

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
English	<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.	<u>Literature</u> Students completed a full Paper 1 (Aspects of Tragedy) 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.
	<u>Literature</u> Students sat a full GCSE English Literature Paper 1. 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.	
Mathematics	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.	<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. <u>Further 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.
Science	<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 with further practice questions on each of these topics through Seneca and in class.	<u>Biology</u> Students have been studying Module 6 Genetics, evolution, and ecosystem and will finish the final chapters of this content soon after February half term. Students have sat an adapted Unified paper which they will receive feedback in lessons after half term. This, along with other recent assessments, such as end of chapter tests of AS content, will guide the revision lessons after we have completed the content.

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	<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.</p> <p><u>Chemistry</u> Students have finished the content and have sat full A-Level papers 1 and 2. Paper 1 covers modules 2, 3, and 5. Paper 2 covers modules 2, 4, and 6. Students will be given feedback on the mocks in lesson time. Mocks results have been used to inform an in-lesson revision plan that takes us up to June.</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>
Computing	<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, and seek help when needed. With regular revision and support, they can build confidence and maximize their performance in the final GCSE exams</p>	

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Geography	<p>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.</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 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.</p>
History	<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>	<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.</p>
Modern Languages	<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> <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</p>	

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	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.	
Art	<p><u>Fine Art, Graphics and Photography</u></p> <p>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 in early May.</p> <p>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></p> <p>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 in early May.</p> <p>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>
Dance	<p>Component 1 – Performance and Choreography (non-exam internal assessment 60%)</p> <p>This term students have been working on the following practical pieces to be filmed for their NEA assessment:</p> <ul style="list-style-type: none"> • Performance in a duet/trio. • Performance of two set dance phrases. • Developing their initial choreographic ideas in response to the choreography question paper provided by the exam board. <p>Component 2 – Dance Appreciation (written exam 40%)</p> <p>Students have also been extending their knowledge and understanding of a range of skills applied in both choreography and performance and their analysis of the six professional dance works in the Dance Anthology, in preparation for their written mock paper.</p> <p>Students are provided with regular feedback and targets to develop their practical work and invited to attend support sessions.</p>	

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Drama	<p>Component 2 – Performing from a Text (20%) Visiting Examiner in the Spring Term.</p> <p>Students have been working towards the performance of two sections from a chosen play. Students have completed practical explorations and technical approaches to staging text; taking a script from page to stage.</p> <p>Component 3 – Written Paper – Interpreting Theatre (40%) Externally Assessed.</p> <p>Students are studying ‘An Inspector Calls’ with regards to its context and performance. Students will answer questions ranging from rehearsal techniques to how a director would stage the play. Students also need to attend a piece of live theatre and will be asked questions on its technical and/or performance elements in the exam.</p>	
Music	<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</p>

		<p>Concert. In January we completed an external assessment brief set by BTEC, Unit 2.</p> <p><u>BTEC Technical</u></p> <p>Students are working on 30% of evidence for their unit portfolios. This term is a project on mixing and mastering. and continue to build evidence for their portfolios.</p>
Physical Education	<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 & 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>Body Systems and the Effects of Physical Activity / Working Safely in Sport and Active Leisure</i>) are assessed through formal examinations. These were scheduled for the January exam series.</p> <p><u>Sport CTECH Extended Certificate</u></p> <p>Students are assessed in their knowledge, understanding and practical skills in 5 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. Unit 1: <i>Body Systems and the Effects of Physical Activity</i> is assessed through a formal examination scheduled for the January 2025 exam series.</p> <p><u>A level</u></p> <p>Students are assessed in three examinable components of core knowledge. These components are <i>physiological factors affecting performance, psychological factors affecting performance</i> and <i>socio-cultural issues in physical activity and sport</i> and make up 70% of the overall A-Level grade. The remaining 30% is assessment of a student's 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&A / group discussion opportunities. In addition, there are mock exams in the Autumn and Spring terms where students will sit three papers, one for each unit. These provide teachers with an accurate snapshot of student progress and enables</p>

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		them to address misconceptions before the external exams start in the summer term. Y13 students will also be formally assessed in their practical activity using video evidence as well as an oral assessment where they are required to analyse and evaluate an individual sporting performance.
Religious Studies	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.	See Philosophy & Ethics below
Catering & Hospitality	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. Unit 1: The hospitality and catering industry Written examination: 1 hour 20 minutes 40% of qualification Unit 2: Hospitality and catering in action Controlled assessment: approximately 12 hours 60% of qualification (The final brief will be issued in January 25) 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.	
Design Technology	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 a design problem to solve. The design problem was considered from the point of view of a potential client/customer, which led	Students have been working on their NEA which equates to 50% of their final A level. This requires students to apply the knowledge, understanding and skills gained throughout the course and the iterative design process of exploring, creating and evaluating. Students have researched and investigated a chosen context 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

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	<p>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>manufacturing a prototype. Independence is crucial but home learning and discussions in class guide students through the design process. The outcome they are working towards is to produce a prototype and a portfolio of evidence.</p> <p>Students have undertaken a mock A level exam in this current series they have completed the Paper 2 exam which is worth 20% of their final grade.</p> <p>Consideration of their paper 1 exam from previous mocks has also been used where necessary.</p>
Business Studies	<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>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). 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>

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Child Care	<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.</p> <p>Students are assessed with exam style questions once a fortnight and are given feedback and an opportunity to improve.</p>	
Psychology	<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>
Motor Vehicle	<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.</p> <p>Feedback is given on both theory and practical elements of the course.</p>	
Criminology		<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>

Classics		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.
Financial Qualification		<p>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 March. Students will have an online assessment and a written exam.</p> <p>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.</p>
Health and Social Care		<p>Students complete a mixture of assessments, depending upon whether the unit being delivered is externally assessed (Examination) or internally assessed (Coursework).</p> <p>For exam units, at the end of each topic, assessment is composed of past examination questions.</p> <p>For coursework units, students are expected to complete sections by given "stage deadlines". Their work is then marked and assessed against the expected criteria, set by the exam board. 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>
Philosophy and Ethics		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. Students can be awarded up 40 marks and consists of a A01(explain) 16 and A02 (evaluate) 24

		breakdown. Assessment feedback is given in subsequent lessons. Students have an opportunity to edit and improve their answers by adding developmental points.
Politics		<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>
Sociology		<p>Students recently sat a full A-Level mock comprising of Beliefs and Crime and Deviance. 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>
Extended Project		<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</p>

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		<p>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>
Latin	<p>Students are assessed in three areas: Language (50%) which tests grammar, vocabulary, translation and Literature Prose (25%) and Poetry (25%) which both look at classical writing techniques and texts.</p> <p>These are all written papers.</p>	