

## Year 10 Formal Assessments - 2022/23

### *YEAR 10 FORMAL ASSESSMENT SCHEDULE - 2022/2023*

DEPARTMENT	FORMAL ASSESSMENT (31 <sup>st</sup> October)	FORMAL ASSESSMENT (20 <sup>th</sup> December)	FORMAL ASSESSMENT (16 <sup>th</sup> March)	SUMMER ASSESSMENT June
<b>ART</b>	<p>Myself - fine art observational drawings.</p> <p>Pupils will research their own topic. They will present their research and first hand observations for assessment</p>	<p>Myself - development project</p> <p>Using a variety of mixed media techniques. Pupils develop their own project observations from primary and secondary research.</p>	<p>Connect with an artist-mixed media.</p> <p>Pupils extend their project using a variety of media and responding to the work of different artists</p>	<p>Digital montage</p> <p>Pupils will edit their own digital photographs using Adobe Photoshop. They will apply a variety of different tools and techniques to their work and produce a creative montage</p>
<b>English</b>	<p><b>Fictional/ Creative Recount: Write in the form of a letter</b>, using the correct features and accurate SPaG.</p> <p>Task: Write a letter, or series of letters, as a WWI soldier, fighting in the trenches.</p> <p>[CCEA Approved Task: Connected Learning - History &amp; ICT]</p> <p>Pupils are assessed on their ability to write an interesting and engaging creative recount, using</p>	<p><b>Reading Fictional Texts: Analysis of writer's craft</b> to read and locate relevant techniques and information in order to justify an opinion.</p> <p>Task: <i>Read the passage about a night raid on a puppy-farm. How does the writer use setting to create a sense of unease?</i></p> <p><i>Pupils are assessed on their ability to analyse the use of linguistic and structural features in a fictional text.</i></p>	<p><b>Reading Media Texts: Deconstruction of a leaflet</b> to analyse the use of presentational devices and language for effect.</p> <p>Task: <i>How does the presentational devices and language used in the advertisement help to promote and sell the product/experience?</i></p> <p><i>Pupils are assessed on their ability to analyse the use of presentational features and language</i></p>	<p><b>Fiction, Non-Fiction, and Media Texts Assessment</b></p> <p>Task: <i>(1) write a personal or persuasive speech using language and techniques for effect; (2) analyse the language and presentational features in a media text; and, (3) read and analyse a fictional text to show understanding of characterisation.</i></p> <p><i>Pupils are assessed on their knowledge and understanding of Fiction,</i></p>

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	the correct features and accurate SPaG.		<i>techniques in a media text.</i>	<i>Non-Fiction and Media Texts.</i>
<b>Maths</b>	<p><b><u>PERIMETER, AREA &amp; VOLUME</u></b></p> <ul style="list-style-type: none"> <li>Compound shapes</li> <li>Parallelograms</li> <li>The trapezium</li> <li>Rounding to a given number of decimal places</li> <li>Rounding to a given number of significant figures</li> <li>The Circle</li> <li>Parts of the circle</li> <li>Circumference <math>C = \pi d</math></li> <li>Parts of the circle</li> <li>Area of the Circle <math>A = \pi r^2</math></li> <li>Volumes of</li> <li>Cube / Cuboid</li> <li>L shaped Prisms</li> <li>Triangular Prisms</li> <li>Trapezoidal Prisms</li> <li>Cylinder</li> </ul> <p><b><u>TRANSFORMATIONS</u></b></p> <ul style="list-style-type: none"> <li>Rotate a given shape</li> <li>Enlarge a given shape</li> <li>Describe a transformation</li> </ul>	<p><b><u>STATISTICS</u></b></p> <ul style="list-style-type: none"> <li>Mean Mode Median &amp; Range calculations</li> <li>Scatter graphs and correlation</li> <li>Stem and Leaf diagrams</li> <li>Calculations from Frequency table</li> <li>Calculations from Grouped Frequency tables</li> <li><math>\frac{\sum fx}{\sum f}</math></li> <li>Drawing Frequency Polygons</li> <li>Interpreting Frequency Polygons</li> <li>Pie-Charts</li> </ul> <p><b><u>USING MATHS TASK</u></b> School Bags</p>	<p><b><u>Algebra</u></b></p> <ul style="list-style-type: none"> <li>Simplifying expressions</li> <li>Substitutions</li> <li>Finding expressions</li> <li>Finding the nth term/formula sequence</li> <li>Expanding a Single Bracket</li> <li>Factorisation</li> <li>Solving Equations</li> <li>Solving Equations with Brackets</li> <li>Inequalities on a number line</li> <li>Listing Integers</li> <li>Trial and Improvement</li> <li>Linear &amp; Quadratic Graphs</li> </ul>	<p><b><u>NUMBER FINANCE</u></b></p> <ul style="list-style-type: none"> <li>Fractions &amp; Percentages</li> <li>Budgeting</li> <li>Wages &amp; Salaries &amp; Tax</li> <li>Simple Interest</li> <li>Compound Interest</li> <li>Credit Agreement</li> <li>Ratio</li> <li>Best Buys</li> <li>Percentage Increase / Decrease / Profit / Loss</li> <li>Foreign Currency</li> </ul>
<b>Religion</b>	<p>Values and Attitudes</p> <ul style="list-style-type: none"> <li>My outer and inner self</li> <li>the Beatitudes</li> <li>staying true to my values</li> </ul>	<p>Values and Attitudes - overview</p> <p>Death and Eternal Life</p>	<p>Prayer</p> <p>Jesus leads people to prayer</p> <p>Your friendship with God</p> <p>Prayer Parables</p> <p>The Lord's Prayer</p>	<p>Values and Attitudes</p> <p>Death and Eternal Life</p> <p>Prayer</p> <p>Relationship with others</p> <p>Islam</p>

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<b>Home Economics</b>	Newspaper Article: Safe Food and Food Poisoning	End of Unit Test: Nutrition and Food Choices	Easter Themed Practical Assessment	End of Year Exam: will cover all units of work studied throughout the year
<b>Music</b>	Blues Music Listening Assessment	Samba Percussion Practical Assessment	Musical Notation Written Assessment	Unfamiliar Music Listening / Written
<b>History</b>	<p><b><u>Causes of WW1</u></b> Students will assess the relative importance of the long-term and short-term causes of WW1 (Militarism, Aliiances, Imperialism, Nationalism and The Assassination of Franz Ferdinand). Students will show the ability to use sources to extract historical information and to utilise them to provide substantiated answers and judgements.</p>	<p><b><u>Trench warfare</u></b> [Connected Learning - English] Students will write a letter (recount) from the trenches describing the features and conditions of trench warfare. They will show their skills of empathy and their writing skills and correct use of SPAG. Students will also be assessed on their recall of factual knowledge about the features and conditions of trench warfare.</p>	<p><b><u>The early life of Hitler. The rise of the Nazis. The causes of WW2</u></b> Students will demonstrate a knowledge and understanding of the key events of Hitler's early life and the factors which contributed to the growing popularity of the Nazi Party in Germany in the 1930s. Students will use their historical knowledge and understanding to assess the role played by Hitler and the allies in the outbreak of WW2.</p> <p>Students will also demonstrate a knowledge of the anti-Semitic rules of Germany in the 1930s and the persecution and genocide that took place during the Holocaust.</p>	Students will be assessed on all topics studied throughout the year.
<b>Geography</b>	<p><u>Focus for the Future</u></p> <ul style="list-style-type: none"> <li>• Renewables and non renewable sources of energy</li> <li>• How traditional power stations operate.</li> <li>• Nuclear energy</li> <li>• solar, wind, geothermal technology</li> </ul>	<p><u>Dynamic Earth</u></p> <ul style="list-style-type: none"> <li>• Plate tectonics</li> <li>• Volcanoes</li> <li>• Convection currents</li> <li>• Rock types</li> <li>• Earthquake consequences and recovery</li> </ul>	<p><u>Rivers and Coasts</u></p> <ul style="list-style-type: none"> <li>• Hydrological Cycle</li> <li>• River Profile</li> <li>• Erosion and Weathering</li> <li>• Meanders</li> <li>• Waterfalls</li> <li>• Coastal Processes</li> <li>• Erosion Landforms</li> </ul>	<p><u>Climate Change</u></p> <ul style="list-style-type: none"> <li>• What is climate change?</li> <li>• What is the future for the planet?</li> <li>• Consequences of Climate Change</li> <li>• Extreme Weather Events</li> <li>• UN Climate Change Speech</li> </ul>

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	<ul style="list-style-type: none"> <li>Green power</li> <li>Calculating Carbon footprint</li> </ul>		<ul style="list-style-type: none"> <li>Hard and Soft Engineering</li> <li>Case Study - Newcastle Coastal Management</li> </ul>	<ul style="list-style-type: none"> <li>Case Study - International Climate Change Agreement 2015</li> </ul>
<b>Irish</b>	Students will complete a speaking task to assess their knowledge of the topic of holidays. They will prepare and learn their answers beforehand, with a focus on pronunciation and use of a variety of tenses.	Students will complete reading and writing tasks on the topic of shopping, including listing key vocabulary, reading comprehension, translations and conjugating key verbs.	Students will complete a listening assessment. The topics that will be assessed will include holidays, local amenities, shopping and he body/health.	Students will complete a reading and writing assessment covering all topics from the start of Year 10.
<b>ICT</b>	<p><b><u>Databases</u></b> Students will create a database using the features of Microsoft Access. Within this database, students will be marked on their use of forms, queries, reports and the availability of a main menu with functioning buttons.</p>	<p><b><u>Introduction to Digital Technology</u></b> Students will be assessed on their ability to make effective use of Microsoft Word tools to create an informative poster that showcases understanding of "Digital Data" concepts</p>	<p><b><u>Moviemaker</u></b> (Life in the Trenches - link with History &amp; English) Students will create a movie based on Life in the Trenches that is covered in both History and English. Students will be assessed on their use of various Moviemaker tools including; transitions; animations; timings; audio; text captions; images.</p>	<p><b><u>Website Development</u></b> Students will make use of a web authoring application to create a website that represents an E-Portfolio detailing their personal information, achievements/ experiences, hobbies and interests.</p>
<b>Spanish</b>	Students will complete a speaking task to assess their knowledge of the topic of holidays. They will prepare and learn their answers beforehand, with a focus on pronunciation and use of a variety of tenses.	Students will complete reading and writing tasks on the topic of 'holidays', including listing key vocabulary, reading comprehension, translations and conjugating key verbs.	Students will complete a listening assessment. The topics that will be assessed will include food, drinks, meals, ordering in a restaurant and tapas.	Students will complete a reading and writing assessment covering all topics from the start of Year 10.
<b>Technology</b>	<p><b>Health &amp; safety</b></p> <p>100% Written exam</p> <p><u>Written:</u></p> <p>Pupils will complete a written exam covering all areas of the safe use of the workshop.</p>	<p><b>MP3 Speaker OG</b></p> <p><u>100% Practical</u></p> <p>Students will use the workshop tools and machines to construct an electronic MP3 Speaker</p> <p><b>Bird House Assessment JMA</b></p> <p><u>100% Exam-</u></p>	<p><b>MP3 Speaker JMA</b></p> <p><u>100% Practical</u></p> <p>Students will use the workshop tools and machines to construct an electronic MP3 Speaker</p> <p><b>Bird House Assessment OG</b></p> <p><u>100% Exam-</u></p>	<p><b>All areas covered:</b></p> <ul style="list-style-type: none"> <li>Health &amp; Safety</li> <li>Tools and Machines</li> <li>Materials and Processes for MP3 Speaker and Bird House</li> </ul>

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		Pupils will use the workshop to follow a set of plans to construct a wooden bird house.	Pupils will use the workshop to follow a set of plans to construct a wooden bird house.	
<b>LLW</b>	<p>What is employability?</p> <ul style="list-style-type: none"> <li>• Motivational Factors</li> <li>• Job satisfaction</li> <li>• Developing employability skills</li> <li>• The Aim of the EU and countries in it</li> <li>• Reasons why people choose to move abroad</li> </ul>	NO FA 2 - Following Careers Programme from Nov - March	NO FA 3 - Following Careers Programme from Nov - March	