

**GCSE Engineering Year 10****Target for Year 10 is:**In **Year 10** students:

- Gain knowledge of and use engineering equipment and techniques in metal work and circuit design.
- Work from and produce engineering drawings and CAD models.
- Gain knowledge of and apply an understanding of structures and materials.
- Solve problems using engineering skills and knowledge.
- Begin their coursework.

|   |   | Working Towards Target                  | At Expected Target                       | Above Expected Target                                  | Assessment grade |
|---|---|---|--|--|------------------|
| <b>Unit 1</b><br><b>Metal work and Materials testing</b><br><b>Date</b> | <b>Theory</b>                                   |   |  |  |                  |
|   | <b>Practical skills</b>                         |   |  |  |                  |
|   | <b>Engineering</b>                              |   |  |  |                  |
| <b>Overall unit performance</b>   |   |   |  |  |                  |
| <b>FFL:</b>   | <b>Meeting behaviour for learning standards</b> | <b>Actively engaged in the learning</b> | <b>Completing CWK to a high standard</b> | <b>Is a resilient learner 'Doesn't give up easily'</b> |                  |
| <b>Achieved:</b>  |   |   |  |  |                  |

|  |   | Working Towards Target                  | At Expected Target                       | Above Expected Target                                  | Assessment grade |
|--|---|---|--|--|------------------|
| <b>Unit 2</b><br><b>Systems and control</b><br><b>Date</b> | <b>Theory</b>                                   |   |  |  |                  |
|  | <b>Practical</b>                                |   |  |  |                  |
|  | <b>Engineering</b>                              |   |  |  |                  |
| <b>Overall unit performance</b>                            |   |   |  |  |                  |
| <b>FFL:</b>  | <b>Meeting behaviour for learning standards</b> | <b>Actively engaged in the learning</b> | <b>Completing CWK to a high standard</b> | <b>Is a resilient learner 'Doesn't give up easily'</b> |                  |
| <b>Achieved:</b>   |   |   |  |  |                  |

|   |   | Working Towards Target                  | At Expected Target                       | Above Expected Target                                  | Assessment grade |
|---|---|---|--|--|------------------|
| <b>UNIT 3</b><br><b>Structures and casting</b><br><b>Date</b> | <b>Theory</b>                                   |   |  |  |                  |
|   | <b>Practical</b>                                |   |  |  |                  |
|   | <b>Engineering</b>                              |   |  |  |                  |
| <b>Overall unit performance</b>                               |   |   |  |  |                  |
| <b>FFL:</b>   | <b>Meeting behaviour for learning standards</b> | <b>Actively engaged in the learning</b> | <b>Completing CWK to a high standard</b> | <b>Is a resilient learner 'Doesn't give up easily'</b> |                  |

## STEAM

|                  |  |  |  |  |
|------------------|--|--|--|--|
| <b>Achieved:</b> |  |  |  |  |
|------------------|--|--|--|--|

|  |   | <b>Working<br/>Towards<br/>Target</b>       | <b>At<br/>Expected<br/>Target</b>            | <b>Above<br/>Expected<br/>Target</b>                           | <b>Assessment<br/>grade</b> |
|--|---|---|--|--|-----------------------------|
| <b>UNIT 4<br/>Electronics<br/>Date</b> | <b>Theory</b>   |   |  |  |                             |
|  | <b>Practical</b>  |   |  |  |                             |
|  | <b>Engineering</b>                                      |   |  |  |                             |
| <b>Overall unit performance</b>        |   |   |  |  |                             |
| <b>FFL:</b>                            | <b>Meeting behaviour<br/>for learning<br/>standards</b> | <b>Actively engaged in<br/>the learning</b> | <b>Completing CWK to a<br/>high standard</b> | <b>Is a resilient learner<br/>'Doesn't give up<br/>easily'</b> |                             |
| <b>Achieved:</b>                       |   |   |  |  |                             |