

Year 9	Summative One	Summative Two	Summative Three																																	
English	In term one, students complete a GCSE style Reading Paper 1, comprising of five questions testing their comprehension, inference and analysis skills using an extract from the novel they are reading this term, 'The Giver'.	In terms one to two, students will compose a persuasive speech to practice their transactional writing skills. In term two, students will deliver a speech as part of their GCSE course. They will be required to discuss a topic of their choice for a sustained period and respond to questions.	In term three, students will complete an analytical response to a single poem based on the unit of War poetry that they will have studied in terms two to three.																																	
	9a2, 9B2 : W/C 13 th October – W/C 10 th November All other groups: W/C 2nd Dec-13 th Dec	Persuasive written speech: 9a2, 9b2: W/C 19 th January – W/C 26 th January All other groups: W/C 13 th October – W/C 10 th November Spoken language NEA: W/C 10 th -28 th February	W/C Monday 1 st June (Y9 exam week)																																	
Maths	In term one students will complete a 50-mark non calculator paper which will assess the content from Key Stage 3 and topics from Year 9 which include Decimal Calculations, Accuracy and Compound Measures	In term two students will complete a 50-mark Calculator paper which will assess content up to February half term. This will consist of Algebraic Manipulation, Trigonometry, Surface Area, Percentage calculations and Straight-Line Graphs.	In term three students will complete a single 50-mark assessment (calculator). The assessment will assess content from Year 9 up to the Easter Holidays. This will include Proportion, Standard Form and Angles.																																	
	1 st – 12 th Dec	16 th – 27 th Mar	1 st – 12 th Jun																																	
Science	Half-term 2: Students will sit an assessment on B1. This will be a mixture of short and longer GCSE questions.	Half-term 3: Students will sit an assessment on C1 and P1. It will also revisit the B1 topic. This will be a mixture of short and longer GCSE questions.	Half-term 5: Students will sit 3 assessment papers. Biology: B1 and B2. Chemistry: C1 and C2. Physics P1 and P3.																																	
	<table><tr><th colspan="3">GCSE Topics – Year 9, 10 and 11</th></tr><tr><td>B1: Cell Biology</td><td>C1: Atomic Structure & Periodic Table</td><td>P1: Energy</td></tr><tr><td>B2: Organisation</td><td>C2: Bonding</td><td>P2: Electricity</td></tr><tr><td>B3: Disease</td><td>C3: Quantitative Chemistry</td><td>P3: Particles</td></tr><tr><td>B4: Bioenergetics</td><td>C4: Chemical Changes</td><td>P4: Atoms & Radiation</td></tr><tr><td>B5: Homeostasis</td><td>C5: Energy Changes</td><td>P5a: Motion</td></tr><tr><td>B6: Inheritance</td><td>C6: Rate & Extent of Change</td><td>P5b: Forces</td></tr><tr><td>B7: Ecology</td><td>C7: Organic Chemistry</td><td>P6: Waves</td></tr><tr><td></td><td>C8: Chemical Analysis</td><td>P7: Magnets</td></tr><tr><td></td><td>C9: Chemistry of the Atmosphere</td><td></td></tr><tr><td></td><td>C10: Using Resources</td><td></td></tr></table>			GCSE Topics – Year 9, 10 and 11			B1: Cell Biology	C1: Atomic Structure & Periodic Table	P1: Energy	B2: Organisation	C2: Bonding	P2: Electricity	B3: Disease	C3: Quantitative Chemistry	P3: Particles	B4: Bioenergetics	C4: Chemical Changes	P4: Atoms & Radiation	B5: Homeostasis	C5: Energy Changes	P5a: Motion	B6: Inheritance	C6: Rate & Extent of Change	P5b: Forces	B7: Ecology	C7: Organic Chemistry	P6: Waves		C8: Chemical Analysis	P7: Magnets		C9: Chemistry of the Atmosphere			C10: Using Resources	
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	In the fortnight w/c 3 rd November	In the fortnight w/c 9 th February	In the fortnight w/c 1 st June (Y9 exam week)
RE	<p>This assessment will start pushing students with their ability to retain and recall knowledge as it will have a year 9 focus on the dignity of the human person, along with links back to the year 7 and 8 curriculum.</p> <p>It will contain 2,5 and 8 mark questions.</p>	<p>This will be the final assessment of the Key Stage 3 RED and as such will be designed to tie knowledge from across the years of 7,8,9 together.</p> <p>It will contain 2,5 and 8 15 mark questions.</p>	<p>Students will now be well into their GCSE course and so will sit a 30 (half) a GCSE paper, with a 2,5,8 and 15 mark question on the beliefs of Judaism.</p>
	Week Commencing 13 th October 2025	Week Commencing 12 th January 2026	Week Commencing 12 th June 2026
Geography	In half term two, students will be tested on their knowledge of Cities and Urbanisation through 20-marks worth of GCSE-style questions.	In half term three, students will be tested on their knowledge of Cities, Urbanisation, Leisure, Retail and Global Cities through 50-marks worth of GCSE-style questions.	In half term five, students will be tested on their knowledge of Cities, Urbanisation, Leisure, Retail, Global Cities, Trade, Aid, Development and Rivers through 50-marks worth of GCSE-style questions.
	This will take place within a two-week window from Monday 13 th November 2025.	This will take place within a two-week window from Monday 19 th January 2026.	This will take place within a two-week window from Monday 1 st June 2026.
History	In half term one, students will complete an assessment worth 32 marks. They will answer all 3 question types from Medicine through time (4, 12 and 16 marks) and will cover the Medieval and Renaissance time periods (1250-1700).	In half term four, students will complete an assessment worth 32 marks. They will answer all 3 question types from Medicine through time (4, 12 and 16 marks) and will cover the whole time period from 1250-present.	In half term five, students will complete an assessment worth 32 marks. They will answer all 3 styles of question from the Western Front (feature of (4 marks), how useful (8 marks) and follow up (4 marks). Finally, they will complete a 'how far do you agree' (16 marks) about key topic 1 of Early Elizabethan England, 1558-69.
	In the fortnight w/c 6 th October (in class revision to take place the week before)	In the fortnight w/c 9 th March (in class revision will take place the week before)	w/c 1 st June – whole school mocks (in class revision will take place w/c 19 th May)
Languages: French	In half term 1 students will be tested on their vocabulary retrieval in a reading and vocabulary assessment. They will be required to recognise previously learned vocabulary in different contexts. Students will further be tested on their ability to learn and embed a wide range of GCSE vocabulary for the family topic. Students will be taught the exam techniques they need in class and vocabulary learning will be a weekly homework task.	In half term 4 students are assessed on their extended writing skills on the topic of self and family. They demonstrate the ability to identify and recall elements of the mark scheme taught in lesson as well as retrieve detailed knowledge from the last half term through written sentences and extended paragraphs of 90-150 words.	In half term 5 students are assessed on their reading skills. They demonstrate their ability to understand and respond to different types of spoken and written language and apply exam skills to both familiar and unfamiliar contexts. Learning vocabulary French to English on a regular basis is essential preparation for this paper.

	w/c 6 th October	w/c 19 th January	w/c 1 st June
Language: German	In half term 1 students will be tested on their vocabulary retrieval in a reading and vocabulary assessment. They will be required to recognise previously learned vocabulary in different contexts.	In half term 3 students are tested on their ability to write an extended answer (approx 90 words) to a written question. They will be assessed on their knowledge of spelling and accurate punctuation	In half term 5 students will be assessed on their reading and listening skills when they take a mini exam style assessment which will help train students in how to approach a full exam. . They will be well prepared for this exam in lesson where they will learn the required exam techniques to tackle a full paper.
	Students will further be tested on their ability to learn and embed a wide range of GCSE vocabulary for the family topic. Students will be taught the exam techniques they need in class and vocabulary learning will be a weekly homework task.	as well as their ability to give extended sentences using justified opinions. They will retrieve and apply new vocabulary in sentences to talk about themselves and their family. Students are well prepared for this task in lesson time by completing a walking talking mark with their teacher and looking at quality models. Self- quizzing and testing of vocabulary and spelling is the best preparation method.	
	w/c 6 th October	w/c 19 th January	w/c 1 st June
Art	<p>During half term 1A pupils produce a set of artist research pages on the artist Stephanie Ledoux.</p> <p>As part of these pupils produce a piece of practical work which emulates her style and approach thus developing their own practical skills.</p> <p>Students will need to demonstrate their knowledge and application of all the formal elements of art and design but in particular their drawing and recording skills, use of a pencil to shade and show three dimensionally.</p> <p>Written work needs to demonstrate critical understanding and appropriate use of key terminology and presentation.</p>	<p>During half term 2B pupils produce a set of artist research pages on the artist Patricia Ariel.</p> <p>As part of these pupils produce a piece of practical work which emulates her style and approach thus developing their own practical skills.</p> <p>Students will need to demonstrate their knowledge and application of all the formal elements of art and design but in particular their drawing and recording skills, portraiture, composition and pattern application. Written work needs to demonstrate critical understanding and appropriate use of key terminology and presentation.</p>	<p>During half term 3B pupils produce a body of work around the theme “Morph”.</p> <p>Pupils will sit a 5-Hour practical exam where pupils are expected to construct a fully realised painted outcome around the theme of “Morph”.</p> <p>All work produced so far from this academic year known as coursework will also be used to inform the overall holistic predicted grade expected to be achieved.</p> <p><i>Note Coursework accounts for 60% of the final GCSE Art and Design grade.</i></p>

	Assessment window: Week beginning 13.10.25	Assessment window: Week beginning 09.12.25	Assessment window: Week beginning 20.04.26
Music	<p>Students will begin developing the skills needed to complete BTEC Component 1 by exploring two contrasting musical styles: Rock and Roll in 1a and Reggae in 1b. They will investigate the compositional and sonic features of each style through listening, analysis, and practical work.</p> <ul style="list-style-type: none"> Understand the historical and cultural context of Rock and Roll and Reggae. Identify key musical features such as 12-bar blues, syncopation, offbeat rhythms, and instrumentation. Explore the work of artists like Elvis Presley, Chuck Berry, Bob Marley, and Toots and the Maytals. Develop skills in composition, performance, and appraising music. <p>Assessment Structure:</p> <p>Half Term 1a:</p> <ul style="list-style-type: none"> Composition Assessment – Compose a short Rock and Roll piece using appropriate stylistic features. Written Appraising Task – Write a 300-word document analysing the key features of Rock and Roll, including instrumentation, rhythm, and structure. <p>Half Term 1b:</p> <ul style="list-style-type: none"> Performance Assessment – Perform a Reggae piece individually or in a group. Written Appraising Task – Write a 300-word document exploring the musical characteristics of Reggae and how they reflect its cultural roots. 	<p>In the first half of Term 2, students will explore Britpop, a genre that emerged in the UK during the 1990s. They will study the musical features, cultural context, and lyrical themes of bands like Oasis, Blur, and Pulp. Through performance and composition, students will develop an understanding of Britpop's catchy melodies, guitar-driven sound, and its reflection of British identity and everyday life.</p> <p>In the second half of Term 2, students will study Baroque music, focusing on composers such as Bach, Handel, and Vivaldi. They will learn about the stylistic features of the period, including ornamentation, contrapuntal textures, and basso continuo. Students will engage in performance and composition tasks that highlight the structure and expressive qualities of Baroque music, while also exploring its historical and cultural significance.</p> <p>Assessment Structure:</p> <p>Half term 2a</p> <p>Performance Assessment – Perform a short Britpop piece using appropriate stylistic features.</p> <p>Written task Write a 300-word document analysing the musical characteristics and cultural significance of Britpop. Demonstrate an understanding of how Britpop's musical elements and lyrical themes contributed to its popularity and cultural relevance.</p> <p>Half term 2b</p> <p>Composition Assessment – Compose a short original piece using Baroque compositional features to accompany a 60 second video clip</p> <p>•Written task Write a 300-word document analysing the musical characteristics and historical context of Baroque music. Demonstrate an understanding of how Baroque music influenced later musical developments.</p>	<p>In the first half of Term 3, students will study Gamelan, the traditional ensemble music of Indonesia. They will explore its unique instrumentation, cyclic structures, and interlocking rhythms. Through practical activities using classroom percussion, students will recreate Gamelan textures and compose short pieces inspired by its musical patterns. They will also learn about the cultural role of Gamelan in ceremonies and storytelling.</p> <p>In the second half of Term 3, students will focus on Film Music, examining how composers use musical elements to support mood, character, and narrative. Students will perform iconic film themes and compose music for scenes or characters, learning how instrumentation, dynamics, and tempo influence audience emotions. They will also analyse how film scores enhance storytelling and reflect cinematic themes.</p> <p>Assessment</p> <p>Half Term 3a</p> <p>Performance Assessment – Perform a Gamelan-style piece using appropriate rhythmic and textural techniques.</p> <p>Written task Write a 300-word document analysing the musical characteristics and cultural significance of Gamelan music. Demonstrate an understanding of how Gamelan's structure and instrumentation contribute to its distinctive sound and social function.</p> <p>Half Term 3b</p> <p>Composition Assessment – Using Soundtrap, compose a short original piece of film music that reflects mood, character, or action to fit with a given 60 second film clip</p> <p>Written task Write a 300-word document analysing the musical characteristics and cultural significance of Gamelan music. Demonstrate an understanding of how Gamelan's structure and instrumentation contribute to its distinctive sound and social function.</p>

	WC 9 th December	WC 17 th March	WC 12 th May
Drama	<p>Students will begin by developing core drama skills such as voice projection, movement, characterisation, and spatial awareness. These foundational techniques will be applied in rehearsals and performances of a scripted extract, helping students build confidence and stagecraft.</p> <p>Learning Focus:</p> <ul style="list-style-type: none"> • Introduction to key performance skills: <ul style="list-style-type: none"> ○ Voice: clarity, tone, pace, projection ○ Movement: gesture, posture, physicality ○ Characterisation: understanding and portraying a role ○ Stagecraft: use of space, blocking, and ensemble work • Exploring short scripted scenes from published plays • Rehearsing and refining performance through feedback and peer evaluation <p>Assessment Task:</p> <ul style="list-style-type: none"> • Scripted Performance: <ul style="list-style-type: none"> ○ Students will perform a short scene from a play in pairs or small groups. <p>Assessed on:</p> <p>Use of voice and movement Understanding of character and context Ability to work collaboratively and respond to direction</p> <p>2nd half of term</p> <ul style="list-style-type: none"> • Character Exploration: Understanding motivations, relationships, and development. • Themes: Analysing key ideas such as class, identity, justice, or conflict. • Design Elements: Considering staging, lighting, costume, and sound to support interpretation. • Exam Technique: Structuring responses, using drama terminology, and analysing performance choices. 	<p>Throughout Term 1, students will explore a range of drama genres, performance styles, and key practitioners (such as Stanislavski, Brecht, and Artaud) to develop their understanding of theatrical techniques. This exploration will support the creation of original devised work to meet GCSE standard.</p> <p>Learning Focus:</p> <ul style="list-style-type: none"> • Understanding and applying different genres (e.g., tragedy, comedy, physical theatre). • Exploring practitioners and their methods: <ul style="list-style-type: none"> ○ Stanislavski – naturalism, emotion memory ○ Brecht – epic theatre, alienation ○ Artaud – theatre of cruelty, sensory impact • Developing devising skills through improvisation, ensemble work, and thematic exploration. • Creating original performances that reflect chosen styles and techniques. <p>Assessment Structure:</p> <p>Half Term 1a – Practical Assessment 1:</p> <ul style="list-style-type: none"> ○ Devised performance based on a selected genre or practitioner. ○ Focus on creativity, collaboration, and application of stylistic features. <ul style="list-style-type: none"> • Half Term 1b – Practical Assessment 2: <ul style="list-style-type: none"> ○ A second devised piece, building on feedback and deeper exploration of style. ○ Students refine their use of performance techniques and structure. 	<p>Students will begin an in-depth exploration of the set text <i>Blood Brothers</i> through practical activities, including character work, scene recreation, and design interpretation. Alongside this, they will study a live theatre performance, developing their ability to analyse and evaluate professional work. Both areas will be assessed through performance and reflective writing.</p> <p>Learning Focus:</p> <p>Blood Brothers</p> <ul style="list-style-type: none"> • Explore key characters, themes, and social context. • Recreate and interpret iconic scenes using voice, movement, and staging. • Consider design elements such as lighting, costume, and set. • Produce reflective journals analysing character choices and performance development. <p>Live Theatre</p> <ul style="list-style-type: none"> • Watch and evaluate a professional or recorded performance. • Focus on acting choices, design impact, and audience response. • Develop analytical writing using drama terminology. <p>Assessment Tasks:</p> <p>Assessment 1 – Blood Brothers Practical & Journal</p> <ul style="list-style-type: none"> • Perform selected scenes from the play. • Submit a reflective journal analysing character interpretation, rehearsal process, and performance choices.

	<p>Assessment Task:</p> <ul style="list-style-type: none"> • Mini Mock Exam: <ul style="list-style-type: none"> ○ Students will complete a mock written assessment based on the set play. ○ This will include questions from Section A and Section B of the exam paper. <p>Assessed on:</p> <ul style="list-style-type: none"> ○ Knowledge of the play and its context ○ Ability to interpret and analyse character and design choices ○ Use of subject-specific vocabulary and exam structure 	<p>Each assessment will be supported by:</p> <ul style="list-style-type: none"> • Rehearsal logs or reflective journals • Peer and teacher feedback • Opportunities to revise and improve work 	<p>Assessment 2 – Live Theatre Response</p> <ul style="list-style-type: none"> • Write a structured response evaluating a live theatre performance. • Assessed on: <ul style="list-style-type: none"> ○ Use of drama vocabulary ○ Analysis of performance and design ○ Personal reflection and evaluative insight
Product Design (Resistant Materials and Textiles)	<p>In half term two the pupils will complete a 50-mark exam. The exam is half the length and mirrors the structure of their real GCSE examination.</p> <p>Section A – 10 marks (taught in Y9 so far)</p> <p>Section B- 15 marks (Taught in Y9 so far)</p> <p>Section C- 25 marks (Taught throughout Y9 so far)</p> <p>Students will be given revision lists and guided revision materials tailored towards the exam at least one week before.</p> <p><i>See revision list- (codes relate to the absolutes on the VLE)</i></p>	<p>In half term three the pupils will complete a 50-mark exam. The exam is half the length and mirrors the structure of their real GCSE examination.</p> <p>Section A – 10 marks (taught in Y9 so far)</p> <p>Section B- 15 marks (Taught in Y9 so far)</p> <p>Section C- 25 marks (Taught throughout Y9 so far)</p> <p>Students will be given revision lists and guided revision materials tailored towards the exam at least one week before.</p> <p><i>See revision list- (codes relate to the absolutes on the VLE)</i></p>	<p>In half term five the pupils will complete a 50-mark exam. The exam is half the length and mirrors the structure of their real GCSE examination.</p> <p>Section A – 10 marks (taught in Y9 so far)</p> <p>Section B- 15 marks (Taught in Y9 so far)</p> <p>Section C- 25 marks (Taught throughout Y9 so far)</p> <p>Students will be given revision lists and guided revision materials tailored towards the exam at least one week before.</p> <p><i>See revision list- (codes relate to the absolutes on the VLE)</i></p>

	<p><u>An exam comprised of the following topics:</u></p> <p><u>Section A</u> S1.2- Enterprise. S1.3- Sustainability S1.4 People S1.8- CAD / CAM / JIT</p> <p><u>Section B</u> 2.9 How to shape and form using cutting, abrasion and addition 2.13 Tools Equipment and Processes Maths Percentages S1.8- CAD</p> <p><u>Section C</u> 3.5 – The work of others- Apple/ Zara 3.1- Use primary and secondary data to understand client and/or user needs 3.8 Communication of design ideas 3.10 Selection of materials and components- Product analysis – suitability 3.2- How to write a specification</p>	<p><u>An exam comprised of the following topics:</u></p> <p><u>Section A</u> 1.11- Composite Materials 1.9- Design for Maintenance 1.10- Energy storage 1.9- Planned obsolescence 1.8- Just in Time 1.11- Smart materials</p> <p><u>Section B</u> 2.6- Materials sources and origins 2.9 Commercial manufacturing processes 1.3 Sustainable design Maths- percentages 2.3 Ecological and social footprint 2.4 6 R's</p> <p><u>Section C</u> 3.1 Primary and secondary research Maths- Pie charts 3.10/ 3.1 Selection of materials and components- Product analysis- Ergonomics 1.8 CAD 3.1- Anthropometrics 3.14- Risk assessments</p>	<p><u>An exam comprised of the following topics:</u></p> <p><u>Section A</u> 1.14- Papers and boards 1.13- Types of movement 1.10- Renewable energy 1.15- Manufactured boards 1.12- Systems approach to designing- inputs processes and outputs/ micro controllers.</p> <p><u>Section B</u> 2.3 and 2.4- environmental issues and the 6 R's Maths- Percentages and bar charts. 2.13- Removal of waste</p> <p><u>Section C</u> 3.10/3.1- Selection of materials and components- Product analysis- Ergonomics/ Functionality 3.8- Communication of design ideas- orthographic/ isometric drawing/ exploded diagrams. 3.1- Product analysis and evaluation/ anthropometric data 3.7- Explore and develop their own ideas- modelling 3.14- Specialist tools and equipment</p>
	24 th November- 28 th November	9 th February - 13 th February	1 st June- 5 th June
GCSE PE	In half term two, students will complete a 30-mark interleaving knowledge quiz, testing their knowledge and practical application of the “optimising fitness” unit. Specific topics include components of fitness and fitness testing.	In half term Four, students will complete a 60-mark interleaving paper, testing their knowledge and practical application of the “optimising fitness” unit. Specific topics include components of fitness and fitness testing, methods of training, benefit of a warmup and cool down, injury in Sport.	In half term five, students will complete a 60-mark interleaving paper, testing their knowledge and practical application of the “Anatomy and Physiology” unit. Specific topics include the Cardiovascular, respiratory and muscular systems. Additionally, students will be assessed on their practical for one of their assessed sports.
	WC 24 th November	WC 9 th March	WC 1 st June- Year 9 Exams Week. Year 9 NEA Final assessment WC 18 th May
BTEC PE	Students will be assessed Half term two on component 2; practical sport. Students will be assessed in one sport, demonstrating the skills, techniques and tactics. They will further be assessed on through a written piece of coursework an extended piece of writing explaining the importance of the fitness and skill related components of fitness for their chosen sport.	In half term four, students will be assessed on a presentation that explores the roles and responsibilities of officials in their selected sport. Finally, they will demonstrate ways to improve participants sporting techniques, through producing a detailed plan and leading a skills session to a group of young individuals.	Students will be assessed on component 1; their ability to plan and lead a warm-up to a group of students.
	WC 15 th December deadline	27 th April deadline.	1 st June
iMedia	In term 1 the students will sit an assessment based on the following topics: Media industry, Media sectors, media	In term 2 students will sit an assessment covering topics from the first assessment and purposes of media	In the final term students will sit an assessment covering previous assessment topics, client briefs, research

	products and job roles in the media industry.	products, style content and layout, use of colour, language and tone, target audience.	methods, media codes, camera techniques.
	17 th November – 28 th November	2 nd February – 13 th February	WC 1 st June
Computing	Computing In half term one, students will sit an assessment based on the topics: - system architecture, memory/storage and programming skills.	Computing In half term four, students will sit an assessment covering topics from the first assessment and networks/programming techniques.	Computing In the final term, students will complete an assessment that revisits previous topics and has questions on network security, data types and programming.
	WC 6 th October or WC 13 th October	2 nd February – 13 th February	WC 1 st June
Business	In half term 1, students will complete a series of exam style questions that are either knowledge or case study based. These questions will include multiple choice, 1, 2, 3 and 6 mark questions. Exam questions will be based on the topic the role of business enterprise (1.1.3) and revenue and costs (1.3.2)	In half term 3 students will complete a series of exam or exam style questions that are either knowledge or case study based. These questions will include multiple choice, 1, 2,3, 6 and 9 mark questions. Exam questions will be based on the topics enterprise and entrepreneurship (1.1) and putting a business idea into practice (1.3).	In half term 5 students will complete a series of exam questions that are either knowledge or case study based. These questions will include multiple choice, 1, 2, 3, 6 and 9 mark questions. Exam questions will be based on the topics enterprise and entrepreneurship (1.1), putting a business idea into practice (1.3), Spotting a business opportunity (1.2), making the business effective (1.4).
	Taking place either W/C 6 th October 2025 or 13 th October	Taking place either W/C 2 nd February 2026 or 9 th February 2026	Taking in place in exams week W/C 1 st June 2026
Food Preparation and Nutrition	In half term one, students will complete an assessment which is 50 marks and includes a mixture of short and longer GCSE questions. A revision scaffold will be given to students two weeks before the exam to complete for homework and prepare them for the exam.	In half term three, students will complete an assessment which is 50 marks and includes a mixture of short and longer GCSE questions. A revision scaffold will be given to students two weeks before the exam to complete for homework and prepare them for the exam.	In half term five, students will complete an assessment which is 50 marks and includes a mixture of short and longer GCSE questions. A revision scaffold will be given to students two weeks before the exam to complete for homework and prepare them for the exam.
	1 st December- 5 th December	2nd February - 6 th February	1 st June- 5 th June
Health and Social Care	In half term two, students will complete an assessment which is out of 42 marks. This will comprise of short answer questions which test students knowledge of subject specific vocabulary and some 6 mark questions which test students ability to apply their knowledge. This will be based on the first topic taught, RO33, development across the life stages. Students will be required to recall information on each life stage and factors which impact development during the life stages.	Towards the end of half term 3, students will complete an assessment which is out of 37 marks. This will comprise of short answer questions and a 5 mark question. This will test their ability to recall subject specific vocabulary and apply knowledge to novel scenarios. This will be based on the final examination unit RO32 and cover topic areas 1 and 2. Students will be provided guidance on the material to revise in preparation for this assessment.	In half term five students will complete a modified exam paper which will comprise of a range of short answer questions and an 8 mark question. This will test their ability to recall subject specific vocabulary and apply knowledge to novel scenarios. This will be based on the final examination unit RO32 and include all topic areas apart from safeguarding. Students will be provided guidance on the material to revise in preparation for this assessment.