

Year 10 and Year 12 Subject Information

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

Subject	Year 10	Year 12
English	Students sat a full English Language Paper 1 to help prepare them for Year 11. Students have been given targeted feedback about how they can improve their grade, including the specific areas that they need to work on.	Students sat a full 'Aspects of Tragedy' paper in preparation for Year 13. Students have been given individual feedback on how they can improve their English grade, including the specific areas that they need to work on; they will be provided with further practice questions in class and through independent learning.
Media Studies		Students sat a blended paper which tested the key content and skills that they have covered this year. Students have been given individual feedback on how they can improve their grade, including the specific areas that they need to work on; they will be provided with further practice questions in class and through independent learning.
Mathematics	<p><u>Year 10 Higher: set 1 and 2</u> Students studied a range of topics this year including circles, volume, loci, solving quadratic and simultaneous equations, probability, trigonometry, cumulative frequency and histograms. Students sat a modified suite of GCSE papers at the end of the year. Students have been given individual feedback about how they can improve their maths grade including the specific topics they need to work on and have been provided with further practice questions on each of these topics.</p> <p><u>Year 10 Foundation: sets 3 and 4</u> Students studied a range of topics this year including; averages, graphs, ratio and proportion, Pythagoras' theorem, quadratic equations, loci and probability. Students sat a modified suite of GCSE papers at the end of the year. Students have been given individual feedback about how they can improve their maths grade</p>	Students sat a full suite of AS papers covering all the year 12 topics (including 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.

	including the specific topics they need to work on and have been provided with further practice questions on each of these topics.	
Science	<p><u>Year 10 Double Science</u> This year students have studied: Diseases and Vaccines, Nervous System, Exothermic and Endothermic reactions, Rates of Reactions, Organic Chemistry, Forces, Radioactivity and Electricity in the Home. Students sat a full suite of GCSE papers to prepare them, ready for Year 11. Students have been 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>Year 10 Foundation:</u> This year students have studied: Diseases and Vaccines, Nervous System, Exothermic and Endothermic reactions, Rates of Reactions, Organic Chemistry, Forces, Radioactivity and Electricity in the Home. Students sat a full suite of GCSE papers to prepare them, ready for Year 11. Students have been 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>Year 10 Triple Science</u> This year students have studied: Diseases and Vaccines, Nervous System, Exothermic and Endothermic reactions, Rates of Reactions, Chemical calculations, Organic Chemistry, Forces, Radioactivity, and Electricity in the Home. Students sat a full suite of GCSE papers to prepare them, ready for Year 11. Students have been 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' and 'Exchange and transport' modules, alongside practical skill development aspects of the course. We are currently finishing the year with chapters on classification and evolution as part of the next module. Students have been assessed through in-class assessment methods such as quizzes, questioning and discussions, as well as end of topic tests. Students sat a bespoke mock paper to assess their core knowledge, practical, and mathematical skills from module 1,2, and 3. Students have been given individual feedback, with strengths and development targets, including specific action points on how they can improve. Students will also receive a summer work pack to help support them with independent study (similar to the Easter work pack given), before returning in September.</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, including momentum, and terminal velocity in Module3. Module 4 covered charge, electrical circuits, waves, and quantum physics. Students sat two AS papers, covering all of the content from Y12. 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>
Computer Studies	Students have been working on the OCR GCSE Computer Science course covering computer systems and computational thinking, algorithms, and programming. It includes understanding hardware, software, and data representation (binary, hexadecimal), learning about network types, protocols, and cyber security, and exploring	Units 1 and 2 of the Cambridge Technical Level 3 IT course have been externally assessed through formal written examinations. Unit 1, Fundamentals of IT, introduced core concepts such as hardware, software, networks, and the role of IT in business and society. Unit 2, Global Information, focused on how data is collected, managed,

	<p>the legal, ethical, and environmental impacts of technology. Students design and refine algorithms using flowcharts and pseudocode, develop programming skills in languages like Python, covering variables, control structures, and functions, and are introduced to data structures like arrays and lists. This course builds a solid foundation in computer science principles and practical programming skills</p>	<p>and used, with an emphasis on the legal and ethical considerations surrounding information in a global context. These units provide a strong theoretical understanding of IT principles and practices.</p> <p>In addition to the examined units, Unit 17, The Internet of Everything, is a coursework-based module exploring the growing impact of connected devices in homes, workplaces, and public spaces. The completed portfolio for Unit 17 has been externally moderated, and valuable feedback received.</p> <p>The current focus is Unit 8, Project Management. This unit introduces the principles and practices of planning, executing, and reviewing IT-related projects. Students learn how to define project objectives, allocate resources, manage timelines, and evaluate outcomes.</p>
Geography	<p>This year students have covered topics of Living World, Resource management and Natural Hazards culminating in a mock exam. Midpoint and in-class assessments have created individual feedback outlining steps to grow geographical knowledge and skill. To get better, students must act on these feedback comments, committing to personal growth through practice and response.</p>	<p>Fundamental, core knowledge components of the units on hazard management, coastal landscapes, globalisation and regeneration have been assessed through a combination of homework exam practice questions and individual focus questions, through lessons, discussion and timed, independent essay tasks. Feedback has been given to assess and develop individual progress, both in terms of geographical knowledge and geographically specific skills. Students have also been asked to produce a short report based on their fieldwork visit to Dorset. This was assessed in line with NEA marking criteria to help them gain a better understanding of this element of the course.</p>
History	<p><u>History</u></p> <p>We have used a variety of practice exam questions to assess students' core knowledge this year, based on exam papers and mark schemes. We also regularly use in-class discussions and quizzes to assess core knowledge. The end of year mock exam focused on Paper 2, Early Elizabethan England 1558-1588. Students are given targets to work on after each practice question and key themes for students to develop have been; directly answering the question, supporting points with a wide range of evidence from historical sources and contextual knowledge, and clearly linking points back to the question set.</p>	<p>Core knowledge assessed through regular debate, discussion and in-class quizzes. Regular target-setting based on practice questions both in-class and at home. End of year mock exam for Paper 1 Germany and Paper 2 Italy.</p>

	<p><u>Ancient History</u></p> <p>We have used a variety of practice exam questions to assess students' core knowledge this year, based on exam papers and mark schemes. We also regularly use in-class discussions and quizzes to assess core knowledge. The end of year mock exam focused on "The Foundations of Rome 753-440BC", as well as "Cleopatra and Rome 69-30BC". Students are given targets to work on after each practice question and key themes for students to develop have been; directly answering the question, supporting points with a wide range of evidence from historical sources and contextual knowledge and clearly linking points back to the question set. Analysis and evaluation of the ancient sources is paramount in Ancient History, as is the ability to select precise knowledge to support and develop your point.</p>	
Modern Languages	<p>Students were assessed in the skills of Listening, Reading and Writing. The listening and reading examination were a GCSE format paper and in-class. The writing examination was an adapted past paper in exam conditions. Adaptations were made given that students are half-way through their GCSE course. Students have received feedback with a particular focus on next steps in the writing papers as well as vocabulary they need to re-visit.</p>	
Art	<p><u>Fine Art</u></p> <p>Students have taken part in a series of practical workshops to develop their skills in key areas of Fine Art. They have explored a range of techniques including painting, drawing and printmaking. Through these activities, students have experimented with creative ideas and produced more refined work in response to set project themes. They have also presented their work with written annotations and analysis to support their creative decisions. Students will soon begin work on their sustained project as part of their (Non-Exam Assessment), which contributes 60% of their final GCSE grade.</p> <p><u>Photography</u></p> <p>Students have taken part in a series of practical workshops to develop their skills in key areas of Photography. They have explored</p>	<p><u>Fine Art</u></p> <p>Students have engaged in a series of structured workshops designed to develop their skills across a range of fine art techniques and media. These have included drawing, painting, printmaking, mixed media, and digital processes. They have been encouraged to explore personal and creative responses to a variety of themes, producing more refined and thoughtful outcomes. Alongside their practical work, students have developed their ability to annotate and critically reflect on their artistic decisions. They have now begun their Personal Investigation, which contributes 60% of their final A Level grade.</p> <p><u>Graphic Design</u></p> <p>Students have taken part in a series of structured workshops aimed at developing their skills across a range of graphic design</p>

	<p>a range of techniques including darkroom processes, studio lighting, and digital editing using Adobe Photoshop. Through these activities, students have experimented with creative ideas and produced more refined work in response to set project themes. They have also presented their work with written annotations and analysis to support their creative decisions. Students have now begun work on their sustained project as part of their coursework portfolio (Non-Exam Assessment), which contributes 60% of their final GCSE grade.</p>	<p>techniques. These have included digital illustration, layout design, typography, and image manipulation using Adobe Photoshop and other industry-standard software. They have been encouraged to explore creative ideas and produce more refined outcomes in response to specific design briefs. Alongside their practical work, students have developed their ability to annotate and critically analyse their design choices. They have now begun their Personal Investigation, which contributes 60% of their final A Level grade.</p> <p><u>Photography</u></p> <p>Students have taken part in a series of structured workshops designed to build their skills across a range of photographic techniques. These have included working in the darkroom, using studio flash lighting, and editing with Adobe Photoshop. They have been encouraged to experiment creatively and produce more refined work in response to specific project themes. Alongside their practical work, students have developed their ability to annotate and analyse their outcomes in writing. They have now begun their Personal Investigation, which forms 60% of their final A Level grade.</p>
Dance	<p>Students have been developing independent NEA coursework for Component 1: Exploring the Performing Arts. Students have been investigating the work of Matthew Bourne and his dance company, New Adventures, through practical and written tasks. This component gives students an understanding of professional dance and the processes and practices that contribute to the creation of it. They are developing transferable skills, such as research and communication and this will be evident in their final written summary. There is no mock grade available for this component as the work is in its early stages. The grades are based on work across the year as well as current NEA coursework development which will be concluded next term.</p>	
Music	<p>Students have composed and performed assessment work which contributes to their practical portfolio of work completed during the academic year. Students have been given feedback about how they can further their performance work so that they can produce a high standard of NEA Coursework in Year 11. Students have been</p>	<p><u>A level</u></p> <p>Students have been working on three components of work – Performing (35%), Composing (25%) and Appraising (40%). In Performing, students have been working on independent music making; whilst maintaining their own musical practice out of class.</p>

	<p>exploring free composition in readiness for the set brief composition which is set in September. Students have also been looking in detail to conceptual and technical musical language in preparation for studying the sets works – Badinerie by Bach and Afrika by Toto - and completing the written paper.</p>	<p>In Composing, students have been creating pieces based on Sorcery and Witchcraft, using various inspirational music as starting points and exploring tonality and sonority; also, students have been developing a piece in classical style. In Appraising, students have been working on three different areas: the development of the symphony with a focus on Haydn's London Symphony and Mendelssohn's Italian Symphony; 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 set brief classical compositions next term in which the learning from the symphony is applied to their own creations. The students will develop their study of other composers of Symphony as a developed contrast to the Haydn and Mendelssohn work. Students will focus on developing aural and written paper skills as well as finalising compositions and performance recital practical work.</p> <p><u>BTEC</u></p> <p>Year 12 students have completed 3 units of work and more recently have been working on portfolio-based evidence for unit 5 Performance Sessions Styles. This has included performance work and genre research.</p>
Physical Education	<p><u>GCSE PE</u></p> <p>60% of the course is externally examined covering six theory units. Throughout Year 10, students have developed knowledge in three of these units titled: Physical Training, Movement Analysis and Applied Anatomy and Physiology during their theory lessons. Students have secured and some have mastered: physical skills, strategy and analysis in their additional practical GCSE PE lessons that forms 40% of the overall grade. End of unit checkpoints and the end of Year 10 mock exam have been used to assess progress. Students have been given individual feedback about how they can improve verbally or through live marking in their GCSE PE workbooks.</p> <p><u>Cambridge National in Sports Studies:</u></p>	<p><u>Sport CTECH Extended Diploma in Sport and Physical Activity</u></p> <p>Students have been assessed in their knowledge, understanding and practical skills in 10 specialist units. Each unit is divided into specific learning outcomes. Students have been set both written and practical assignments for each of these learning outcomes where assessment decisions have been judged against criteria set by the exam board. Teachers have provided assessment through live marking of written assignments or a written witness statement for practical assessments. Where appropriate, students have been given the opportunity to peer-assess each other's work using a criteria checklist before the assignment's final deadline. Additionally, two units were assessed through formal external examinations in the January 2025 series.</p> <p><u>Sport CTECH Extended Certificate in Sport and Physical Activity</u></p>

	<p>This qualification includes units on contemporary issues in sport, performance and leadership in sports activities, and increasing awareness of outdoor and adventurous activities. <i>The Contemporary Issues in Sport</i> unit is assessed through an external exam sat in the January of Y11. The remaining units are assessed through coursework, which includes practical assignments and projects. These are internally marked and externally moderated</p>	<p>Students have been assessed in their knowledge, understanding and practical skills in 3 specialist units. Each unit is divided into specific learning outcomes. Students have been set both written and practical assignments for each of these learning outcomes where assessment decisions have been judged against criteria set by the exam board. Teachers have provided assessment through live marking of written assignments or a written witness statement for practical assessments. Where appropriate, students have been given the opportunity to peer-assess each other's work using a criteria checklist before the assignment's final deadline. Additionally, the Anatomy and Physiology unit was assessed through a formal external examination in the January 2025 series.</p>
Religious Studies	<p>Students take an end-of-unit assessment every half term. The assessment starts with multiple-choice questions and ends with extended writing questions worth 12 marks. Questions are taken from past GCSE papers to ensure they are challenging and rigorous. Students receive personalised guidance on areas needing improvement and teachers focus on correcting common misconceptions found in the exams.</p> <p>The Year 10 Summer Exam covers 4 complete units, equivalent to one GCSE paper or 50% of the course. Results do not count towards the final grade but help students get used to the AQA exam style.</p>	
Business Studies	<p>During Year 10 students have covered theme 1 (Business Activity, marketing and people). This unit introduces students to fundamental business concepts. It covers the purpose and nature of business activities, various types of business ownership, and the role of entrepreneurship. It also delves into marketing, including market research, segmentation, and the marketing mix (product, price, place, promotion). Additionally, the unit addresses the management of people within businesses, covering organisational structures, recruitment, motivation, training, and employment law. This comprehensive overview equips students with essential knowledge and skills to understand and analyse how businesses operate and achieve success. Students sat a Theme 1 mock paper, this term, preparing them for the same style exam in Year 11.</p>	<p>Year 12 Business students have worked through 'Theme 1 – Marketing and People' and 'Theme 2 – Managing business activities'. Students sit an assessment covering content from theme 1 (Marketing and people) and theme 2 (Managing business activities) and are provided with bespoke 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>

Catering	Students have produced a range of recipes using different practical skills. Students have been given individual feedback on how to improve their dishes. Students have also been assessed on their theory work throughout the year, culminating in their end of year mock exam.	
Design Technology	Students have worked on several mini projects this year to develop their knowledge and skill within the subject. We have recently started a mock of their GCSE coursework so they are fully prepared to start the real thing by the end of year 10 which will be worth 50% of their overall grade. Students follow the design process to create a product which answers the contextual problem set by the exam board. Assessment is based upon exam practice and mini projects. They have been given individual feedback about how they can improve their work. Students have also sat a mock exam to assess their knowledge so far.	
Childcare	Students are assessed throughout the course. The work done during year 10 will be used to complete a controlled assessment in the Autumn term of year 11. At the end of Year 10 they complete a short answer exam which covers child development; routines; factors that affect child development and how a practitioner can support them through these.	
Psychology	<p>Students undertake an end-of-unit assessment on a half-termly basis. These assessments begin with multiple-choice questions and conclude with high-tariff, extended writing questions worth 9 marks. The questions are sourced directly from past GCSE papers to ensure both rigor and challenge. Following the assessments, students receive bespoke guidance and feedback, focusing on areas where improvement is needed. Teacher planning is informed by the need to correct misconceptions identified in the exams, often through, but not limited to, "Get to Work" tasks.</p> <p>The Year 10 Summer exam encompasses four complete units, equivalent to one GCSE paper or 50% of the course. The results obtained in Year 10 do not contribute to the overall grade but serve to prepare students for the style of AQA exam questioning.</p>	Year 12 students undertake an end-of-unit assessment comprising past A-Level questions for the units completed. The marks awarded range from 1 to 16, requiring students to demonstrate proficiency in both multiple-choice and extended writing questions. Feedback on these assessments is provided in subsequent lessons, giving students the opportunity to revise and enhance their answers by incorporating developmental points. A variety of assessments are administered regularly, and feedback is consistently provided to support student improvement.

Motor Vehicle	Students were assessed on the theory element of their qualification, which takes the form of a series of multiple-choice questions, covering topics from the whole course. They have received feedback on areas to focus on over the coming weeks and into September.	
Built Environment		Unit assessments are designed to confirm students' knowledge and understanding of the content delivered within each individual module of the Design Engineer Construct (DEC) course. These assessments play a key role in ensuring that students stay on track with the curriculum and develop a strong grasp of the units being studied and assessed. Rather than waiting until the end of the academic year, this approach provides regular opportunities to monitor progress, identify misconceptions, and address gaps in understanding at an early stage. Each assessment focuses on specific topics from the DEC course, allowing students to apply their learning in a structured and meaningful way. Over time, this process helps students build confidence with assessment techniques, develop analytical and problem-solving skills, and become more familiar with the expectations of the course. These regular assessments support the consolidation of knowledge and promote consistent preparation across the cohort. The overall assessment strategy is also designed with long-term success in mind. By covering each module in depth throughout the course, students are well-prepared to complete the Year 12 mock exam, which is a comprehensive assessment drawing on content from all relevant units. This mock exam serves as a valuable benchmark and reflects the structure and demands of the final external assessment, scheduled to take place in January.
Criminology		<p>Students complete a mock assessment and feedback is provided.</p> <p>Students sat a controlled assessment in January for unit 1, which was internally marked and externally moderated and contributes towards 25% of the final grade. Students sat an external exam for unit 2 in May. This was also 25% of the final grade.</p> <p>Students complete a workbook and portfolio of work.</p>

Classics		Core knowledge is assessed through regular debate, discussion and in-class quizzes. Regular formative feedback and target-setting is based on practice questions written in class. The end of year mock exam paper focuses on Paper 3 Politics of the Late Republic
Economics		<p>Year 12 Edexcel Economics A students have now completed Theme 1: <i>Introduction to Markets and Market Failure</i> and Theme 2: <i>The UK Economy – Performance and Policies</i>. To consolidate their learning, students undertook an assessment that covered key content from both themes, allowing them to apply microeconomic and macroeconomic concepts in a structured examination setting. Students received detailed, personalised feedback following the assessment, with a focus on strengthening their analytical and evaluative skills. Particular attention was given to improving the structure of extended written responses and enhancing their ability to apply economic theory effectively to real-world contexts.</p> <p>As the year progresses, students are continuing to build confidence in handling exam-style questions and developing a deeper understanding of how economic models relate to contemporary issues within the UK economy. This foundation will support their transition into Year 13, where they will begin to explore Themes 3 and 4 in greater depth and prepare for the synoptic demands of the full A-Level qualification.</p>
Politics		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. 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 can improve their work using specialist advice.
Sociology		<p>Students undertake an essay-style assessment at the conclusion of each topic within the units being taught, specifically in the following areas Sociology of Education and Sociology of Relationships and Families, Crime and Deviance and Religious Belief. These assessments consist of shorter answers to longer essay questions derived from past AS Level examinations relevant to the completed unit. The awarded marks range from 1 to 20.</p> <p>Feedback on these assessments is provided in subsequent lessons, allowing students the opportunity to revise and enhance their responses by incorporating additional developmental points.</p>