

## **Year 10 Information for Parents – March 2026 Data Round**

### **Art and Design**

The Year 10 Art and Design assessment marks are based on the recent February assessment week. The department have moderated the students' work against AQA assessment objectives to ensure and maintain consistency. Students have been working on portfolio work since June, which they will continue to develop until January 2027 (portfolio work counts for 60% of the overall mark). The assessment grade gives an indication of the skills and knowledge developed so far on the course, using GCSE criteria.

### **Biology**

The year 10 Biology assessment percentage is based on the most recent assessment of bioenergetics. This included photosynthesis and respiration. The predicted grade is based on assessment scores from the 3 test students have sat so far (organisation, immunity, and bioenergetics).

### **Business Studies**

In Business Studies students have been working on Component 1 Exploring Enterprises. They are currently working on their Pearson Set Assignment (PSA) for Component 1 which is worth 30% of their final BTEC grade. The assessment grade is based on the three PSA tasks they have completed so far, this academic year.

### **Chemistry**

The year 10 Chemistry assessment percentage is from the structure and bonding assessment. The predicted grade is based on the average of two of the assessments carried out this year which are structure and bonding and the periodic table.

### **Combined Science**

The assessment percentage for Combined Science is an average of the assessments across the three sciences. In Biology the assessments have been on the topic of immunity. In Chemistry the assessments have been on the topic of structure and bonding. In Physics the assessments have been on electricity. The assessment grade is based on the average of the scores from these tests.

### **Computing**

A range of assessments have taken place, covering all the theory topics that have been taught so far. This assessment provides a good indication of performance in paper 2. Paper 1 content is mainly coding and algorithms that will be covered towards the end of year 10 into year 11.

### **Design and Technology**

Year 10 assessment in design and technology is based on 3 **key** areas of the subject: designing, practical skills and subject knowledge. Firstly, design work is assessed through the initial design-based project the students completed at the start of year 10. This element is worth 25% of the overall assessment grade. Secondly, practical skills have been assessed based on the wood joint box the students have completed. This element is also worth 25%. Finally, the students technical and

subject knowledge is assessed using end-of-topic tests that represents the remaining 50% of the grade.

### **Drama**

This term students have continued to devise their own plays for the Component 1: Devising (40% of the course). Their assessment of this is due to take place on April 1<sup>st</sup> so we will have further data updates on student progress at that point. They have also been taking notes on the devising process which will help them to write their controlled coursework which will take place during lessons after the Easter break. Alongside this we are continuing to revise for the written exam which they will complete at the end of year 11. This is based on the play DNA (all students should get their own copy – the school version by Dennis Kelly) and Live Theatre Evaluation (currently based on War Horse but the show for final exam TBC). Our assessment at this stage is carried over from the previous assessment and updated with predictions of devised performances and coursework.

### **English Language**

Throughout the start of the course, students have been learning the knowledge and skills required for GCSE English Language Paper 1 Section A and have completed an assessment on this. (25 % of the course) They have also completed imaginative and transactional writing responses which are part of their Paper 1 and Paper 2 Section Bs (50% of the course). The 'working at' grade is holistic and considers all the work the students have completed so far in the course.

In English Language, students are assessed using end of Year 11 GCSE criteria from the very beginning of the course. This means that Year 10 students are being measured against standards designed for pupils who have completed all the required reading, built a full range of analytical and writing skills, and developed the maturity and sophistication needed for the highest grades.

English is a cumulative subject: students' abilities naturally strengthen over time as they gain experience, refine their writing style, and acquire the more advanced skills that are only taught and fully accessible later in Year 11. It is therefore normal that students cannot yet reach the top-grade boundaries. Historically, students always improve substantially as they progress through Year 11, and teachers take this expected trajectory into account when planning and assessing.

We kindly ask parents to appreciate that English Language does not operate in the same way as many other subjects, where in some cases, content is perhaps less cumulative and more modular, or where early assessments reflect final outcomes more closely. For this reason, English Language grades at this point in the course are not directly comparable to those in other subjects. Your child's results should be viewed as a snapshot of where they are now within a long, developmental journey, not as a prediction of where they will finish.

### **English Literature**

Students have been reading a range of literary texts, including 'Macbeth', 'A Christmas Carol' and poetry since the beginning of Year 10 and have produced written responses that correspond to typical 'exam style' questions. Core knowledge also been assessed using quizzes, for example, literary terminology and quotations and context retrieval questions. They have completed a full

'Paper 1, Section A' Literature question which was a response for 'A Christmas Carol'. The 'working at' grade considers all the work the students have completed so far.

Please note that at this point in the course, it is not expected that students are able to access the full range of marks available as their skills have yet to be fully developed to reach the standard anticipated at the end of Year 11. In Year 10 there is a focus on learning the content, context and developing student knowledge. Specific skills required for the exam are fine-tuned as we move further through the course, where they learn the more sophisticated skill of applying their knowledge of core texts to examination style responses.

### **French**

The most French recent assessment covered reading, listening, grammar, translation and vocabulary on the topics of technology and celebrity culture. Students later did a translation into French task, testing them on all content since September as well as the past, present and future tenses. The highest grade available was a grade 8, as we have not yet covered the vocabulary and grammar needed to access higher grades. In the actual GCSE exams, students will sit four separate papers in reading, listening, writing and speaking.

### **Geography**

The 'Assessment %' is an average of the first three assessments students' have completed since the start of the GCSE course. They cover both human and physical topics to provide an accurate overview of how students are performing. Each assessment included multiple choice responses and open response questions. A more demanding 8-mark question was also included in each paper which some students found very challenging. A good geographical knowledge may have been demonstrated but if they did not fully answer the question, they could not access all the marks on offer. This is a skill that often takes time to master but we will continue to practise these throughout the course. Students have been reminded that there is a geography drop in on a Thursday lunchtime in CB6 and Wednesday after school in the LRC to help them plug any gaps in their knowledge ahead of their next assessment.

### **Health and Social Care**

Year 10 students are currently working on Topic Area 1 of the externally assessed unit R032 (Principles of Care in Health and Social Care Settings). Throughout Year 10, they have completed their first internally assessed unit R033 (Supporting Individuals through Life Events). Their assessment % was calculated through assessment of R033, and their assessment grade was given in line with this. Predicted grades have been calculated based on their current working at grade. Please note the grades are subject to change, as result of external moderation and will be confirmed in the summer of 2026.

### **History**

In history, students have completed two timed assessments since September; both covering the Germany 1890-1945 content so far. The assessments covered source analysis and evaluation skills and was formed from GCSE-style questions. Students will receive a percentage for their most recent assessment and a working at grade based on this assessment. The predicted grade will be calculated

from an average of all assessments taken so far this year and so may be slightly lower than their most recent assessment grade until we see them consistently performing at the higher grade.

### **IT (iMedia)**

Students have been working on the first of two units of coursework (RO94 digital design, 25%). This, along with evidence from initial teaching activities, will be used to assess students. The second unit of coursework (RO99 game design, 35%) will start towards the end of year 10 for submission at Christmas of year 11. The exam unit (RO93 the media industry, 40%) work will then become the focus from then on. All completed work has been used to estimate grades.

### **Maths**

The assessment percentage is the percentage scored on the most recent assessment. This is a current grade so we would expect students to begin to do better throughout Year 10 and 11 as their exam technique improves. The assessment contained GCSE content that has been covered this year as well as required pre-requisite material from KS3. Students were given a topic list and Sparx Maths revision codes to help them revise.

### **Music**

There are three modules to GCSE music: Performing (30%), Composing (30%) and Listening (40%). Within the Listening component, there are 4 areas of study, of which we have so far studied two, and the features within these areas. Students have been learning various technical terms as well as for many, new music theory concepts. We have also started to study one of the set works, 'Badinerie' by Bach. The listening assessment encapsulates these two areas of study and the set work.

Students are continuously practicing and rehearsing their instrument/voice with their specialist teacher and will perform a solo as part of the assessment, they are also working on an ensemble piece.

Students have made a start on their free composition which forms 15% of their final GCSE grade, so the assessment this year takes into account their progress and effort so far on their composition and assuming this continues at the same rate, how this will translate to a final grade.

The data for this time in the course is holistic and reflects the combined musical skills and progress so far in Performing, Composing and Listening.

### **Core PE**

Since September, students have had the opportunity to participate in practical PE lessons in our facilities. Students have participated in a variety of individual and team sports over the last two terms. Over the course of the year, students will participate in a diverse range of sports, developing their motor skills, knowledge of rules, tactics and strategies and competitive game play.

### **GCSE PE**

Since the start of the course, students have completed topic tests focusing on the components of fitness, skeletal system, muscular system, cardiovascular and respiratory systems, movement analysis, and the short and long-term effects of exercise. These topics are weighted between 10-20% each. This provided the students assessment % and grade. To

ensure we consider both the theoretical and practical components, the overall predicted grade is a combination of the test scores and 2 of the student's strongest practical grades to date.

### **Physics**

The year 10 Physics assessment percentage and assessment grade is based on the full GCSE Paper 1 completed this half term. The predicted grade is a reflection of all assessments completed as part of their GCSE studies so far.

### **Religious Studies**

Students have now completed three unit tests in class on Islamic Beliefs, Christian Beliefs and Issues of Relationships. The assessment percentage/grade is for the most recent test. The predicted grade is a holistic judgement and takes into account that we have yet to study some additional topics and that students will make additional progress in exam skills over time.

### **Spanish**

The most recent assessment covered reading, listening, translation and vocabulary on the topic of technology. Students later did a translation into Spanish task, testing them on all content since September as well as the past, present and future tenses. The highest grade available was a grade 7, as we have not yet covered the vocabulary and grammar needed to access higher grades. In the actual GCSE exam, they will undertake four separate papers in reading, listening, writing and speaking.