

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 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 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.	<u>Literature</u> Students completed a full Paper 1 which will enable us to see how well they can analyse, interpret and critically evaluate the tragedy texts that 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>Media Studies</u> Students completed a full Paper 2 which will enable us to see how well they can analyse, interpret and apply critical frameworks to the Close Study Products that we've studied. Students will be given individual feedback on how they can improve their Media Studies grade, including the specific areas of the framework that they need to work on; they will be provided with further practice questions in class and through home learning.
	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 FSMQ</u> Students sat a full FSMQ paper. 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>Maths Statistics</u> Students sat a full GCSE Statistics paper. 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>Maths</u> Students sat two mock papers: Pure and Statistics/Mechanics. Students have been given specific feedback on what topics they need to work on and the exam techniques they need to improve their grade.

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Science	<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. <u>Biology</u> Students sat either Higher or Foundation for GCSE Paper 1 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. <u>Chemistry</u> Students sat either Higher or Foundation for GCSE Paper 1 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. <u>Physics</u> Students sat either Higher or Foundation for GCSE Paper 1 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.	<u>Biology</u> Students have been studying Module 5, Communication, Homeostasis and Energy. Students have been assessed in class using quizzes, questioning and discussions, as well as being given a range of AS past papers to practice as independent study. 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 signposted to further practice questions on each of these topics through Uplearn and in class activities. <u>Physics</u> Students sat a complete past paper covering all the content from Year 12 and included the material studied so far in Year 13; thermal physics, gas laws, capacitors and electric fields. Exam board grade boundaries have been used to give the best idea of attainment and current level. The Year 13 are currently working through the fields and oscillations topics; capacitors and electric fields has been completed and the magnetic fields topic will be completed in November. We will then take them through Particle Physics, Medical Physics, and Astrophysics to complete the course in April. 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.
Computing	<u>Computer Science</u> Students have taken a full GCSE Computer Science paper 2 exam. They will receive tailored feedback on how to improve their grade, including targeted advice on the key areas and topics to focus on. To support their progress, further practice questions will be provided in class and for home learning to help reinforce their understanding and enhance their performance.	<u>IT CTECH</u> Students have undertaken assessed units as part of the course. Each student has received individual feedback highlighting specific areas for improvement within their assessed work and exam techniques to develop to enhance their overall performance and final grade.

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Geography	Students sat a single GCSE mock paper covering topics of The Challenge of Natural Hazards, The Living World and Physical Landscapes in the UK. In addition, they have regularly practiced extended written questions within lessons and knowledge checking questions for homework. Students will be given individual feedback on how they can improve their geography skills and writing, including the specific next steps they need to work on as in-class practice; they will be provided with further practice questions in class and through home learning.	A Mock exam comprising of questions from past papers has been used to assess core knowledge from Year 12 (Hazard management and Coasts, Globalisation and regeneration). 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 Insecurity and Superpower geographies has been assessed through written tasks and a second Mock exam to be sat in February.
History	<u>History</u> Core knowledge assessed through regular debate, discussion, and in-class quizzes. Regular target-setting based on practice questions. Mock exam feedback (Nazi Germany Paper 3) and next steps. Regular checking of revision home learning. <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 (Persia Paper 1) and next steps. Regular checking of revision home learning.	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.
Modern Languages	<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. <u>Spanish</u> Students sat full GCSE listening, reading and writing papers at either Higher or Foundation tier. These have been marked by their teacher and then moderated. We have focused on key questions and vocabulary which caused students to lose marks in their mocks and have addressed these in class. Students have had the opportunity to improve their work	

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	or complete a similar question to ensure they are clear on the next steps for improvement.	
Art	<u>Fine Art and 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. The deadline for this unit is the first lesson in January 2024 which is also when the paper for unit 2: controlled assessment is handed out.	<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. 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. <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. <u>Photography</u> Students have been working on a Personal Investigation project. Each student has chosen a personal theme, concept, or area of study that they wish to explore. Students have written an essay alongside practical work 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.
Dance	Students are currently completing Component 1, which has an externally set deadline of December. This part of the course involves creating a portfolio based on the work of choreographer Matthew Bourne and his company New Adventures, specifically focusing on Edward Scissorhands. Students explore how professional dance performances are created, including the style, story, and production process. They also learn about different roles in the industry. Assessment includes written work, presentations and practical tasks.	

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	This component is marked internally and externally moderated, and it counts for 30% of the final grade.	
Music	Students have been working on three components of work – Performing 30%, Composing 30%, and Appraising 40%. Students have been working on a piece of performance or composition to record for their NEA assessment. 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 the elements of music and key language to access the paper as well as two set works.	<u>A level</u> Students have been working on three components of work – Performing (35%), Composing (25%) and Appraising (40%). 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. 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. <u>Music BTEC</u> Students have been working on ensemble and performance skills. This has included performance work which was performed in the Autumn Concert. In January we will be moving onto an external assessment brief set by BTEC, Unit 2.
Physical Education	<u>GCSE PE</u> 60% of the course is externally examined. 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</i>, <i>Socio-cultural influences of sport</i>, and <i>Health, fitness & well-being</i>. 'Get to Work' tasks, live marking of independent written tasks, Everlearner home-learning assignments and the Year 11 mock exams have been used to assess theoretical progress. Students have now started their performance analysis and evaluation assignment and will be completing this by the end of the Autumn Term. This assignment accounts for 10%	<u>Sport CTECH Ext Cert</u> 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 where assessment decisions are judged against a set of criteria related to the learning outcome. Teachers will provide assessment through in-class live marking, Everlearner online assignments, or via the students' online workbook. One unit (<i>Sports Organisation and Development</i>) will be assessed through a formal examination. This is scheduled for the January exam series.

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	of their overall grade. Practical assessment across three different sports makes up the final 30% of their grade. <u>Sport CNAT</u> Assessments in the Sports Studies course cover a blend of theoretical understanding and real-world sporting experience over three separate units. These units are: <i>Contemporary Issues in Sport, Performance and Leadership Activities</i> and <i>Outdoor & Adventurous Activities</i>. Theoretical aspects of the course are assessed through a variety of extended writing assignments, whereas practical assessments include performance in team and individual sports as well as planning and delivering sports coaching sessions. Students sit a formal exam for the <i>Contemporary Issues in Sport</i> unit scheduled for the January exam series of Y11.	<u>Sport CTECH Ext Dip</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 in-class live marking, Everlearner online assignments, or via the students' online workbook. Two units (<i>The Business of Sport / Sports Organisation and Development</i>) will be assessed through formal examinations. These are scheduled for the January exam series.
Religious Studies	Students sat a full GCSE Mock paper. Prior to this they completed a range of end of unit assessments comprising 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.	
Hospitality & Catering	For unit 1 'The hospitality and catering industry' students sat a complete past paper. Grades have been awarded in line with the percentages below and WJEC grade boundaries from 2025. Unit 1: The hospitality and catering industry Written examination: 1 hour 20 minutes 40% of qualification	
Design Technology	Students have completed a mock paper for component 1 design and technology in the 21st century. The exam is 2 hours long and out of a total of 100 marks available. The exam will equate to 50% of students final GCSE grade and we have been studying the topics within the exam since the beginning of year 10. The students are currently working on the NEA for component 2 but this has not been included with their mock grade as it is only partially complete at this point.	

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Business Studies	Year 11 sat a full (Paper 1) mock exam, assessing student knowledge of theme 1 (Business activity, marketing and people). 50% of the Business GCSE relates to the theme 1 content and 50% to theme 2 (Operations, finance and influences on business). Students are currently covering the theme 2 theory in class. 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. 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. Students are currently completing the 'Finance' content and shall complete 'Influences on business' and 'The independent nature of business' by the spring term.	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 (Influences on Business Decisions). 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%). 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 'Globalisation', 'Global Markets and Business Expansion', 'Global Marketing' and 'Global Industries and Companies'.
Child Care	Students will complete two assessments for child care. One is a 14-hour controlled assessment which students will sit December – February. 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. Students will have sat three 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.	
Psychology	Students sit a full GCSE mock paper. Prior to this they completed a range of end of unit assessments, comprising of past GCSE questions, on the units completed. Marks awarded range from 1 to 9 marks. Assessment feedback is given in subsequent lessons. Students have an opportunity to edit and improve their answers by adding developmental points.	Students complete an end of unit assessment comprising of past A Level questions on the unit completed. Marks awarded range from 2 to 16 marks. 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.

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Motor Vehicle	Students are assessed on their progress towards completing the four practical components of the course which make up 60% of the qualification. This is combined with their mock, a multiple-choice theory test, accounting for the remaining 40% of the qualification. Feedback is given on both theory and practical elements of the course.	
Built Environment		Students have undertaken assessed units as part of the course. Each student has received individual feedback highlighting specific areas for improvement within their assessed work and exam techniques to develop to enhance their overall performance and final grade.
Criminology		Students complete a workbook and portfolio of evidence for Unit 3 and exam paper for Unit 4 Students will sit 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 May. This contributes to the final grade. Each unit or assessment is equally weighted (25%). Students complete a workbook and portfolio of evidence for Unit 3 and exam paper for Unit 4.
Classics		Students have been studying Homer's <i>Odyssey</i> as well as the <i>Invention of the Barbarian</i> unit. Core knowledge is assessed through regular debate, discussion and in-class quizzes. Regular target-setting based on practice questions. Mock exam contained questions on both Homer's <i>Odyssey</i> and <i>Politics of the Late Republic</i> from Year 12
Economics		Year 13 Economics students have recently sat a mock exam, focusing on a combination of microeconomics and macroeconomics. Students are given feedback and misconceptions are addressed. Students are currently working on theme 3 (Business behaviour and the labour market). 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 Paper 1: Markets and business behaviour (35%), Paper 2: the national and global economy (35%) and Paper 3: Microeconomics and macroeconomics (30%).

		Year 13 students will be covering the following for the remainder of the academic year: 'The labour market' and 'Government intervention' as part of theme 3. For theme 4, students will be covering 'International economics', 'Poverty and inequality', 'Emerging and developing economies', 'The financial sector' and 'Role of the state in the macroeconomy'.
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 have the opportunity to improve their work using specialist advice.
Sociology		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, Education & Families and Households). 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. Assessment feedback is given in subsequent lessons. Students have an opportunity to edit and improve their answers by adding developmental points.
Extended Project		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.

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		Students have created initial plans for their EPQ and are researching a range and breadth of evidence about their chosen focus areas. Students have created more detailed plans including SMART targets and GANTT planning; explored primary and secondary evidence types and how to ensure these are relevant and reliable; learnt about Harvard Referencing; learnt how to structure reports and presentations. These areas are all expected to be included in the final report/artefact and written about in the progress log. 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.
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