



## Spring Summative Assessment Year 10 2025

	SPRING ASSESSMENTS
ART	<p><b>DATE(s):</b> WB 24<sup>th</sup> February</p> <p><b>TOPIC:</b> Non-Exam Assessment (NEA)</p> <p><b>STRUCTURE:</b></p> <ul style="list-style-type: none"><li>• All work is part of their GCSE coursework and will be 60% of their overall GCSE grade.</li><li>• All work from the project so far will be assessed based on the work presented in their sketchbooks.</li><li>• <b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources.</li><li>• <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li><li>• <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses.</li><li>• <b>AO4:</b> present a personal and meaning response that realises intentions and demonstrates understanding of visual language.</li></ul> <p><b>TOTAL MARKS:</b> 96</p> <p><b>TIME:</b> All lessons up to that point in the term</p> <p><b>REVISION MATERIALS:</b> N/A</p> <p><b>REVISION CLUBS OR INTERVENTIONS:</b> Wednesday 3.30-4.30 in A1, and every lunch time.</p>
BUSINESS STUDIES	<p>Test content: Unit 3 and 4 Includes production method, quality, sales process, revenue, costs, profit and loss and cashflow</p> <p>Look at syllabus if more detail needed.</p> <p>Test format: 50 mins paper 1 stye questions 1-10 marks.</p> <p>Test resources Student folders Revision diagrams <a href="http://www.edugas.co.uk">www.edugas.co.uk</a> for free revision materials and past papers</p>
CHILD DEVELOPMENT	<p><b><u>No exam assessment in the Spring term.</u></b></p> <p>Students will complete coursework unit: <b><u>R058 - Create a safe environment and understand the nutritional needs of children from birth to five years.</u></b></p> <p>Task 1 – Select equipment for a playgroup and select and rejection the equipment chosen.</p> <p>Task 2 – Redesign a room in the playgroup and look at how the design of the room prevents accidents from happening.</p> <p>Task 3 – Research the different nutrients in formula milk and create a meal for the playgroup looking at the nutritional information and government guidelines.</p> <p>Task 4 – Students to create a plan and make a bottle feed, looking at their strengths and weaknesses of the practical.</p>

COMPUTER SCIENCE	<p><b>DATE(s): W/b First Week after half term</b>  <b>TOPIC: AQA Unit 3.2 - Programming</b>  <b>STRUCTURE:</b></p> <ol style="list-style-type: none"> <li>1. A series of exam questions covering all areas of unit 3.2</li> <li>2. All questions are from previous exam papers</li> </ol> <p><b>TOTAL MARKS:</b>  <b>TIME:</b> 50 minutes.  <b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• LearnITwithMrC.co.uk</li> <li>• Your exercise book</li> <li>• The Homework booklets</li> <li>• BBC Bitesize or other similar websites</li> </ul> <p>The knowledge organisers  <b>REVISION CLUBS OR INTERVENTIONS:</b>  Monday GCSE Practice/Revision/Homework Club</p>
DANCE	<p><b>DATE(s): TIME: Term 3 week 3</b>  <b>TOPICS: Performance skills and Explanations of own movement</b>  <i>Dance Anthology; work 2</i></p> <p>Structure of theory assessment</p> <p>Questions with a combination of one-word answers (identifying performance skills) and 6 mark extended explanations.  Questions related to the dance anthology covering stimuli, intent and key features with comparisons to work 1.</p> <p>MARKS: 52</p> <p><b>DATE(s): TIME: Term 4 week 3</b>  <b>TOPIC: Dance Performance mock duet/trio</b></p> <p>Structure of practical assessment</p> <p>Students to perform duet/trio  Evidence safe practice and performance (TEMP) Filmed assessment</p> <p><b>MARKS: 24 (scaled 48)</b></p> <p><b>REVISION MATERIALS:</b>  Dance Revision Guide (available from school)  TEMP skills knowledge organiser  Purple workbooks  Homework  Anthology booklet  AQA factfile</p> <p><b>CLUBS &amp; INTERVENTIONS:</b>  Open studio Monday lunchtime to practice set phrases and duet/trio.</p>
DESIGN TECHNOLOGY	<p><b>DATE(s): WB 24<sup>th</sup> February</b>  <b>TOPIC: Non-Exam Assessment (NEA)</b>  <b>STRUCTURE:</b></p> <ul style="list-style-type: none"> <li>• All work is part of their GCSE coursework and will be 50% of their overall GCSE grade.</li> <li>• All work from the project so far will be assessed based on the work presented in their PowerPoints.</li> <li>• Substantial design and make task</li> </ul>

	<ul style="list-style-type: none"> <li>Assessment criteria: <ul style="list-style-type: none"> <li>Identifying and investigating design possibilities</li> <li>Producing a design brief and specification</li> <li>Generating design ideas</li> <li>Developing design ideas</li> <li>Realising design ideas</li> <li>Analysing &amp; evaluating</li> </ul> </li> </ul> <p><b>TOTAL MARKS: 100</b>  <b>TIME:</b> All lessons up to that point in the term  <b>REVISION MATERIALS:</b> GCSE Bitesize, AQA Design and Technology 8552 Course Textbook by PG.  <b>REVISION CLUBS OR INTERVENTIONS:</b> Lunchtimes and Wednesday 3.30-4.30 in A6.</p>
DRAMA	<p>Component 2: Devised Drama</p> <p><b>Log 2: Development and collaboration</b></p> <p>Students are expected to explain:</p> <ul style="list-style-type: none"> <li>how they developed and refined their own ideas and those of the pair/group</li> <li>how they developed and refined the piece in rehearsal</li> </ul> <p>(Logbook – 20 marks)</p> <p><u>Performance</u></p> <ul style="list-style-type: none"> <li>the level of theatrical skills demonstrated in their performance or design</li> <li>the range of theatrical skills demonstrated in their performance or design</li> <li>their contribution to the effectiveness of the piece, made through their performance or design</li> <li>the inventiveness of their work, as evidenced through their performance or design</li> <li>their success in realising their individual artistic intentions</li> </ul> <p>(20 marks)</p> <p><b>Log 3: <u>Analysis and evaluation</u></b></p> <p>Students are expected to analyse and evaluate;</p> <ul style="list-style-type: none"> <li>how far they developed their theatrical skills</li> <li>the overall impact they had as individuals. Students should also appraise those areas for further development in their future devising work</li> </ul> <p>((Logbook – 20 marks)</p>
ENGLISH	<p><b>A Christmas Carol</b>  Extract/wider novel question /40</p> <p><b>C2 Language Section A</b>  Comprehension /40</p>
FRENCH	<p><b>DATE(s): WB 24/02</b></p> <p><b>TOPIC: Health and fitness</b>  <b>STRUCTURE</b> : Speaking and Writing  <b>TOTAL MARKS: 50</b>  <b>TIME: 1h30</b>  <b>REVISION MATERIALS: Homework booklets and Languagenut.com</b></p>
FOOD TECHNOLOGY	<p>DATE(s): W/B 10TH FEBRUARY</p> <p><b>TOPIC 2 : Healthy Eating</b></p> <ul style="list-style-type: none"> <li>The principles of The Eatwell Guide and relate this to diet through life.</li> <li>Dietary needs throughout life stages</li> <li>Macro and Micro nutrients</li> <li>Factors to be considered when planning and preparing food</li> </ul> <p><b>Structure</b></p>

	<ol style="list-style-type: none"> <li>1. Multiple choice questions</li> <li>2. Short answer questions</li> <li>3. Longer 4 and 8 marker question</li> </ol> <p>TOTAL CLASS ASSESSMENT MARKS: 50 TIME: 45 minutes. REVISION MATERIALS:</p> <ul style="list-style-type: none"> <li>• Your food folder</li> <li>• Homework booklets</li> <li>• Knowledge organisers</li> <li>• GCSE revision books</li> <li>• SENECA learning</li> </ul>
GEOGRAPHY	<p><b>DATE(s):</b> Completed between the 3<sup>rd</sup> March- 14<sup>th</sup> March (Class teachers will add the exact date for each class to arbor)</p> <p><b>TOPIC:</b> Section A (Tectonics, weather hazards and climate change) Section B (ecosystems and tropical rainforests)</p> <p><b>STRUCTURE AND AO'S:</b> GCSE exam paper sections</p> <p><b>TOTAL MARKS:</b> 49 marks</p> <p><b>TIME:</b> 1 hour</p> <p><b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Revision guides</li> <li>• Knowledge organisers</li> <li>• Resources from class teacher</li> <li>• GCSE pods</li> <li>• GCSE bitesize (AQA)</li> <li>• AQA for past paper questions</li> </ul> <p><b>REVISION CLUBS OR INTERVENTIONS:</b></p>
GRAPHICS	<p><b>DATE(s):</b> WB 24<sup>th</sup> February</p> <p><b>TOPIC:</b> Non-Exam Assessment (NEA)</p> <p><b>STRUCTURE:</b></p> <ul style="list-style-type: none"> <li>• All work is part of their GCSE coursework and will be 60% of their overall GCSE grade.</li> <li>• All work from the project so far will be assessed based on the work presented in their sketchbooks.</li> <li>• <b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>• <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• <b>AO4:</b> present a personal and meaning response that realises intentions and demonstrates understanding of visual language.</li> </ul> <p><b>TOTAL MARKS:</b> 96</p> <p><b>TIME:</b> All lessons up to that point in the term</p> <p><b>REVISION MATERIALS:</b> N/A</p> <p><b>REVISION CLUBS OR INTERVENTIONS:</b> Wednesday 3.30-4.30 in A1, and every lunch time.</p>
HAIR AND BEAUTY	<p><b>HAIR AND BEAUTY Level 1</b></p> <p><b>DATE(s):</b> An assessment will be taken after delivery of each module which will be every 6-8 weeks depending on the size of the module.</p> <p><b>TOPIC:</b> 103 – Women’s styling and 109 Manicure will be taken in term 2</p> <p><b>STRUCTURE AND AO'S:</b> 103 and 109 are assignments with written &amp; practical elements.</p> <p><b>TOTAL MARKS:</b> Pass, Merit, Distinction</p>

	<p><b>TIME:</b> Dependant on GLH (Guided learning hours) of the unit, usually 2-4 hours.  <b>REVISION MATERIALS:</b> Class workbook  <b>REVISION CLUBS OR INTERVENTIONS:</b> N/A</p> <p><b>HAIR AND BEAUTY Level 2</b>  <b>1 year course</b>  <b>DATE(s):</b> Beginning of March ready for the data collection for reports  <b>TOPIC:</b> Unit 201 – Industries in the sector, careers and links to other industries, key features of H&amp;B and its development in the last 100 years and ancient eras.  202 – A&amp;P of hair &amp; skin, use of acid &amp; alkaline, products and ingredients, infections, infestations and disorders of the hair &amp; skin, animal testing and alternatives, legislation, hair and allergy testing  Unit 203-1.1 The importance of using design, 1.2 the factors to consider when creating design images, 3.1-3.3 – plan, create and review design  <b>STRUCTURE AND AO'S:</b> Short answer questions and extended response question.  <b>TOTAL MARKS:</b> 60 marks  <b>TIME:</b> 1 hour  <b>REVISION MATERIALS:</b> Homework books, science coursework book, past/sample papers C&amp;G website <a href="https://www.cityandguilds.com/qualifications-and-apprenticeships/beauty-and-complementary-therapies/beauty/3038-technical-in-hair-and-beauty#tab=documents">https://www.cityandguilds.com/qualifications-and-apprenticeships/beauty-and-complementary-therapies/beauty/3038-technical-in-hair-and-beauty#tab=documents</a> .  <b>REVISION CLUBS OR INTERVENTIONS:</b> There will be revision sessions between the end of April and the exam in June, these dates will be emailed nearer the time.  A Synoptic assessment must be completed by the end of April for upload &amp; external moderation at the beginning of May. Live model will be required, details will be emailed nearer the time as per awarding body requirements.</p>
HISTORY	<p><b><u>Assessment 1: Spring 1</u></b>  <b>Date:</b>  <b>Topic:</b> Medicine Through Time: Medieval, Renaissance and Industrial and the Western Front.  <b>Question Structure:</b>  1) Describe one key feature... x2 [4 marks]- Western Front  4) Explain why [12 marks]- Medicine  5 or 6) ... How far do you agree [16 + 4 marks for Spelling, Punctuation and Grammar].</p> <p><b>Total Marks: 36</b></p> <p><b><u>Assessment 2: Spring 2</u></b>  <b>Date:</b>  <b>Topic:</b> Weimar and Nazi Germany- The Rise of Hitler (1921-1933): Early Background, The Munich Putsch, Rise of the Nazi Party, Hitler's rise to power.  <b>Question Structures:</b>  3a) How useful are the sources... [8 marks]  3b) What is the main difference between the interpretations [4 marks]  3c) Why are the interpretations different [4 marks]  3d) How far do you agree with the view in interpretation ___ for an enquiry into... [16 + 4 marks for Spelling, Punctuation and Grammar]  <b>Total marks: 36</b>  <b>Revision Materials:</b></p> <ul style="list-style-type: none"> <li>- GCSE Pod</li> <li>- Knowledge Organisers and Homework Booklets.</li> <li>- Revision Guides</li> <li>- Practice Paper Questions</li> </ul>
IT	<b>Coursework focus</b>
MATHS	<p><b>DATE(s):</b> 3 March 2025 p3 (H and G)  <b>STRUCTURE:</b> One calculator paper  <b>TOTAL MARKS:</b> 50  <b>TIME:</b> 1 hour  <b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Your exercise book</li> <li>• MathsWatch</li> <li>• <a href="https://www.mathsgenie.co.uk">https://www.mathsgenie.co.uk</a></li> <li>• <a href="https://corbettmaths.com">https://corbettmaths.com</a></li> </ul> <p><b>REVISION CLUBS OR INTERVENTIONS:</b>  GCSE revision clubs after school, ask your class teacher</p>

<p>MEDIA</p>	<p><b>DATE(s): January- April 2025</b>  <b>TOPIC:</b>  <b>Component 1, Section A: US film comparative study (Case Studies: Rebel Without a Cause &amp; Ferris Bueller’s Day Off)</b></p> <p><b>Section B- Technology</b>  <b>Component 2 Section A:</b></p> <p><b>Case Study: Slumdog Millionaire (Boyle, UK, 2008)</b></p> <p><b>AO’S:</b>  AO1 Demonstrate knowledge and understanding of elements of film</p> <p>AO2 Apply knowledge and understanding of elements of film, including to:</p> <ul style="list-style-type: none"> <li>• analyse and compare films</li> <li>• analyse and evaluate own work in relation to other professionally produced work</li> </ul> <p><b>TOTAL MARKS: 50 Marks</b>  <b>TIME: 5 Weeks</b>  <b>REVISION MATERIALS: GCSE Film Textbook scan (pending)</b>  <b>GCSE Film YouTube revision videos (existing and pending)</b>  <b>Factsheets</b></p> <p><b>REVISION CLUBS OR INTERVENTIONS: N4 lunchtime</b></p> <p><b>STRUCTURE:</b></p> <p>Films: Rebel Without A Cause/Ferris Bueller's Day Off (Hughes, 1986)- 103 mins- Film Screening &amp; Discussion/Initial Analysis- 30 mins</p> <p>Finish Film  Hollywood Film 2 Key Sequence Analysis – Genre</p> <p>Key Sequence Analysis – Narrative</p> <p>Hollywood Film 2- Sequences &amp; Contexts  Comparative Analysis</p> <p>EXAM FOCUS WEEK: Component 1, Section A – US Film Comparative Study &amp; Answer the exam questions for ‘Rebel without a cause’ and ‘Ferris Bueller’s Day Off’  Section B- Technology  <b>Global English Language Film (Component 2, Section A)</b>  <b>Film Screening: Slumdog Millionaire (Boyle, UK, 2008)</b></p>
<p>MUSIC</p>	
<p>PE</p>	<p><b>DATE(s):</b> Week commencing Monday 3<sup>rd</sup> February  <b>Topic:</b> <u>1.2, 1.3, 1.4, 1.5, 2.2, 3.1, 3.2, 3.3</u></p> <ul style="list-style-type: none"> <li>• The structure and functions of the cardio-respiratory system</li> <li>• Aerobic and anaerobic exercise</li> <li>• Short term and long term effects of exercise</li> <li>• Health and fitness</li> <li>• Components of fitness</li> <li>• Principles of training</li> <li>• SMART targets</li> <li>• Warming up and cooling down</li> </ul> <p><b>STRUCTURE AND AO’S:</b> Multiple choice, short answer questions and long answer questions. AO1, AO2 and AO3.  <b>TOTAL MARKS: 60 TIME: 60 minutes</b>  <b>REVISION MATERIALS:</b> Notes book, assessment book, revision guide, revision workbook, homework booklet, GCSE Pod and Senica.  <b>TOTAL ASSESSMENT WEIGHTING: 100% theory</b></p>

PHOTOGRAPHY	<p><b>DATE(s):</b> WB 24<sup>th</sup> February  <b>TOPIC:</b> Non-Exam Assessment (NEA)  <b>STRUCTURE:</b></p> <ul style="list-style-type: none"> <li>• All work is part of their GCSE coursework and will be 60% of their overall GCSE grade.</li> <li>• All work from the project so far will be assessed based on the work presented in their sketchbooks.</li> <li>• <b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources.</li> <li>• <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li> <li>• <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses.</li> <li>• <b>AO4:</b> present a personal and meaning response that realises intentions and demonstrates understanding of visual language.</li> </ul> <p><b>TOTAL MARKS:</b> 96  <b>TIME:</b> All lessons up to that point in the term  <b>REVISION MATERIALS:</b> N/A  <b>REVISION CLUBS OR INTERVENTIONS:</b> Wednesday 3.30-4.30 in A1, and every lunch time.</p>
SCIENCE	<ul style="list-style-type: none"> <li>• Atomic structure and the periodic table</li> <li>• Molecules and matter</li> <li>• Radioactivity</li> <li>• Nervous system</li> <li>• Homeostasis</li> </ul> <p>Mixture of short answer and long answer questions from GCSE past papers  Total marks: 50  Time: 50 minutes  Revision materials in the Teams homework folder</p>
SOCIOLOGY	<p><b>DATE(s):</b>  Completed between the 3<sup>rd</sup> March- 14<sup>th</sup> March (Class teachers will add the exact date for each class to arbor)</p> <p><b>TOPIC:</b>  Education</p> <p><b>STRUCTURE</b>  Past exam paper</p> <p><b>TOTAL MARKS:</b>  45</p> <p><b>TIME:</b> 1 hour</p> <p><b>REVISION MATERIALS:</b></p> <ul style="list-style-type: none"> <li>• Exercise books</li> <li>• Revision guides</li> <li>• Knowledge organisers</li> <li>• Resources from class teacher</li> <li>• GCSE pods</li> <li>• GCSE bitesize (WJEC)</li> <li>• WJEC website for past paper questions</li> </ul>
SPORT SCIENCE	<p><b>On going coursework for R182</b></p>

TEXTILES	<p><b>DATE(s):</b> WB 24<sup>th</sup> February</p> <p><b>TOPIC:</b> Non-Exam Assessment (NEA)</p> <p><b>STRUCTURE:</b></p> <ul style="list-style-type: none"><li>• All work is part of their GCSE coursework and will be 60% of their overall GCSE grade.</li><li>• All work from the project so far will be assessed based on the work presented in their sketchbooks.</li><li>• <b>AO1:</b> Develop ideas through investigations, demonstrating critical understanding of sources.</li><li>• <b>AO2:</b> Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.</li><li>• <b>AO3:</b> Record ideas, observations and insights relevant to intentions as work progresses.</li><li>• <b>AO4:</b> present a personal and meaning response that realises intentions and demonstrates understanding of visual language.</li></ul> <p><b>TOTAL MARKS:</b> 96</p> <p><b>TIME:</b> All lessons up to that point in the term</p> <p><b>REVISION MATERIALS:</b> N/A</p> <p><b>REVISION CLUBS OR INTERVENTIONS:</b> Wednesday 3.30-4.30 in A1, and every lunch time.</p>
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