosen a theme and written a design brief that they are aiming to realise. Students have been creating practical work alongside research and analysis, which will form the coursework component of their A -level portfolio. This contributes to 60% of their final grade. The papers for unit 2: controlled assessment will be handed out on the 1 February.</p>
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<p><b>Dance</b></p>	<p><u>GCSE</u> The GCSE Dance course is made up of two components; Component 1 – Performance and Choreography (Practical = 60%) and Component 2 – Dance Appreciation (Written Paper = 40%). Students have been developing their understanding and use of performance and choreographic skills through practical lessons which have predominantly focused on 3 out of the 4 practical coursework elements; 2 Set Phrase Solo Performances and their own Choreography in response to the Choreography question paper, released in September of Year 11. Students are receiving regular bespoke teacher feedback to support the completion of this practical work and continue to use written journals to support their own reflections. Component 2 requires students to; consider hypothetical choreography questions; an evaluation of their own practical work and the use of performance and choreographic skills; and their appreciation of the choreography and production features of the professional works set out in the Dance Anthology. Students have completed in class assessments of their written work as well as a full length written mock exam to determine areas of strength and areas for development. Moving forward students will be continuing to build on existing practical coursework as they prepare for their practical exam filming window which takes place during Body Language week. In addition, students will now secure their knowledge and understanding of all 6 professional works for Component 2; this has</p>	<p>BTEC Performing Arts Unit 227 – Musical Theatre Techniques For this unit, students are provided with a brief which gives structured guidance to support individual success throughout. The approved brief outlines a series of 3 different tasks, each one encompassing a number of learning outcomes that students must demonstrate within their portfolios. In order to develop, secure and master the learning content of this unit, students are engaging with small independent research tasks and wider academic reading. Furthermore, they are experiencing a selection of lectures about the different skills and techniques they are required to demonstrate for dance, acting and vocal practice – all of which is being underpinned by practical workshops and opportunities led by both teachers and industry professionals both in and beyond the college day. These experiences are giving students real world experiences of the Musical Theatre industry and allowing them to place themselves in a range of specialist, higher education scenarios, pushing way beyond their comfort zone and challenging their prior knowledge. Students are using the college production to imbed the skills they are learning which is leading to the mastery of a range of skills across all three disciplines. Students receive weekly verbal feedback which supports individual progress, and the end of the Autumn term sees a mid-point review tutorial whereby students will be set up to 3 targets to support their learning journey</p>	<p>BTEC Performing Arts Unit 227 – Musical Theatre Techniques For this unit, students are provided with a brief which gives structured guidance to support individual success throughout. The approved brief outlines a series of 3 different tasks, each one encompassing a number of learning outcomes that students must demonstrate within their portfolios. In order to develop, secure and master the learning content of this unit, students are engaging with small independent research tasks and wider academic reading. Furthermore, they are experiencing a selection of lectures about the different skills and techniques they are required to demonstrate for dance, acting and vocal practice – all of which is being underpinned by practical workshops and opportunities led by both teachers and industry professionals both in and beyond the college day. These experiences are giving students real world experiences of the Musical Theatre industry and allowing them to place themselves in a range of specialist, higher education scenarios, pushing way beyond their comfort zone and challenging their prior knowledge. Students are using the college production to imbed the skills they are learning which is leading to the mastery of a range of skills across all three disciplines. Students receive weekly verbal feedback which supports individual progress, and the end of the Autumn term sees a mid-point review tutorial whereby students will be set up to 3 targets to support their learning journey</p>
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	<p>been identified as an area for development across the cohort.</p> <p><u>RSL</u>  The RSL Level 2 in Creative and Performing Arts (Dance Pathway) comprises of 2 units:</p> <ol style="list-style-type: none"> <li>1. Optional Unit – Internally assessed – Unit 229 Ensemble Dance Performance</li> <li>2. Compulsory Unit – Externally assessed – Unit 201E Live Performance.</li> </ol> <p>Students have been working solely on the completion of Unit 229 (internally assessed) so far this term in order to complete this unit before starting the Controlled Assessment window for Unit 201E (externally assessed) which begins on 4<sup>th</sup> January.</p> <p>Both units, although assessed slightly differently, are set up a similar way. Students are provided with a brief to ensure they understand what their coursework is assessing, and how to reach their full potential using a range of resources that are available to them. For both units, students are set a series of assignment tasks that assess their knowledge and understanding of dance style, dance production, rehearsal and performance through a theoretical lens. In addition to this, students also engage with a range of technique classes and dance workshops to learn stylistic features of contemporary dance, developing and securing their use of performance and choreographic skills.</p> <p>All students receive constant verbal feedback to support their individual progress. Written journals are kept and reviewed regularly and although written feedback at this stage is not</p>	<p>as we continue with this unit in the Spring Term.</p>	<p>as we continue with this unit in the Spring Term.</p>
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	permitted (for Unit 229 until first submission and for Unit 201E - there can be no teacher feedback as it is a controlled assessment), students benefit from live teacher assessment and verbal feedback to ensure progress is consistently good or better.		
<b>Drama</b>	<p><u>RSL</u> Unit 212 – Performing Text (50%) Internally assessed. Students have been working towards the performance of two contrasting texts – one contemporary, one classical. Students have been developing a ‘how to guide’ to support their proactively exploration of the texts. Following the performance of their two texts students will evaluate their progress, noting points of success and areas for development.</p> <p>Unit 201E – External Brief (50%) Externally assessed. RSL release a brief which students can begin working towards in January. They must respond to the brief and then undertake creation/rehearsal under controlled conditions. Students will work practically towards a performance of their practical response to the brief. During the controlled conditions students will also complete a written report and evaluation in response to tasks set in the brief.</p>	<p><u>BTEC Performing Arts</u> Unit 1 –Investigating Practitioners. (90 GLH) Mandatory unit – external brief. Students have been exploring the working of influential theatre practitioners spanning different performance disciplines, genres and time periods. They have been creating a bank of background research into the contextual factors surrounding their chosen practitioners and appreciating their work through live /streamed performance.</p> <p>The exam board will release the brief for this unit in Dec/Jan. Following this release, students will complete Part A – this will be detailed and focused research into their chosen practitioners in relation to the details contained within the brief. 4 weeks after this, students will complete Part B under controlled exam conditions where they will respond to unseen questions based on the focus of the brief. Students will be required to evidence their understanding of their chosen practitioners using their research to support their reasoning.</p>	<p><u>BTEC Performing Arts</u> Unit 1 –Investigating Practitioners. (90 GLH) Mandatory unit – external brief. Students have been exploring the working of influential theatre practitioners spanning different performance disciplines, genres and time periods. They have been creating a bank of background research into the contextual factors surrounding their chosen practitioners and appreciating their work through live/streamed performance.</p> <p>The exam board will release the brief for this unit in Dec/Jan. Following this release, students will complete Part A – this will be detailed and focused research into their chosen practitioners in relation to the details contained within the brief. 4 weeks after this, students will complete Part B under controlled exam conditions where they will respond to unseen questions based on the focus of the brief. Students will be required to evidence their understanding of their chosen practitioners using their research to support their reasoning.</p>
<b>Music</b>	<p><u>GCSE</u> Students have been working on three components of work – Performing 30%, Composing 30%, and Appraising 40%.</p>	<p><u>A level</u> Students have been working on three components of work – Performing (35%), Composing (25%) and Appraising (40%).</p>	<p><u>A level</u> Students have been working on three components of work – Performing (35%), Composing (25%) and Appraising (40%).</p>

	<p>Performing students have been working on a second piece to record for their NEA assessment. Composing students have been completing their first 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. In lessons, in preparation for the mock paper, we have spent time exploring Area of Study 3 Traditional Music and have also looked at Area of Study 4 Western Classical Music since 1910. In January we will focus on Set Works and revisit the work we have done on Paul Simon.</p>	<p>In Performing, students have been working on a solo based on the music of Sondheim; completing whole class Folk and Orchestral ensembles; whilst maintaining their own musical practice and music-making out of class. In Composing, students have been creating pieces based on Sorcery and Witchcraft, using various inspirational music as starting points and exploring tonality and sonority. In Appraising, students have been working on three different areas: the development of the symphony with a focus on Haydn's London Symphony; the musical; and C21st Music of Sally Beamish and Thomas Ades. This has been coupled with work on theory, analysis and listening. Students will be progressing towards classical style composition next term in which the learning from the symphony is applied to their own creations. The students will also study Mendelssohn's Italian Symphony as a developed contrast to the Haydn work.</p> <p><u>BTEC Performance</u> Year 12 and 13 students have been working on portfolio-based evidence for unit 1 Music Harmony and Theory. This has included performance work and composition. In January we will be moving onto an external assessment brief set by BTEC, Unit 1.</p> <p><u>BTEC Technical year 12</u> Students are working on the understanding of and application of DAW, this is in preparation for an external brief set by BTEC next year which represents 60% of the course in year 12.</p>	<p>In Performing, students have been working on their solo recitals; completing whole class Folk and Orchestral ensembles; 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; the musical; and C21st Music of Sally Beamish and Thomas Ades. This has been coupled with work on theory, analysis and listening. Students will be progressing towards completion of their NEA Composing by the end of next term and their recitals which will take place next term or early in the summer term.</p> <p><u>BTEC Performance</u> [see year 12]</p> <p><u>BTEC Technical year 13</u> Students are working on 30% of evidence for their unit portfolios. This term is a project on mixing and mastering. In January students will specialise on their chosen pathway of either Digital Sound or Sound Production and continue to build evidence for their portfolios.</p>
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<p><b>Physical Education</b></p>	<p><u>Core PE</u> Through the Year 11 theme of <b>Active for Life</b>, students have developed their understanding of what it means to have good health and wellbeing and have explored different ways in which to stay active when they leave school. Within this unit, concepts are connected to a variety of physical activities at the same time as developing physical skills, tactics, strategy and analysis. The student's ability to connect the concept to the activity and then transfer this knowledge to other subjects is assessed each lesson. Assessment has been conducted through teacher observation as well as Q&amp;A and self-reflection opportunities. At the end of each unit students will sit an online quiz on key terminology that teachers will use to identify and address common misconceptions.</p> <p><u>GCSE PE</u> 60% of the course is externally examined. Exam content assesses 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 the six units titled: <i>Anatomy and Physiology</i>, <i>Movement Analysis</i>, and <i>Use of Data</i>. Students have also started their performance analysis and evaluation assignment in their practical GCSE PE lessons. This forms part of their overall practical grade which constitutes 40% of their final assessment. Get to Work tasks, end of unit tests, and the Year 11 mock exams have been used to assess progress. Students have been given individual feedback about how they can improve.</p>	<p><u>Sport CTECH</u> 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 where assessment decisions are judged against a set of criteria related to the learning outcome. Teachers will provide assessment through live marking in class or via the students' online workbook. Prior to each final deadline, students are also provided with the opportunity to peer assess each other's work using a criteria checklist. Two units will be assessed through formal external examinations. These are typically sat in Spring term 1.</p> <p><u>A level</u> Students are assessed in three examinable components of core knowledge. These components are <b>physiological factors affecting performance, psychological factors affecting performance, and socio-cultural issues in physical activity and sport</b>, and make up 70% of the overall A-Level grade. The remaining 30 % of the A-Level is assesses the students' ability to perform in one practical activity at the highest level possible. In Y12 student knowledge is assessed through lesson get to work tasks, peer assessment, and Q&amp;A / group discussion opportunities. Students will also sit two in-class exam style assessments in the autumn and Spring terms that will enable</p>	<p><u>Sport CTECH</u> 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 where assessment decisions are judged against a set of criteria related to the learning outcome. Teachers will provide assessment through live marking in class or via the students' online workbook. Two units will be assessed through formal external examinations. These are typically sat in Spring term 1.</p> <p><u>A level</u> Students are assessed in three examinable components of core knowledge. These components are <b>physiological factors affecting performance, psychological factors affecting performance, and socio-cultural issues in physical activity and sport</b>, and make up 70% of the overall A-Level grade. The remaining 30 % of the A-Level is assesses the students' ability to perform in one practical activity at the highest level possible. In Y13 student knowledge will be assessed regularly through lesson get to work tasks, peer assessment, and Q&amp;A / group discussion opportunities. In addition, there are mock exams in the Autumn and Spring terms that provide teachers with an accurate snapshot of student progress and enables them address misconceptions before the external exams start in the summer term. Y13 students will also be formally assessed in their practical</p>
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	<p><u>CNAT Sports Studies</u>  Y11 Cambridge National students are assessed in two units; <i>Leadership in Sport</i> and <i>Developing knowledge and skills in outdoor activities</i>. In each unit students are required to complete up to four assignments that are designed to assess their knowledge of the unit topic through a written task or provide them with a practical task such as leading a sports coaching session. Teachers will live mark these assignments in lessons or carry out formal observations of practical assignments in order to feedback to student next steps for improving the quality of their work.</p>	<p>teachers to identify and address common misconceptions and develop exam technique.</p>	<p>activity, as well as their ability to draw upon core knowledge to orally analyse and evaluate a sporting performance.</p>
<p><b>Religious Studies</b></p>	<p>Students have sat a full GCSE mock and a range of end of unit assessments composing of past GCSE questions on the unit completed. Marks awarded range from 1 to 12 marks.</p> <p>Assessment feedback is given in a subsequent lesson. Students have an opportunity to edit and improve their answers by adding developmental points.</p>	<p>See Philosophy &amp; Ethics below</p>	<p>See Philosophy &amp; Ethics below</p>
<p><b>Technology (Food)</b></p>	<p>Students have been working towards their NEA 1 which is a <b>Food Investigation Non-Exam Assessment</b> that makes up 15% of the marks of the final GCSE. Students have been investigating the working characteristics and the functional and chemical properties of ingredients through practical investigation. They have produced a report showing research into 'how ingredients work and why', supported by photographic evidence. Students have undertaken guided research and tested the relevant science underpinning their investigation, to enable them to work</p>		

	<p>independently on their investigation. In addition to the NEA 1 investigation students undertook a mock GCSE exam which will be used to identify areas for development and develop key exam techniques.</p> <p>The next stage is to commence NEA2, where students develop knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen menu. Students will work towards preparing, cooking and presenting a final menu of three dishes.</p>		
<p><b>Technology (D &amp; T)</b></p>	<p>Students have been working on their NEA 2 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 in order to find 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. 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 final outcome they are working towards is to produce a prototype and a portfolio of evidence. In addition to the NEA 2 students undertook a mock GCSE exam which will be</p>		

	used to identify areas for development and develop key exam techniques.		
<b>Business Studies</b>	<p>Year 11 sat a full (Paper 1) mock exam, assessing student knowledge of theme 1 (Investigating small business) of the Business GCSE. 50% of the Business GCSE relates to the theme 1 content and 50% to theme 2 (building a business). Students are currently covering the theme 2 theory in class.</p> <p>From this assessment, 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>This year students shall be continuing to work through the content of theme 2 in class and this is being supplemented through the regular setting of homework.</p> <p>Students are currently completing the 'Making marketing decisions' content and shall complete 'Making operational decisions', 'Making financial decisions' and 'Making human resource decisions' by the spring term.</p>	<p>Year 12 Business students are currently working on 'Theme 1 – Marketing and People' with Mr Armstrong and 'Theme 2 – Managing business activities' with Mr Rodgers. Students have recently sat assessments for components of theme 1 (Marketing and people) and 2 (Managing business activities) and have been provided with feedback. Students are continuing to build their confidence with the structure of their extended writing and the ways in which they apply the theory to specific contexts.</p> <p>This academic year will see students cover the remaining content of themes 1 and 2, further heightening their understanding of the way in which they apply their knowledge to a range of contexts. As part of theme 1, we shall be covering 'Marketing Mix and Strategy', 'Managing People' and 'Entrepreneurs and Leaders'. As part of theme 2, we shall be covering 'Managing Finance', 'Resource management' and 'external influences'. At the end of each topic, students will sit an assessment, after which students will be provided with bespoke feedback and misconceptions to be addressed.</p>	<p>Year 13 Business students have recently sat a mock exam, focusing on the content that has been covered to date. Students are given feedback and misconceptions are addressed. Students are currently working on theme 3 (Business decisions and strategy) with Mr Armstrong and theme 4 (Global business) with Mr Rodgers.</p> <p>Students sit assessments at the end of each topic area and are given bespoke feedback by their teachers. 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: 'Influences on Business Decisions', 'Assessing Competitiveness' and 'Managing change' as part of theme 3. For theme 4, students will be covering 'Markets and business expansion', 'Global marketing' and 'Multinational corporations'.</p>
<b>Child Care</b>	<p>Students have been working on two units of coursework which make up 50% of their final grade. This has been completed in class. They will be given an opportunity to upgrade this work once it is complete.</p>		

	<p>Students have sat two 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>DEC</b>	<p>Students recently sat the second of their three controlled assessments which equates to 25% of their GCSE. Students will sit their third controlled assessment in March and will be preparing for their exam in the summer. Unit 2 is assessed internally. Students have an opportunity to work on an internal/practice assessment, for which they are provided with bespoke feedback.</p>	<p>Students are currently working through their portfolio, focusing on a wide variety of aspects for their Design Engineer and Construct course. They are currently designing buildings and constructing 3D drawings, using Revit software. Students will be completing three units in this academic year and will complete three next year. Students are also covering theory which will be examined in January. The DEC course consists of a coursework portfolio and exam, both weighted at 50%. Student's portfolios are regularly assessed, and students are provided with bespoke feedback.</p>	<p>Students are currently working through their portfolio, focusing on a wide variety of aspects for their Design Engineer and Construct course. They are currently working on the lifecycle and financial planning and evaluating the sustainability of their construction project. Students will be completing three units in this academic year, whilst also covering theory which will be examined in January. The DEC course consists of a coursework portfolio and exam, both weighted at 50%. Student's portfolios are regularly assessed, and students are provided with bespoke feedback.</p>
<b>Psychology</b>	<p>Students sat a full GCSE Mock paper and have completed a range end of unit assessments composing of past GCSE questions on the unit 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 do an end of unit assessment composing of past AS Level questions on the unit completed. Marks awarded range from 1 to 18 marks.</p> <p>Assessment feedback is given in subsequent lessons. Students have an opportunity to edit and improve their answers by adding developmental points. A variety of assessments are given regularly and feedback is provided.</p>	<p>Students do an end of unit assessment composing of past A Level questions on the unit completed. Marks awarded range from 2 to 18 marks.</p> <p>Assessment feedback is given in subsequent lessons. Students have an opportunity to edit and improve their answers by adding developmental points. A variety of assessments are given regularly and feedback is provided.</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</p>		

	qualification. Feedback is given on both theory and practical elements of the course.		
<b>Criminology</b>		<p>Students complete a mock assessment and feedback is provided.</p> <p>Students will sit a controlled assessment in March for unit 1, which is internally marked and externally moderated and contributes towards 25% of the final grade. Students will sit an exam for unit 2 in May. Each unit or assessment is equally weighted (25%).</p> <p>Students complete a workbook and portfolio of evidence for Unit 1 and exam paper for Unit 2.</p>	<p>Students complete a workbook and portfolio of evidence for Unit 3 and exam paper for Unit 4</p> <p>Students will sit a controlled assessment in March 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 May. 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 1 and exam paper for Unit 2.</p>
<b>Classics</b>		<p>Core knowledge is assessed through regular debate, discussion and in-class quizzes. Regular target-setting based on practice questions.</p>	<p>Core knowledge is assessed through regular debate, discussion and in-class quizzes. Regular target-setting based on practice questions.</p>
<b>Economics</b>		<p>Year 12 students are currently studying theme 1 (introduction to markets and market failure) with Mr Armstrong and theme 2 (the UK economy – performance and policies) with Mr Rodgers.</p> <p>Students are assessed at the end of each topic and provided with bespoke feedback. Misconceptions are addressed and answers modelled by teachers. Students are focusing on their exam technique and developing their comprehension of a range of graphs used to illustrate key economic theory.</p> <p>Students will be covering the following topics for the remainder of the academic year: How</p>	<p>Year 13 students recently sat a mock exam covering some of the key economics content delivered to date. This assessment has enabled teachers to offer bespoke feedback to students, address common misconceptions and develop opportunities to refine and improve exam technique.</p> <p>Students are currently studying theme 3 (business behaviour and the labour market) with Mr Armstrong and theme 4 (a global perspective) with Mr Rodgers.</p> <p>Students will be covering the following topics for the remainder of the academic year: Market structures, labour market and</p>



		markets work, market failure and government intervention (as part of theme 1). As well as aggregate supply, national income, economic growth and macroeconomic objectives and policy (as part of theme 2).	government intervention (as part of theme 3). As well as emerging and developing economies, the financial sector and the role of the state in the macroeconomy (as part of theme 4).
<b>Financial Qualification</b>		Year 12 students are currently covering the content of unit 1 (Financial Capability for the Immediate and Short Term). This unit consists of topics such as everyday banking, savings products, providers and consumer protection. Students are developing their knowledge of a range of financial concepts and preparing for their first modular exams in January. Students will sit both an online and written assessment. Students will be covering unit 2 (Financial Capability for the Medium and Long Term) in the later part of the academic year. Students will then be assessed with both an online and written paper in the spring and summer terms. Students will cover topics such as savings and investment products, borrowing products, financial planning and dealing with long-term risks.	Year 13 students are currently covering the content of unit 3 (Sustainability of an Individual's Finances). This unit consists of topics such as personal financial sustainability, the impact of external factors, monitoring and adapting personal financial plans and the impact of global events and ethics. Students are developing their knowledge and understanding of a broad range of financial concepts and are preparing for their unit 3 modular exams in January. Students will have an online assessment and a written exam. Students will be covering unit 4 (Sustainability of the Financial Services System) in the later part of the academic year. Students will then be assessed with both an online and written paper in the spring and summer terms. Students will cover topics such as the financial system, competition in the financial services industry, sustainability in the financial services industry and uncertainty and risk.
<b>Health and Social Care</b>		Students complete a mixture of assessments, depending upon whether the unit being delivered is externally assessed (Examination) or internally assessed (Coursework). For exam units, at the end of each topic, assessment is composed of past examination questions. For coursework units, students are expected to complete sections by given "stage deadlines". Their work is then marked and assessed	Students complete a mixture of assessments, depending upon whether the unit being delivered is externally assessed (Examination) or internally assessed (Coursework). For exam units, at the end of each topic, assessment is composed of past examination questions. For coursework units, students are expected to complete sections by given "stage deadlines". Their work is then marked and assessed

		<p>against the expected criteria, set by the exam board.</p> <p>Assessment feedback is given in a subsequent lesson. Students have an opportunity to edit and improve their answers by adding developmental points. It is important to note that students can only be given written feedback once for their work (set by exam board regulations).</p>	<p>against the expected criteria, set by the exam board.</p> <p>Assessment feedback is given in a subsequent lesson. Students have an opportunity to edit and improve their answers by adding developmental points. It is important to note that students can only be given 1 written feedback for their work (set by exam board regulations).</p>
<b>Philosophy and Ethics</b>		<p>Students completed an end of unit essay based on a past A Level title.</p> <p>Students can be awarded up 40 marks and consists of a A01(explain) 16 and A02 (evaluate) 24 breakdown.</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 A-Level mock comprising of all three units. They have also completed an end of unit essay based on a past A Level title.</p> <p>Students can be awarded up 40 marks and consists of a A01(explain) 16 and A02 (evaluate) 24 breakdown.</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>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</p>	

		<p>from different sections of the specification, requiring students to identify and substantiate parallels, connections, similarities and differences between aspects of politics studied.</p> <p>Written feedback is given and students have the opportunity to improve their work using specialist advice.</p>	
<b>Sociology</b>		<p>Students complete an essay style assessment at the end of each topic completed in each unit being delivered (Sociology of Education; Sociology of Work Welfare and Poverty). The assessment is composed of past AS Level examination essay questions on the unit completed. Marks awarded range from 1 to 20 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 complete an essay style assessment at the end of each topic completed in each unit being delivered (Sociology of Crime and Deviance; Sociology of Beliefs). The assessment is composed of past A Level examination essay questions on the unit completed. Marks awarded range from 1 to 20 marks and 1 to 30 marks depending upon the unit.</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</p>

			<p>presentations. These areas are all expected to be included in the final report/artefact and written about in the progress log.</p> <p>Students will have a mid-review meeting in January 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>
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