

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 |
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| English | <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>Literature</u> Students sat an Unseen extract question from the 'Political and Social Protest' 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>Literature</u> Students completed full Paper 1 which will enable us to see how well they can analyse, interpret and critically evaluate the key tragedy 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> |
| Mathematics | <p>Students sat the full suite of papers from Edexcel. Paper 1 is a non-calculator paper and papers 2 and 3 are calculator allowed. Each paper is 90 minutes long. Students have all received personalised feedback on their mock exam including a Pinpoint booklet containing practice questions on 5 'target topics' which will have the greatest impact on their grade.</p> | <p><u>Maths</u> 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>Further Maths</u> Students sat an AS exam style paper on the topic that we have covered so far in year 12 (Complex numbers, Roots of polynomials, Matrices and</p> | <p>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 techniques they need to improve their grade.</p> |

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| | | discrete random variables). Students have been given specific feedback on what they need to do to improve their grade. | |
| Science | <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 Educake 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, electron orbitals and electronegativity of molecules. Students have sat chapter assessments containing A-level style questions that assessed their understanding of the core knowledge of these topics. 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</p> | <p><u>Biology</u> Students have been studying Module 5, Communication, Homeostasis and Energy. They are now starting to 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; Forces and Motion, Electrons and Waves and Photons. Exam board</p> |

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| | | <p>each of these topics through Seneca and in class activities.</p> <p><u>Physics</u></p> <p>Students have studied the Forces and Motion module where they look at vectors and scalars, graphs of motion, SUVAT equations, density, pressure, energy stores/transfers, KPE, GPE, power, efficiency, Newton's law and terminal velocity. They will go on to study the Electrons, Waves and Photons module which includes material on electricity, the nature of waves in physics and the study of the photon as an introduction to Quantum Physics.</p> <p>Students have sat end of topic tests as well as numerous smaller questions sets from past papers.</p> <p>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>grade boundaries have been used to give the best idea of attainment and current level.</p> <p>Time will be spent in class reviewing the results and identifying student specific areas to work on and improve.</p> <p>The year 13 are currently working through the Fields topics; electric and magnetic fields and have completed the study of capacitors. We will then take them through Particle Physics and Medical Physics to complete the course in May.</p> <p>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>Computer Science</p> | | <p>As Year 13.</p> | <p>Core knowledge has been assessed through the utilization of two mock exam papers featuring questions sourced from past papers. Ongoing evaluation of students' non-exam assessments (NEA) has been conducted, complemented by in-class discussions and tasks. Additionally, a consistent review of successful OCR papers has been undertaken to facilitate discussions on accurate answering techniques. This comprehensive approach aims to gauge and</p> |

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| | | | enhance the essential understanding of core concepts in the subject. |
| Geography | Students sat a single GCSE mock paper covering topics of Hazards, The Living World 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. | Fundamental, core knowledge components of the units on hazard management and globalisation have been assessed through a combination of homework practice question booklet, individual focus questions and SENECA knowledge tasks. 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. | 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 Insecurity and Superpower geographies has been assessed through in class discussion and debate alongside regular written tasks. |
| 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> | Core knowledge assessed through regular debate, discussion and in-class quizzes. Regular target-setting based on practice questions. | 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 | <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</p> | | |

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| | <p>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> | | |
| <p>Art</p> | <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 2024 and when 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 the theme 'looking in, looking out'. This project contributes to students' coursework portfolios, worth 60% of their</p> | <p><u>Photography</u> This term students have been learning about traditional photography techniques including using film cameras, learning darkroom skills and studio flash. They have been exploring modernist landscape and still life photography and have learnt how to present their work with written annotation, analysis and artist research. The deadline for this project is January 2024 and 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</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</p> |

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| | <p>GCSE. Students have been given individual feedback about how they can improve their projects. The deadline for this unit is the first lesson in January 2024 and when the paper for unit 2: controlled assessment is handed out.</p> | <p>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. In lessons, students are given continuous feedback about how they can improve and develop their work.</p> <p><u>Graphics</u></p> <p>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. In lessons, students are given continuous feedback about how they can improve and develop their work.</p> | <p>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>Dance</p> | <p>Component 2 – Developing Skills and Techniques in the Performing Arts (non-exam internal assessment – 60 marks). This term students have been completing the second of three components for this course. Component 2 is a predominantly practical unit that requires students to:</p> <ul style="list-style-type: none"> • Use rehearsal processes to learn a piece of professional dance repertoire. | <p>NA</p> | <p>BTEC Performing Arts (OPTIONAL UNIT) For this unit, students are required to work independently, with the support of the subject teacher, to respond to the specification of a unit they choose. Students have been guided to select a unit which celebrates their strengths and personal interests within the Performing Arts, whilst also considering how their chosen unit can develop them as a practitioner and academic learner. Students have worked with the unit</p> |

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| | <ul style="list-style-type: none"> • Apply skills and techniques in performance, evidenced through a filmed performance of the rehearsed repertoire. • Review their own development and application of performance skills throughout the rehearsal and final performance. <p>Students have been gathering a range of written and practical evidence throughout this term which will be submitted to the exam board as a portfolio in December for moderation.</p> | | <p>specification in partnership with weekly tutorials which has provided structured guidance to support individual success throughout. With a series of 4 learning outcomes, students have led independent research to produce a presentation which has been filmed for evidence. In addition, students have then focused on securing their new knowledge from this presentation to inform practical tasks, workshops and performances that meet the needs of their learning aims. Finally, students have completed significant work on developing their reflective writing skills to build on previously completed units and to secure an improved approach to reflection and review.</p> |
| <p>Drama</p> | <p>Unit 2 – Performing from a Text (20%) Visiting Examiner in the Spring Term. Students have been working towards the performance of two sections from a chosen play. Students have completed an exploration of the texts and are creating staged performances.</p> <p>Unit 3 – Written Paper – Interpreting Theatre (40%) Externally Assessed. 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 performance elements in the exam.</p> | <p>N/A</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 November. 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</p> |

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| | | | their understanding of their chosen practitioners using their research to support their reasoning. |
| Music | <p>Students have been working on three components of work – Performing 30%, Composing 30%, and Appraising 40%. Performing students have been working on a piece of performance or composition 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 the elements of music and key language to access the paper.</p> <p>In December we will start to focus on the Set Works.</p> | <p><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 a solo based on the music of early jazz; 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; 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 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 ensemble and performance skills. This has included performance work which will be performed in the Autumn Concert. In January we will be moving onto an external assessment brief set by BTEC, Unit 2.</p> | <p><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; 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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| | | <u>BTEC Technical Year 12</u> Students are working on the understanding of and application of live sound and recording, this is in preparation for an internally assessed unit of work. | |
| Physical Education | <u>Core PE</u> Through the Year 11 theme of Active for Life , 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&A and self-reflection opportunities. <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>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 | <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 scheduled for Spring term 1. <u>A-level</u> Students are assessed in three examinable components of core knowledge. These components are physiological factors affecting performance, psychological factors affecting performance, and socio-cultural issues in physical activity and sport , and make up 70% of the overall A-Level grade. The remaining 30% is assessment of a 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&A / group | <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. <u>A level</u> Students are assessed in three examinable components of core knowledge. These components are physiological factors affecting performance, psychological factors affecting performance, and socio-cultural issues in physical activity and sport , and make up 70% of the overall A-Level grade. The remaining 30% is assessment of a 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&A / group discussion opportunities. In addition, there are mock exams |

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| | <p>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>CNAT Sports Studies</u> Y11 Cambridge National students are assessed in two units; <i>Contemporary Issues in Sport</i> and <i>Increasing awareness of Outdoor and Adventurous Activities</i>. The <i>Contemporary Issues in Sport</i> unit is assessed through an external exam, whereas the <i>Adventurous Activities</i> unit requires students to complete up to four assignments that are designed to assess their knowledge of the unit topic through written assignments. The class teacher will live mark these assignments in lessons or carry out formal observations of practical assignments in order to feedback to each student the next steps for improving the quality of their work.</p> | <p>discussion opportunities. Students will also sit two in-class exam style assessments in the autumn and Spring terms that will enable teachers to identify and address common misconceptions and develop bespoke improvement plans for exam technique.</p> | <p>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 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.</p> |
| <p>Religious Studies</p> | | <p>See Philosophy & Ethics</p> | <p>See Philosophy & Ethics</p> |
| <p>Food & Nutrition</p> | <p>Students have been working towards their NEA 1 which is a Food Investigation Non-Exam Assessment 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</p> | | |

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| | <p>investigation, to enable them to work 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>Technology (D & T)</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. The final outcome they are working towards is to produce a prototype and a portfolio of</p> | <p>Students have been working on series of design and practical tasks to build core knowledge and skills. They have been using the focus of a desk lamp to explore and develop the skills needed to complete their NEA later in the year. Students have researched and investigated a chosen theme in order to find a design problem to solve. Students have also been developing their knowledge on materials. This term there has been a focus on timbers, they have been exploring sustainable and ethical issues, how timbers are processed, categorised and specific properties for different types of timbers. Students have been developing their practical skills through card modelling the development of their lamp. They are also developing their confidence and accuracy with a variety of different manufacturing methods from hand tools to CAD/CAM. They are implementing these skills to produce their final outcome.</p> | |

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| | evidence. In addition to the NEA 2, students undertook a mock GCSE exam which will be used to identify areas for development and develop key exam techniques. | | |
| Business Studies | <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 Mr Dyer. 'Theme 2 – Managing business activities' shall be completed thereafter. Students have recently sat an assessment for components of theme 1 (Meeting Customer Needs) and 4 (Managing people) 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 also be covering 'The Market', 'Marketing Mix and Strategy' and 'Entrepreneurs and Leaders'. As part of theme 2, we shall be covering, 'Raising Finance', 'Financial Planning', 'Managing Finance', 'Resource Management' and 'External Influences'.</p> <p>At the end of each topic, students will sit an assessment, after which students will be provided with bespoke feedback and misconceptions will 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.</p> <p>Students are currently working on theme 3 (Influences on Business Decisions) with Mr Armstrong.</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 'Globalisation', 'Global Markets and Business Expansion', 'Global Marketing' and 'Global Industries and Companies'.</p> |
| 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 | | |

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| | <p>grade. This has been completed in class time. The second assessment is an exam which will be sat during in April/May.</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> | | |
| DEC | | | <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> |
| Psychology | <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 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. 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 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. A variety of assessments are given regularly and feedback is provided.</p> |

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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. | | |
| Criminology | | 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%). Students complete a workbook and portfolio of evidence for Unit 1 and exam paper for Unit 2. | Students complete a workbook and portfolio of evidence for Unit 3 and exam paper for Unit 4 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%). Students complete a workbook and portfolio of evidence for Unit 1 and exam paper for Unit 2. |
| Classics | | Core knowledge is assessed through regular debate, discussion and in-class quizzes. Regular target-setting based on practice questions. | Core knowledge is assessed through regular debate, discussion and in-class quizzes. Regular target-setting based on practice questions. |
| Economics | | | 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. Students are currently studying theme 3 (Business Behaviour and the Labour Market) with Mr |

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| | | | Armstrong and shall study theme 4 (a global perspective) with Mr Armstrong after Christmas. Students will be covering the following topics for the remainder of the academic year: International Economics, Poverty and Inequality, Emerging and Developing Economies, The Financial Sector and Role of the State in the Macroeconomy. |
| Financial Qualification | | <p>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.</p> <p>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.</p> | <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 January. 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 | | Students complete a mixture of assessments, depending upon whether the unit being delivered is externally assessed (Examination) or internally assessed (Coursework). | Students complete a mixture of assessments, depending upon whether the unit being delivered is externally assessed (Examination) or internally assessed (Coursework). |

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| | | <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 written feedback once for their work (set by exam board regulations).</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 | | <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> |
| 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</p> | <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</p> |

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| | | <p>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.</p> <p>Written feedback is given and students have the opportunity to improve their work using specialist advice.</p> | <p>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.</p> <p>Written feedback is given and students have the opportunity to improve their work using specialist advice.</p> |
| Sociology | | <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> |
| 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</p> | <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</p> |

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