



**ARENA**  
ACADEMY

# Subject Assessment Maps

This document will provide you with information on the course content that will be assessed at each progress check during the academic year and how that knowledge will be assessed for each subject.

Collaboration Opportunity Respect Excellence

DELIVERING A CORE EDUCATION

# Common Assessment Map: Key Dates

		<b>Progress Check 1</b>	<b>Progress Check 2</b>	<b>Parents Evening</b>
<b>7</b>	Testing Window	WK 10: 13.11.23 *	WK 33 & 34: 03.06.24 & 10.06.24	WK4: 28.09.23 –Settling In Evening WK18: 25.01.24
<b>8</b>	Testing Window	WK 9: 06.11.23 *	WK 27 & 28: 15.04.24 & 22.04.24	WK34: 13.06.24
<b>9</b>	Testing Window	WK 15 & 16: 18.12.23 & 08.01.24	WK 32: 20.05.24 *	WK22: 29.02.24 WK28: 25.04.24- Options Evening
<b>10</b>	Testing Window	WK 8: 23.10.23 *	WK 34 & 35: 10.06.24 & 17.06.24	WK14: 14.12.23
<b>11</b>	Testing Window	WK 7: 16.10.23 (CORE Mocks Only)	WK 19 & 20: 29.01.24 & 05.02.24 (Full Mocks)	WK6: 10.10.23-Y11 Information Evening WK12: 30.11.23

\* Does not have to involve a formal exam in some subjects

# Subjects



## Key Stage 3 (Y7-9):

English  
Maths  
Science  
Geography  
History  
Religious Education  
French  
Physical Education  
Computer Science  
Art  
Performing Arts  
Design Technology  
Personal Development

## Key Stage 4 (Y10-11):

English	History
Maths	Computer Science
Art	Design Technology
Business Studies	Sports Studies
Religious Education	Performing Arts
Food Science	Psychology
French	DIT
Geography	GCSE PE
Health & Social Care	Photography
Combined Science	Sociology
Triple Science: Biology, Chemistry & Physics	Personal Development

# Key Stage 3 Geography

 ATL and "Stage of Excellence"- Novice Below /  
Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>• Definitions of physical and human geography</li> <li>• Continents</li> <li>• Contour lines</li> <li>• 4 and 6 figure grid references</li> <li>• Impacts of tourism in Birmingham</li> <li>• Inequalities in Birmingham</li> </ul>	<ul style="list-style-type: none"> <li>• Ecosystems</li> <li>• Adaptations</li> <li>• Historical Geography- Colonisation</li> <li>• Challenges of urban growth-Kenya case study</li> <li>• Tourism</li> <li>• Fair Trade</li> <li>• Tectonics</li> <li>• Population distribution</li> <li>• Resource management</li> </ul>	<ul style="list-style-type: none"> <li>• Coastal processes and landforms</li> <li>• Migration</li> <li>• Climate change and hazards</li> <li>• Glaciation processes and landforms</li> <li>• Culture- Māori case study</li> <li>• Factfulness</li> <li>• Prisoners of Geography</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• 20-mark quiz- 30 minutes completing, 30 minutes self-assessing in lesson. Assessment and marking completed in 1 hour.</li> <li>• Book looks</li> <li>• Articulation of subject matter</li> </ul>	<ul style="list-style-type: none"> <li>• 20-mark quiz- 30 minutes completing, 30 minutes self-assessing in lesson. Assessment and marking completed in 1 hour.</li> <li>• Book looks</li> <li>• Articulation of subject matter</li> </ul>	35-mark topic test- 1 hour in-class assessment. This will include 80%-year 9 knowledge, 10%-year 8 knowledge and 10%-year 7 knowledge.
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>• Plate tectonics</li> <li>• Economic growth</li> <li>• Population development- One child policy case study</li> <li>• Population pyramids</li> <li>• Climate change</li> <li>• Geopolitics- Ukraine and Russia</li> </ul>	<ul style="list-style-type: none"> <li>• Deforestation</li> <li>• Human rights</li> <li>• Globalization</li> <li>• Urbanization</li> <li>• Tsunamis- Boxing Day case study</li> </ul>	<ul style="list-style-type: none"> <li>• Geographical issues</li> <li>• Geography of crime</li> <li>• Geography of food</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• 35-mark topic test- 1 hour in-class assessment. This will include 100%-year 7 knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• 35-mark topic test- 1 hour in-class assessment. This will include 80%-year 8 knowledge and 20%-year 7 knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• 20-mark quiz- 30 minutes completing, 30 minutes self-assessing in lesson. Assessment and marking completed in 1 hour.</li> <li>• Book looks</li> <li>• Articulation of subject matter</li> </ul>

# Key Stage 4 Geography

ATL, WAG and Predicted Grade

**Y10**

**Y11**

**Progress  
Check 1**

What knowledge (areas of the specification is this assessing)?

- Tectonic hazards
- Weather hazards

- Urban world- Birmingham and Rio De Janeiro case study (HIC vs LIC)

What was used to inform this data?

- 40-mark unit test- 50% tectonic hazards, 50% weather hazards. 1 hour.
- Book looks
- Articulation of subject matter.

- Paper 1- 88 mark, 1hr 30-minute exam paper. In a formal setting. Grade boundaries to be paper specific or if created, the same as most recent grade boundaries.
- Book looks
- Articulation of subject matter.

**Progress  
Check 2**

What knowledge (areas of the specification is this based upon)?

- River processes and landforms
- Coastal processes and landforms
- Cold environments- Svalbard case study
- Tropical Rainforests- Amazon case study

- Changing economic world- Nigeria case study
- Resource management- Energy

What was used to inform this data?

- Paper 1- 88 mark, 1hr 30-minute exam paper. In a formal setting. Grade boundaries to be paper specific or if created, the same as most recent grade boundaries.

2 papers. Paper 1 (physical) and paper 2 (Human). In a formal setting. Both 88 marks and 1 hour 30 minutes. Grade boundaries to be paper specific or if created, the same as most recent grade boundaries.

# Key Stage 3 Science

ATL and “Stage of Excellence” - Novice Below /  
Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>• Particle model</li> <li>• Cells</li> <li>• Movement</li> <li>• Forces</li> <li>• Metals &amp; Non-Metals</li> </ul>	All previous topics and then also: <ul style="list-style-type: none"> <li>• Elements</li> <li>• Periodic Table</li> <li>• Energy Transfer</li> <li>• Forces</li> <li>• Reproduction</li> <li>• Current</li> </ul>	All previous topics and then also: <ul style="list-style-type: none"> <li>• Heating</li> <li>• Pressure</li> <li>• Respiration</li> <li>• Photosynthesis</li> <li>• Earth Resources</li> <li>• Chemical reactions</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• Teacher assessments are informed by observations made through performance in every lesson as well as:</li> <li>• Classroom testing</li> <li>• Mastery Quizzes</li> <li>• APP</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessments are informed by observations made through performance in every lesson as well as:</li> <li>• Classroom quizzes</li> <li>• Mastery Quizzes</li> <li>• APP</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessments are informed by observations made through performance in every lesson as well as:</li> <li>• <b>FORMAL EXAM</b> (standardised &amp; moderated)</li> </ul>
Progress Check 2	What knowledge (areas of the specification is this based upon)?	All previous topics and then also: <ul style="list-style-type: none"> <li>• Variation &amp; Interdependence</li> <li>• Plant Reproduction</li> <li>• Acids &amp; Alkalis</li> <li>• Energy Costs</li> <li>• Electricity</li> <li>• Earth</li> <li>• Sound</li> </ul>	All previous topics and then also: <ul style="list-style-type: none"> <li>• Breathing</li> <li>• Digestion</li> <li>• Universe</li> <li>• Light</li> <li>• Climate</li> <li>• Electromagnets</li> </ul>	All previous topics and then also: <ul style="list-style-type: none"> <li>• Magnetism</li> <li>• Work</li> <li>• Evolution</li> <li>• Genetics</li> <li>• Waves</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• Teacher assessments are informed by observations made through performance in every lesson as well as:</li> <li>• Classroom testing</li> <li>• Mastery Quizzes</li> <li>• APP</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessments are informed by observations made through performance in every lesson as well as:</li> <li>• Classroom quizzes</li> <li>• Mastery Quizzes</li> <li>• APP</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessments are informed by observations made through performance in every lesson as well as:</li> <li>• Classroom quizzes</li> <li>• Mastery Quizzes</li> <li>• APP</li> </ul>

# GCSE Combined Science

ATL, WAG and Predicted Grade		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>C1 Atoms</li> <li>B1 Cells</li> <li>C2 Bonding &amp; Structure</li> </ul>	All previous topics and then also:
	What was used to inform this data?	<ul style="list-style-type: none"> <li>Teacher assessment made during each lesson as well as</li> <li>Classroom quizzes</li> <li>Unit test in classrooms (1hr)</li> </ul>	<ul style="list-style-type: none"> <li><b>FORMAL EXAM</b> using the June 2023 Grade boundaries</li> <li>Venue: Hall</li> <li>Duration: 1h 15min</li> <li>Exam markers to standardize and moderate marking</li> </ul>
Progress Check 2	What knowledge (areas of the specification is this based upon)?	All previous topics and then also: <ul style="list-style-type: none"> <li>B2 Organisation</li> <li>B3 Bioenergetics</li> <li>B4 Infections and Response</li> <li>C3 Quantitative Chemistry</li> <li>C4 Chemical Changes</li> <li>C5 Chemical Changes</li> <li>B4 Infections and Response</li> <li>P1 Energy</li> <li>P2 Electricity</li> <li>P3 Particles</li> <li>P4 Atomic Structure</li> </ul>	All previous topics and then also: <ul style="list-style-type: none"> <li>B5 Homeostasis and the Nervous System</li> <li>B6 Inheritance</li> <li>B7 Ecology</li> <li>C6 Rates of Reaction</li> <li>C7 Organic Chemistry</li> <li>C8 Chemical Analysis</li> <li>C9 Chemistry of the Atmosphere</li> <li>C10 Using Resources</li> <li>P6 Waves</li> <li>P7 Magnetism</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>Mock Exam using a past exam papers in B1, C1 and P1</li> <li>Venue: classroom</li> <li>Exam markers to standardize and moderate marking</li> <li>Grade Boundaries agreed after marking</li> <li><b>FORMAL EXAM</b></li> </ul>	Mock Exam using the June 2023 Grade boundaries Venue: Hall Duration: Exam markers to standardize and moderate marking <ul style="list-style-type: none"> <li><b>FORMAL EXAM</b></li> </ul>

# GCSE Triple Science (Biology/Chemistry/Physics)

ATL, WAG and Predicted Grade

**Y10**

**Y11**

**Progress Check 1**

What knowledge (areas of the specification is this assessing)?

- C1 Atoms
- B1 Cells
- C2 Bonding & Structure

- All previous topics and then also:

What was used to inform this data?

- Teacher assessment made during each lesson as well as
- Classroom quizzes
- Unit test in classrooms (1hr)

- **FORMAL EXAM** using the June 2023 Grade boundaries
- Venue: Hall
- Duration: 1h 15min
- Exam markers to standardize and moderate marking

**Progress Check 2**

What knowledge (areas of the specification is this based upon)?

- All previous topics and then also:
- B2 Organisation
  - B3 Bioenergetics
  - B4 Infections and Response
  - C3 Quantitative Chemistry
  - C4 Chemical Changes
  - C5 Chemical Changes
  - B4 Infections and Response
  - P1 Energy
  - P2 Electricity
  - P3 Particles
  - P4 Atomic Structure

- All previous topics and then also:

- B5 Homeostasis and the Nervous System
- B6 Inheritance
- B7 Ecology
- C6 Rates of Reaction
- C7 Organic Chemistry
- C8 Chemical Analysis
- C9 Chemistry of the Atmosphere
- C10 Using Resources
- P6 Waves
- P7 Magnetism
- P8 Space

What was used to inform this data?

- Mock Exam using a past exam papers in B1, C1 and P1
- Venue: classroom
- Exam markers to standardize and moderate marking
- Grade Boundaries agreed after marking
- **FORMAL EXAM**

- Mock Exam using the June 2023 Grade boundaries
- Venue: Hall
- Duration:
- Exam markers to standardize and moderate marking
- **FORMAL EXAM**



# Key Stage 3 English

ATL and “Stage of Excellence” - Novice  
Below / Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<p><b><u>Autumn – Reading skills</u></b></p> <ul style="list-style-type: none"> <li>Understanding key roles of major and minor characters.</li> <li>Explaining key events within a text.</li> <li>Being able to select relevant evidence to support our ideas.</li> <li>Understanding key themes within a text.</li> </ul>	<p><b><u>Autumn – Reading skills</u></b></p> <ul style="list-style-type: none"> <li>Understanding key roles of major and minor characters.</li> <li>Explaining key events within a novel.</li> <li>Understand and applying how the social and historical context influenced themes and ideas.</li> <li>Being able to select relevant evidence to support our ideas.</li> <li>Understanding key themes within a text.</li> <li>Analysing the writer's methods.</li> <li>Exploring the effect on the reader.</li> </ul>	<p><b><u>Autumn – Writing skills</u></b></p> <ul style="list-style-type: none"> <li>Writing creatively for a particular purpose.</li> <li>Planning a piece of descriptive writing.</li> <li>Structuring ideas cohesively within a text.</li> <li>Using discourse markers and paragraphs to organise ideas.</li> <li>Using a range of ambitious vocabulary.</li> <li>Using a range of punctuation for effect.</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>Individually marked extended writing piece.</li> <li>Checkpoint.</li> </ul>	<ul style="list-style-type: none"> <li>Individually marked extended writing piece.</li> <li>Checkpoint.</li> </ul>	<ul style="list-style-type: none"> <li>Individually marked extended writing piece.</li> <li>Checkpoint.</li> </ul>
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>Summer</li> <li>Narrative writing Skills:</li> <li>Planning of ideas</li> <li>Organising ideas into paragraphs and using discourse markers.</li> <li>Developing ideas in and between paragraphs,</li> <li>Embedding a range of ambitious words for effect.</li> <li>Use a range of sentence types for effect.</li> <li>Use a range of punctuation for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Summer</li> <li>Action and Adventure Writing skills:</li> <li>Planning of ideas</li> <li>Organising ideas into paragraphs and using discourse markers.</li> <li>Developing ideas in and between paragraphs,</li> <li>Embedding a range of ambitious words for effect. Use a range of sentence types for effect.</li> <li>Use a range of punctuation for effect.</li> </ul>	<p>Summer</p> <p>Poetry: Reading skills</p> <ul style="list-style-type: none"> <li>Understand ideas and meanings in poems.</li> <li>Explore and explain writers' ideas.</li> <li>Use precise evidence to support.</li> <li>Analyse the writer's methods using subject terminology for effect.</li> <li>Make links to the social and historical context of the poems.</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>Extended writing in class</li> <li>Checkpoints</li> <li>End of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>Extended writing in class</li> <li>Checkpoints</li> <li>End of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>Extended writing in class</li> <li>Checkpoints</li> <li>End of unit assessments</li> </ul>

# GCSE English Literature

ATL, WAG and Predicted Grade

**Y10**

**Y11**

**Progress  
Check 1**

What knowledge (areas of the specification is this assessing)?

- Understanding the whole text of Macbeth.
- Understanding the social and historical context of the play.
- Understanding key themes and characters.
- Explaining writer's intentions and ideas.
- Analysing writer's methods using textual detail.
- Evaluating impact on audiences across different time periods.

- Understanding the whole text of Macbeth and A Christmas Carol.
- Understanding the social and historical context of the texts.
- Explaining writers' intentions and ideas.
- Analysing writers' methods using textual detail.
- Evaluating impact on audiences across different time periods.

What was used to inform this data?

- Checkpoints
- End of unit assessment

- Extended writing in class
- Formal mock exam on Literature paper 1

**Progress  
Check 2**

What knowledge (areas of the specification is this based upon)?

- Language paper 1, language paper 2 (June 2022)
- English literature paper 1 and 2 (June 2022)
- Students demonstrate AO1, AO2, AO3, AO5, AO6
- Explaining writers' intentions and ideas.
- Analysing writers' methods using textual detail.
- Evaluating impact on audiences across different time periods.

What was used to inform this data?

- MOCK EXAMS
- In class extended writing opportunities.

# GCSE English Language

ATL, WAG and Predicted Grade

		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?		<ul style="list-style-type: none"> <li>• Reading for understanding and analysing. (AO1)</li> <li>• Explaining writer's ideas using relevant evidence.(AO1)</li> <li>• Evaluating language and structural choices. (AO2)</li> <li>• Writing creatively: A05 and A06 skills.</li> </ul>
	What was used to inform this data?		<ul style="list-style-type: none"> <li>• In class timed exam practise.</li> <li>• Formal mock examination on LP1.</li> </ul>
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>- Language paper 1</li> <li>- Students demonstrate AO1, AO2, AO3, AO5, AO6</li> <li>- Explaining writer's intentions and ideas.</li> <li>- Analysing writer's methods using textual detail.</li> <li>- Evaluating impact on audiences across different time periods.</li> </ul>	Language paper 1 and 2 <ul style="list-style-type: none"> <li>• Reading for understanding and analysing. (AO1)</li> <li>• Explaining writer's ideas using relevant evidence.(AO1)</li> <li>• Evaluating language and structural choices. (AO2)</li> <li>• Writing creatively: A05 and A06 skills.</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• End of unit assessment</li> </ul>	<ul style="list-style-type: none"> <li>• In class timed exam practise.</li> <li>• Formal mock examination on LP1 and LP2</li> </ul>

# Key Stage 3 Mathematics

ATL and “Stage of Excellence”- Novice  
Below / Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>Sequences</li> <li>Algebra</li> <li>Place Value</li> <li>Fractions, Decimals &amp; Percentage Equivalence</li> <li>Solving Problems with Four Operations</li> </ul>	<ul style="list-style-type: none"> <li>Ratio &amp; Proportion</li> <li>Fractions</li> <li>Coordinates &amp; Graphs</li> <li>Representing Data</li> <li>Probability</li> </ul>	<ul style="list-style-type: none"> <li>Number</li> <li>Using Percentages</li> <li>Maths &amp; Money</li> <li>Solving Equations</li> <li>Straight- Line Graphs</li> <li>3D Shapes</li> <li>Pythagoras’ Theorem</li> <li>Ratio &amp; Proportion</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>End of Unit Quizzes</li> <li>End of Term Assessment</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit Quizzes</li> <li>End of Term Assessment</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit Quizzes</li> <li>End of Term Assessment</li> </ul>
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>Percentage &amp; Fractions of Amounts</li> <li>Directed Number</li> <li>Four Operations with Fractions</li> <li>Constructions &amp; Measuring</li> <li>Geometric Reasoning</li> <li>Probability</li> </ul>	<ul style="list-style-type: none"> <li>Algebra</li> <li>Sequences</li> <li>Indices</li> <li>Standard Form</li> <li>Fractions &amp; Percentages</li> <li>Angles</li> <li>Area</li> </ul>	<ul style="list-style-type: none"> <li>Probability</li> <li>Transformations</li> <li>Constructions</li> <li>Number &amp; Calculating</li> <li>Fractions, Decimals &amp; Percentages</li> <li>Graphs, Tables &amp; Charts</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>End of Unit Quizzes</li> <li>End of Term Assessment</li> <li>End of Year Examination</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit Quizzes</li> <li>End of Term Assessment</li> <li>End of Year Examination</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit Quizzes</li> <li>End of Term Assessment</li> <li>End of Year Examination</li> </ul>

# GCSE Mathematics

ATL, WAG and Predicted Grade		Y10		Y11	
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>• Number (H)</li> <li>• Algebra (H)</li> <li>• Angles &amp; Pythagoras' Theorem (H)</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions &amp; Percentages (F)</li> <li>• Algebra (F)</li> <li>• Graphs, Tables &amp; Charts (F)</li> </ul>	<ul style="list-style-type: none"> <li>• Probability (H)</li> <li>• Multiplication Reasoning (H)</li> <li>• Statistics (H)</li> </ul> (& all previous content)	<ul style="list-style-type: none"> <li>• Ratio &amp; Proportion (F)</li> <li>• Right-Angled Triangles (F)</li> </ul> (& all previous content)
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• End of Unit Quizzes</li> <li>• End of Term Assessment</li> </ul>		<ul style="list-style-type: none"> <li>• End of Term Assessment</li> <li>• Mock Examinations</li> </ul>	
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>• Graphs (H)</li> <li>• Area &amp; Volume (H)</li> <li>• Graphs, Tables &amp; Charts (H)</li> <li>• Transformation and Constructions (H)</li> <li>• Equations &amp; Inequalities (H)</li> <li>• Probability (H)</li> <li>• Multiplication Reasoning (H)</li> <li>• Statistics (H)</li> <li>• Trigonometry (H)</li> </ul>	<ul style="list-style-type: none"> <li>• Algebra (F)</li> <li>• Angles (F)</li> <li>• Averages &amp; Range (F)</li> <li>• Area, Perimeter &amp; Volume (F)</li> <li>• Graphs (F)</li> <li>• Transformations (F)</li> <li>• Ratio &amp; Proportion (F)</li> <li>• Right-Angled Triangles (F)</li> <li>• Probability (F)</li> </ul>	<ul style="list-style-type: none"> <li>• Trigonometry (H)</li> </ul> (& all previous content)	<ul style="list-style-type: none"> <li>• Probability (F)</li> </ul> (& all previous content)
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• End of Unit Quizzes</li> <li>• End of Term Assessment</li> <li>• End of Year Examination</li> </ul>		<ul style="list-style-type: none"> <li>• End of Term Assessment</li> <li>• Mock Examinations</li> </ul>	

# Key Stage 3 History

ATL and “Stage of Excellence”- Novice  
Below / Developing / Secure / Extending

		<b>Y7</b>	<b>Y8</b>	<b>Y9</b>
<b>Progress Check 1</b>	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>• Early Britain</li> <li>• The Norman Conquest</li> <li>• How life changed in England following 1066</li> <li>• Life in medieval Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Empire</li> <li>• African Kingdoms</li> <li>• The Slave Trade</li> <li>• Imperialism</li> <li>• The British Empire in India</li> </ul>	<ul style="list-style-type: none"> <li>• The Great War</li> <li>• Causes</li> <li>• Conditions at War</li> <li>• How lives were affected by the Great War</li> <li>• How the Great War ended</li> <li>• Extremism in Europe following the end of the war</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• Checkpoints</li> <li>• End of unit assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Checkpoints</li> <li>• End of unit assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Checkpoints</li> <li>• End of unit assessment</li> </ul>
<b>Progress Check 2</b>	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>• Cumulative knowledge from PC1</li> <li>• The Tudors</li> <li>• The Lives of the monarchs</li> <li>• Religious change in the Tudor period</li> <li>• The Stuarts</li> <li>• The English Civil War</li> </ul>	<ul style="list-style-type: none"> <li>• Cumulative knowledge from PC1</li> <li>• The Industrial Revolution</li> <li>• Social change in the industrial period</li> <li>• Britain in the 20<sup>th</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>• Cumulative knowledge from PC1</li> <li>• Impact of WWII on Britain</li> <li>• Persecution in Nazi Germany</li> <li>• Civil Rights</li> <li>• Early medicine</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• Checkpoints</li> <li>• Extended writing tasks</li> <li>• End of year exam</li> </ul>	<ul style="list-style-type: none"> <li>• Checkpoints</li> <li>• Extended writing tasks</li> <li>• End of year exam</li> </ul>	<ul style="list-style-type: none"> <li>• Checkpoints</li> <li>• Extended writing tasks</li> <li>• End of year exam</li> </ul>

# GCSE History

ATL, WAG and Predicted Grade

**Y10**

**Y11**

**Progress  
Check 1**

What knowledge (areas of the specification is this assessing)?

- Health and the people
- Medieval beliefs and healers
- The Renaissance
- Change and continuity
- 19<sup>th</sup> century public health

- The Rise of the Nazis 1929-1933
- Life and social change in Nazi Germany
- The impact of war on the German people

What was used to inform this data?

- Checkpoints
- Extended writing tasks

- Checkpoints
- Extended writing tasks
- End of unit progress checks

**Progress  
Check 2**

What knowledge (areas of the specification is this based upon)?

- Health and the People – full course
- Elizabethan England 1568-1603  
Including: 1. Elizabeth's court and parliament  
2. Elizabethan England  
3. Troubles at Home and Abroad

- Health and the People – full course
- Conflict and Tension WWI – full course
- Germany 1890-1945 – full course

What was used to inform this data?

- Checkpoints
- Extended Writing Tasks
- Mock Exam

- Checkpoints
- Extended writing tasks
- Mock exam

# Key Stage 3 Religious Education

ATL and “Stage of Excellence” - Novice  
Below / Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>Rites of passage</li> <li>The key Jewish beliefs</li> <li>Patriarchs in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>Hindu beliefs about nature of God, karma and rebirth, worship and the caste system in Hinduism.</li> <li>Sikh beliefs about the nature of God, the gurus, the 5ks, the holy book and the Gurdwara in Sikhism.</li> </ul>	<ul style="list-style-type: none"> <li>How human rights originated</li> <li>Why human rights are important</li> <li>How we incorporate human rights in contemporary society</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>Checkpoints</li> <li>Multiple choice quizzes</li> <li>4-mark questions</li> <li>Extended writing tasks</li> </ul>	<ul style="list-style-type: none"> <li>Checkpoints</li> <li>Multiple choice quizzes</li> <li>4-mark questions</li> <li>Extended writing tasks</li> </ul>	<ul style="list-style-type: none"> <li>Checkpoints</li> <li>Multiple choice quizzes</li> <li>4-mark questions</li> <li>Extended writing tasks</li> </ul>
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>The key Christian beliefs</li> <li>The life and death of Jesus</li> <li>The key Muslim beliefs and practices</li> <li>The life of the final prophet</li> </ul>	<ul style="list-style-type: none"> <li>Alternative religions and what makes them different from the mainstream religions</li> <li>Humanism and what makes them different from the mainstream religions</li> <li>A critical analysis and evaluation of the existence of good and evil</li> </ul>	<ul style="list-style-type: none"> <li>Religious beliefs on war and peace</li> <li>Medical ethics and the importance of the sanctity of life</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>Checkpoints</li> <li>Multiple choice quizzes</li> <li>4-mark questions</li> <li>Extended writing tasks</li> <li>End of year exam</li> </ul>	<ul style="list-style-type: none"> <li>Checkpoints</li> <li>Multiple choice quizzes</li> <li>4-mark questions</li> <li>Extended writing tasks</li> <li>End of year exam</li> </ul>	<ul style="list-style-type: none"> <li>Checkpoints</li> <li>Multiple choice quizzes</li> <li>4-mark questions</li> <li>Extended writing tasks</li> <li>End of year exam</li> </ul>



# GCSE Religious Education

ATL, WAG and Predicted Grade

**Y10**

**Y11**

ATL, WAG and Predicted Grade		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>• Islam Beliefs</li> <li>• Islam Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Theme B: Religion and Life</li> <li>• Theme D: Religion, Peace and Conflict</li> <li>• Theme E: Religion, Crime and Punishment</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• Checkpoints</li> <li>• Multiple choice quizzes</li> <li>• 4-mark questions</li> <li>• 5-mark questions</li> <li>• 12-mark questions</li> <li>• Mid-topic tests</li> <li>• End of topic tests</li> </ul>	<ul style="list-style-type: none"> <li>• Checkpoints</li> <li>• Multiple choice quizzes</li> <li>• 4-mark questions</li> <li>• 5-mark questions</li> <li>• 12-mark questions</li> <li>• Mid-topic tests</li> <li>• End of topic tests</li> </ul>
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>• Christian Beliefs</li> <li>• Christian Practices</li> <li>• Theme A: Religion and Relationships</li> </ul>	Revision of Paper 1 and 2 <ul style="list-style-type: none"> <li>• Islam Beliefs</li> <li>• Islam Practices</li> <li>• Christian Beliefs</li> <li>• Christian Practices</li> <li>• Theme A: Religion and Relationships</li> <li>• Theme B: Religion and Life</li> <li>• Theme D: Religion, Peace and Conflict</li> <li>• Theme E: Religion, Crime and Punishment</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• Checkpoints</li> <li>• Multiple choice quizzes</li> <li>• 4-mark questions</li> <li>• 5-mark questions</li> <li>• 12-mark questions</li> <li>• Mid-topic tests</li> <li>• Mock exam</li> </ul>	<ul style="list-style-type: none"> <li>• Checkpoints</li> <li>• Multiple choice quizzes</li> <li>• 4-mark questions</li> <li>• 5-mark questions</li> <li>• 12-mark questions</li> <li>• Mid-topic tests</li> <li>• Mock exam</li> </ul>

# Key Stage 3 French

ATL and “Stage of Excellence”- Novice  
Below / Developing / Secure / Extending

		<b>Y7</b>	<b>Y8</b>	<b>Y9</b>
<b>Progress Check 1</b>	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>Greetings and introductions</li> <li>Descriptions of personality and appearance</li> <li>Family members</li> <li>Conjugation of key verbs 'avoir' and 'être' in the present tense,</li> </ul>	<ul style="list-style-type: none"> <li>Holidays</li> <li>Conjugation of key verb 'aller' in the present tense</li> <li>Formation of the perfect tense with 'avoir' as well as key phrase 'je suis allé(e)'</li> </ul>	<ul style="list-style-type: none"> <li>Media</li> <li>Expressing and justifying opinions</li> <li>Making comparisons</li> <li>Using the imperfect tense to say what you used to watch/read etc.</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>Teacher assessments are informed by observations made through performance in every lesson as well as:</li> <li>Classroom testing</li> <li>End of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessments are informed by observations made through performance in every lesson as well as:</li> <li>Classroom testing</li> <li>End of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessments are informed by observations made through performance in every lesson as well as:</li> <li>Classroom testing</li> <li>End of unit assessments</li> </ul>
<b>Progress Check 2</b>	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>School and free time</li> <li>Giving opinions and justifications</li> <li>Conjugation of –er verbs in the present tense</li> <li>Conjugation of key verb 'faire' in the present tense</li> <li>Set phrases in past/future/conditional tense</li> </ul>	<ul style="list-style-type: none"> <li>My town and food and drink</li> <li>Formation of the near future tense</li> <li>Partitive article</li> <li>Opinions and justifications</li> </ul>	<ul style="list-style-type: none"> <li>Festivals, Jobs, Technology</li> <li>Using multiple tenses effectively</li> <li>Opinions and justifications</li> <li>Conjugations of key verbs 'avoir', 'être', 'aller' and 'faire' in a range of tenses.</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>Teacher assessments are informed by observations made through performance in every lesson as well as:</li> <li>Classroom testing</li> <li>End of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessments are informed by observations made through performance in every lesson as well as:</li> <li>Classroom testing</li> <li>End of unit assessments</li> </ul>	<ul style="list-style-type: none"> <li>Teacher assessments are informed by observations made through performance in every lesson as well as:</li> <li>Classroom testing</li> <li>End of unit assessments</li> </ul>

# GCSE French

ATL, WAG and Predicted Grade

**Y10**
**Y11**
**Progress  
Check 1**

What knowledge (areas of the specification is this assessing)?

- Theme 1, Units 1 and 2
- Family and Friends
- Technology and Social Media

- Theme 1, Units 1 and 2
- Family and Friends
- Technology and Social Media

What was used to inform this data?

- Checkpoints
- Extended writing and speaking tasks
- Past papers

- Checkpoints
- Extended writing and speaking tasks
- Past papers

**Progress  
Check 2**

What knowledge (areas of the specification is this based upon)?

- Theme 1, Units 3 and 4
- Free Time Activities
- Customs and Festivals
- Theme 2, Units 5 and 6
- Home, Town, Neighbourhood and Region
- Social Issues

- Theme 1, Units 3 and 4
- Free Time Activities
- Customs and Festivals
- Theme 2
- Home, Town, Neighbourhood and Region
- Social Issues, Global Issues, Travel and Tourism
- Theme 3
- My Studies, Life at School/College
- Education Post-16, Jobs and Future Ambitions

What was used to inform this data?

- Checkpoints
- Extended writing and speaking tasks
- Past papers

- Checkpoints
- Extended writing and speaking tasks
- Past papers

# Key Stage 3 Physical Education

 ATL and “Stage of Excellence”- Novice  
Below / Developing / Secure / Extending

		<b>Y7</b>	<b>Y8</b>	<b>Y9</b>
<b>Progress Check 1</b>	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>• Display skill development within the specific sports</li> <li>• Tactical thinking and problem solving within the sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Display skill development within the specific sports</li> <li>• Tactical thinking and problem solving within the sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Display more advanced skill development within the specific sports</li> <li>• Specific tactical selection and problem solving within the sports.</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• Practical assessment showing skill development within sports studied. Assessment descriptor for year 7 used.</li> </ul> Boys – basketball/handball/football Girls – Badminton/netball	<ul style="list-style-type: none"> <li>• Practical assessment showing skill development within sports studied. Assessment descriptor for year 8 used.</li> </ul> Boys – basketball/football Girls – Badminton/netball	Practical assessment showing skill development within sports studied. Assessment descriptor for year 9 used.  Boys – GFAW/football Girls – Badminton/netball
<b>Progress Check 2</b>	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>• Display throwing and catching skill development within the specific sports</li> <li>• Tactical thinking and problem solving within the sports.</li> </ul>	<ul style="list-style-type: none"> <li>• Display a variety of hand eye co-ordination skill development within the specific sports.</li> <li>• Tactical thinking and problem solving within the sports selected.</li> </ul>	<ul style="list-style-type: none"> <li>• Select specific throwing and catching skill development within the specific sports</li> <li>• Selected tactical thinking and problem solving within the sports assessed.</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• Practical assessment showing skill development within sports studied. Assessment descriptor for year 7 used.</li> </ul> Boys – Athletics/softball/cricket Girls – rounders/athletics	<ul style="list-style-type: none"> <li>• Practical assessment showing skill development within sports studied. Assessment descriptor for year 8 used.</li> </ul> Boys – athletics/softball/cricket Girls – rounders/athletics	<ul style="list-style-type: none"> <li>• Practical assessment showing skill development within sports studied. Assessment descriptor for year 9 used.</li> </ul> Boys – Athletics/softball/cricket Girl - rounders/athletics

# GCSE Physical Education

ATL, WAG and Predicted Grade		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>Applied anatomy and physiology • Movement analysis</li> <li>Practical – Handball/badminton</li> </ul>	<ul style="list-style-type: none"> <li>Paper 1 - Applied anatomy and physiology • Movement analysis • Physical training • Use of data</li> <li>Paper 2 - Sports psychology • Socio-cultural influences • Health, fitness and well-being • Use of data</li> <li>Coursework strengths and development</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>In class paper 1 written assessment from prior exam board past paper</li> <li>Practical skill delivery within selected sports.</li> </ul>	<ul style="list-style-type: none"> <li>In class paper 1 and paper 2 written assessment using AQA past papers.</li> <li>Coursework strengths and development document</li> </ul>
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<p>Specific practical displaying of skills related to selected sports – badminton/handball/table tennis.</p> <p>Analysis and evaluation of performance to bring about improvement in one activity.</p>	<p>Specific practical skills related to selected 3 sports – individual and team for each student.</p> <p>Analysis and evaluation of performance to bring about improvement in one activity.</p>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>In class written paper 1</li> <li>Practical assessment using GCSE grading</li> </ul>	<p>Written paper 1 and paper 2</p> <p>Practical assessment using GCSE grading</p> <p>Analysis and evaluation of performance to bring about improvement in one activity.</p>

# CNAT Sports Studies

ATL, WAG and Predicted Grade

**Y10**
**Y11**
**Progress  
Check 1**

What knowledge (areas of the specification is this assessing)?

**R185 - Performance and leadership in sports activities**

- Practical badminton assessment
- Performance analysis of strengths and areas for development.

**R186 – Sports and the Media**

- Written task 1 set by exam brief R186 related to sport and media.

What was used to inform this data?

- CNAT practical grading criteria and marking
- Lesson observation by teacher
- Coursework completion

- CNAT grading criteria and marking
- Lesson observation of knowledge and understanding

**Progress  
Check 2**

What knowledge (areas of the specification is this based upon)?

**R185 - Performance and leadership in sports activities**

- Practical badminton and basketball assessment of skills development and tactical understanding.
- Coursework related to personal performance analysis of strengths and areas for development within 2 chosen sports.

- **R184 - Contemporary issues in sport**, relating to; participation levels and barriers, promotion of values and ethical behaviour, the role of high-profile sporting events, the role of national governing bodies and how technology is used within sport.

What was used to inform this data?

- CNAT grading criteria and marking grid
- Lesson observation feedback
- Coursework final hand in/teacher marking

- CNAT grading criteria and marking
- Written mock paper for contemporary issues in Sport exam

# Key Stage 3 Computer Science

ATL and “Stage of Excellence” - Novice  
Below / Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>• <b>Unit 1 – Using computers</b></li> <li>✓ File Management</li> <li>✓ Using emails</li> <li>✓ Keeping data safe</li> <li>✓ Searching the web</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit 1 – Cyber Security</b></li> <li>✓ Email scams</li> <li>✓ Hacking</li> <li>✓ Protecting personal data</li> <li>✓ Copyright</li> <li>✓ Health and safety</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Unit 1 – Networks</b></li> <li>✓ Network topologies</li> <li>✓ Network Hardware</li> <li>✓ Network Types</li> <li>✓ Encryption</li> <li>✓ Network Security</li> <li>✓ Internet</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• Formative assessment - Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment - Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessment - Microsoft form</li> </ul>
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>• TBC</li> </ul>	<ul style="list-style-type: none"> <li>• TBC</li> </ul>	<ul style="list-style-type: none"> <li>• TBC</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• TBC</li> </ul>	<ul style="list-style-type: none"> <li>• TBC</li> </ul>	<ul style="list-style-type: none"> <li>• TBC</li> </ul>

# GCSE Computer Science

ATL, WAG and Predicted Grade

**Y10**
**Y11**
**Progress  
Check 1**

What knowledge (areas of the specification is this assessing)?

- 2.1 Algorithms

- 1.1 Systems architecture
- 1.2 Memory and storage
- 1.3 Computer networks, connections and protocols
- 1.4 Network security
- 1.5 Systems software
- 1.6 Ethical, legal, cultural and environmental impacts of digital technology

What was used to inform this data?

- Classroom assessment of 45 marks (50 minutes)

- Assessment 55 marks (60 minutes)

**Progress  
Check 2**

What knowledge (areas of the specification is this based upon)?

- Paper 2
- 2.1 Algorithm
  - 2.2 Programming Fundamentals
  - 2.3 Producing robust programming
  - 2.4 Boolean Logic
  - 2.5 Programming language and integrated development Environments

- Paper 1
- 1.1 Systems architecture
  - 1.2 Memory and storage
  - 1.3 Computer networks, connections and protocols
  - 1.4 Network security
  - 1.5 Systems software
  - 1.6 Ethical, legal, cultural and environmental impacts of digital technology

- Paper 2
- 2.1 Algorithm
  - 2.2 Programming Fundamentals
  - 2.3 Producing robust programming
  - 2.4 Boolean Logic
  - 2.5 Programming language and integrated development Environments

What was used to inform this data?

- In class quizzes and walkthroughs
- Mocks paper 2 – 80 marks (90 minutes)

Mocks on paper 1 and paper 2 90 minutes each



# GCSE Business Studies

ATL, WAG and Predicted Grade

**Y10**

**Y11**

**Progress  
Check 1**

What knowledge (areas of the specification is this assessing)?

Theme 1

- **Topic 1.1 Enterprise and entrepreneurship**  
*students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship.*
- **Topic 1.2 Spotting a business opportunity**  
*students will explore how new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition.*

- **Topic 2.1 Growing the business**  
*– students are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.*

What was used to inform this data?

- Summative assessment - 1.1 & 1.2 (30 Marks)

- Summative assessment - 2.1 - Business Growth (30 Marks)
- Formative assessment - Quizzes

**Progress  
Check 2**

What knowledge (areas of the specification is this based upon)?

Theme 1

Content overview

- Topic 1.1 Enterprise and entrepreneurship
- Topic 1.2 Spotting a business opportunity
- Topic 1.3 Putting a business idea into practice
- Topic 1.4 Making the business effective
- Topic 1.5 Understanding external influences on business

All the content from

- **Theme 1: Investigating small business (\*Paper code: 1BS0/01)**
- **Theme 2: Building a business (Paper code: 1BS0/02)**

What was used to inform this data?

- **Mocks Theme 1 – Investigating small business (90 Minutes)**

**Mocks for both themes**  
**Theme 1 – 90 Marks (90 Minutes)**  
**Theme 2 – 90 Marks (90Minutes)**

# GCSE Digital IT

ATL, WAG and Predicted Grade		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>Year 10 are finishing their component 1 course work on Exploring User Interface Design Principles and Project Planning Techniques, which is controlled assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be finishing their component 2 course work on Collecting, Presenting and Interpreting Data , and this will be submitted in December.</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>Teachers will be moderating, and grades will be submitted in December</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will be moderating the work and grades will be submitted</li> </ul>
Progress Check 2	What knowledge (areas of the specification is this based upon)?	Students will be moving to component 2 on Collecting, Presenting and Interpreting Data in controlled assessment to be submitted in 2024	Students will be moving to component 3 - Effective Digital Working Practices to be revising for their external exam.
	What was used to inform this data?	<ul style="list-style-type: none"> <li>In class teacher moderation</li> </ul>	In class past paper walkthrough and topic test will take place

# Key Stage 3 Art

ATL and “Stage of Excellence”- Novice  
Below / Developing / Secure / Extending

	<b>Y7</b>	<b>Y8</b>	<b>Y9</b>
<b>Progress Check 1</b>	<p>What knowledge (areas of the specification is this assessing)?</p> <ul style="list-style-type: none"> <li>• Creativity and control when applying media.</li> <li>• Knowledge and understanding of the visual elements in Art</li> <li>• Application of tone to create the illusion of 3D form.</li> <li>• Accuracy of scale, shape and proportion.</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity and control when applying media.</li> <li>• Knowledge and understanding of Portraiture genre, Renaissance and Abstraction.</li> <li>• Application of tone to define facial contours.</li> <li>• Accuracy of scale, shape and proportion.</li> </ul>	<ul style="list-style-type: none"> <li>• Thoughtful analysis of critical sources.</li> <li>• Knowledge and understanding of issue based/activist art.</li> <li>• Accuracy of scale, shape and proportion</li> <li>• Application of tone to create the illusion of form and definition of subject matter.</li> <li>• Can combine visual elements and text to create an effective graphic design.</li> </ul>
	<p>What was used to inform this data?</p> <ul style="list-style-type: none"> <li>• Classroom based baseline drawing assessment</li> <li>• Classwork tasks including Visual Elements title page</li> <li>• Articulation (verbal and written) of subject knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Classwork including facial feature observation and Portraiture title page</li> <li>• Articulation (verbal and written) of subject knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Internal exam – 2 hours - including an observation task, critical analysis and response plan</li> </ul>
<b>Progress Check 2</b>	<p>What knowledge (areas of the specification is this based upon)?</p> <ul style="list-style-type: none"> <li>• Application of tone to create the illusion of 3D form.</li> <li>• Application of the visual elements to describe works of art</li> <li>• Accuracy of scale, shape and proportion.</li> <li>• Development of personal response.</li> </ul>	<ul style="list-style-type: none"> <li>• Application of tone to create the illusion of 3d form</li> <li>• Compare and contrast works of art</li> <li>• Accuracy of scale, shape and proportion</li> <li>• Development of personal response.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate presentation of critical study</li> <li>• Thoughtful and purposeful analysis of critical sources</li> <li>• Control and consistency when applying media</li> <li>• Accuracy of scale, shape and proportion</li> <li>• Application of tone to create realistic facial contouring.</li> <li>• Creation of personal response</li> </ul>
	<p>What was used to inform this data?</p> <ul style="list-style-type: none"> <li>• Formal assessment – classroom based – 2 hours – including a description task, observational task and design task.</li> </ul>	<p>Formal assessment – classroom based – 2 hours – including a description task, observational task and a design task.</p>	<ul style="list-style-type: none"> <li>• Classwork including portrait studies and critical studies.</li> </ul>

ATL, WAG and Predicted Grade

**Y10**

**Y11**

**Progress  
Check 1**

What knowledge (areas of the specification is this assessing)?

- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- Further work observational studies – reductive and expressive drawing

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates visual understanding of language.
- Further work observational studies and Architecture project

What was used to inform this data?

- Assessment of further work

- Assessment of portfolio including sustained project and further work.

**Progress  
Check 2**

What knowledge (areas of the specification is this based upon)?

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
- Further work and sustained project

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
- Further work, sustained project and exam project.

What was used to inform this data?

- Internal exam - 5 hours
- Assessment of portfolio to date

- Internal exam – 10 hours
- Assessment of portfolio and exam project to date

# Key Stage 3 Performing Arts - Drama

ATL and "Stage of Excellence"- Novice  
Below / Developing / Secure / Extending

		Y7	Y8	Y9
<b>Progress Check 1</b>  <b>(Carousel 1)</b>	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>Script work - The Terrible Fate of Humpty Dumpty</li> <li>Acting skills – Facial Expressions, Hand gestures, Body Language, Posture, Gait, Voice (Pitch, Pace, Tone and Volume).</li> <li>Characterisation and expressing emotions</li> <li>Impact on the audience - staying in character</li> <li>Basic techniques – tableaux, thought-track, flashback, flash-forward.</li> </ul>	<ul style="list-style-type: none"> <li>Using their imagination to build their interpretation from a stimulus.</li> <li>Acting skills – Facial Expressions, Hand gestures, Body Language, Posture, Movement, Voice (Pitch, Pace, Tone and Volume), stage space.</li> <li>Creating an atmosphere to reflect the genre – Tension, Mystery.</li> <li>Techniques – Soundscapes, Writing.</li> </ul>	<ul style="list-style-type: none"> <li>Building their knowledge and understanding of stage spaces, devising and practitioners that have had a huge influence on drama around the world.</li> <li>Naturalism, Epic Theatre and Theatre of Cruelty.</li> <li>Physical Theatre – Chair Duets and Movement</li> <li>Acting skills – Facial Expressions, Hand gestures, Body Language, Posture, Movement, Voice (Pitch, Pace, Tone and Volume), stage space, proxemics.</li> </ul>
	What was used to inform this data?	Assessment of practical performance This is marked out of 30. 10 - Rehearsal 10 – Performance with confidence and use of movement and body language 10 – Performance with use of voice to reflect their characters. Articulation (verbal and written) of subject knowledge	Assessment of practical performance – mystery/tense atmosphere. This is marked out of 30. 10 - Rehearsal 10 – Performance with confidence and use of movement and body language 10 – Performance with use of voice to reflect their characters. Articulation (verbal and written) of subject knowledge	Assessment of practical work Internal formal assessment of knowledge
<b>Progress Check 1</b>  <b>(Carousel 2)</b>	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>Script work - The Terrible Fate of Humpty Dumpty</li> <li>Acting skills – Facial Expressions, Hand gestures, Body Language, Posture, Gait, Voice (Pitch, Pace, Tone and Volume).</li> <li>Characterisation and expressing emotions</li> <li>Impact on the audience - staying in character</li> <li>Role on the walls, Monologues and news reports</li> </ul>	<ul style="list-style-type: none"> <li>Using their imagination to build their interpretation from a stimulus.</li> <li>Acting skills – Facial Expressions, Hand gestures, Body Language, Posture, Movement, Voice (Pitch, Pace, Tone and Volume), stage space.</li> <li>Creating an atmosphere to reflect the genre – Tension, Mystery.</li> <li>Techniques – Soundscapes, Monologues, Direct address, Control.</li> </ul>	<ul style="list-style-type: none"> <li>Building their knowledge and understanding of stage spaces, devising and practitioners that have had a huge influence on drama around the world.</li> <li>Naturalism, Epic Theatre and Theatre of Cruelty.</li> <li>Physical Theatre – Chair Duets and Movement</li> <li>Acting skills – Facial Expressions, Hand gestures, Body Language, Posture, Movement, Voice (Pitch, Pace, Tone and Volume), stage space, proxemics.</li> </ul>
	What was used to inform this data?	Assessment of practical performance This is marked out of 30. 10 - Rehearsal 10 – Performance with confidence and use of movement and body language 10 – Performance with use of voice to reflect their characters. Articulation (verbal and written) of subject knowledge	Assessment of practical performance - monologue This is marked out of 30. 10 - Rehearsal 10 – Performance with confidence and use of movement and body language 10 – Performance with use of voice to reflect their characters. Articulation (verbal and written) of subject knowledge	Assessment of practical performance – stimulus/self-created This is marked out of 30. 10 - Rehearsal 10 – Performance with confidence and use of movement and body language 10 – Performance with use of voice to reflect their characters. Articulation (verbal and written) of subject knowledge

# GCSE Performing Arts – Drama Pathway

ATL, WAG and Predicted Grade

		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?	Building knowledge and understanding of Drama <ul style="list-style-type: none"> <li>• Characterisation, Emotion, Articulation, Use of Breath and Pauses, Stressed – Non-Stressed Syllables, Emphasis and Physicality.</li> <li>• Influence of practitioners - Naturalism, Epic Theatre and Theatre of Cruelty.</li> <li>• Script work – Unit 1 WJEC</li> </ul>	Applying their knowledge and understanding of stage spaces, devising and practitioners that have had a huge influence on drama around the world. <ul style="list-style-type: none"> <li>• Influence of practitioners - Naturalism, Epic Theatre and Theatre of Cruelty.</li> <li>• Naturalism vs Non-Naturalism</li> <li>• Genres</li> <li>• Aims and Intentions</li> <li>• Target Audience</li> <li>• Entrances and Exits</li> <li>• Script writing</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• Students complete Unit 1 of the WJEC Performing Arts course.</li> <li>• Students to have performed an existing piece of material as well as produced a document of completed tasks.</li> <li>• Marked out of 60.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Unit 2 of the WJEC Performing Arts Course.</li> <li>• Students devise and perform their own work based on a stimulus (brief) provided by WJEC.</li> <li>• Students to have produced a document with completed written tasks.</li> <li>• Marked out of 60.</li> </ul>
Progress Check 2	What knowledge (areas of the specification is this based upon)?	Building their knowledge and understanding of stage spaces, devising and practitioners that have had a huge influence on drama around the world. <ul style="list-style-type: none"> <li>• Influence of practitioners - Naturalism, Epic Theatre and Theatre of Cruelty.</li> <li>• Naturalism vs Non-Naturalism</li> <li>• Genres</li> <li>• Aims and Intentions</li> <li>• Target Audience</li> <li>• Entrances and Exits</li> <li>• Script writing</li> <li>• Roles within the industry</li> </ul>	Content taught based on the business and management sector of the performing arts industry. <ul style="list-style-type: none"> <li>• Planning performance work</li> <li>• Promoting and pitching</li> <li>• Evaluating and reflecting</li> <li>• Social, cultural, political and historical contexts</li> <li>• Mood and style/genre</li> <li>• Performance space/venue</li> <li>• Themes and ideas</li> <li>• Aims and Intentions</li> <li>• Target audience</li> <li>• Practitioner</li> <li>• Different types of organisations that create performance</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• Mock – Unit 2 - Devising.</li> <li>• Students devise and perform their own work based on a stimulus (brief) provided by WJEC.</li> <li>• Students to have produced a document with completed written tasks.</li> <li>• Marked out of 60.</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Unit 3 of the WJEC Performing Arts course.</li> <li>• Students devise and perform their own work based on a stimulus (brief) provided by WJEC.</li> <li>• Students to have produced a document with completed written tasks.</li> <li>• Marked out of 80.</li> </ul>

# Key Stage 3 Performing Arts - Music

ATL and "Stage of Excellence"- Novice Below /  
Developing / Secure / Extending

		Y7	Y8	Y9
<b>Progress Check 1</b>  <b>(Carousel 1)</b>	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>• Listening Skill-recognizing notation e.g., minims, crotchets and quavers, recognizing different musical families e.g. The String family. Appraising genres of music from around the world</li> </ul>	<ul style="list-style-type: none"> <li>• Blues</li> <li>• Learn the inception of Blues Music</li> <li>• Learn how to play 12 bars blues</li> <li>• Learn how to play walking bass</li> <li>• Learn what is a chord</li> </ul>	<ul style="list-style-type: none"> <li>• Film Music</li> <li>• Learn how music is used in film</li> <li>• Musical Techniques-staccato, legato</li> <li>• Dynamics</li> <li>• Harmony including Dissonance, minor, ambiguous and cluster chords to create mood</li> <li>• Mickey Mousing (Foley) learn how to use samples and arrange in the appropriate part of film.</li> <li>• Learn what a leitmotif is and how to compose one to represent a character.</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• Baseline Listening &amp; Appraising test</li> <li>• Articulation (verbal and written) of subject knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of practical work</li> <li>• Articulation (verbal and written) of subject knowledge</li> </ul>	Assessment of practical work <ul style="list-style-type: none"> <li>• Formal internal assessment of knowledge</li> </ul>
<b>Progress Check 2</b>  <b>(Carousel 2)</b>	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>• Elements of Music</li> <li>• Pitch high &amp; low sounds</li> <li>• Tempo- fast, midtempo &amp; slow</li> <li>• Sonority/timbre-character-tone color of instrument, sound</li> <li>• Texture-Thick-Thin</li> <li>• Structure-Layout of music</li> <li>• Music notation-notes on the stave -Lines &amp; spaces</li> <li>• Note values Semibreve, minim, crotchet &amp; quaver</li> <li>• Keyboard Skills-learning how to play chords and melodies. Hand Technique</li> <li>• Learning how to I'm yours Jason Mraz</li> <li>• Introduction to playing simple melodies e.g Ode to Joy</li> </ul>	<ul style="list-style-type: none"> <li>• Reggae</li> <li>• Learn the inception of reggae music</li> <li>• Learn how to play the rhythm of reggae on beats 2 &amp; 4</li> <li>• Learn how to play chords</li> <li>• Perform as a whole class</li> </ul>	<ul style="list-style-type: none"> <li>• Remix</li> <li>• What is a remix? It is musical device/composition used to give a new musical perspective on a song.</li> <li>• Learn how to use the computer as musical tool</li> <li>• Learn how to use music software logic pro</li> <li>• Learn how to compose a remix with given vocals</li> <li>• Learn how structure</li> <li>• Learn how to compose chords</li> <li>• Learn how to record your own drum beat</li> <li>• Learn how to musically build textures</li> <li>• Learn how to compose a melody</li> <li>• Learn how to set a correct tempo that fits the given vocal</li> <li>• Learn how to re -arrange vocal</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• Assessment of practical work</li> <li>• Articulation (verbal and written) of subject knowledge</li> </ul>	Assessment of practical work Articulation (verbal and written) of subject knowledge	Assessment of practical work Articulation (verbal and written) of subject knowledge

# GCSE Performing Arts - Music pathway

ATL, WAG and Predicted Grade

		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>•Learn how to research specific information that is relevant to Unit 1</li> <li>•Keep a log of rehearsals/composition</li> <li>•Understand and use musical terminology</li> <li>•Learn about different practitioners and how they compose using musical techniques</li> <li>•Learn how to work in group</li> <li>•Vocal techniques-singing in unison and harmony</li> </ul>	<ul style="list-style-type: none"> <li>•Learn how to research specific information that is relevant to Unit 1</li> <li>•Keep a log of rehearsals/composition</li> <li>•Understand and use musical terminology</li> <li>•Learn about different practitioners and how they compose using musical techniques –how they use various chord progressions to create a mood.</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• Summative assessment-Teacher assessed units</li> <li>• Articulation (verbal and written) of subject knowledge</li> </ul>	<ul style="list-style-type: none"> <li>•Summative assessment-Teacher assessed units</li> <li>•Articulation (verbal and written) of subject knowledge</li> </ul>
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>•Learn how to research specific information that is relevant to Unit 2</li> <li>•Keep a log of rehearsals/composition</li> <li>•Understand and use musical terminology</li> <li>•Learn about different practitioners and how they compose using musical techniques like articulation, structure</li> </ul>	<ul style="list-style-type: none"> <li>•Learn how to research specific information that is relevant to Unit 2 &amp; 3</li> <li>•Keep a log of rehearsals/composition</li> <li>•Understand and use musical terminology</li> <li>•Learn about different practitioners and how they compose using musical techniques like using polyphonic textures and harmony</li> </ul> <p>Unit 3 Learn how research and plan an event e.g. Music Festival Learn how to present and pitch a bid for your chosen event Learn how to find appropriate songs for chosen event Learn how to perform a short review or medley</p>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>• Summative assessment-Teacher assessed units</li> <li>• Articulation (verbal and written) of subject knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Summative assessment-Teacher assessed units</li> <li>• Articulation (verbal and written) of subject knowledge</li> </ul>



# Key Stage 3 Design Technology

ATL and "Stage of Excellence"- Novice  
Below / Developing / Secure / Extending

		Y7	Y8	Y9
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>DRAWING SKILLS</li> <li>SHADING</li> <li>RENDERING</li> <li>3D Isometric &amp; Orthographic projection</li> <li>CAD</li> </ul>	<ul style="list-style-type: none"> <li>PLASTICS - Lamp project</li> <li>LASER CUTTING</li> <li>CAD</li> <li>ELECTRONICS</li> <li>SOLDERING</li> </ul>	<ul style="list-style-type: none"> <li>TIMBERS - BIRD BOX PROJECT</li> <li>WOODWORK</li> <li>JOINTS</li> <li>FIXINGS</li> <li>FINISHES</li> </ul>
	What was used to inform this data?	IN CLASS ASSESSMENTS / TESTS	IN CLASS ASSESSMENTS / TESTS	IN CLASS ASSESSMENTS / TESTS
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>Structures</li> <li>Bridges</li> <li>Triangulation</li> <li>Making modelling</li> <li>Testing</li> <li>Researching</li> </ul>	<ul style="list-style-type: none"> <li>AERONAUTICAL ENGINEERING</li> <li>PRINCIPALS OF FLIGHT</li> <li>UNDERSTANDING MECHANICS</li> <li>MODELLING</li> <li>TESTING</li> </ul>	<ul style="list-style-type: none"> <li>CLOCK PROJECT</li> <li>PLASTICS</li> <li>DESIGN MOVEMENTS</li> <li>CAD</li> <li>LASER CUTTING</li> </ul>
	What was used to inform this data?	IN CLASS ASSESSMENTS / TESTS	N CLASS ASSESSMENTS / TESTS	N CLASS ASSESSMENTS / TESTS

# GCSE Design Technology

ATL, WAG and Predicted Grade

**Y10**

**Y11**

**Progress Check 1**

What knowledge (areas of the specification is this assessing)?

- INDUSTRY AND ENTERPRISE
- SUSTAINABILITY/ENVIRONMENT
- PEOPLE CULTURE AND SOCIETY
- PRODUCTION TECHNIQUES
- INFORMING DESIGN DECISIONS
- ENERGY GENERATION
- ENERGY STORAGE
- MODERN MATERIALS
- SMART MATERIALS
- COMPOSITE MATERIALS & TECHNICAL TEXTILES
- SYSTEMS APPROACH TO DESIGN

- ELECTRONIC SYSTEMS PROCESSING
- MECHANICAL DEVICES
- PAPERS AND BOARDS
- TIMBERS
- METALS AND ALLOYS
- POLYMERS
- TEXTILES
- 20th century chair project

- ALL OF THE YR 10 THEORY PLUS **COURSEWORK**  
COURSEWORK SET BY EXAM BOARD 50%  
DEADLINES SET BY TEACHER
- INDUSTRY AND ENTERPRISE
  - SUSTAINABILITY/ENVIRONMENT
  - PEOPLE CULTURE AND SOCIETY
  - PRODUCTION TECHNIQUES
  - INFORMING DESIGN DECISIONS
  - ENERGY GENERATION
  - ENERGY STORAGE
  - MODERN MATERIALS

- SMART MATERIALS
- COMPOSITE MATERIALS & TECHNICAL TEXTILES
- SYSTEMS APPROACH TO DESIGN
- ELECTRONIC SYSTEMS PROCESSING
- MECHANICAL DEVICES
- PAPERS AND BOARDS
- TIMBERS
- METALS AND ALLOYS
- POLYMERS
- TEXTILES

What was used to inform this data?

- Teacher assessment made during each lesson as well as
- Classroom quizzes
- Unit test in classrooms (1hr)

- TBC

**Progress Check 2**

What knowledge (areas of the specification is this based upon)?

- ALL THE ABOVE AND
- FORCES AND STRESSES
  - IMPROVING FUNCTIONALITY
  - ECOLOGICAL AND SOCIAL FOOTPRINT
  - THE 6 Rs
  - SCALES OF PRODUCTION
  - SOURCES AND ORIGINS OF WOODS
  - WORKIGN WITH WOOD
  - COMERCIAL MANUFACTURING
  - INVESTIGATION, PRIMARY SECONDARY AND TERIRIARY RESEARCH
  - THE WORK OF OTHERS
  - DESIGN STRATEGIES
  - COMMUNICATION OF DESIGN IDEAS

- SELECTION OF MATERIALS
- TOLERANCES
- MATERIAL MEANAGEMENT
- TOOLS, EQUIPT, TECHNIQUES AND FINISHES
- SUURFACE TREATMENTS/FINISHES
- Electronics/Speaker project

- All of the following plus **coursework**
- FORCES AND STRESSES
  - IMPROVING FUNCTIONALITY
  - ECOLOGICAL AND SOCIAL FOOTPRINT
  - THE 6 Rs
  - SCALES OF PRODUCTION
  - SOURCES AND ORIGINS OF WOODS
  - WORKIGN WITH WOOD
  - COMERCIAL MANUFACTURING

- INVESTIGATION, PRIMARY SECONDARY AND TERIRIARY RESEARCH
- THE WORK OF OTHERS
- DESIGN STRATEGIES
- COMMUNICATION OF DESIGN IDEAS
- SELECTION OF MATERIALS
- TOLERANCES
- MATERIAL MEANAGEMENT
- TOOLS, EQUIPT, TECHNIQUES AND FINISHES
- SUURFACE TREATMENTS/FINISHES

What was used to inform this data?

- Mock Exam using a past exam papers
- Venue: classroom
- Exam markers to standardize and moderate marking
- Grade Boundaries agreed after marking
- **FORMAL EXAM**

- TBC

# GCSE Sociology

ATL, WAG and Predicted Grade		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?	<ul style="list-style-type: none"> <li>Sociological Approaches</li> <li>Research Methods</li> </ul>	<ul style="list-style-type: none"> <li>Crime and Deviance</li> <li>Social Stratification</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>Assessments using AQA exam questions and mark scheme.</li> <li>Classroom topic tests</li> <li>General classwork</li> </ul>	<ul style="list-style-type: none"> <li>Assessments using AQA exam questions and mark scheme.</li> <li>Classroom topic tests</li> <li>General classwork</li> </ul>
Progress Check 2	What knowledge (areas of the specification is this based upon)?	<ul style="list-style-type: none"> <li>Families and Households</li> <li>Education</li> </ul>	<ul style="list-style-type: none"> <li>Sociological Approaches</li> <li>Research Methods</li> <li>Families Module</li> <li>Education Module</li> <li>Crime and Deviance</li> <li>Social Stratification</li> </ul> <p>At this point, the students will have covered all content within the course.</p>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>Assessments using AQA exam questions and mark scheme.</li> <li>Classroom topic tests</li> <li>General classwork</li> <li>Mock Examination results</li> </ul>	<ul style="list-style-type: none"> <li>Mock Examination results</li> <li>Assessments using AQA exam questions and mark scheme.</li> <li>Classroom topic tests</li> <li>General classwork</li> </ul>

# GCSE Psychology

ATL, WAG and Predicted Grade

**Y10**

**Y11**

**Progress  
Check 1**

What knowledge (areas of the specification is this assessing)?

- Research Methods
- Memory

- Research Methods
- Memory
- Perception
- Cognitive Development
- Social Influence
- Language, Thought and Communication

What was used to inform this data?

- Assessments using AQA exam questions and mark scheme.
- Classroom topic tests
- Seneca Homework Tasks
- General classwork

- Assessments using AQA exam questions and mark scheme.
- Classroom topic tests
- Seneca Homework Tasks
- General classwork

**Progress  
Check 2**

What knowledge (areas of the specification is this based upon)?

- Research Methods
- Memory
- Perception
- Cognitive Development

- Research Methods
- Memory
- Perception
- Cognitive Development
- Social Influence
- Language, Thought and Communication
- Neuropsychology
- Psychological Problems

**At this point, the students will have covered all content within the course.**

What was used to inform this data?

- Assessments using AQA exam questions and mark scheme.
- Classroom topic tests
- Seneca Homework Tasks
- General classwork
- Mock Examination results

- Mock Examination results
- Assessments using AQA exam questions and mark scheme.
- Classroom topic tests
- Seneca Homework Tasks
- General classwork

# GCSE Photography

ATL, WAG and Predicted Grade

**Y10**

**Y11**

**Progress  
Check 1**

What knowledge (areas of the specification is this assessing)?

- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- Key Concepts project: ABC challenge and composition

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
- Key Concepts and sustained project

What was used to inform this data?

- Classwork: Image taking, written annotation
- Articulation (verbal and written) of subject knowledge

- Assessment of portfolio including sustained project and further work

**Progress  
Check 2**

What knowledge (areas of the specification is this based upon)?

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
- Key Concepts and sustained project

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.
- Key Concepts, sustained project and exam project

What was used to inform this data?

- Internal exam – 5 hours
- Assessment of portfolio work to date.

- Internal exam – 10 hours
- Assessment of portfolio and exam project to date.

# GCSE Food Preparation and Nutrition

ATL, WAG and Predicted Grade		Y10	Y11
Progress Check 1	What knowledge (areas of the specification is this assessing)?	Food, nutrition and health Food science Food safety	<ul style="list-style-type: none"> <li>NEA 1 and 2 will test student's knowledge and understanding of topics studied in year 10.</li> <li>NEA 1 (15% of final grade) will be issued in term 1 of year 11 and will focus on food science-the properties and functions of ingredients.</li> </ul>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>AQA past specification/mark scheme</li> <li>Topic tests</li> <li>Written communication</li> <li>Articulation-response to classroom questioning</li> </ul>	<ul style="list-style-type: none"> <li>AQA exemplar resources.</li> <li>Grade descriptors</li> </ul>
Progress Check 2	What knowledge (areas of the specification is this based upon)?	As above plus Food choice Food provenance	<p>NEA 2. Students will undertake independent work based on a theme. Students will select from a series of topics and will choose 1 to study in detail. (35% of overall grade). They will each produce an individual portfolio of work and will complete a 3-hour practical exam.</p> <p>Students will undertake a written examination in year 11, which will cover aspects of each of the topics studied in depth, during year 10.</p>
	What was used to inform this data?	<ul style="list-style-type: none"> <li>Mock non examination assessment task.</li> <li>Topic tests</li> <li>Written communication</li> <li>Articulation-response to classroom questioning.</li> </ul>	<p>Skills demonstrated</p> <p>Knowledge and understanding of the functions of ingredients demonstrated.</p> <p>Written communication</p> <p>AQA mark scheme</p>

# BTEC Health & Social Care

ATL, WAG and Predicted Grade

**Y10**

**Y11**

**Progress  
Check 1**

What knowledge (areas of the specification is this assessing)?

**RO33 (coursework)**

1. Life Stages
2. Impacts of life events
3. Sources of support

**RO35 (coursework)**

- Public Health Issues and the impact on society
- Factors Influencing health
- Planning, delivering and evaluating a health promotion campaign

**RO32 (Exam)**

- Rights of service users
- Person-centred values
- Effective communication
- Protecting service users and service providers

What was used to inform this data?

Coursework preparation  
Teacher feedback  
Coursework marking

- Coursework preparation
- Teacher feedback
- Coursework marking
- Mock exam

**Progress  
Check 2**

What knowledge (areas of the specification is this based upon)?

PIES development (physical, intellectual, emotional, social)  
Life stages and key milestones  
Factors affecting growth and development  
Life events and impacts on individuals  
Expected and unexpected life events  
Sources of support – informal support, charity support, formal support.  
The role of practitioners in providing support

The importance of a healthy society  
Public health challenges for society  
Factors influencing health and well-being  
Leading a healthy lifestyle  
Barriers leading to a healthy lifestyle  
Planning and delivering a health promotion campaign

Types of care settings  
The rights of service users  
The benefits to service users  
Person centred values  
Effects of service users  
Effective communication  
Non-verbal communication  
Protecting service users and service providers  
Infection prevention  
Safety procedures and measures

What was used to inform this data?

- Coursework tasks R033

- Coursework tasks R033
- Mock Exam R035