

Assessment and reporting



Year 11

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Revision Support

The following resources are essential to help pupils prepare for GCSE examinations:

<https://www.gcsepod.com/>

<https://www.savemyexams.com/gcse/>

<https://www.tassomai.com/>

<https://senecalearning.com/en-GB/>

<https://www.physicsandmathstutor.com/physics-revision/#>

<https://www.bbc.co.uk/bitesize/levels/z98jmp3>

<https://ukstudent.elevateeducation.com/> (password Rondo)



PHYSICS & MATHS TUTOR



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Introduction

This booklet is a guide for parents so they can support their child's learning.

This guide is to accompany your child's report and shows a snapshot of progress to date. We anticipate that parents will help their child work on the areas for development. In this booklet, teachers have included links to websites and other supporting documents to help you to support your child in improving their work and getting prepared for the GCSE examinations.

The importance of assessment

Valid and reliable assessment will inform teachers about how well pupils in their class have learnt a particular topic and whether any adaptations will be needed to their planning or curriculum design.

Well-designed assessment should allow pupils to show how well they have learnt the knowledge taught. Pupils need to have learnt curriculum content sufficiently well in order to make progress. This is vital in preparing for the GCSE examinations. Grades in this report give a good indication of current progress. **The grades are not predictions but where teachers have assessed pupils to be right now.**

What happens as a result of the assessment?

Assessment data will inform teachers and pupils about strengths in their understanding and gaps in their knowledge. This can be seen in teacher feedback and pupil response in pupil books and assessments. This will allow both teacher and pupil to focus on areas for improvement.



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Assessment principles

Every subject specific curriculum is a planned progression model with knowledge built in depth and complexity lesson by lesson, topic by topic and year by year.

Our assessment principles:

All assessments are knowledge focused and test an accumulation of knowledge learnt throughout the year.

Content taught in Year 10 and Year 11 will be regularly checked in Year 11 so that pupils are being asked to remember more.

There will be a two mock examination sessions – one in December and one in February/March.

Pupils may be asked to more than one exam in a subject – for example in science pupils will be asked to sit three exams in each mock series.

Exams can vary in length from 50mins up to 2hrs.

Pupils must prepare well for the mock examinations.

Pupils will receive a revision list and links to the content being assessed – this links closely to the exam board specification.

Each assessment will use a variety of question types as directed by the exam board specification.

Examples could include multiple choice, short and extended answers and the creation of a piece of work e.g., musical composition, painting or food dish.



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Key terms

Formative assessments

Formative assessments have low stakes and carry no grade, which in some instances may discourage the pupils from doing the task or fully engaging with it.

An example of a formative assessment might be asking pupils to draw a concept map in class to represent their understanding of a topic or to answer quiz questions or contribute their ideas on a mini-whiteboard.

Summative assessments

The goal of summative assessment is to evaluate pupil learning at the end of a topic by comparing it against some standard or benchmark. Summative assessments often have high stakes and are treated by the pupils as the priority over formative assessments.

Mock Examinations

Mock Exams are full practice papers for external examinations like GCSE's or BTEC's. They are vital because they allow for a complete check an accumulation of knowledge over a longer period of time. They:

- Ensure pupils revisit earlier material when studying for the real examinations.
- Have been shown to improve pupil performance because pupils remember more through repetition and revisiting. (Lawrence, 2013, Khanna, 2013).
- Take advantage of the testing effect – the demonstration that repeated testing results in better learning than repeated studying.
- Are a form of retrieval practice – a learning approach that emphasizes recalling rather than encoding information.



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Understanding your child's report

The report contains information as follows:

Attendance and late to registration.

Subject information including:

- Subject
- Teacher name
- **Current working at grade** *(the grade best representing the most recent assessment performance)*
- **Minimum expected or target grade** *(the minimum grade that a pupil should be working towards based on their previous scores)*
- Attitude to learning score 1-4
- Effort score 1-4
- Homework score 1-4

More information about the scoring scale 1-4 and the individual subject assessments are contained in this booklet and the accompanying letter.



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ATL Scale

	Attitude to Learning
1	<p>This pupil..</p> <ul style="list-style-type: none"> ·Has an extremely positive attitude to learning. ·Shows exemplary behaviour for learning and respect for others. ·Demonstrates consistently high levels of concentration. ·Demonstrates a real determination to learn.
2	<p>This pupil..</p> <ul style="list-style-type: none"> ·Has a positive attitude to learning. ·Shows good behaviour for learning and respect for others. ·Demonstrates high levels of concentration. ·Demonstrates a determination to learn.
3	<p>This pupil..</p> <ul style="list-style-type: none"> ·Has a poor attitude to learning at times. ·Shows reasonable behaviour for learning and respect for others. ·Does not always have high enough levels of concentration. ·Does not always show determination to learn.
4	<p>This pupil..</p> <ul style="list-style-type: none"> ·Has a poor attitude to learning. ·Rarely shows good enough behaviour for learning and sometimes shows a lack respect for others. ·Does not demonstrate high enough levels of concentration. ·Does not demonstrate determination to learn.



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Effort Scale

	Effort
1	<p>This pupil..</p> <ul style="list-style-type: none"> ·Is always well organised and arrives at lessons ready to learn ·Fully engages on all tasks and completes work to the best of their ability ·Works well with peers and makes positive contributions to the lesson ·Always gives their full effort to their work.
2	<p>This pupil..</p> <ul style="list-style-type: none"> ·Is usually organised and usually arrives at lessons ready to learn ·Usually engages on all tasks and often completes work to the best of their ability ·Contributes constructively when working with peers ·Usually gives their full effort to their work.
3	<p>This pupil..</p> <ul style="list-style-type: none"> ·Often fails to prepare and arrives to lessons not ready to learn ·Rarely engages on tasks or completes work to the best of their ability ·Needs encouragement to stay on task when working with peers and can distract others ·Only sometimes gives their full effort to their work.
4	<p>This pupil..</p> <ul style="list-style-type: none"> ·Regularly fails to attend lessons prepared and ready to learn ·Regularly fails to engage on tasks or to complete work ·Rarely works effectively with peers and can frequently distract others ·Regularly fails to give their full effort to their work.

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Homework Scale

	Homework
1	<p>This pupil...</p> <ul style="list-style-type: none"> · Completes all homework tasks fully and to the best of their ability. · Meets all homework deadlines. · Prepares for assessments and exams by revising at home. · Always submits merit worthy work of high quality.
2	<p>This pupil...</p> <ul style="list-style-type: none"> · Completes almost all homework tasks fully and to the best of their ability. · Meets all homework deadlines. · Prepares for assessments and exams by revising at home. · Almost always submits work of good quality.
3	<p>This pupil...</p> <ul style="list-style-type: none"> · Often fails to complete homework tasks fully and sometimes does not complete work to the best of their ability · Does not meet all homework deadlines. · Prepares for some assessments and exams by revising at home, but more effort is required. · Rarely submits work when required and it is sometimes not of the required standard.
4	<p>This pupil...</p> <ul style="list-style-type: none"> · Regularly fails to complete homework tasks fully and does not complete work to the best of their ability · Regularly fails meet homework deadlines. · Does not prepare for assessments and exams and there is very little evidence of revision at home. · Regularly fails to submit of the required standard.



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English

Year 11 Curriculum

[English Curriculum KS4](#) - click this link to see our curriculum map for both English Literature and English language.

Exam Board and link

Pearson Edexcel :

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-literature-2015.html>

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2021.html>

Formative Assessment

Throughout the year, our focus has been on English Literature and pupils have been assessed using extract style questions for analysis.

Summative Assessment

For the end of year Literature exam, pupils were assessed on their knowledge of three exam texts. The percentage awarded is an average of their performance across the three papers, testing their knowledge of the texts. The grade awarded is based on a separate, Macbeth exam-style essay.

In the final term, pupils were also working on English Language skills. The end of year exam tested these writing skills. There were 40 marks available. The 'current working at grade' is **for this one writing component only**.

How can my child extend their learning?

[GCSE pod](#) – pods on language skills and literature texts

NET English on

YouTube <https://www.youtube.com/@NETEnglish1>

[BBC Bitesize](#)



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Maths

Year 11 Curriculum

[Maths Curriculum KS4](#) - click this link to see our curriculum map.

Formative Assessment

Pupils are assessed using a combination of end of unit tests with detailed feedback to improve, low stakes starters and mini whiteboard activities in class.

Summative Assessment

The end of year maths assessment was split into two papers, each marked out of 45.

Paper 1: non-calculator Paper 2: calculators allowed.

The score given is the total as a percentage.

Please refer to the 'current working at grade' contained within the report to see how that percentage translates into an actual GCSE grade based upon the 2022 grade boundaries

How can my child extend their learning

<https://vle.mathswatch.co.uk/vle/>

<https://www.gcsepod.com/>

<https://www.mathsgenie.co.uk/>

<https://revisionmaths.com/gcse-maths-revision>



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Combined Science

Year 11 Curriculum

[Science Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

[AQA Combined Science Trilogy GCSE](#)

Formative Assessment

Pupils are assessed using a combination of teacher assessment during lessons, through verbal questioning and answers, use of whiteboards, written answers and self-assessment during class activities.

Summative Assessment

For end of year mock exams, pupils took a 1 hour 15 minute paper in each of Biology, Chemistry and Physics. These scores out of 70 marks each were combined to give an overall percentage and current working at grade. Assessments in Science are completed in exam conditions and consist of short answer questions, labelling diagrams, multiple choice questions, long answer questions and drawing and labelling apparatus and models.

How can my child extend their learning?

[FreeScienceLessons](#)

[Seneca](#)

[Tassomai](#)



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Religious Education

Year 11 Curriculum

[Religious Education Curriculum KS4](#) - click this link to see our learning journey.

Exam Board and link

Formative Assessment

Pupils are assessed using a combination of end of unit tests with detailed feedback to improve, low stakes starters and mini whiteboard activities in class.

Summative Assessment

The Religious Education assessment was a combination of multiple-choice and long answer questions that checks for knowledge retention, understanding and evaluation. The total is out of 40 marks.

How can my child extend their learning?

[Animate Youth](#)

[Bible Gateway](#)

[YOUCAT](#)



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Triple Science

Year 11 Curriculum

[Science Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

[AQA Biology GCSE](#)

[AQA Chemistry GCSE](#)

[AQA Physics GCSE](#)

Formative Assessment

Pupils are assessed using a combination of teacher assessment during lessons, through verbal questioning and answers, use of whiteboards, written answers and self-assessment during class activities.

Summative Assessment

For the end of year mock exams, pupils took a 1 hour 45 minute paper in each of Biology, Chemistry and Physics. These scores out of 100 marks are given individually and therefore pupils can have a different current working at grade for each of the science subjects. Assessments in Science are completed in exam conditions and consist of short answer questions, labelling diagrams, multiple choice questions, long answer questions and drawing and labelling apparatus and models.

How can my child extend their learning?

[FreeScienceLessons](#)

[Seneca](#)

[Tassomai](#)



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Core Physical Education

Year 11 Curriculum

[PE Core Curriculum KS4](#) - click this link to see our learning journey

Formative Assessment

Pupil knowledge is assessed through a range of practical activities including drills and small sided / full games and performances. Pupils are assessed in each activity module of which there are 5 modules of work, coving half a term each. Pupils are assessed using the Eduqas GCSE PE practical assessment matrix.

Summative Assessment

The summative assessment is the average taken from the module assessments up to the point of reporting to parents/carers.

How can my child extend their learning?

[BBC SPORT](#)

[Oak National Academy](#)

[Olympics website](#)

[Wimbledon Tennis](#)

[Netball](#)

[Women and girls football](#)

[The Football Association](#)

[Basketball](#)



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Personal Development

Year 11 Curriculum

[PSHE/RSE Curriculum KS3](#) - click this link to see our learning journey

Formative Assessment

In lessons, pupils are taught the statutory requirements of the PSHE/RSE curriculum. These lessons are a significant part of the whole school Personal Development programme.

All PSHE/RSE lessons are taught in mixed ability form classes. These important lessons cover issues and areas of life which young people will be affected by in different ways and at different times. As such, we do not carry out any summative assessment and do not use grades to measure progress. Instead, teachers carry out a baseline assessment before teaching anything new. As pupil learning in the three main topics of 'Living in the Wider World', 'Health and Wellbeing' and 'Relationships' will come from a number of sources, we can only see whether they have made progress in their learning if we have established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place. This baseline assessment is re-visited at the end of the lesson or topic. During lessons, a wide variety of strategies are used to assess learning, including; questioning, discussion, role-play, hot-seating, draw and write, freeze-frame and other drama techniques, storyboards/cartoon strip/scenario script writing, responding to a scenario, picture or video clip, self-assessment on continuum scale.

At the end of each half term, pupils complete an online activity which presents them with scenarios relevant to their recent learning which allow them to apply their knowledge in a meaningful context.

How can my child extend their learning?

[BBC TEACH Relationships Education](#)

[BBC CITIZENSHIP](#)

[HOW GOVERNMENT WORKS](#)

<https://www.youngminds.org.uk/>



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Art

Year 11 Curriculum

[Art Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

[GCSE Art and Design](#) - click this link to see exam board specification.

The GCSE course is geared towards the requirements and demands of the AQA GCSE syllabus. Pupils are encouraged to respond to starting points with their own individual and personal ideas which they are to develop through sustained and independent study to a suitable outcome. Pupils are encouraged to work using their own initiative, utilising the skills and practices of the previous years in order that they become fluent in the art making process.

The practices of conducting independent research and recording ideas are vital, particularly in preparation for the art exam. Both skills are undertaken regularly as part of directed homework's and continued independently.

The qualification is 60% coursework and 40% exam.

Unit 1 – Personal Portfolio in Year 10 and Year 11

Unit 2 – Externally Set Assignment in Year 11

For Unit 2 tasks are set by the Examining Board AQA; marked by school and externally moderated.

Formative Assessment

Within the units of work teachers use questioning to establish 'where pupils are at' and how much they have learned/understood. Verbal feedback/intervention (individually and as a group) within lessons are critical to improving pupil artwork as it progresses. In addition, pupils assess their own work as part of their Art practice. Pupils also produce written annotations and evaluations, where they assess and critique their own work

Summative Assessment

Each unit is assessed separately out of 96 marks. pupils are assessed on four areas: AO1 - Researching artists, AO2 - Experimenting with a range of media, AO3 - Recording ideas and AO4 producing final outcomes. Annotation is a focus throughout both units.

How can my child extend their learning?

www.tate.org.uk

[National Gallery](#)

[Art and Design](#)



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Drama

Year 11 Curriculum

[Drama Curriculum KS4](#) - click this link to see our curriculum map.

Formative Assessment

Pupils have devised and performed their own plays and completed a written log comprising of 2500 words. This was carried out over a 6-week period.

Summative Assessment

This year pupils sat a mock exam based on Blood Brothers. Section one and section two follow the AQA GCSE specification. This is two thirds of the written exam they will be expected to complete at the end of year 11.

How can my child extend their learning?

Pupils can re-watch Blood Brothers.

Complete all tasks on the revision check list.

Try to go to the theatre over the summer and watch a play, making notes on the acting skills on show by two or more actors



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Business Studies

Year 11 Curriculum

[Business Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link Edexcel

GCSE <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.html>

Formative Assessment

There is a range of different assessments that are used throughout the year. There will be low stake assessment such as presentations, questioning and teacher led discussions. There will be more rigorous ongoing assessment at the end of each topic, and this will include multiple choice questions, in-class written assessment and end of topic homework's involving questions which prepare for summative assessment. Each task assessment will be given a grade linked to the GCSE grading criteria.

Summative Assessment

Pupils have sat an end of term mock examination. This is based on Theme 1 of the examination content. The exam is worth 50% of their overall score. This was a combination of multiple-choice questions, numerical calculations and extended writing. When completed. The focus of this exam was for the pupils to investigate the start-up opportunities associated with small to medium enterprises. This examination took 1 hour 30 minutes and is out of 90 marks.

How can my child extend their learning?

<https://www.youtube.com/@tutor2u-official>

<https://www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-notes-master-listing>

<https://www.gcsebusiness.com/>



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Computer Science

Year 11 Curriculum

At Key Stage 4 we aim to develop a course that promotes critical thinking, analysis and problem-solving skills through the study of computer programming. Giving pupils a fun and interesting way to develop skills which can be transferred to other subjects and applied in day-to-day life.

[Computing Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

[OCR J277 GCSE Computer Science](#) - click this link to see the exam board Specification.

Formative Assessment

Pupils are assessed using a combination of teacher assessment during lessons through verbal questioning and answers, use of low stakes quizzes, written answers and self-assessment during class activities.

Summative Assessment

For the end of year mock exam, pupils took a 1 hour 30 minute paper with a mixture of questions taken from both component 1 and component 2. This paper was out of 90 marks and summarised all learning since starting the GCSE Programme. Assessments in Computer Science is completed in exam conditions and consist of short answer questions, labelling diagrams, multiple choice questions and long answer questions.

How can my child extend their learning?

[GCSE POD](#)

[Smart Revise](#)

[BBC Bitesize](#)

[Craig'n'Dave](#)



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Enterprise

Year 11 Curriculum

[Enterprise Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/enterprise-2022.html>

Formative Assessment

There is a range of different assessments that are used throughout the year. There will be low stake assessment such as presentations, questioning and teacher led discussions. There will be more rigorous ongoing assessment at the end of each topic, and this will include multiple choice questions, in-class written assessment and end of topic homework's involving questions which prepare for summative assessment. Each task assessment will be given a grade linked to the BTEC Level 1 /2 grading criteria.

Summative Assessment

At the end of year 11 pupils will have completed 2 Pearson Set Assignments and an external examination. The 2 controlled assessment represent 60% of their overall grade. The pupils will then complete an external examination which will be conducted in January. They will then have their examination result given to them in March. Pupils are permitted to repeat the exam if then believe that they could achieve a higher grade. This can be done In June

How can my child extend their learning?

<https://www.youtube.com/watch?v=8Ah2EH9Du-0&list=PLJl5rFr3KefARZDnXOpKEPe37TzSUWfS6>

<https://www.youtube.com/watch?v=hQkddTTUPCw>

<https://time2resources.co.uk/Pearson-BTEC-Level-1-2-Tech-Award-Enterprise>



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Food and Nutrition

Year 11 Curriculum

[Food Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

[EDUQAS GCSE Food Preparation & Nutrition](#)

Click this link to see the exam board specification

Formative Assessment

Pupils are assessed throughout the year using a combination of teacher assessment during lessons through verbal questioning and answers, written answers in end of unit tests, and peer and self-assessment of practical work.

Summative Assessment

For end of year assessment pupils sat a written exam paper with a range of questions from past exam papers. They also completed a practical assessment which gave them an opportunity to demonstrate a range of practical skills, creativity, organisation and presentation skills. This was assessed in line with GCSE grades. 50% of their final grade came from the written exam, 50% from the practical assessment.

How can my child extend their learning?

[British Nutrition Foundation](#)

[The Eatwell Guide](#)

[Food a Fact of Life](#)



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French

Year 11 Curriculum

[French Curriculum KS4](#)- click this link to see our curriculum map.

Exam Board and link : AQA French GCSE

Formative Assessment

Pupils are assessed using a combination of verbal questioning, low stakes testing, whiteboard work and self-assessment and through regular homework tasks. Each half term pupils complete GCSE past papers in Listening and Reading.

Summative Assessment

For the end of year exams, pupils sat a GCSE Higher Tier past paper in all four skills – Listening, Speaking, Reading and Writing. (This included a **full** speaking exam) Each paper is marked out of 60, with a total out of 240, which is then converted to a GCSE grade and shows on their report as their **current working grade**.

How can my child extend their learning?

www.languagesonline.org.uk

www.kerboodle.com

www.language-gym.com

www.pearsonactivelearn.com



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Geography

Year 11 Curriculum

[Geography Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

AQA [AQA | Geography | GCSE | Geography](#)

Formative Assessment

Pupils are assessed using a combination of baseline tests, low stake quizzes, think, pair, share, questioning, teacher led thinking deeper questioning, in class feedback as well as homework using Seneca, GCSEPOD and practise exam questions.

Summative Assessment

The Geography assessments were out of 64 and 33. The physical Geography paper assessed hazards, the rainforest and glaciation. The human Geography paper assessed urban cities. The end of year assessments form part of a schedule of assessment throughout the year. GCSE pupils are tested after each GCSE topic. End of Autumn and Summer term assessments are reported to parents.

How can my child extend their learning?

[Geography: AQA GCSE \(senecalearning.com\)](#)

[GCSE Geography - BBC Bitesize](#)

[AQA GCSE Geography Revision \(physicsandmathstutor.com\)](#)

[Topics - Internet Geography](#)

[Coolgeography - GCSE - Revision Zone](#)



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Health and Social Care

Year 11 Curriculum

[H&S Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html>

Formative Assessment

There is a range of different assessments that are used throughout the year. There will be low stake assessment such as presentations, questioning and teacher led discussions. There will be more rigorous ongoing assessment at the end of each topic, and this will include multiple choice questions, in-class written assessment and end of topic homework's involving questions which prepare for summative assessment. Each task assessment will be given a grade linked to the BTEC Level 1 /2 grading criteria.

Summative Assessment

At the end of year 11 pupils will have completed 2 Pearson Set Assignments and an external examination. The 2 controlled assessment represent 60% of their overall grade. The pupils will then complete an external examination which will be conducted in January. They will then have their examination result given to them in March. Pupils are permitted to repeat the exam if then believe that they could achieve a higher grade. This can be done In June

.

How can my child extend their learning?

<https://www.cqc.org.uk/>

<https://www.hsj.co.uk/>

<https://www.nhs.uk/>

<https://www.healthcareers.nhs.uk/explore-roles/explore-roles>



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History

Year 11 Curriculum

[History Curriculum KS4](#)- click this link to see our curriculum map.

Exam Board and link

We are following the EDEXCEL syllabus in History:

[Edexcel GCSE History \(2016\) | Pearson qualifications](#)

Formative Assessment

Pupils are assessed using low-stakes recall quizzes and recap activities in lessons. Their understanding is regularly assessed through questioning and through written activities in lessons. Pupils also have a more formal assessment (typically at the end of a unit of work) based on GCSE past paper exams.

Summative Assessment

The Summer exam tested a range of historical skills and topics:

- Anglo-Saxons: 4 mark key features question
- Cold War: 8 mark narrative account
- Germany: 8 mark source utility question
- Crime and Punishment: 12 mark explain why question

How can my child extend their learning?

Use the materials provided on Teams (typically all of our lessons for the unit can be found here). In addition, use on-line platforms to boost subject knowledge:

[GCSEPod](#)

[GCSE History - Edexcel - BBC Bitesize](#)



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ICT

Year 11 Curriculum

Unit 1 allows learners to explore the wide range of uses of hardware, application and specialist software in society. Learners will investigate how information technology is used in a range of contexts, including business and organisations, education and home use of information technology .

Unit 2 introduces learners to a broad working knowledge of databases, spreadsheets, automated documents and images and enables learners to apply their knowledge and understanding to solve problems in vocational settings.

[Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

[Level 1/2 Vocational Award ICT \(Technical Award\)](#) - click this link to see the exam board Specification.

Formative Assessment

Pupils are assessed using a combination of low stake quizzes, teacher-led practical activities, homework and pupil-led personal response activities for each project. Formative assessment also take place in ICT classrooms through the interactions between pupils and teachers in answering questions, working in pairs and through feedback tasks between pupils and teachers.

Summative Assessment

The ICT assessment was out of 26 marks and used multiple choice, short answer and application style questions. Exam Topic - Computer Hardware

During Year 10 pupils submitted their Unit 2 controlled assessment. This grade and work has been sent to the exam board for moderation and will count towards 60% of their overall grade at the end of Year 11.

How can my child extend their learning?

[GCSE POD](#)

[BBC Bitesize](#)

Level 1/2 Vocational Award ICT Unit 1 Course Companion – *Textbook available to hire from school.*



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Music

Year 11 Curriculum

[Music Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link

[BTEC Tech Award Level 1/2 in Music Practice](#) - click this link to see the exam board Specification.

Formative Assessment

A variety of formative assessments are used throughout the year including teacher, self and peer assessment. Assessment is used in Music to assist pupils in improving their outcomes and in knowing where their individual strengths lie. Work is assessed and monitored throughout the year using a variety of activities: call and response, closed and open questioning, verbal feedback, recall quizzes and performances. Verbal feedback (individual and group) is given regularly to allow pupils to improve their progress. Pupils are encouraged to perform regularly both formally and informally.

Summative Assessment

During Year 10 pupils submitted their Unit 1 controlled assessment. This grade and work has been sent to the exam board for moderation and will count towards 30% of their overall grade at the end of Year 11.

How can my child extend their learning?

[Music Theory Exercises](#)

[BBC Bitesize Music](#)

musicca.com



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Spanish

Year 11 Curriculum

[Spanish Curriculum KS4](#) - click this link to see our curriculum map.

Exam Board and link AQA Spanish GCSE

Formative Assessment

Pupils are assessed using a combination of verbal questioning, low stakes testing, whiteboard work and self-assessment and through regular homework tasks. Each half term pupils complete GCSE past papers in Listening and Reading

Summative Assessment

For the end of year exams, pupils sat a GCSE Higher Tier past paper in all four skills – Listening, Speaking, Reading and Writing. (This included a **full** speaking exam) Each paper is marked out of 60, with a total out of 240, which is then converted to a GCSE grade and shows on their report as their **current working grade**.

How can my child extend their learning?

www.languagesonline.org.uk

www.kerboodle.com

www.language-gym.com

www.pearsonactivelearn.com



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Notes



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