

DC1 Y11, 12 & 13 Autumn 2024

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
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 Othello extract question from Paper 1: Aspects of Tragedy. 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>Media Studies</u> Students answered a series of questions based on gender representation in the media.</p>	<p><u>Literature</u> Students completed full Paper 2 which will enable us to see how well they can analyse, interpret and critically evaluate the key social and political 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.</p>	<p>Students sat an AS exam style paper on the topic that we have covered so far in year 12 (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>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.</p> <p><u>Further 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.</p>

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<p>Science</p>	<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 Seneca and in class.</p> <p><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.</p> <p><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.</p> <p><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</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.</p> <p>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>Physics</u> 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 have also studied the first part of the Electrons, Waves and Photons module which includes material on electricity. 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</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 and Evolution. Students have been assessed in class using quizzes, questioning and discussions, as well as end of topic tests.</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 Up-learn and in class activities.</p> <p><u>Chemistry</u> Students have finished Module 3, Periodic Table and Energy and Module 4, core organic chemistry. The content covered so far is assessed in AS Breadth in Chemistry Paper 1.</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/Up learn and in class activities.</p> <p><u>Physics</u> Students sat a complete past paper covering all the content from Y12 and included the material studied so far in year 13; capacitors and electric fields. Exam board grade boundaries have been used to give the best idea of attainment and current level.</p>
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	provided with further practice questions on each of these topics through Seneca and in class.	each of these topics through Up learn and their individual reading booklets.	<p>The year 13 are currently working through the Fields topics; electric fields has been completed and the capacitors topic will be completed in November. We will then take them through Particle Physics and Medical Physics to complete the course in April.</p> <p>Students will be given individual feedback on how they can improve their grade including the specific topics they need to work on; they have been provided with further practice questions on each of these topics through Uplearn, exam question practice on homework sheets, and their individual reading booklets.</p>
Computing	<p><u>Computer Science</u> Students have taken a full GCSE Computer Science 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.</p>	<p><u>IT CTECH</u> Students working on the IT Cambridge National (CTECH) course will complete a past unit assessment. This will help to confirm the student's understanding of key topics and identify areas where the student needs to focus more. The student will receive personalised feedback on their assessments and be given specific advice on areas to improve.</p>	
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	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

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	work on as in-class practice; they will be provided with further practice questions in class and through home learning.		has been assessed through written tasks and a second Mock exam.
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 listening, reading and writing papers at either Higher tier. These have been marked by their teacher and then moderated. We have focused on key questions and vocabulary which caused students to lose marks in their mocks and have addressed these in class. Students have had the opportunity to improve their work or complete a similar question to ensure they are clear on the next steps for improvement.</p> <p><u>Spanish</u> Students sat full GCSE listening, reading and writing papers at either Higher or Foundation tier. These have been marked by their teacher and then moderated. We have focused on key</p>		

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	<p>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>Fine Art, Graphics 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 and when the paper for unit 2: controlled assessment is handed out.</p>	<p><u>Photography</u> This term students have been learning about traditional photography techniques including using film cameras and learning darkroom skills. They have been exploring modernist landscape 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 materials/techniques including painting, drawing and sculpture. They have had the opportunity to experiment with ideas and create more refined outcomes and present 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> This term students have had the opportunity to explore a range of graphic communication media, processes and techniques. They have produced</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. 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 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>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.</p>

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		<p>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>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 1 – Performance and Choreography (non-exam internal assessment 60%)</p> <p>This term students have been working on the following practical pieces to be filmed for their NEA assessment:</p> <ul style="list-style-type: none"> • Performance in a duet/trio. • Performance of two set dance phrases. • Researching and developing their initial choreographic ideas in response to the choreography question paper provided by the exam board. <p>Component 2 – Dance Appreciation (written exam 40%)</p> <p>Students have also been extending their knowledge and understanding of a range of skills applied in both choreography and performance and their analysis of the six professional dance works in the Dance</p>		

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	Anthology, in preparation for their written mock paper.		
Drama	<p>Component 2 – Performing from a Text (20%) Visiting Examiner in the Spring Term.</p> <p>Students have been working towards the performance of two sections from a chosen play. Students have completed practical explorations and technical approaches to staging text; taking a script from page to stage. They are currently creating their staged interpretations.</p> <p>Component 3 – Written Paper – Interpreting Theatre (40%) Externally Assessed.</p> <p>Students are studying ‘An Inspector Calls’ with regards to its context and performance. Students will answer questions ranging from rehearsal techniques to how a director would stage the play. Students also need to attend a piece of live theatre and will be asked questions on its technical and/or performance elements in the exam.</p>		
Music	<p>Students have been working on three components of work – Performing 30%, Composing 30%, and Appraising 40%.</p> <p>Students have been working on 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</p>	<p><u>A level</u></p> <p>Students have been working on three components of work – Performing (35%), Composing (25%) and Appraising (40%).</p> <p>In Performing, students have been working on performances based on the music of jazz; 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</p>	<p><u>A level</u></p> <p>Students have been working on three components of work – Performing (35%), Composing (25%) and Appraising (40%).</p> <p>In Performing, students have been working on their solo recitals; whilst maintaining their own musical practice and music-making out of class. In Composing, students have been creating NEA assessment pieces, one based on classical music styles and a second in a free style. In Appraising, students have been working on three different</p>

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	<p>have spent time exploring the elements of music and key language to access the paper as well as two set works.</p>	<p>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. This has been coupled with work on theory, analysis and listening.</p> <p>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 was performed in the Autumn Concert. In January we will be moving onto an external assessment brief set by BTEC, Unit 2.</p>	<p>areas: the development of the symphony with a focus on linking musical concepts across the whole historical period; jazz; and C21st Music of Sally Beamish and Thomas Ades. This has been coupled with work on theory, analysis and listening.</p> <p>Students will be progressing towards completion of their NEA Composing by the end of next term and their recitals which will take place next term or early in the summer term.</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 was performed in the Autumn Concert. In January we will be moving onto an external assessment brief set by BTEC, Unit 2.</p> <p><u>BTEC Technical</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>
<p>Physical Education</p>	<p><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</i>,</p>	<p><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</p>	<p><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</p>

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	<p><i>fitness & well-being</i>. 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% of their overall grade. 'Get to Work' tasks, live marking of independent written tasks, and the Year 11 mock exams have been used to assess progress.</p>	<p>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 (<i>Anatomy & Physiology / Working Safely in Sport and Active Leisure</i>) will be assessed through formal examinations. These are scheduled for the January exam series.</p> <p><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 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. The <i>anatomy and physiology</i> unit will be assessed through a formal examination in the January exam series.</p>	<p>related to the learning outcome. Teachers will provide assessment through live marking in class or via the students' online workbook. Two units (<i>Anatomy & Physiology / Working Safely in Sport and Active Leisure</i>) will be assessed through formal examinations. These are scheduled for the January exam series.</p> <p><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 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>Students sit a full GCSE Mock paper, prior to this they completed a range of end of unit</p>	<p>See Philosophy & Ethics below</p>	<p>See Philosophy & Ethics below</p>

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	<p>assessments composing of past GCSE questions on the units completed. Marks awarded range from 1 to 12 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>		
Catering & Hospitality	<p>In lessons for unit 2 'hospitality and catering in action' students have completed a mock NEA – by planning, preparing and producing 2 dishes in response to a brief. 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 2024.</p> <p>Unit 1: The hospitality and catering industry Written examination: 1 hour 20 minutes 40% of qualification</p> <p>Unit 2: Hospitality and catering in action Controlled assessment: approximately 12 hours 60% of qualification (The final brief will be issued in January 25)</p>		
Design Technology	<p>Students have been working on their NEA which equates to 50% of their final GCSE. This requires students to apply the knowledge, understanding and skills gained since Year 7 to undertake an iterative design process of exploring, creating and evaluating. Students have researched and investigated a chosen theme to find a design problem to solve. The design problem was considered from the point of view of a potential client/customer, which led them into creating a design brief and</p>		<p>Students have been working on their NEA which equates to 50% of their final A level. This requires students to apply the knowledge, understanding and skills gained throughout the course and the iterative design process of exploring, creating and evaluating. Students have researched and investigated a chosen context to find a design problem to solve. The design problem was considered from the point of view of a potential client/customer, which led them into creating a</p>

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	<p>specification. A series of designs have been produced and modelled.</p> <p>The next stage is to develop their final idea before manufacturing a prototype.</p> <p>Independence is crucial but home learning and discussions in class guide students through the design process.</p> <p>The outcome they are working towards is to produce a prototype and a portfolio of evidence. Students have not undertaken a mock GCSE exam in this current series to avoid disruption to the NEA, but consideration of their previous mock has also been used to inform current attainment. Students will take part in the next round of mocks.</p>		<p>design brief and specification. A series of designs have been produced and modelled.</p> <p>The next stage is to develop their final idea before manufacturing a prototype. Independence is crucial but home learning and discussions in class guide students through the design process.</p> <p>The outcome they are working towards is to produce a prototype and a portfolio of evidence. Students have not undertaken a mock A level exam in this current series to avoid disruption to the NEA at this crucial point, but consideration of their previous mock has also been used to inform current attainment. Students will take part in the next round of mocks</p>
<p>Business Studies</p>	<p>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.</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>Year 12 Business students are currently working on 'Theme 1 – Marketing and People'. 'Theme 2 – Managing business activities' shall be completed thereafter. Students have recently sat an assessment for components of theme 1 (Meeting Customer Needs) and 2 (Market) 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 'Marketing Mix and Strategy', 'Managing People' and 'Entrepreneurs and Leaders'. As part of theme 2, we shall be covering, 'Raising</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). Students sit assessments at the end of each topic area and are given bespoke feedback by their teachers.</p> <p>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</p>

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	Students are currently completing the 'Finance' content and shall complete 'Influences on business' and 'The independent nature of business' by the spring term.	Finance', 'Financial Planning', 'Managing Finance', 'Resource Management' and 'External Influences'. 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.	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 3 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.		
Built Environment		Students collect evidence throughout each of the six units. At the end of each topic, they complete an assessment, after which they receive personalized feedback, and any misconceptions are addressed. This process is repeated for all six units. Once the units are marked, they are verified. The portfolio of evidence contributes 50% to the overall grade. Additionally, students will take a 2.5-hour external exam, which accounts for the remaining 50% of their overall grade.	

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<p>Psychology</p>	<p>Students sit a full GCSE Mock paper, prior to this they completed a range of end of unit assessments composing of past GCSE questions on the units completed. Marks awarded range from 1 to 9 marks.</p> <p>Assessment feedback is given in subsequent lessons. Students have an opportunity to edit and improve their answers by adding developmental points.</p>	<p>Students do an end of unit assessment composing of past AS Level questions on the unit completed. Marks awarded range from 1 to 12 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>
<p>Motor Vehicle</p>	<p>Students are assessed on their progress towards completing the four practical components of the course which make up 60% of the qualification. This is combined with their mock, a multiple-choice theory test, accounting for the remaining 40% of the qualification. Feedback is given on both theory and practical elements of the course.</p>		
<p>Criminology</p>		<p>Students will sit a controlled assessment in January 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%).</p> <p>Students complete a workbook and portfolio of evidence for Unit 1 and exam paper for Unit 2.</p>	<p>Students complete a workbook and portfolio of evidence for Unit 3 and exam paper for Unit 4</p> <p>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%).</p> <p>Students complete a workbook and portfolio of evidence for Unit 3 and exam paper for Unit 4.</p>
<p>Classics</p>		<p>Students have been studying Politics in the Late Roman Republic. Core knowledge is assessed through regular debate, discussion and in-class</p>	<p>Students have been studying Politics in the Late Roman Republic. Core knowledge is assessed through regular debate, discussion and in-class quizzes. Regular target-setting based on practice</p>

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		quizzes. Regular target-setting based on practice questions.	questions. Mock exam was based on all three areas of study with students revisiting Year 12 work on World of the Hero and Invention of the Barbarian.
Economics		Economics students are currently covering the content of theme 1 ('Introduction to markets and market failure'). This is a micro-economics theme. Students will be moving onto theme 2 ('The UK economy – performance and policies'), in the spring term. Theme 2 is a macro-economics theme. Students are assessed after each topic, with an in-class assessment, covering past-paper questions. Throughout the course, consolidation tasks are tailored to check for understanding.	
Financial Qualification			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. 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

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			the financial services industry and uncertainty and risk.
Health and Social Care			<p>Students complete a mixture of assessments, depending upon whether the unit being delivered is externally assessed (Examination) or internally assessed (Coursework).</p> <p>For exam units, at the end of each topic, assessment is composed of past examination questions.</p> <p>For coursework units, students are expected to complete sections by given “stage deadlines”. Their work is then marked and assessed against the expected criteria, set by the exam board. Assessment feedback is given in a subsequent lesson. Students have an opportunity to edit and improve their answers by adding developmental points. It is important to note that students can only be given 1 written feedback for their work (set by exam board regulations).</p>
Philosophy and Ethics			<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. 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		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,	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,

		<p>which test skills of explanation and analysis of different political institutions, processes, concepts, theories and issues prescribed in the specification. Students are required to develop and substantiate at least three points in a structured, analytical answer, making use of appropriate political vocabulary and examples to substantiate their answer.</p> <p>25 mark essay questions require students to analyse and evaluate a given statement using their knowledge and understanding of the issue under discussion. The question may draw from different sections of the specification, requiring students to identify and substantiate parallels, connections, similarities and differences between aspects of politics studied.</p> <p>Written feedback is given and students have the opportunity to improve their work using specialist advice.</p>	<p>which test skills of explanation and analysis of different political institutions, processes, concepts, theories and issues prescribed in the specification. Students are required to develop and substantiate at least three points in a structured, analytical answer, making use of appropriate political vocabulary and examples to substantiate their answer.</p> <p>25 mark essay questions require students to analyse and evaluate a given statement using their knowledge and understanding of the issue under discussion. The question may draw from different sections of the specification, requiring students to identify and substantiate parallels, connections, similarities and differences between aspects of politics studied.</p> <p>Written feedback is given and students have the opportunity to improve their work using specialist advice.</p>
<p>Sociology</p>		<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>

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