

Our Ref: RS/JR  
8<sup>th</sup> November 2023

Dear Parent/Carer

I would, first of all, like to commend the vast majority of our Year 10 pupils upon a positive start to this academic year and I thank you for your contribution from home in ensuring that this continues. Next half term, we prepare to formally assess pupils in most of their subjects so that we can continue to monitor progress and address any gaps which have arisen. On the next page we give a broad outline of the assessments your child can expect in each area.

This important process, of pausing to assess where pupils are in their learning journey and to report results to you, continues throughout the year. We have provided a Year 10 Assessment and Reporting Calendar to give you a schedule of the important assessment events to look out for.

On this calendar, key events and terms are:

- Assessment Fortnight – the period in which pupils can expect to undertake class based assessments in most subjects. This will measure how well they remember and understand the work covered over a number of weeks. It is important for them to learn to prepare for these assessments and teachers will provide guidance on how to do this.
- Mock examinations – these examinations are designed to replicate the style and increased formality of external examinations to prepare pupils for their public examinations at the end of Year 11.
- Progress reports- these are sent to pupils and parents/carers to indicate attitudes to learning and standards of attainment in all subjects.
- Written reports – these are sent to pupils and parents/carers and allow teachers to describe, in more detail, attitudes to learning and standards of attainment in all subjects.
- Progress Evening – this event allows parents/carers to meet with their child's teachers face to face to discuss attitudes to learning and standards of attainment in all subjects.

I hope that you find this information useful and, on behalf of the staff at Blessed Trinity, will conclude by saying how much we look forward to working with you this academic year to ensure that your child has a happy and successful year at school.

Kind regards



Assistant Headteacher

## Year 10: Outline of Assessment Requirement for Progress Fortnight 1

Subject area	Assessment requirements
<b>English</b>	A written assessment on: <ul style="list-style-type: none"> <li>- A knowledge test to show understanding of all the anthology poems studied so far</li> </ul>
<b>Mathematics</b>	A written assessment at each tier, using GCSE questions on: <p><u>Foundation Tier</u></p> <ul style="list-style-type: none"> <li>- Year 10 units: number, algebra 1, data (graphs, tables, pie charts, stem and leaf, scatter graphs)</li> <li>- Knowledge of skills from key stage 3 may also be assessed</li> </ul> <p><u>Higher Tier</u></p> <ul style="list-style-type: none"> <li>- Year 10 units: number, algebra 1, averages and graphs</li> <li>- Knowledge of skills from key stage 3 may also be assessed</li> </ul>
<b>Science</b>	A previous examination question in the skills area of: <ul style="list-style-type: none"> <li>- bar charts (sensible scale, labelling axes, plotting data), interpreting and drawing conclusions from bar charts</li> </ul>
<b>Religious Studies</b>	A 'walking talking' GCSE question on ' <i>Theme 1: origins and Meaning</i> ' <ul style="list-style-type: none"> <li>- Catholic, non-religious and Jewish beliefs on the origins of the universe</li> <li>- Sanctity of life, Imago Dei and abortion from Catholic, non-Catholic, Christian and Jewish perspectives</li> <li>- Michelangelo's creation of Adam</li> </ul>
<b>Computing</b>	An online assessment on: <ul style="list-style-type: none"> <li>- Principles of computer science: binary, denary, hex conversions; additions; negative binary; ASCII data presentation</li> <li>- Computational thinking: flowchart; Python sequencing; data types and variables; input and debugging</li> </ul>
<b>Geography</b>	Past GCSE examinations questions on: <p><i>Natural Hazards</i></p> <ul style="list-style-type: none"> <li>- Tectonic hazards, weather hazards, climate change</li> </ul>
<b>History</b>	A set of GCSE questions on <p><i>Conflict and Tension: First World War 1894-1918</i></p> <ul style="list-style-type: none"> <li>- causes and steps to war</li> </ul>
<b>Spanish</b>	Listening, reading and writing assessments on <i>Holidays</i> : <ul style="list-style-type: none"> <li>- Use of preterite, present and future tenses</li> <li>- Use of idioms, complex structures, questions</li> <li>- Time phrases</li> </ul>

<b>French</b>	<p>Listening &amp; writing and reading assessments on GCSE Theme 1:</p> <ul style="list-style-type: none"> <li>- Myself and my family, Technology, Free time activities, Customs and traditions</li> </ul>
<b>Music and Music Technology</b>	<p><u>GCSE Music</u> Composition and performance on:</p> <ul style="list-style-type: none"> <li>- Introduction to composition and Sibelius</li> <li>- Composing a classical waltz</li> </ul> <p><u>Music Technology</u> Sequencing a piece of music, assessing: <i>Introductory work on GarageBand and course software</i></p> <ul style="list-style-type: none"> <li>- The digital audio workstation (DAW), hardware components, software functions, using DAW, creating audio using DAW, health and safety</li> <li>- Musical elements, structural sections, form, melody, harmony, rhythm, instrumentation, musical elements and styles , musical styles and technologies</li> </ul>
<b>Performing arts</b>	<p>A performing and writing assessment on: <u>Dance</u></p> <ul style="list-style-type: none"> <li>- A performance of our group dance Shadows.</li> </ul> <p>Written assessment on</p> <ul style="list-style-type: none"> <li>- production features of professional work Shadows</li> <li>- knowledge and understanding of performance skills.</li> </ul>
<b>Fine art &amp; Photography</b>	<p><u>Fine Art</u> Direct observational drawing of a pepper (or other relevant object) From the introductory course (Natural Forms), assessing:</p> <ul style="list-style-type: none"> <li>- drawing skills and techniques using a wide range of media (pencil, pen, crayon, charcoal, chalk, pastels)</li> </ul> <p><u>Photography</u> Creating a photoshoot using still life objects, to assess:</p> <ul style="list-style-type: none"> <li>- composition skills and camera skills (shutter speed, ISO, focus)</li> </ul>
<b>Design technology</b>	<p>Written assessment on:</p> <ul style="list-style-type: none"> <li>- 6Rs/environment, planned obsolescence and design for maintenance, scales of productions, isometrics</li> </ul>
<b>Hospitality and catering</b>	<p>Practical assessments Written assessment on <i>Food related causes of ill health</i></p> <ul style="list-style-type: none"> <li>- symptoms and prevention</li> </ul>
<b>PE</b>	<p>Online assessment (EverLerner) on: <u>GCSE PE</u></p> <ul style="list-style-type: none"> <li>- skeletal system, muscular system</li> </ul> <p><u>Sport and Coaching Principles</u> Unit2</p> <ul style="list-style-type: none"> <li>- Improving sporting performance, physiological factors, measures, and strategies.</li> </ul>

**Year 10 Calendar of Assessment and Reporting 2023-2024**

Week	Date	Year 10 Assessment Event
1	A	04-Sep-23
2	B	11-Sep-23
3	A	18-Sep-23
4	B	25-Sep-23
5	A	02-Oct-23
6	B	09-Oct-23
7	A	16-Oct-23
<b>8</b>		<b>23-Oct-23</b> Half term
9	B	30-Oct-23
10	A	06-Nov-23
11	B	13-Nov-23
12	A	20-Nov-23
13	B	27-Nov-23
14	A	04-Dec-23
15	B	11-Dec-23
16	A	18-Dec-23
17		25-Dec-23 Christmas Holiday
18		01-Jan-24 Christmas Holiday
19	B	08-Jan-24
20	A	15-Jan-24
21	B	22-Jan-24
22	A	29-Jan-24
23	B	05-Feb-24
<b>24</b>		<b>12-Feb-24</b> Half term
25	A	19-Feb-24
26	B	26-Feb-24
27	A	04-Mar-24
28	B	11-Mar-24
29	A	18-Mar-24
30	B	25-Mar-24
31		01-Apr-24 Easter Holiday
32		08-Apr-24 Easter Holiday
33	A	15-Apr-24
34	B	22-Apr-24
35	A	29-Apr-24
36	B	06-May-24
37	A	13-May-24
38	B	20-May-24
<b>39</b>		<b>27-May-24</b> Half term
40	A	03-Jun-24
41	B	10-Jun-24
42	A	17-Jun-24
43	B	24-Jun-24
44	A	01-Jul-24
45	B	08-Jul-24
46	A	15-Jul-24