



**Subject Information:**

**How we assessed core knowledge this year and the next steps we have fed back to your child**

Subject	Year 7	Year 8	Year 9	Year 10
<p><b>English</b></p>	<p>Students were assessed on George Orwell’s ‘Animal Farm’. The assessment was designed to test the students core knowledge of the novella. Students have been given targeted feedback about how they can improve their grade, including the specific areas that they need to work on.</p>	<p>Students sat a test on Shakespeare’s ‘Much Ado About Nothing’. The assessment was designed to assess the students’ core knowledge of the play, which will help them build contextual knowledge for their GCSE Shakespeare text. Students have been given targeted feedback about how they can improve their grade, including the specific areas that they need to work on.</p>	<p>Students sat an extensive knowledge test based on ‘An Inspector Calls’, which is one of their compulsory texts for GCSE. Students have been given individual feedback about how they can improve and the areas of the text that they need to work on.</p>	<p>Students sat a full English Language Paper 1 and English Literature Paper 1 to help prepare them for Year 11. Students were tested on their knowledge of ‘A Christmas Carol’ and ‘Macbeth’ which makes up 40% of their literature qualification, as well as the fiction paper that makes up 50% of their language qualification. Students have been given targeted feedback about how they can improve their grade, including the specific areas that they need to work on.</p>
<p><b>Mathematics</b></p>	<p>Students studied a range of topics this year including; algebraic thinking, applications of number, geometry, fractions and negative numbers. Students sat an end of year exam and have been given individual feedback about how they can improve, including the specific topics they need to work on.</p>	<p>Students studied a range of topics this year including; proportional reasoning, algebraic techniques, number skills, geometry and reasoning with data. Students sat an end of year exam and have been given individual feedback about how they can improve, including the specific topics they need to work on.</p>	<p><u>Year 9 Higher: set 1</u> Students studied a range of topics this year including; algebra, interpreting and presenting data, fractions, ratio and proportion, sequences, angles, volume and area. Students sat an end of year exam with GCSE style questions to start the process of working towards a full set of GCSE papers. Students have been given individual feedback about how they can improve their maths grade including the specific topics they need to work on to improve their grade.</p>	<p><u>Year 10 Higher: set 1&amp;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 full suite of GCSE papers to prepare them for what to expect in Year 11. Students have been given individual feedback though Pinpoint about how they can improve their maths grade including the specific topics they need to work on and have been provided with further</p>

				practice questions on each of these topics.
			<u>Year 9 Foundation: sets 2/3/4</u> Students studied a range of topics this year including; algebra, graphs, tables and charts, fractions, percentages, solving equations, sequences, angles, volume and area. Students sat an end of year exam with GCSE style questions to start the process of working towards a full set of GCSE papers. Students have been given individual feedback about how they can improve their maths grade including the specific topics they need to work on to improve their grade.	<u>Year 10 Foundation: sets 3/4/5/6</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 full suite of GCSE papers to prepare them for what to expect in Year 11. Students have been given individual feedback though Pinpoint 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.
Science	This year students have studied: Cells, Particles, Electricity and Space. Students sat an end of year exam and have been given feedback about how they can improve their science grade including the specific topics they need to work on.	This year students have studied: Digestion and diet, plant and photosynthesis, Periodic Table, Metals, Magnetism and Motion and Pressure. Students sat an end of year exam and have been given individual feedback about how they can improve their science grade including the specific topics they need to work on.	<u>Year 9 Higher:</u> This year students have studied: Microscopes, The Heart, Atomic Structure, Different types of Bonding, Circuits and Energy. Students sat an end of year exam which used GCSE style questions in preparation for their future studies. Students have been given individual feedback about how they can improve their science grade including the specific topics they need to work on to improve their grade.	<u>Year 10 Higher/ Triple</u> This year students have studied: Diseases and Vaccines, Photosynthesis, Nervous System, Titrations, Exothermic and Endothermic reactions, 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.
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			<p>end of year exam which used GCSE style questions in preparation for their future studies. Students have been given feedback about how they can improve their science grade including the specific topics they need to work on to improve their grade.</p>	<p><u>Year 10 Foundation:</u> This year students have studied: Diseases and Vaccines, Photosynthesis Chemical Calculations, Exothermic and Endothermic Reactions, 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><b>Computer Science</b></p>	<p>This year students have been introduced to the South Dartmoor Computer System, Office 365 and some of the applications, such as One Drive, Outlook and Teams. Students have used these applications within information technology lessons and in other curriculum areas. Ideas.com accounts were created for students to do very small computer science based tasks in a fun and entertaining way and to learn about topics including cyber bullying and online safety. Students were assessed at the end of each topic. In addition, all students were registered onto The London of Institute of Banking and Finance, (LIBF) where they worked on lessons in financial education. This allowed the students to work at their own</p>	<p>Students have worked on several different forms of computer science encryption and decryption and its history. Topics have included Morse Code, Cipher Wheels, Semaphore and text messaging using keypads (444&gt;0&gt;555). Using their understanding of Cipher, Computer Low Level was introduced, covering denary number conversion to binary, binary addition and multiplication (one shift binary). This will be extended in Year 9 to cover hexadecimal numbering and a higher computer science programming language. Students were assessed at the end of each topic.</p>	<p>Students have been working on www.Ideas.com, which consists of small online computer science-based courses, tasks, and assessments. Students have been introduced to algorithms and flow charts and how these skills are used to design and develop computer-based programmes with high level language coding such as Python. Students were assessed at the end of each topic.</p>	<p>This year students have been covering the content for GCSE Computer Science, Paper 1. This included an introduction to the central processing unit (CPU), computer memory and storage, data representation, wired and wireless networks, network topologies, system security and system software. We have also covered ethical, legal, cultural and environmental concerns associated with computer science. Students sat a paper 1 mock exam at the end of the year.</p>

	pace and complete a stand-alone certificated unit. Students have the option to continue in their own time to gain all three units.			
<b>Geography</b>	Students have been assessed on their ability to write knowledgeably about topics on Discovering Geography, One Planet, Many People and Sustainable Living. They have studied using facts and data to support their understanding and opinion. Individual feedback has been given to them regarding next steps to become better at describing, explaining, analysing and linking their geographical knowledge together to demonstrate their understanding of the topics we study.	Students have been assessed on their ability to write knowledgeably about topics on Superpowers and Conflicts, Weather and Climate, Development and Tectonic Hazards. They have studied using facts and data to support their understanding and opinion. Individual feedback has been given to them regarding next steps to become better at describing, explaining, analysing and linking their geographical knowledge together to demonstrate their understanding of the topics we study.	Students have been assessed on their ability to write knowledgeably about Rivers and Coasts, Ecosystems with Rainforest and Cold Environments. They have studied using facts and data to support their understanding and opinion. Individual feedback has been given to them regarding next steps to become better at describing, explaining, analysing and linking their geographical knowledge together to demonstrate their understanding of the topics we study.	This year students have covered topics of Changing Economic World and Natural Hazards culminating in a mock exam. Midpoint and in-class assessment has created individual feedback outlining steps to grow their geographical knowledge and skill. To get better, students must act on these feedback comments, committing to personal growth through practice and response.
<b>History</b>	At the end of enquiries, we have assessed pieces of extended writing focusing on core knowledge, as well as students' use of sources and historical interpretations. The end of year assessment focused on reaching judgements based on an historians' interpretation of the Spanish Armada. We also regularly assess students in class through verbal discussion of enquiry questions. Students are set targets to work on such as focusing on the question set, having a clear argument, including specific historical examples from sources and contextual knowledge to support points, and carefully linking ideas back to the question set.	At the end of enquiries, we have assessed pieces of extended writing focusing on core knowledge, as well as students' use of sources and historical interpretations. The end of year assessment focused on reaching judgements based on historians' interpretations of the causes of World War Two. We also regularly assess students in class through verbal discussion of enquiry questions. Students are set targets to work on such as having a clear argument, including a range of specific historical examples from sources and contextual knowledge to support points, weighing up arguments and counter-arguments, and carefully linking ideas back to the question set.	Students have been assessed this year using a variety of pieces of extended writing/exam questions focusing on core knowledge and concepts, as well as students' use of historical sources and interpretations. The end of year assessment was a specific 8 mark "utility" question requiring students to evaluate 2 historical sources on the topic of medicine on the Western Front during World War One. This will be reflected in the nature of the students' end of year percentage as seen on this report. More broadly, students have been assessed in class in terms of their engagement with the enquiries and debates. Key targets for students to work on include directly answering the question set, having a clear	<u>History:</u> 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 1: Medicine Through Time 1250-present, and the British Sector of the Western Front. 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 your point back to the question set. <u>Ancient History</u>

			<p>argument, supporting arguments with specific evidence from sources and contextual knowledge, and carefully linking ideas back to the question.</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 your point 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>
<p><b>Modern Languages</b></p>	<p>Students were assessed in the skills of Listening, Speaking, Reading and Writing, in a one multi-skill paper covering the core knowledge they have learnt since September. Students have received feedback in follow-up lessons, created to address misconceptions.</p>	<p>Students were assessed in the skills of Listening, Reading and Writing, linked to their latest topic of study, Holidays. Students have received feedback on all three skills, with a particular focus on next-steps in their writing.</p>	<p>Students were assessed in the skills of Listening, Speaking, Reading and Writing. The listening and reading examinations were full GCSE, past papers. The speaking and writing examinations were adapted past papers, to recognise that students are half-way through their GCSE course. Students have received feedback on all four papers, with a particular focus on next-steps in the speaking and writing papers.</p>	

<p style="text-align: center;"><b>Art</b></p>	<p>Students have been introduced to the formal elements through analysis of artists and have started to explore a range of drawing skills and colour theory. The students have used this knowledge and their skills to create a personal response based on a theme within their class. Student's sketchbook and outcomes throughout the year have been assessed.</p>	<p>Students have been introduced to three-dimensional skills including perspective drawing and 3D making skills. The students have used this knowledge and their skills to create a personal response based on a theme within their class. Student's sketchbook and outcomes throughout the year have been assessed.</p>	<p>Students have been introduced to mini projects based on their options choices and informed by artists. Students have developed skills and knowledge taught in Year 7 and 8 and used this knowledge and their skills to create a personal response based on a theme within their class. Student's sketchbook and outcomes throughout the year have been assessed.</p>	<p><u>Photography</u> Students have created digital projects with personal outcomes that have been assessed. This contributes to their coursework portfolio worth 60% of their GCSE. Students have been given individual feedback about how they can improve their projects (that they can return to) and guidance for their next coursework project.</p> <p><u>Fine Art</u> Students have explored a range of materials including painting, drawing and print making based on Portraits with personal outcomes that have been assessed. This contributes to their coursework portfolio worth 60% of their GCSE. Students have been given individual feedback about how they can improve their projects (that they can return to) and guidance for their next coursework project.</p> <p><u>Graphics</u> Students have created their first coursework project, based on the theme of Ecology and Environment. They have experimented with a variety of materials and been introduced to digital design software. They have responded to a design brief and created a personal outcome. This contributes to their coursework portfolio worth 60% of their GCSE.</p>
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				<p>3D</p> <p>Students have created their first coursework project, based on the theme of Landscape Design and Architecture. They have experimented with a variety of materials, been introduced to different design drawing skills and are developing their model-making techniques. They have responded to a design brief and created a personal outcome. This contributes to their coursework portfolio worth 60% of their GCSE.</p>
Dance	<p>Throughout Year 7, students have been building the core knowledge they need to be able to perform, choreograph and appreciate Dance. Students have explored how Dance fits into the world in which they live and in doing so they have been on a journey of discovery; making links to world culture and using professional dance as an inspiration for movement creation and performance. To conclude the year students have consolidated their awareness of the choreographic and performance skills used in Dance by responding to a variety of stimuli and choreographic intentions that enable them to make links across a multitude of other curriculum subjects.</p>	<p>Throughout Year 8, students have been developing the core knowledge they need to be able to perform, choreograph and appreciate Dance. Students have explored how Dance fits into the world in which they live and in doing so they have been on a journey of discovery; using narrative to communicate an intention and using professional dance as an inspiration for movement creation and performance. To conclude the year students have consolidated their awareness of the choreographic and performance skills used in Dance through the exploration of a unique dance style known as 'Tutting'; a style which really connects students to the evolution of Dance.</p>	<p>Since the launch of the Dance pathway in January 2022, students have been developing the core knowledge they need to be able to perform, choreograph and appreciate Dance. Students have explored how Dance fits into the world in which they live and in doing so they have been on a journey of discovery; exploring a variety of stimuli and choreographic intentions to create original and inspiring choreography that they have shared at Body Language and within lesson time.</p>	<p>Students have engaged with the GCSE Dance Specification throughout the Autumn and Spring term in Year 10. In doing so, students have secured prior learning from KS3 Dance and developed this further through their critical appreciation of the GCSE Dance Anthology of Professional works. Students have learnt how to read and write as a Dancer and this is been assessed through in-class practice exam questions and papers. Following a series of individual tutorials, students have now been placed on their Examination Dance Pathway which determines how their Dance learning journey will be assessed at the end of Year 11. In order to determine the best assessment pathway, each students' assessment data has been reviewed and student voice has been listened to. Students know whether they will be following the GCSE Dance or RSL</p>
	<p>In Dance, students have received individual feedback from teachers, peers and through self-assessment in order to develop their movement vocabulary, and their confidence and commitment to share and celebrate their work.</p>			

				Level 2 Creative and Performing Arts (Dance Pathway) assessment route in Year 11 and they have already begun to streamline their learning in response to this.
<b>Drama</b>	Students have explored Greek Theatre and have been assessed on their ability to work creatively with peers to perform to their class from an agreed brief. They have also been assessed on their ability to apply the knowledge gained through the unit. Students have been given clear, targeted feedback.	Students have focused on Shakespeare's Macbeth. They have explored language, character and theme and have developed creative ways to modernise the text. Students have been assessed on their ability to create and perform their work to their peers and apply their practical knowledge gained from this unit.	Students have explored the careers available within the theatre industry and worked in groups as mini 'theatre companies' to design, market and plan a two-week programme for a fictional company. Students have been assessed on creating and responding to a brief. Students have been given targeted feedback.	Students have responded to an agreed brief and from this have created and performed devised work based on 'Jack the Ripper' to an invited audience. Students have been given clear feedback about how they can improve, including the specific areas that they need to work on ahead of their next unit: Performing Text.
<b>Music</b>	Students have composed and performed assessment work this term which contributes to their practical portfolio of work completed during the academic year. Students have been given individual feedback about how they can improve their practical work and guidance for their next project.			Students have composed, appraised and performed work this term which contributes to their practical portfolio of work completed during the academic year. Students have received individual feedback about how they can improve their practical work and guidance for future appraisal work and coursework.
<b>Physical Education</b>	Through the Year 7 theme of Personal Development, students have developed their knowledge of concepts that contribute to this yearly theme over four distinct units of work. Within each 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. Students have been given individual feedback about	Through the Year 8 theme of Health and Wellbeing, students have developed their knowledge of concepts that contribute to this yearly theme over four distinct units of work. Within each 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. Students have been given individual feedback about	Through the Year 9 theme of Leadership skills, students have developed their knowledge of concepts that contribute to this yearly theme over four distinct units of work. Within each 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. Students have been given individual feedback about	<u>Core PE</u> Key Stage 4 PE allows students to select a pathway that is suited to their sport/physical activity preferences and personalities. Students chose either the Team, Individual or Healthy Lifestyles pathway and have experienced activities that develop their knowledge, physical skills and understanding in each. Students have been given individual feedback about how they can develop their physical competency and understanding of the core knowledge

	<p>how they can develop their physical competency and understanding of each concept.</p>	<p>how they can develop their physical competency and understanding of each concept.</p>	<p>how they can develop their physical competency and understanding of each concept. All Year 9 students have applied their leadership skills during a South Dartmoor Sports Partnership primary event.</p>	<p>in each sport or activity. Core knowledge such as: the rules, safety of participants, strategy and the unique skills required to perform effectively.</p> <p><u>GCSE PE</u> 60% of the course is externally examined which covers six theory units. Throughout Year 10, students have developed knowledge in three of the six units titled: Health, fitness and wellbeing, Sports Psychology and Socio-cultural issues affecting participation, (currently studying) within theory lessons. Students have secured and a few have mastered: physical skills, strategy and analysis in their additional practical GCSE PE lessons that forms 40% of the overall grade. End of unit tests 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.</p> <p><u>CNAT Sports Studies</u> Students have developed knowledge and physical skills in the following units: Contemporary issues in sport, (externally assessed exam June 2022) and Developing skills in practical performance. This unit was internally assessed through effectiveness of individual and team performance, including the role of the official. Furthermore, students critically analysed their performance in a sport of their choice within an extended written response. Students</p>
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				have been given individual feedback about how they can improve for future assignments. There are two further units, (Leadership in Sport and Outdoor & Adventurous Activities) that students will study next year.
<b>Religious Studies</b>	Students complete a progress check at the beginning and end of each unit. All units last one term. Questions are exactly the same at the beginning and end of each unit. This process allows us to assess pre-existing core knowledge and knowledge that students have acquired during the curriculum. The outcome enables students and teachers clearly to see progress. Students are then given bespoke guidance and feedback based on the questions where improvement is required. Teacher planning is driven by the quality of response given. In addition to progress checks, students have sat a Summer exam, which consists of questions from all units completed during the year.			Student sit an end of unit assessment on a half termly basis initially consisting of multiple-choice questions and finishing with extended writing questions worth 12 marks. The questions are drawn directly from past GCSE papers to ensure rigor and challenge. Students are then given bespoke guidance based on the questions where improvement was required. Teacher planning is driven by correcting misconceptions apparent in the exam. The Year 10 Summer exam consists of 4 complete units, which is one paper at GCSE or 50%. Results obtained in Year 10 will not contribute to the overall grade.
<b>Technology (Food)</b>	Students have worked around a rotation of Food, D&T and IT. In Food, students have been introduced to practical skills where they have created a range of different dishes and been given feedback on how to improve their dishes. Students have been assessed throughout the year on their practical and booklet work.	Students have worked around a rotation of Food, D&T and IT. In Food, Students have been building on their practical skills, looking at a different skill for each practical and have been assessed on their practical and booklet work throughout the unit.	Students have worked around a rotation of Food, D&T and IT. In Food, students have been building on their practical skills and have been assessed through the unit on practical and theory work	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.
<b>Technology (D&amp;T)</b>	Students have worked around a rotation of Food, D&T and IT. Currently in D&T they are working on a structures project which	Students have worked around a rotation of Food, D&T and IT. Currently in D&T they are working on a frame project designed using	Students have worked around a rotation of Food, D&T and IT. Currently in D&T they are working on a clock project, designed using	Students have worked on several mini projects this year to develop their knowledge and skill within the subject. We have recently started the

	incorporates soldering, working with a range of materials and designing using CAD/CAM. Assessment is based on the whole design process not just the quality of the final night light. They have been given individual feedback about how they can improve their work.	CAD/CAM. Measuring, marking, cutting (using machine and hand tools) and finishing techniques have been employed. Assessment is based on the whole design process not just the quality of the final frame. We have explored how feedback and modification drives successful design.	CAD/CAM (designed on computer and cut via a laser cutter). Joining and finishing have been the areas of focus. The clock is influenced by the Memphis design movement. Assessment is based on the whole design process not just the quality of the final clock. We have explored how feedback and modification drives successful design.	GCSE coursework which is worth 50% of the GCSE 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 coursework.
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**'Stand Alone' Year 10 Courses**

<b>Business Studies</b>				During Year 10 students have covered theme 1 (Investigating Small Business), a unit that comprises of the topics: Enterprise and Entrepreneurship, Spotting a Business Opportunity, Putting a Business Idea into Practice, Making the Business Effective and Understanding External Influences on Business. Theme 1 equates to 50% of the GCSE. Students were assessed at the end of each topic, during Year 10. Students have developed their understanding of exam technique and how to structure answers effectively. Students sat a Theme 1 mock paper, this term, preparing them for the same style exam in Year 11.
<b>Child Care</b>				In child care students are assessed throughout the level 2 Technical Award in Child Development and Care as they complete course work which makes up 50% of the final grade. At the end of Year 10 they

				complete a short answer exam which covers preparing to work with children and being a professional in the workplace; factors that affect child development and how a practitioner can support them through these and areas of development.
<b>DEC</b>				At the time of writing, awaiting results from the exam board for the controlled assessment, unit 1.
<b>Psychology</b>				Students sit an end of unit assessment on a half termly basis initially consisting of multiple-choice questions and finishing with high tariff, extended writing questions worth 12 marks. The questions are drawn directly from past GCSE papers to ensure rigor and challenge. Students are then given bespoke guidance and feedback based on the questions where improvement was required. Teacher planning is driven by correcting misconceptions apparent in the exam, often through, although not limited to Get to Work Tasks. The Year 10 Summer exam consists of 4 complete units, which is one paper at GCSE or 50%, results obtained in Year 10 will not contribute to the overall grade.
<b>Motor vehicle</b>				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.
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