

Year 10 Tracking Assessment Information for Parents – 2022



Subject	Tracking Assessment 1
<p style="text-align: center;">Art</p>	<p>Description of Assessment: Pupils’ progress in Art and Design will be continuously monitored in every lesson and the outcomes created by pupils will form the basis of their overall tracking assessment 1. In class, pupils will be expected to complete an original A5 name label, 3 separate art challenges and an A4 observational study of classroom objects.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • include name and class using creative typography that reflects their personality and interests • Produce a personal and creative response to the task • Create an interesting still life composition in groups and photograph it • Demonstrate competence in their application of the formal elements; line, tone, shape texture and colour <p>Differentiation:</p> <ul style="list-style-type: none"> • examples of good practise shown to all groups to show expectation of outcome. • must, should, could strategy employed. • differentiated resources in SOW.
<p style="text-align: center;">English</p>	<p>Description: Pupils will complete an extended piece of writing creative writing from a stimulus photograph. Pupils will previously have completed an extensive study of literary techniques and should include some of these in their writing.</p> <p>Pupils will also read a short extract, commenting on how language is used to create an effective setting.</p> <p>Success Criteria: Pupils should be able to: Pupils should:</p> <ul style="list-style-type: none"> • Plan • make their writing interesting using the literary techniques studied in class – similes, metaphors, onomatopoeia, personification, alliteration – and any other techniques they can use • use accurate spelling, punctuation and grammar • structure writing in paragraphs • vary sentence openers • show, don’t tell in their writing • describe using senses to make writing engaging • demonstrate ability to check and correct their work <p>Differentiation: Pupils will be given a copy of the task and success criteria. Pupils will be given oral prompts when necessary. Pupils will be given a writing frame when necessary.</p>

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<p>Geography</p>	<p>Description of Assessment: Students will be expected to complete a class test incorporating literacy, numeracy and key geographic skills such as spatial awareness on the topic of “Rivers”. The questions will enable students to define key terms, identify and describe river processes and landforms.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • label cross section of a river with key features • Describe rivers processes (erosion, deposition and transportation) and identify landforms in all three courses of a river <p>Differentiation: All students will be given preparation and revision time for staff to teach and practice exam technique and responding to data. Any additional reminders/ help will be available during the completion of the test by their teacher and / LSA. Some questions will be more structured for extended writing where applicable.</p>
<p>History</p>	<p>Description of Assessment: Testing of knowledge surrounding the outbreak of World War 1.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • show evidence of understanding • Recall information • Understand the Cause and Consequence of WW1 <p>Differentiation:</p> <ul style="list-style-type: none"> • Extent of detail • Detail in literacy presentation • Adjustment of questioning
<p>Home Economics</p>	<p>Description of Assessment: Year 10 pupils will be assessed on their prior learning of food poisoning through theory and practical work. Pupils will also be assessed on their literacy skills and understanding of keywords.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • build on their hygiene and safety skills from Year 8 and 9 • to identify the correct storage of high risk foods to prevent food spoilage • understand the measures to prevent food poisoning <p>Differentiation: Pupils with a higher literacy level will be able to develop their extended writing skills and will be able to spell keywords.</p>

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Mathematics	<p>Description of Assessment: Pupils will be assessed on their performance on the following topics.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none">• add, subtract, multiply and divide using written methods• multiply and divide by powers of 10• add, subtract, multiply and divide negative numbers• use BIDMAS• understand and use equivalent fractions• add, subtract, multiply and divide fractions and mixed numbers• calculate a fraction of a quantity• express one quantity as a fraction of another• add, subtract, multiply and divide decimals <p>Differentiation: Pupils in the O'Neill classes will be given a similar assessment on these topics, using the same problem solving techniques, though some questions have been revised and the figures altered to simplify the calculations involved.</p>
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<p>Modern Languages</p>	<p>French: Description of task: Pupils will be assessed in the skills of reading and writing for Tracking Assessment 1. Pupils will be assessed on their performance in the tracking assessment.</p> <p>Irvine classes: For those who study French only: Success Criteria: Pupils should be able to: Understand and recognise in French the main keywords associated with;</p> <ul style="list-style-type: none"> • Food and drink items • Ordering food and drink in a restaurant/reading a menu • Expressing preferences <p>For those who study Spanish only: Success Criteria: Pupils should be able to: Understand and recognise in Spanish the main keywords associated with;</p> <ul style="list-style-type: none"> • Hobbies and opinions • Expressions of frequency <p>Massereene and Clotworthy classes: Success Criteria: Pupils should be able to: Understand and recognise in Spanish the main keywords associated with;</p> <ul style="list-style-type: none"> • Hobbies • Opinions <p>O'Neill classes: Success Criteria: Pupils should be able to: Understand and recognise in Spanish the main keywords and verbs associated with;</p> <ul style="list-style-type: none"> • Hobbies • Opinions <p>Differentiation: Pupils with a higher literacy level will be required to spell key words in French/Spanish.</p>
<p>RE</p>	<p>Description of task: End of unit test –Islam</p> <p>Success criteria: Pupils should be able to: Answer questions about the topic of Islam</p> <p>Differentiation: Pupils in the O'Neill classes will be given a similar assessment on this, though some questions have been simplified</p>

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<p style="text-align: center;">Science</p>	<p>Description of Assessment: Pupils will be assessed on their ability to carry out gather information on the work of Edward Jenner.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • Identify key information from a passage. • Work as a team to collate pandemic data. • Display this data in a chart. <p>Differentiation: High achieving pupils will be encouraged to extend the level of detail in their report. Support will be given to pupils in the form of key words and skill sheets to help them to write up the report.</p>
<p style="text-align: center;">Technology & Design</p>	<p>Description of Assessment: Pupils will be assessed on their practical skills for the acrylic section of their ‘Steady Hand Game’ project. They will drill required holing and finish the edge of a piece of acrylic. Following this, the plastic will be bent in an exact shape ready for assembly. Pupils will be expected to choose the correct tooling for the job required. They will evaluate & re-work where necessary.</p> <p>Success Criteria: Pupils should be able to:</p> <ul style="list-style-type: none"> • accurately use the template for marking out the holes for drilling • drill holes appropriately in the correct place <ul style="list-style-type: none"> ○ Lack of chipping on exit side (underside) of work piece • accurately use the file to dress the edge of the acrylic • use the draw filing and cross-filing technique • use an appropriate combination of scraping and wet & dry paper • produce a high-quality shine on the edge of their acrylic • accurately use the template for marking out the fold lines • bend their acrylic using the strip heater until it is square, and the desired shape is within tolerance • line up the holes with the mid-section of the wooden base • safely & accurately use the lisher to shape the wooden base and side • safely & accurately use the soldering iron to make neatly soldered joints <ul style="list-style-type: none"> ○ Are you holding the iron like a pen? ○ Is the sponge damp? i.e. not too wet nor too dry ○ Is the soldering iron clean? • safely and accurately bend the wire into their preferred shape using pliers <p>Differentiation: Less able pupils will be given a more structured approach to the project as a whole, reducing the variables within this section. This will improve the ‘teacher to pupil’ ratio and reduce the number of instructions given. It will also allow pupils to directly compare and evaluate their work against peers.</p> <p>If needed, the teacher may provide assistance when using the pillar drill to ensure pupils maintain the same work rate as their peers so as to ensure each pupil accomplishes a finished project. The teacher may also need to provide more assistance with any operation to develop confidence when using the strip heater or soldering iron.</p>