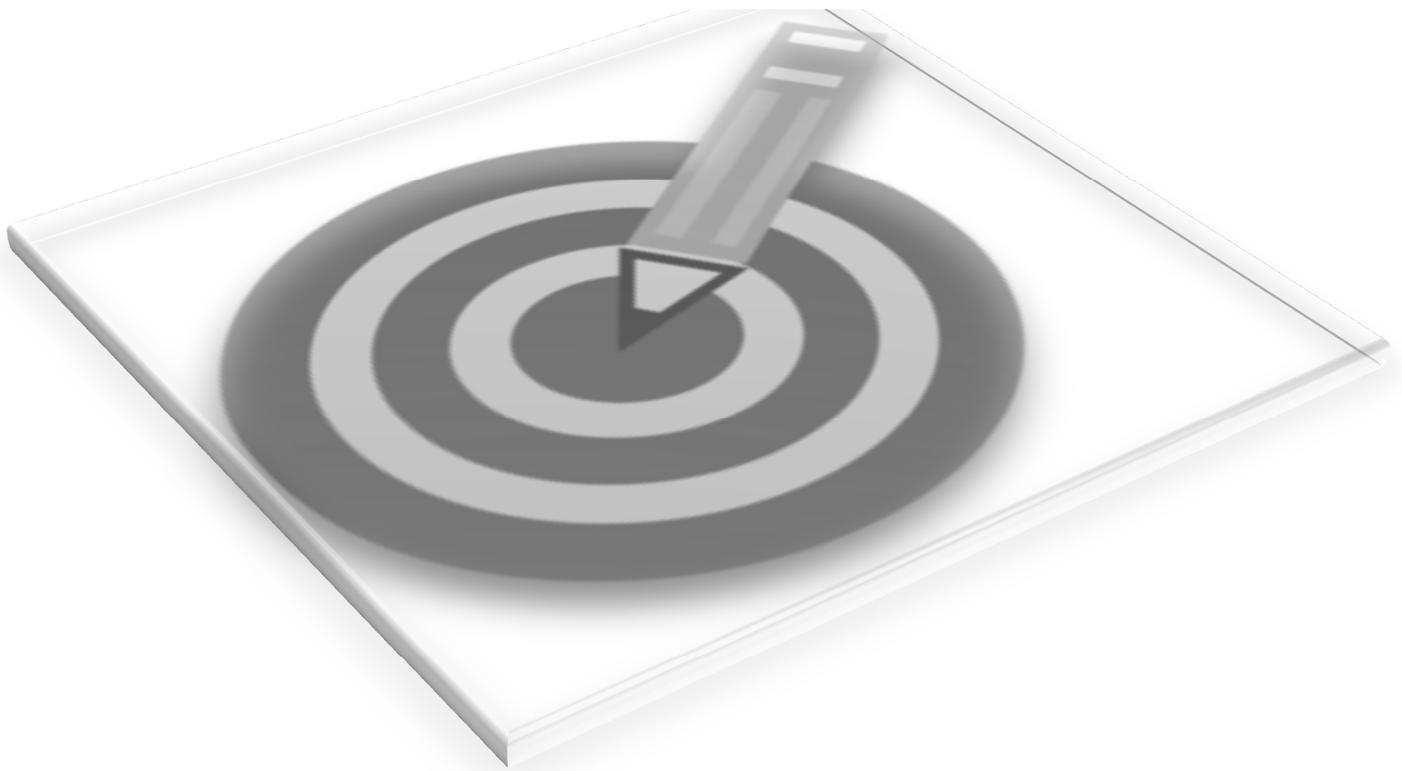


Year 10 Target Setting



Name:

Form:

Following your exams, you will have discussions for each of your GCSE subjects relating to targets.

You will agree three targets with your subject teachers in lessons. Your targets will be revisited in Year 11 to review your progress.

Art	Exam Grade:	
Targets	Selected Targets ✓ three	
A01 – Develop and contextualise: I need to make sure that my work effectively develops though exploring ideas and the work of other artist and cultures, showing analysis and practical investigation in to these areas.		
A02 – Experiment and refine: I need to show I can refine my work through purposeful and discriminating experimentation using appropriate techniques and media.		
A03 – Recording: I need to show a high level of skill and fluent technical ability to record relevant ideas for my project using techniques such as drawing, photography, painting and writing.		
A04 – Responses / final piece: I need to show that my work is imaginative, personal, informed and meaningful. Final piece is main focus in this assessment objective.		
I need to make sure that I am organised for lessons with all art work in school for lesson time and not left at home.		
I need to make sure that I meet deadlines so that my teacher can give me effective feedback to help me make the best of my work.		
I need to gain confidence in my ability to make sure I persist with tasks and don't give up too easily.		
I need to make sure the pace of my work is the best it can be, so that I work effectively to the best of my ability.		
To be achieving 7 - 9 grade I need to make sure my work is confident and consistently fluent across all assessment objectives.		
I need to show I am confidently meeting the top band of each assessment objective.		

Biology	Exam Grade:	
Targets	Selected Targets ✓ three	
Review - Create a revision tool based on the 3 weakest areas identified in the exam.		
Review - Create a biological dictionary of terms for topics 1 and 2.		
Review - Create a biological dictionary of terms for topics 3 and 4.		
Review - Create a biological dictionary of terms for topics 5 and 6.		
Review - Explain 3 processes from the exam. Use a flowchart to show how the marks are awarded for each stage in the process.		
Review - Create a summary sheet of practical skills such as identifying variables, equipment, risks, hypothesis, method and results table for a named practical studied so far in Biology.		
Review - To run a revision session in Lab 1 or 2 with a group of students for a particular topic I understand well.		
Calculations – complete standard form worksheet to show ability to calculate in standard form.		
Calculations – complete microscope worksheet on size calculations.		
Calculations – complete exercise on percentage change calculations.		
Calculations – complete percentile graphs questions pack.		
Skills – Reference using the Harvard system 3 practical's methods for practical's you have studied.		
Skills – Create 3 results tables from practical methods given.		
Skills – Evaluate a practical method for variables, safety, evaluation and use of equipment.		

Business Studies	Exam Grade:	
Targets	Selected Targets ✓ three	
To hand in homework on time.		
To learn to outline concisely a wide range of points made in a case study to improve context and analysis.		
To use the PEE method of constructing paragraphs effectively.		
To learn to use key business terminology in my responses.		
Ensure all classwork is completed before next lesson.		
Improve my behaviour to make it conducive to learning and progress.		
Make use of specific business case studies in all topics.		
Practice 9 and 12 mark data response and resource based questions.		
Use my electronic textbook as part of my revision material		
Personal Target:-		

Chemistry	Exam Grade:
Targets	Selected Targets ✓ three
Revise using the online chemistry textbook and must not rely solely on the revision guide which only provides basic knowledge.	
Able to write and balance chemical equations.	
Able to describe scientific procedures using clear sentences.	
Able to explain scientific ideas and models without repetition. Able to explain observations using scientific models.	
Know how to do simple chemical calculations especially calculating relative masses, percentage yield and empirical formulae. Able to calculate concentration in g/dm ³ .	
Know the collision theory is used to describe chemical reactions. Must be able to state the influence of changing temperature, concentration, surface area and use of catalyst on the speed of reaction.	
Able to describe what ionic, covalent and metallic bonding are and how they are formed. Explain the effect of bonding types on the structure of simple molecular, giant ionic and covalent lattices.	
Understand the reactions of groups I, VII and VIII. Able to write balanced chemical equations for the above groups.	
Know how the electrons are arranged in an atom.	
Know the physical and chemical properties of group I, VII and VIII elements.	
Explain what is meant by displacement reactions of halogens and being able to write the chemical equations to show these changes.	
Able to understand what fuels are and how they obtained from crude oil. Compare biofuels with fossil fuel fuels.	
Spend quality time on the homework given using a range of resources and in your own words. Hand in homework on time.	
Understand the reactions of acids with alkalis, metals, metal oxides and metal carbonates. Able to describe neutralisation of acids with alkalis using titration.	

Design Technology	Exam Grade:	
Targets	Selected Targets ✓ three	
To develop core technical knowledge and understanding that consists of: new and emerging technologies, energy generation and storage, developments in new materials, a systems approach to designing, mechanical devices and the working properties of materials		
To be able to develop an in-depth knowledge and understanding of paper, boards and timber-based materials		
To be able to demonstrate and apply knowledge and understanding of designing and making principles, such as, the work of others, tolerances, specialist tools and equipment		
To ensure cross-curricular skills are used effectively when answering the Mathematics element of the examination		
To ensure the key Design and Technology terminology is applied correctly		
Develop realistic design ideas as a result of the exploration of research and make effective use of the investigation of your client's needs, wants and values		
Continuously investigate, analyse and evaluate your work, using these decisions to improve your design ideas		
Use imagination, experimentation and combine ideas when designing. Avoid design fixation instead using an iterative design process: design methodology based on a cyclic process of prototyping, testing, analysing, and refining a product or process		
Show detailed development work, using a wide range of 2D/3D techniques including CAD (Computer-Aided Design)		
Produce a prototype that shows an exceptionally high level of making and finishing skills and has the potential to be commercially made		

Drama	Exam Grade:	
Targets	Selected Targets ✓ three	
To ensure that clear examples are used to support written responses		
To ensure that effective dramatic terminology is used frequently		
To develop evaluative skills so that I can clearly explain what makes a piece effective and ineffective		
To take up more opportunities to see live theatre productions		
To ensure clarity of written responses		
To take on the role of director for short sections of scene		
To ensure rehearsal time is always used effectively		
To ensure that lines are learnt promptly		
To encourage effective participation from all cast members		
To be more imaginative when it comes to the dramatic devices employed in a scene		
To ensure that vocal clarity is retained at all times		
To achieve effective differentiation between characters		
To increase pace and energy in performance		
To develop effective characterisation through vocal and physical skills		
To explore subtle dynamics in relation to other characters in the scene		

English Language	Exam Grade:	
Targets	Selected Targets ✓ three	
To present a tidy, well-organised exercise book, with work clearly headed to enable effective revision of notes		
To improve accuracy of spelling and ability to use a wide variety of punctuation for deliberate effect		
To be able to write good analytical topic sentences in essays and exams so that paragraphs are well signposted and the structure of the essay becomes cohesive		
To avoid paraphrasing the text and instead use subject terminology / methods with accuracy to enhance analysis and support views		
To critically evaluate language choices in texts with some precision, delving down to word level and examining the intended impact upon the reader		
To complete all homework on time and to the best of your ability, whilst being familiar with the mark scheme and with a focus on hitting your target grade		
To learn to summarise and synthesise a wide range of points made in a pair of non-fiction texts		
To be able to move confidently between the two non-fiction text in order to compare the writers' attitudes through analysing techniques / methods across two non-fiction texts		
To craft a range of linguistic devices for deliberate impact in order to engage a reader's interest in narrative and/or descriptive writing		
To analyse how structural devices influence the reader's interest in fiction texts		
To understand how to link points made in textual analysis to the question asked.		
To understand how to explore a range of techniques when analysing a text, including using quotations, and to avoid just feature-spotting with a list that isn't detailed or analytical enough		

English Literature	Exam Grade:	
Targets	Selected Targets ✓ three	
To understand the aims and perspectives of writers in individual texts.		
To understand how characterisation, setting, genre and themes have been established through the writer's crafting of several techniques		
To critically evaluate a writer's word choices in some detail, particularly with extracts from texts or with poetry		
To be able to use subject terminology with accuracy to enhance analyses of poems and other texts, and to support views with well-chosen quotations		
To understand how the <u>form</u> of the text is significant, e.g. how a play is a dramatic construction being performed, in Acts and Scenes, and is received differently by the audience compared to how a reader responds to a novella with chapters, or poem in the form of a sonnet or dramatic monologue		
To embed short, accurately-chosen quotations when analysing a text in order to illustrate a point		
To be able to demonstrate personal engagement and response when interpreting a poem, rather than 'feature spotting' and writing in a formulaic way		
To be able to write effective topic sentences in analytical essays to ensure that each paragraph introduces a new point which creates a cohesive overall essay, rather than a narrative re-telling of the story		
To remember to refer to social and historical contexts		
To be able to show detailed knowledge and coverage of the whole text, rather than over-using, or over-relying, on the most obvious sections of the text		

<p>To plan an essay response rather than launching in to the answer. Planning will thereby avoid writing an unstructured, disorganised jumble of unconnected points that fail to respond to the focus of the question</p>	
<p>To have over-learnt quotes from the key texts in order to best be able to showcase your knowledge, to the examiner, in your written, timed answers</p>	
<p>To write at length during a timed essay to access the higher levels of the mark scheme: responses that are ‘thoughtful and developed’ or that show ‘critical analysis and interpretation’ are generally not seen in a couple of paragraphs</p>	
<p>To be able to compare and contrast poems – to be able to move between the two poems, using connectives to signpost movement (<i>similarly, however</i>) and thereby demonstrate understanding of how the poets have presented the common theme (<i>power and conflict</i>) but in their own distinct way</p>	

French	Exam Grade:	
Targets	Selected Targets ✓ three	
Ensure I improve my general conversation answers following feedback from my teacher and/or catch up on missed questions		
Take advantage of in-class revision time for the general conversation, rather than time-wasting		
Learn useful vocabulary for the photocard section of the speaking exam and get more practice		
Seek extra translation practice to improve my skills		
Learn some past, present and future verbs off by heart to aid with the writing exam		
Revise useful opinion templates for the writing exam		
Use online resources to access extra listening/reading practice		
Record new vocabulary in a vocabulary book for later revision		
Participate /engage more actively in class to help improve reading / listening skills and vocabulary retention		
Ensure I have a full set of grammar notes and revise them regularly		
Improve my homework record, seeking help if I need it and spending adequate time on it		
Be more organised, bringing relevant materials to each lesson and using the correct books/folders where appropriate		
Be pro-active in asking for help or for extra material to stretch myself		
Improve my behaviour to make it conducive to learning and progress (e.g. Not talking when my teacher is).		

Geography	Exam Grade:	
Targets	Selected Targets ✓ three	
Make greater contribution to class discussion		
Focus more in class and remain on task		
Ensure all classwork is completed before next lesson		
Ensure all questions are answered in full sentences to help revision		
Focus on graph and map work to help with the skills paper		
Ensure all homework is submitted on time and in detail		
Make use of specific case studies in all tasks		
Undertake more background reading and current affairs to improve breadth of knowledge		
Research from a wider range of sources to reduce bias and provide more balanced answers		
Make use of revision materials and past papers on Moodle		
Practice data response and resource based questions		
Focus on detail and justification on 2 – 4 mark questions		
Review 8 mark essay questions with PEEL structure		
Revise using a variety of different techniques to help knowledge and skills		
Personal Target:-		

History	Exam Grade:
Targets	Selected Targets ✓ three
Ability to explain and analyse the key features of Weimar Germany between 1918 and 1929	
Ability to explain and analyse the key features of Hitler's rise to power between 1919 and 1933	
Ability to explain and analyse the key features of Nazi control and dictatorship between 1933 and 1939	
Ability to explain and analyse the key features of life in Nazi Germany between 1933 and 1939	
Ability to explain and analyse the key features of Elizabeth I's power, her government and religion	
Ability to explain and analyse the key features challenges Elizabeth I faced at home and abroad	
Ability to explain and analyse the key features of Elizabethan society within the age of exploration	
Confidently, identify the tone or message of a source	
Identify the original purpose or motive the source was created for	
Use provenance of the source to explain why a source is valid as a piece of evidence	
Use knowledge to explain why a source is valid as a piece of evidence	
Identify and explain a range of factors for a given issue	
Produce arguments for and against a historical debate	
Reach your own supported conclusions for a historical debate	

ICT	Exam Grade:	
Targets	Selected Targets ✓ three	
To upload homework on time to Moodle.		
To ensure that any work missed due to absence is caught up with within 14 days.		
To target a minimum of a Merit (B) grade on all future coursework elements.		
To target a minimum of a Distinction (A) grade on all future coursework elements.		
To target a minimum of a Distinction* (A*) grade on all future coursework elements.		
To ensure that R082 unit work is revisited in the new academic year to improve on the current grade that I hold.		
To ensure that R087 unit work is revisited in the new academic year to improve on the current grade that I hold.		
To act upon feedback provided quickly and inform my teacher when the work has been uploaded.		
To attend after-school sessions in the final term of Year 10 to improve upon the work that I have created to meet and ideally exceed my target grade.		
To seek guidance if I am unsure about the quality of my work.		

Mathematics	Exam Grade:	
Targets	Selected Targets ✓ three	
Be more disciplined when tackling a question that requires a multi-step response, making clear each stage of my working in order to fully justify my response.		
In geometrical situations use the correct technical language and explanations, stating why a piece of reasoning is the correct justification for a process or calculation.		
Understand the difference between showing working to explain a process and explaining a process in words.		
Use knowledge and understanding to make connections between mathematical concepts.		
Apply the functional elements of Mathematics in everyday and real-life situations.		
Give myself the opportunity to develop my ability to acquire and use problem-solving strategies.		
Develop my ability to select and apply mathematical techniques and methods in mathematical, every day and real-world situations.		
Develop the ability to reason mathematically, make deductions and inferences and draw conclusions.		
Develop the ability to interpret and communicate mathematical information in a variety of forms appropriate to the information and context.		
There are a number of aspects regarding algebra / number / geometry / statistics and probability* that I need to work on in order to improve my mathematical skills. (*delete as appropriate)		
Ensure the presentation of my mathematical working displays my knowledge, skills and understanding to the best advantage.		
Be prepared to look for the stretch and challenge in topics outside of the classroom to further evidence my mathematical ability.		

Music	Exam Grade:	
Targets	Selected Targets ✓ three	
To learn all the relevant vocabulary for the listening and appraising exam.		
To learn key signatures, both major and minor, up to four # (sharps) and four b (flats).		
To keep a careful log of my progress with my second composition.		
To improve my first composition in class and during my own time as necessary.		
To attend all after school catch-up sessions as required by my teacher.		
To research the topic for my second composition thoroughly.		
To make sure that my solo performing is fully prepared and rehearsed.		
To make sure that I have chosen a suitable group performing project and rehearsed this carefully.		
To regularly use websites to revise my listening and vocabulary skills.		
To attend ALL instrumental lessons.		
To attend appropriate extra-curricular activities I am directed to so that I improve my performing ability.		
To make sure that I provide an accurate score for my solo and group performances.		
To keep to relevant deadlines for completion of coursework.		
To complete all homework tasks to schedule.		

Physical Education	Exam Grade:	
Targets	Selected Targets ✓ three	
Read examination questions more thoroughly in order to gain greater understanding of what is required in my answer.		
Develop a greater use of key terms and phrases.		
Develop use of definitions to key terms and phrases.		
Make more use of specific examination techniques (AO1,2,3 Criteria) when completing questions.		
Undertake more background reading within the topic area to improve breadth of knowledge.		
Improve contribution to group presentation work.		
Improve contribution to practical aspects of the course.		
Develop physical fitness and use of more advanced skills for practical assessments.		
Develop physical fitness.		
Develop the use of more advanced skills within practical sessions.		
Make use of revision materials and past papers available on Moodle and AQA Website.		
Focus on the degree of detail included in the 2-4 mark question responses.		
Review past topics more thoroughly. Take greater care in my written work.		
Include greater detail within my written notes from class (giving relevant examples when necessary).		
Revise using a variety of different techniques (available on Moodle) to help knowledge and skills.		
Make greater contribution to class discussion.		
Focus more in class and remain on task.		
Ensure all classwork is completed before next lesson.		
Ensure all questions are answered in full sentences to help with future revision (including relevant examples).		
Ensure all homework is submitted on time.		

Physics	Exam Grade:	
Targets	Selected Targets ✓ three	
To increase my use of scientific vocabulary in explanations by creating a dictionary of key terms		
To expand my scientific explanations by including more detail		
To practise using bullet point drafting techniques when answering the long response questions (6 mark questions)		
To base my scientific explanations around Physics based theories and formulae		
To become confident in manipulating equations to solve numerical problems.		
To build a list of Physics equations and regularly use it to test my recall		
To ensure that I always use units when substituting numbers into equations as a tool to check they are correct		
To be able to translate data from one form to another		
To be able to use a graph to explain the pattern shown		
To be able to evaluate methods and suggest possible improvements and further investigations		
Demonstrate a knowledge and understanding of light and the electromagnetic spectrum		
To be able to explain how the generation of electric current using a moving magnet and a coil of wire happens		
To be able to explain how transmitting electrical energy at high voltages improves the efficiency by reducing heat loss in transmission lines and the use of transformers		
Demonstrate a knowledge of forces and momentum		
To be able to explain how moving charges allow objects to become charged		
To be able to use my understanding of Newton's laws to describe and explain motions		
To be able to use my understanding of momentum and force to explain how packaging and car safety features protect		
To be able to describe how radioactivity is used in our world		
To be able to determine the half-life of an isotope		

Religious Studies	Exam Grade:
Targets	Selected Targets ✓ three
Secure key terms in the Christian/ Muslim traditions	
Deepen knowledge of the relevant holy books	
Ensure that written work in class is complete and has the necessary depth.	
Settle into tasks more quickly during sessions and ensure to not be distracting others	
Take the necessary steps to improve homework record, this may include meeting deadlines, depth of answers etc.	
Participate more actively in sessions, this can include listening more attentively, contributing verbally etc.	
Engage in wider reading of moral issues in current affairs to prepare for Year 11 modules	
Make sure that all necessary equipment is brought to lessons to aid learning	
Maintain enthusiasm for the subject in Year 11	
Improve written technique for answering GCSE questions	
Take greater responsibility for learning, this may include asking for help when necessary, focussing more in sessions	
Make greater use of the resources made available by the department on the VLE	
Continue to develop analytical skills for parts d) and e)	
Devise a more focussed revision strategy.	
Personal Target:-	

Spanish	Exam Grade:	
Targets	Selected Targets ✓ three	
Ensure I improve my general conversation answers following feedback from my teacher and/or catch up on missed questions		
Take advantage of in-class revision time for the general conversation, rather than time-wasting		
Learn useful vocabulary for the photocard section of the speaking exam and get more practice		
Seek extra translation practice to improve my skills		
Learn some past, present and future verbs off by heart to aid with the writing exam		
Revise useful opinion templates for the writing exam		
Use online resources to access extra listening/ reading practice		
Record new vocabulary in a vocabulary book for later revision		
Participate /engage more actively in class to help improve reading / listening skills and vocabulary retention		
Ensure I have a full set of grammar notes and revise them regularly		
Improve my homework record, seeking help if I need it and spending adequate time on it		
Be more organised, bringing relevant materials to each lesson and using the correct books/ folders where appropriate		
Be pro-active in asking for help or for extra material to stretch myself		
Improve my behaviour to make it conducive to learning and progress (e.g. Not talking when my teacher is).		

Student Name: Form:

Target Setting Interview Notes

Staff Date

Target Setting Interview Notes

Staff **Date**

Student Name: **Form:**

Target Setting Review Notes

Staff **Date**

Student Name: **Form:**