

Biology Department Assessment Calendar

Biology– Year 9

Topic	How its being assessed	Type of feedback to be used	How would work be improved	Date
4.1.1 Cell structure	TEST_Cells & Microscopes	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	October
4.1.3 Transport in cells	TEST_Transport in cells	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	January
4.1.2 Cell division	TEST_Cell division & stem cells	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	March
Year 9 Biology topics	EXAM_End of year	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	June

Biology – Year 10 Separate GCSE

Topic	How its being assessed	Type of feedback to be used	How would work be improved	Grade given?	Date
4.2.2.2/3/4 human circulation system	TEST_Animal Transport	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes- Score/%	September
4.4.2 Respiration 4.4.1 Photosynthesis	TEST_Respiration and photosynthesis	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes- Score/%	November
4.3.1 Communicable diseases	TEST_Communicable diseases	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes- Score/%	February
4.5.2 The human nervous System	TEST_Nervous system	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes- Score/%	April

GCSE Paper 1 content	EXAM_ End of year (GCSE paper 1)	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>		June
4.5.3 Endocrine system	TEST_Endocrine system	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes- Score/%	July

Biology – Year 10 Combined: Trilogy GCSE

Topic	How its being assessed	Type of feedback to be used	How would work be improved	Grade given?	Date
4.2.2.2/3/4 human circulation system	TEST_Animal Transport	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes- Score/%	October
4.4.2 Respiration 4.4.1 Photosynthesis	TEST_Respiration and photosynthesis	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes- Score/%	December
4.3.1 Communicable diseases	TEST_Communicable diseases	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes- Score/%	Maarch
GCSE Paper 1 content	EXAM_End of year (GCSE paper 1)	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes- Score/%	June

Biology – Year 11 Separate GCSE

Topic	How its being assessed	Type of feedback to be used	How would work be improved	Grade given?	Date
4.5.1 Homeostasis	TEST_Homeostasis	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes- Score/%	September
4.6.1 Reproduction (inheritance)	TEST_Reproduction	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes- Score/%	November
GCSE mixed (Paper 1 and 2 content)	Mock GCSE exam	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes- Score/%	December

<p>4.6.2 Variation and evolution (<i>manipulating genomes</i>) 4.7.1 Adaptations, interdependence and competition</p>	<p>TEST_ variation and evolution</p>	<p>Teacher written feedback identifying areas of strength and weakness</p>	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	<p>Yes-Score/%</p>	<p>February</p>
<p>GCSE 2 content</p>	<p>Mini mock GCSE exam</p>	<p>Teacher written feedback identifying areas of strength and weakness</p>	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	<p>Yes-Score/%</p>	<p>April</p>

Biology – Year 11 Combined: Trilogy GCSE

Topic	How its being assessed	Type of feedback to be used	How would work be improved	Grade given?	Date
4.5.3 Hormonal coordination in humans	Test_ Endocrine system (inc. blood sugar control)	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes-Score/%	October
GCSE mixed (Paper 1 and 2 content)	Mock GCSE exam	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes-Score/%	December
4.6.2 Variation and evolution (<i>manipulating genomes</i>) 4.7.1 Adaptations, interdependence and competition	TEST_ variation and evolution	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes-Score/%	February
GCSE 2 content	Mini mock GCSE exam	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen.	Yes-Score/%	April

			Students to complete targeted intervention questions based on test performance (intervention booklets).		
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Biology – Year 12

Topic	How its being assessed	Type of feedback to be used	How would work be improved	Grade given?	Date
3.2.1 Cell structure	TEST_Cells and microscopes	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes-Score/%	October
3.1 Biological molecules	TEST_Biological molecules	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes-Score/%	October
3.2.2 All cells arise from other cells	TEST_Cell cycle	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes-Score/%	November
3.1.4.2 Many proteins are enzymes	TEST_Enzymes	Teacher written feedback identifying areas of strength and weakness	<p>Students to use mark-scheme to correct misconceptions/errors in answers with green pen.</p> <p>Students to complete targeted intervention questions based on test performance (intervention booklets).</p>	Yes-Score/%	November

3.2.3 Transport across cell membranes	TEST_Transport across membranes	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to complete targeted intervention questions based on test performance (intervention booklets).	Yes-Score/%	Jan
3.1.5 Nucleic acids are important information-carrying molecules 3.1.6 ATP 3.1.7 Water 3.1.8 Inorganic ions	TEST_ Nucleic acids, ATP, water + ions	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to complete targeted intervention questions based on test performance (intervention booklets).	Yes-Score/%	Jan
3.2.4 Cell recognition and the immune system	TEST_Immune response	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to complete targeted intervention questions based on test performance (intervention booklets).	Yes-Score/%	March
3.4.1 to 3.4.3 Genetic information, protein synthesis and variation	TEST_ Genetic information, protein synthesis and variation	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to complete targeted intervention questions based on test performance (intervention booklets).	Yes-Score/%	March
3.3 Organisms exchange substances with their environment 3.3.1 Surface area to vol 3.3.2 Gas exchange	TEST_Gas exchange and digestion	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to complete targeted intervention questions based on test performance (intervention booklets).	Yes-Score/%	May

3.4.3 to 3.4.7 and .3.7.3 and statistics: Genetic diversity, adaptation, taxonomy, evolution and speciation	TEST_ Genetic diversity, adaptation, taxonomy, evolution and speciation	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to complete targeted intervention questions based on test performance (intervention booklets).	Yes-Score/%	May
A Level Paper 1 content	Mock A Level exams (x2 written papers)	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to complete targeted intervention questions based on test performance (intervention booklets).	Yes-Score/%	June

Biology – Year 13

Topic	How its being assessed	Type of feedback to be used	How would work be improved	Grade given?	Date
3.3.4.1 Mass transport in animals 3.3.4.2 Mass transport in plants	TEST_Mass transport	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to rewrite and improve answers in green pen following feedback	Yes-Score/%	September
3.5.2 Respiration	TEST_Respiration	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to rewrite and improve answers in green pen following feedback	Yes-Score/%	October
3.7.1 Inheritance	TEST_Inheritance	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to rewrite and improve answers in green pen following feedback	Yes-Score/%	November
3.5.1 Photosynthesis	TEST_Photosynthesis (+ respiration)	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to rewrite and improve answers in green pen following feedback	Yes-Score/%	November
A Level Paper 1 and 2/3 content	Mock A Level exams (x2 written papers)	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to rewrite and improve answers in green pen following feedback	Yes-Score/%	January

3.6 Organisms respond to changes in their internal and external environments	TEST_Response to stimuli	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to rewrite and improve answers in green pen following feedback	Yes-Score/%	March
3.8 The Control of Gene Expression 3.8.3 Using genome projects	TEST: Control of Gene expression	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to rewrite and improve answers in green pen following feedback	Yes-Score/%	March
3.6.4 Homeostasis is the maintenance of a stable internal environment	TEST_Homeostasis	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to rewrite and improve answers in green pen following feedback	Yes-Score/%	April
3.8.4 Gene technologies	TEST: DNA technologies	Teacher written feedback identifying areas of strength and weakness	Students to use mark-scheme to correct misconceptions/errors in answers with green pen. Students to rewrite and improve answers in green pen following feedback	Yes-Score/%	April