



# Haydock High School

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Dear Parent/Carer,

In order to fully prepare our students for the rigour and challenges of GCSE Examinations, we have three internal assessment points for each year group. These are designed to support students in developing their exam techniques and to capture current attainment data which informs teacher planning and future learning experiences.

The dates for Year 10 Assessment Points are outlined below:

<b>Assessment Point 1</b>	<b>Monday 12<sup>th</sup> October – Friday 16<sup>th</sup> October</b>
<b>Assessment Point 2</b>	<b>Monday 1<sup>st</sup> February – Friday 5<sup>th</sup> February</b>
<b>Mock Exams</b>	<b>Monday 21<sup>st</sup> June – Friday 2<sup>nd</sup> July</b>

Students should approach these assessments with determination to do their best and prepare thoroughly as each student's assessment result will indicate overall attainment and illustrate how well a student is achieving.

Enclosed with this letter is an 'Assessment Information Sheet.' This provides an overview of the assessments your child will take during Assessment Point 1, and will indicate revision topics for you child. During the next two weeks students would be well advised to revise for these assessments and act upon the advice given to them by their subject teachers in recent lessons.

We appreciate your support in ensuring your child is fully prepared for these assessments. As always, if you have any queries please do not hesitate to contact us.

Yours Sincerely,

Mr R Weaver

Head of Achievement – Upper School

English	<b>Assessment point focus:</b> Comparison of two poems from an anthology of poetry about the theme of relationships.	Assessment point revision	<ul style="list-style-type: none"> <li>• Students watch Braddon English YouTube videos to make revision cards for each poem and use Venn diagrams to practise example essays.</li> <li>• Students will be given an additional poetry revision task each week using poetry knowledge organisers and poetry recall tasks.</li> </ul>
Math	<b>Assessment point focus:</b> GCSE Paper 1 (Non-Calculator)	Assessment point revision	<ul style="list-style-type: none"> <li>• Separate maths watch list to be provided</li> </ul>
Science	<b>Assessment point focus:</b> Paper 1 mock	Assessment point revision	<ul style="list-style-type: none"> <li>• Cell structure and transport</li> <li>• Cell division</li> <li>• Organisation and the digestive system</li> <li>• Organising plants and animals</li> <li>• Communicable diseases</li>   <li>• Atomic structure</li> <li>• The periodic table</li> <li>• Structures and bonding</li> <li>• Energy resources</li> <li>• Chemical calculations</li> <li>• Chemical changes</li>   <li>• Conservation and dissipation of energy</li> <li>• Energy transfer by heating</li> <li>• Electrical circuits</li> </ul>
History	<b>Assessment point focus:</b> Focus A01/A02 Describe two features Explain why How far do you agree?	Assessment point revision	<ul style="list-style-type: none"> <li>• Elizabeth's accession and problems</li> <li>• Privy council</li> <li>• Elizabeth's government</li> <li>• Financial weakness</li> <li>• Religious divide</li> <li>• Threats from abroad</li> </ul>

Geography	<p><b>Assessment point focus:</b> -</p> <ul style="list-style-type: none"> <li>- Urban world GCSE style questions</li> <li>- The living world GCSE style questions</li> </ul>	Assessment point revision	<p>Urban World</p> <ul style="list-style-type: none"> <li>• Causes of urbanisation; rural-urban migration (push and pull factors) and natural increase</li> <li>Megacities</li> <li>Rio case study; the importance of Rio, locally, nationally and internationally</li> <li>• Opportunities in Rio (Social, economic and environmental)</li> <li>• Social challenges in Rio</li> <li>• Economic challenges in Rio</li> <li>• Environmental challenges in Rio</li> <li>Solutions to the favela problems; Urban planning project (Favela Bairro project)</li> </ul>
MFL	<p><b>Assessment Point 1 Focus:</b></p> <p>Students will be assessed on their <u>Listening</u> and <u>Writing</u> skills and will sit a test in both. They will need to revise all work covered so far, with a focus on free time and festivals. Tests will also include some unseen vocabulary/structures. In the writing assessment, students will have to describe a photo, write short sentences, as well as at length and translate into Spanish.</p>	Assessment point revision	<ul style="list-style-type: none"> <li>• Students should be prepared to respond to both seen and unseen language. Focus on topics covered in Y9 and 10 so far, as well as grammar knowledge are essential.</li> </ul>
Computing	<p><b>Assessment point focus:</b> Past Exam Questions with an emphasis on 1.1 System Architecture, 1.8 Ethics and 2.5 Translators and Facilities of Language.</p>	Assessment point revision	<ul style="list-style-type: none"> <li>• All sections covered but focus on 1.1 System Architecture and 1.8 Ethics and 2.5 Translators and Facilities of Language.</li> </ul>
Music	<p><b>Assessment point focus:</b> RSL Music Practitioners</p>	Assessment point revision	<ul style="list-style-type: none"> <li>• Level 2 Assignment 201TA – Musical knowledge. Students will be completing this coursework unit so there will be no formal assessment.</li> </ul>

Media	<p><b>Assessment point focus:</b> Component 1A: Exploring Media Products: Investigate media products BTEC Level 1 / Level 2 Tech Award in Creative Media Production.</p>	Assessment point revision	<ul style="list-style-type: none"> <li>• A.2D1 - Analyse the relationships between media products, their purpose and specific audiences using considered examples across all the three media sectors.</li> <li>• A.2M1 - Discuss the relationships between media products, their purpose and specific audiences using appropriate examples across all three media sectors.</li> <li>• A.2P1 - Describe media products, their purpose and audience, with reference to relevant examples across all three sectors.</li> <li>• A.1M1 - Outline media products, their purpose and audience, using basic examples from one or more sectors.</li> <li>• A.1P1 - Identify media products, their purpose and audience using limited examples from one or more sectors.</li> </ul>
Health & Social Care	<p><b>Assessment point focus:</b> Component 1 Learning Aim A – Human Lifespan Development</p>	Assessment point revision	<ul style="list-style-type: none"> <li>• A.2D1 Assess the changing impact of different factors in the growth and development across three life stages of a selected individual.</li> <li>• A.2M1 Compare the different factors that have affected growth and development across three life stages for a selected individual.</li> <li>• A.2P2 Explain how different factors have affected growth and development of a selected individual.</li> <li>• A.2P1 Describe growth and development across three life stages for a selected individual</li> </ul>
Business Studies	<p><b>Assessment point focus:</b> BTEC Component 3: Learning point A</p>	Assessment point revision	<ul style="list-style-type: none"> <li>• The promotional mix; methods and message</li> <li>• Advertising</li> <li>• Sales promotions</li> <li>• Personal selling</li> <li>• Public relations</li> <li>• Direct marketing</li> <li>• Types of market</li> <li>• Market segmentation: demographic, geographic, psychographic, behavioural</li> <li>• Factors influencing the choice of promotion</li> </ul>
Art	<p><b>Assessment point focus:</b> Year 10 will be assessed on the observational drawings of natural forms completed in class and at home in their sketchbook.</p>	Assessment point revision	<ul style="list-style-type: none"> <li>• Coursework, no formal assessment.</li> </ul>

Ethics	<b>Assessment point focus:</b> Component 1: Islam beliefs, teachings and practices.	Assessment point revision	<ul style="list-style-type: none"> <li>• Foundations of Faith</li> <li>• Nature of God</li> <li>• Angels</li> <li>• Predestination</li> <li>• Akhirah</li> <li>• Prophets</li> <li>• The imamate</li> <li>• The 5 Pillars of Islam: Shahadah, Salah, Zakat, Sawm, Hajj</li> <li>• The 10 obligatory acts of Shia Islam</li> <li>• Jihad</li> <li>• Festivals</li> </ul>
Hospitality & Catering	<b>Assessment point focus:</b> LO4: Know how food can cause ill health	Assessment point revision	<ul style="list-style-type: none"> <li>• Describe food related causes of ill health</li> <li>• Describe the role and responsibilities of the Environmental Health Officer.</li> <li>• Describe food safety legislation</li> <li>• Describe common types of food poisoning bacteria</li> <li>• Describe the symptoms of food induced ill health, including allergies and intolerances.</li> </ul>
Engineering	<b>Assessment point focus:</b> Unit 3 LO1: Understand effects of Engineering achievements.	Assessment point revision	<ul style="list-style-type: none"> <li>• <b>AC1.1:</b> Describe engineering developments.</li> <li>• <b>AC1.2:</b> Explain effects of engineering achievements.</li> <li>• <b>AC1.3:</b> Explain how environmental issues affect engineering applications.</li> </ul>
PE	<b>Assessment point focus:</b> RO46 – LO3, LO4: RO45 – LO1	Assessment point revision	<p>Technology in Sport:</p> <ul style="list-style-type: none"> <li>• How technology in sport has enhanced game play (fitness testing, training aids, equipment, clothing/footwear, injury prevention)</li> <li>• How technology in sport has enhanced performance (VAR, Hawkeye, goal line technology, hotspot, radio, stadium technology)</li> <li>• How technology in sport has enhanced spectatorship (stadium technology, officials, commentators/pundits, TV technology, internet)</li> </ul>
Statistics	<b>Assessment point focus:</b> A full GCSE statistics paper 2 (calculator allowed). Topics that could be assessed included: <ul style="list-style-type: none"> <li>• Collecting Data</li> <li>• Processing &amp; Representing Data</li> <li>• Summarising Data</li> <li>• Scatter Graphs &amp; Correlation Data</li> <li>• Time Series</li> <li>• Probability</li> <li>• Index Numbers</li> </ul> Probability Distributions	Assessment point revision	<ul style="list-style-type: none"> <li>• Students should use their exercise books to revise key points for each unit and complete exercises.</li> <li>• On Maths Watch, watch the following videos and attempt practice questions. All topics could be assessed.</li> </ul>

Drama	<b>Assessment point focus:</b> BTEC Performing Arts Acting; Component 2 - Developing Skills And Techniques In The Performing Arts	Assessment point revision	<ul style="list-style-type: none"> <li>• Level 2 Component 2 - Developing Skills And Techniques In The Performing Arts. Students will be completing this coursework unit so there will be no formal assessment.</li> <li>•</li> </ul>
Dance	<b>Assessment point focus:</b> BTEC Performing Arts Dance; Component 1 - Exploring The Performing Arts	Assessment point revision	<ul style="list-style-type: none"> <li>• Level 2 Component 1 - Exploring The Performing Arts. Students will be completing this coursework unit so there will be no formal assessment.</li> </ul>