



**DRAYTON MANOR HIGH SCHOOL**

**Year 10 Success at GCSE Evening  
2019**

**Strategies to Support your Child**



## DRAYTON MANOR HIGH SCHOOL

### YEAR 10 SUCCESS AT GCSE EVENING

Tuesday 12 November 2019

#### PROGRAMME

4.50 pm	Arrival	
5.00 pm	Introduction	Mrs Dampha
5.10 pm	Presentations:	
	English	Mrs Ali (Head of English)
	Maths	Mr Booth (Head of Maths)
	Science	Ms Woodward (Head of Science)
	MFL	Ms Opie (Head of MFL)
	Humanities	Ms Mannan (Head of Year 10)
5.50 pm	Close	

Mrs Dampha, Assistant Deputy Head, Ms Mannan (Head of Year 10) and Ms Yusuf (Deputy Head of Year 10) will be available at the end of the session

## COURSEWORK / CONTROLLED ASSESSMENT GENERAL TIPS FOR PARENTS

- Encourage and praise. Show an interest by talking about what they are learning in different subjects, assessments and coursework
- The most important thing is that your child attends lessons. Sometimes just missing one lesson means that they miss out on key information about coursework or the introduction to a topic – starting out behind often results in a vicious circle of not understanding and falling further behind
- Put key dates and deadlines in your own diary
- You may need to have more knowledge about specific coursework requirements in order to be able to support. This knowledge might include the length, how many marks are awarded for each question etc. Subject teachers will provide this information to students. The internet is a good source of specific information about examination syllabuses
- Make copies for yourself of coursework descriptions and mark schemes
- Help your child to use the internet to search for relevant materials and information. If you do not have internet access at home, students can use the school library after school, Monday to Thursday, or public libraries
- Essay and Coursework banks can be useful; be careful about the dangers of copying text – Staff and Examiners can detect plagiarism and it is usually punished by disqualification
- Never use services which offer to write essays for you
- Keep the school informed if your child is experiencing personal difficulties, examination boards can be flexible in special circumstances. School deadlines can sometimes be extended if there is good reason

### Further Support

- [www.projecteducation.co.uk](http://www.projecteducation.co.uk) offers links to GCSE chat forums
- [www.coursework.info](http://www.coursework.info) (small subscription payable)
- [www.studentcentral.co.uk](http://www.studentcentral.co.uk) (subscription payable)
- [www.essaybank.com](http://www.essaybank.com)
- [www.sparknotes.com](http://www.sparknotes.com) (free downloadable information and study guides in many areas)

<b>Subject</b>	<b>Art &amp; Design</b>
<b>Course Level</b>	<b>GCSE Full Course</b>
<b>Assessment Weighting</b>	<b>Unit 1 - Personal Portfolio - 60%</b> <b>Unit 2 - Externally Set Assignment – 40%</b>

### Year 10

#### Task 1

<b>Title:</b>	'Contrast - Natural and Mechanical forms'
<b>Type of work</b>	Unit 1 - Personal Portfolio 60% as coursework and controlled assessment. First journal
<b>Completion Date</b>	March 2020 Final deadline-first lesson back in September of Year 11.
<b>Percentage of overall grade</b>	Unit 1 - Personal Portfolio (60%)
<b>Preparation Tips</b>	<ul style="list-style-type: none"> <li>• All assessment objectives must be met as outlined in the specification and worksheets for students.</li> <li>• Manage time effectively in order to complete detailed drawing tasks</li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/art/">http://www.bbc.co.uk/schools/gcsebitesize/art/</a></li> <li>• <a href="http://moodle.draytonmanorhighschool.co.uk/">http://moodle.draytonmanorhighschool.co.uk/</a></li> <li>• <a href="http://www.pinterest.co.uk">www.pinterest.co.uk</a></li> <li>• <a href="http://www.studentartguide.com">www.studentartguide.com</a></li> <li>• See your teacher about looking through exemplar journals from previous students.</li> </ul>

#### Task 2

<b>Title</b>	'Contrast – mock exam as part of coursework and controlled assessment for Personal Portfolio.
<b>Type of work</b>	Preparation work and supporting studies 10 hours controlled assessment (personal response)
<b>Completion Date</b>	June/July 2020 (two days at 10 hours)
<b>Percentage of overall grade</b>	Unit 1 – Personal Portfolio (60%)
<b>Preparation Tips</b>	<ul style="list-style-type: none"> <li>• Students use the knowledge from Terms 1 and 2 and prepare for a 10-hour unsupervised piece.</li> <li>• Work supporting this piece should make up a minimum of 10 hours and should meet all the Assessment Objectives.</li> <li>• Use Moodle for pro-forms/worksheets as well as information about current exhibitions.</li> <li>• <a href="http://moodle.draytonmanorhighschool.co.uk/">http://moodle.draytonmanorhighschool.co.uk/</a></li> <li>• Attend the weekly intervention sessions to ensure you have covered all the assessment objectives.</li> </ul>

## Year 11

### Task 1

<b>Title</b>	TBC – usually the same as the previous Year 11 theme set by exam board
<b>Type of work</b>	Unit 1 - Personal Portfolio 60% as coursework and controlled assessment. Second journal.
<b>Completion Date</b>	December 2020
<b>Percentage of overall grade</b>	Unit 1 – Personal Portfolio (60%)
<b>Preparation Tips</b>	<ul style="list-style-type: none"> <li>• Supporting studies should show students' progress through their work evidenced in their journal/sketchbook</li> <li>• All assessment objectives must be met as outlined in the specification and worksheets for students.</li> <li>• Manage time effectively in order to complete detailed drawing tasks</li> <li>• Use Moodle for forms/worksheets as well as information about current exhibitions.</li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/art/">http://www.bbc.co.uk/schools/gcsebitesize/art/</a></li> <li>• <a href="http://moodle.draytonmanorhighschool.co.uk/">http://moodle.draytonmanorhighschool.co.uk/</a></li> <li>• <a href="http://www.pinterest.co.uk">www.pinterest.co.uk</a></li> <li>• <a href="http://www.studentartguide.com">www.studentartguide.com</a></li> <li>• See your teacher about looking through exemplar journals from previous students.</li> </ul>

### Task 2

<b>Title:</b>	Externally Set Assignment (theme set by exam board)
<b>Type of work</b>	Unit 2 – Externally Set Assignment. Supporting studies and a 10 hour Exam.
<b>Completion Date</b>	Late April to early May 2021. The deadline date is the last day of the exam.
<b>Percentage of overall grade</b>	Unit 2 – Externally Set Assignment – 40%
<b>Preparation Tips</b>	<ul style="list-style-type: none"> <li>• Students will receive the ESA in February or when the exam board releases it</li> <li>• Supporting studies should be completed between February and the exam date</li> <li>• Supporting studies show students' progress through their work evidenced in their journal/sketchbook, notebook, worksheets, digital material, rough sketches/swatches, test pieces, large paperwork, etc.</li> <li>• Supporting studies will take into consideration previous learning and are a culmination of the learning from the course.</li> <li>• <a href="http://www.edexcel.com">www.edexcel.com</a></li> <li>• <a href="http://www.bbc.co.uk/schools/gcsebitesize/art/">http://www.bbc.co.uk/schools/gcsebitesize/art/</a></li> <li>• <a href="http://moodle.draytonmanorhighschool.co.uk/">http://moodle.draytonmanorhighschool.co.uk/</a></li> </ul>

Head of Art – Ms Qualter

<b>Subject</b>	<b>Biology</b>
<b>Course Level</b>	<b>Level 2 – GCSE Full Course (AQA)</b>
<b>Assessment Weighting</b>	<b>Exam 100% from 2 written exams at the end of 2 years</b>

<p><b>What does the assessment look like?</b></p>	<p>Students will take two 1hr 45 min exam papers, both consisting of multiple choice, closed short answer and longer open response questions.</p> <ul style="list-style-type: none"> <li>• <b>Paper 1</b> – Topics 1–4: Cell biology - Organisation; Infection and response; and Bioenergetics (content covered in Year 10)</li> <li>• <b>Paper 2</b> – Topics 5–7: Homeostasis and response; Inheritance, variation and evolution; and Ecology (content covered in Year 11)</li> </ul> <p>There is no coursework requirement for GCSE Biology, but students are required to undertake ten core practicals during the two-year period. Students will be assessed on their practical skills in the exams; with at least 15% of the marks coming from questions relating to practicals. As such, it is <b>essential</b> that students complete all ten required practicals. If a student is absent when a practical is carried out, they must catch it up.</p>
<p><b>Preparation Tips</b></p>	<p>Students should regularly reflect on their progress using the checklists provided and proactively revise/work on any areas of weakness as identified in tests, feedback tasks, class work and homework.</p> <p><b>GCSE Aims</b> A GCSE in Biology should enable students to</p> <ul style="list-style-type: none"> <li>• develop scientific knowledge and conceptual understanding of biology</li> <li>• develop understanding of the nature, processes and methods of biology</li> <li>• develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments</li> <li>• develop their ability to evaluate claims based on biology through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.</li> </ul> <p><b>Resources</b> <b>Textbook – students have an individual log in for the online textbook:</b> <a href="https://www.kerboodle.com/users/login">https://www.kerboodle.com/users/login</a></p> <p>Other helpful websites:</p> <ul style="list-style-type: none"> <li>• <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></li> <li>• <a href="http://www.bbc.co.uk/education/subjects/z9ddmp3">http://www.bbc.co.uk/education/subjects/z9ddmp3</a></li> <li>• <a href="https://www.aqa.org.uk/subjects/science/gcse/biology-8461">https://www.aqa.org.uk/subjects/science/gcse/biology-8461</a><a href="http://www.thestudentroom.co.uk/">http://www.thestudentroom.co.uk/</a></li> </ul>

Head of Science – Ms Woodward

**Subject**

**Business Studies GCSE 1-9**

**Course Level**

**Level 2 – Level 2 GCSE (9–1) (Edexcel)**

**Assessment Weighting**

**Exam 100% in 2 written exams Theme 1 and Theme 2 at end of Year 11**

**Year 10 and 11**

<b>Theme 1 - Investigating small business (50%)</b>	
<b>What does the assessment look like?</b>	<p>Written examination - 1 hour and 30 minutes 50% of the qualification 90 marks</p> <p><b>Assessment overview</b> The paper is divided into three sections - Section A - 35 marks Section B - 30 marks Section C - 25 marks.</p> <p>The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions</p> <p>Questions in Sections B and C will be based on business contexts given in the paper</p> <p>Calculators may be used in the examination</p>
<b>Preparation tips</b>	<p><b>Theme 1 - Content overview</b></p> <ul style="list-style-type: none"><li>• Topic 1.1 Enterprise and entrepreneurship</li><li>• Topic 1.2 Spotting a business opportunity</li><li>• Topic 1.3 Putting a business idea into practice</li><li>• Topic 1.4 Making the business effective</li><li>• Topic 1.5 Understanding external influences on business</li></ul> <p><b>Useful Resources -</b></p> <ul style="list-style-type: none"><li>• <a href="http://www.businessed.co.uk">www.businessed.co.uk</a> has some very useful theory notes and activities relating to the Edexcel Business Studies GCSE course (9-1)</li><li>• Students should access and familiarise themselves with the layout of the paper by visiting the following link (mark schemes are also available here)</li><li>• (<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments</a> )</li><li>• White and Green 'New GCSE Business Edexcel Exam Practice Workbook is available to buy from reception for £2.50. This book contains practice questions and answers are available at the back. Theme 1: pages 5 - 37</li><li>• The New GCSE Business Edexcel Revision Guide is available to buy from student reception for £2.50</li></ul> <p>Students have been provided with a Pearson's Edexcel GCSE Business book which covers the content for Theme 1 and Theme 2</p>

<b>Theme 2 - Building a Business (50%)</b>	
<b>What does the assessment look like?</b>	<p>Written examination - 1 hour and 30 minutes 50% of the qualification 90 marks</p> <p><b>Assessment overview</b> The paper is divided into three sections - Section A - 35 marks Section B - 30 marks Section C - 25 marks.</p> <ul style="list-style-type: none"> <li>• The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions</li> <li>• Questions in Sections B and C will be based on business contexts given in the paper</li> <li>• Calculators may be used in the examination</li> </ul>
<b>Preparation tips</b>	<p><b>Theme 2 - Content overview</b></p> <ul style="list-style-type: none"> <li>• Topic 2.1 Growing the business</li> <li>• Topic 2.2 Making marketing decisions</li> <li>• Topic 2.3 Making operational decisions</li> <li>• Topic 2.4 Making financial decisions</li> <li>• Topic 2.5 Making human resource decisions</li> </ul> <p><b>Useful Resources -</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.businessed.co.uk">www.businessed.co.uk</a> has some very useful theory notes and activities relating to the Edexcel Business Studies GCSE course (9-1)</li> <li>• Students should access and familiarise themselves with the layout of the paper by visiting the following link (mark schemes are also available here) (<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#filterQuery=Pearson-UK:Category%2FSpecification-and-sample-assessments</a> )</li> <li>• White and Green 'New GCSE Business Edexcel Exam Practice Workbook is available to buy from reception for £2.50. This book contains practice questions and answers are available at the back. Theme 2: pages 38 - 69</li> <li>• The New GCSE Business Edexcel Revision Guide is available to buy from student reception for £2.50</li> </ul> <p>Students have been provided with a Pearson's Edexcel GCSE Business book which covers the content for Theme 1 and Theme 2</p>
<b>Assessment Objectives</b>	<p>In Theme 1 and Theme 2 there are four assessment objectives - Knowledge (AO1), Application (AO2), Analysis and Evaluation (AO3)</p> <ul style="list-style-type: none"> <li>• <b>Knowledge</b> - knowledge and understanding of business concepts and issues</li> <li>• <b>Application</b> - Apply knowledge and understanding of business concepts and issues to a variety of contexts</li> <li>• <b>Analysis and Evaluation</b> - Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions</li> </ul>



<b>Subject</b>	<b>Chemistry</b>
<b>Course Level</b>	<b>Level 2 – GCSE Full Course (AQA)</b>
<b>Assessment Weighting</b>	<b>Exam 100% from 2 written exams at the end of 2 years</b>

<p><b>What does the assessment look like?</b></p>	<p>Students will take two 1hr 45 min exam papers, both consisting of multiple choice, closed short answer and longer open response questions.</p> <ul style="list-style-type: none"> <li>• <b>Paper 1</b> – Topics 1–5 - Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes. (content covered in Year 10)</li> <li>• <b>Paper 2</b> – Topics 6–10 - The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources. (content covered in Year 11)</li> </ul> <p>There is no coursework requirement for GCSE Chemistry, but students are required to undertake eight core practicals during the two-year period. Students will be assessed on their practical skills in the exams; with at least 15% of the marks coming from questions relating to practicals. As such, it is <b>essential</b> that students complete all eight required practicals. If a student is absent when a practical is carried out, they must catch it up.</p>
<p><b>Preparation Tips</b></p>	<p>Students should regularly reflect on their progress using the checklists provided and proactively revise/work on any areas of weakness as identified in tests, feedback tasks, class work and homework.</p> <p><b>GCSE Aims</b> A GCSE in Chemistry should enable students to -</p> <ul style="list-style-type: none"> <li>• develop scientific knowledge and conceptual understanding of chemistry</li> <li>• develop understanding of the nature, processes and methods of chemistry</li> <li>• develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments</li> <li>• develop their ability to evaluate claims based on chemistry through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively</li> </ul> <p><b>Resources</b> <b>Textbook – students have an individual log in for the online textbook:</b> <a href="https://www.kerboodle.com/users/login">https://www.kerboodle.com/users/login</a></p> <p><b>Other helpful websites</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></li> <li>• <a href="http://www.bbc.co.uk/education/subjects/zs6hvcw">http://www.bbc.co.uk/education/subjects/zs6hvcw</a></li> <li>• <a href="https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a></li> <li>• <a href="http://www.thestudentroom.co.uk/">http://www.thestudentroom.co.uk/</a></li> </ul>

Head of Science – Ms Woodward

<b>Subject</b>	<b>Combined Science</b>
<b>Course Level</b>	<b>Level 2 - Full GCSE Course (Double Award) (AQA)</b>
<b>Assessment Weighting</b>	<b>Exam 100% from 6 written exam papers</b>

<p><b>What does the assessment look like?</b></p>	<p>Students will complete the AQA Combined Science: Trilogy GCSE. This course is the equivalent of two GCSEs, so students will receive a double grade, for example 5-5 or 7-6.</p> <p>The assessment is made up of six 1hr 15 min exam papers, consisting of multiple choice, closed short answer and longer open response questions.</p> <ul style="list-style-type: none"> <li>• <b>Paper 1 – Biology topics 1–4:</b> Cell Biology; Organisation; Infection and response; and Bioenergetics (content covered in Year 10)</li> <li>• <b>Paper 2 – Biology topics 5–7:</b> Homeostasis and response; Inheritance, variation and evolution; and Ecology (content covered in Year 11)</li> <li>• <b>Paper 3 – Chemistry topics 8–12:</b> Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes (content covered in Year 10)</li> <li>• <b>Paper 4 – Chemistry topics 13–17:</b> The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources (content covered in Year 11)</li> <li>• <b>Paper 5 – Physics topics 18–21:</b> Energy; Electricity; Particle model of matter; and Atomic structure (content covered in Year 10)</li> <li>• <b>Paper 6 – Physics topics 22–24:</b> Forces; Waves; and Magnetism and electromagnetism (content covered in Year 11)</li> </ul> <p>There is no coursework requirement for GCSE Combined Science, but students are required to undertake twenty-one core practicals during the two-year period. Students will be assessed on their practical skills in the exams; with at least 15% of the marks coming from questions relating to practicals. As such, it is <b>essential</b> that students complete all twenty-one required practicals. If a student is absent when a practical is carried out, they must catch it up.</p>
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<b>Preparation tips</b>	<p>Students should regularly reflect on their progress using the checklists provided and proactively revise/work on any areas of weakness as identified in tests, feedback tasks, class work and homework.</p> <p><b>GCSE Aims</b> A GCSE in Science should enable students to:</p> <ul style="list-style-type: none"><li>• develop scientific knowledge and conceptual understanding of physics</li><li>• develop understanding of the nature, processes and methods of science</li><li>• develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments</li><li>• develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.</li></ul> <p><b>Resources</b> <b>Textbook – students have an individual log in for the online textbook:</b> <a href="https://www.kerboodle.com/users/login">https://www.kerboodle.com/users/login</a></p> <p><b>Other helpful websites</b></p> <ul style="list-style-type: none"><li>• <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></li><li>• <a href="http://www.bbc.co.uk/education/subjects/zs6hvcw">http://www.bbc.co.uk/education/subjects/zs6hvcw</a></li><li>• <a href="https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464">https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464</a></li><li>• <a href="http://www.thestudentroom.co.uk/">http://www.thestudentroom.co.uk/</a></li></ul>
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Head of Science – Ms Woodward

<b>Subject</b>	<b>Design Technology GCSE</b>
<b>Course Level</b>	<b>Level 2 GCSE Full Course (AQA)</b>
<b>Assessment Weighting</b>	<b>Unit 1 - Exam: 50%</b> <b>Unit 2 - NEA 50%</b>

### Year 10

<b>Title</b>	<b>Selection of tasks</b>
<b>What does the assessment look like?</b>	<p>Students will complete a range of mini NEA projects in all subject areas to prepare students for their real Unit 2 NEA task that starts at the start of the autumn term in year 11. Mini NEA projects will introduce students to some of the sheets as well as the theory and making skills that they will need to complete their Unit 1 exam successfully.</p> <p>Students will be given marks according to the AQA criteria and commentary so they can see the level they are working at how to improve preparing them for their real NEA task.</p>
<b>Completion Date</b>	<b>July 2020</b>
<b>Percentage of overall grade</b>	None Teacher assessment only through practical and written tasks as well as end of project tests. Some areas could be used for NEA task.
<b>Preparation Tips</b>	<ul style="list-style-type: none"> <li>• Read feedback from teacher and use examples to help see what is expected</li> <li>• Buy AQA Textbook and workbook purchased by the school to ensure you are aware of all areas you will need to know</li> <li>• Check both written work and practical work against the mark scheme to ensure that all relevant points have been covered</li> </ul>

### Year 11

<b>Title</b>	<b>NEA</b> <b>Context - Design and Make Task</b>
<b>What does the assessment look like?</b>	<p><b>Non Examined Assessment</b></p> <p>You will choose an exciting design and make activity out of a selection of contexts provided from AQA at the end of Year 10. You will use this as the opportunity to draw upon your previous knowledge and skills to produce a creative outcome. Your NEA will involve researching the design brief, evaluating existing products, producing your own design ideas, developing one of your design ideas through testing and</p>

	analysis, and the production of a final prototype. You will be producing an A4 PowerPoint document to support this of about 20 pages to show the examiner your skills and progression through the design process.
<b>Completion Date</b>	March 2021
<b>Percentage of overall grade</b>	50%
<b>Preparation Tips</b>	<ul style="list-style-type: none"> <li>• You will be working largely independently on this project so you will need to plan your time carefully</li> <li>• You will have approximately 40 hours to complete the project</li> <li>• Keep checking your work against exemplar material, the guide booklet and the mark scheme.</li> <li>• Keep attending clubs – try to finish NEA early in order to have “improvement/development time”</li> </ul>

### Year 11 (Spring term – Summer term)

<b>Title</b>	<b>Theory / Exam preparation</b>
<b>What does the assessment look like?</b>	<b>Selection of tasks</b>
<b>Completion Date</b>	<p>Students will complete a range of theory and exam preparation tasks to aid them with their exams. This term will be used to recap theoretical information that they have learnt over the 2-year course.</p> <p>Students will be given marks according to the AQA criteria and commentary so they can see the level they are working at and how to improve preparing them for their real exam.</p>
<b>Percentage of overall grade</b>	50%
<b>Preparation Tips</b>	<ul style="list-style-type: none"> <li>• Use teacher assessment feedback from practical and written tasks.</li> <li>• Use old exams and marking criteria to see how to gain marks in exams.</li> <li>• Use AQA textbook to test yourself and create revision cards.</li> </ul>

Head of The Arts and Design & Technology Faculty – Ms Walshe

## Year 10 GCSE Drama Success Evening

**Subject** Drama

**Course Level** Level 2 – GCSE Full Course (Edexcel)

### Year 10

#### Task 1\*

<b>Title</b>	Component 1 – Devised Work
<b>What does the assessment look like ?</b>	Controlled assessment. Students are required to devise, develop and perform their own piece of drama based upon a given stimulus. Students will be assessed upon the process and understanding of skills development and the final presentation and reflection.  10% of the marks are based on class performance. 10% of marks are based on observed collaboration in class. 20% of marks are based on reflection of personal and group work (devising log).
<b>Completion Date</b>	December 2019
<b>Percentage of overall grade</b>	40%
<b>Preparation Tips:</b>	<ul style="list-style-type: none"> <li>• Read any type of fiction to stimulate imagination and ideas</li> <li>• Incorporate practical skills and techniques taught during the course</li> <li>• See as much live theatre as possible to inspire and learn about performance skills</li> <li>• Rehearse for a minimum of one hour outside of lessons</li> <li>• Focus on developing vocal and physical characterisation skills</li> <li>• Present work regularly to a variety of different audiences</li> <li>• Contribute to the extra-curricular life of the department</li> </ul>

Head of The Arts Faculty and Design Technology – Ms Walshe

\*Of Task 1 and Task 2 only the highest mark will be submitted towards the GCSE.

<b>Subject:</b>	<b>Economics GCSE (9-1)</b>
<b>Course Level</b>	<b>Level 2 GCSE ECONOMICS(OCR)</b>
<b>Assessment Weighting</b>	<b>100% Exam June 2021</b>

<p><b>What does the assessment look like?</b></p>	<p><b>Unit 1 Introduction to Economics</b></p> <ul style="list-style-type: none"> <li>• 50% of the total GCSE marks</li> <li>• 1 hour 30 minute written paper 80 marks</li> </ul> <p>Year 10 Component 01 introduces learners to the main economic agents, the basic economic problem and the role of markets, including the labour market and the importance of the financial sector. We will also start Component 2 in the summer term.</p> <p><b>Unit 2 National and International Economics</b></p> <ul style="list-style-type: none"> <li>• 50% of the total GCSE marks</li> <li>• 1 hour 30 minute written paper 80 marks</li> </ul> <p>Year 11 Component 02 focusses on the main economic objectives, such as economic growth, low unemployment, fair distribution of income and price stability, and other roles of government. Other aspects are the importance of international trade and the impact of globalisation.</p> <p>AO1 – Content</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of the specified content</li> <li>• Define key terms, state advantages/ disadvantages</li> </ul> <p>AO2 – Application</p> <ul style="list-style-type: none"> <li>• Apply knowledge and understanding of the specified content to problems and issues arising from both familiar and unfamiliar situations.</li> <li>• Use of diagrams, examples from real world and evidence from case study</li> </ul> <p>AO3/4 – Analysis and evaluation</p> <ul style="list-style-type: none"> <li>• Analyse and evaluate economic problems and issues</li> <li>• Students must develop points showing cause and effect of the point made.</li> <li>• They should use connectives like 'because', 'therefore', 'which means that'</li> <li>• They should make judgements and draw conclusions</li> </ul> <p>There is no coursework involved and therefore only assessed in three exams which are examined at the end of the two years.</p> <ul style="list-style-type: none"> <li>• Component 01/Paper 1: Introduction to Economics - 80 Marks, 1 hour 30 minute – 50 % of overall grade</li> </ul>
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	<ul style="list-style-type: none"> <li>• Component 02/Paper 2: National and International Economics - 80 Marks, 1 hour 30 minute – 50 % of overall grade</li> </ul>
<b>Preparation Tips</b>	<ul style="list-style-type: none"> <li>• Catch up with any work missed by seeing your teacher</li> <li>• Work on the feedback given by your teacher from Focus Assessments</li> <li>• Students must keep up to date with the news and be able to apply these examples to their answers</li> <li>• Practicing past paper questions and the exam skills of analysis and evaluation is crucial</li> <li>• Student should know all key terms</li> <li>• Students should consolidate learning after lessons by taking notes from the book/websites/you tube revision</li> <li>• Use economic theories and examples to justify points</li> <li>• Use connectives to develop points in full</li> <li>• Set out clear point paragraphs in an organised structure</li> <li>• Use the it depends rule to develop your conclusions and evaluation</li> </ul> <p>When evaluating they should consider the following points that their judgement may depend on; Is it effective? Is it fair? Is it sustainable? What is the opportunity cost? Are the long term and short term effects?</p>
<b>Support Available</b>	<ul style="list-style-type: none"> <li>• Economics Buddies - Students can be buddied with a Sixth Form Economics student that did well in GCSE Economics</li> <li>• Staff are always available after school in FM305 or A24</li> </ul>
<b>How parents can help support</b>	<ul style="list-style-type: none"> <li>• Check that they are doing homework and consolidating learning at home by completing their knowledge book</li> <li>• Encourage them to complete additional past papers</li> <li>• Talk to them about relevant stories in the news about the UK economy and global economies</li> </ul> <p>Discuss with them any letter you receive about opportunities or issues</p>
<b>Helpful websites or resources</b>	<p><a href="http://www.tutor2u.co.uk">www.tutor2u.co.uk</a>  <a href="http://www.youtube.com">www.youtube.com</a> (Paj Holden and Econplusdal create great videos)  <a href="http://www.ocr.org.uk/qualifications/gcse-economics-j320-from-2012/">http://www.ocr.org.uk/qualifications/gcse-economics-j320-from-2012/</a> (Past papers can be found here)</p> <ul style="list-style-type: none"> <li>• <a href="http://www.economicshelp.com">www.economicshelp.com</a></li> </ul>

Head of Humanities – Mr Endacott



<b>Subject</b>	<b>Engineering Design and Product Investigation BTEC</b>
<b>Course Level</b>	<b>BTEC FIRST – Level 1/2</b>
<b>Assessment Weighting</b>	<b>Unit 2 – Internally Assessed 25%</b> <b>Unit 9 – Externally Assessed 25%</b> <b>Unit 12 - Exam 50%</b>

### Year 10

<b>Title</b>	<b>Selection of tasks</b>
<b>What does the assessment look like?</b>	<p>Students will complete a range of mini projects areas to prepare students for their real Unit 2 NEA task that starts at the start of the autumn term in year. Mini projects will introduce students to some of the sheets as well as the theory and making skills that they will need to complete their Unit 12 exam successfully.</p> <p>Students will be given marks according to the BTEC first criteria and commentary so they can see the level they are working at how to improve preparing them for their real NEA task.</p>
<b>Completion Date</b>	<b>Unit 2: January 2020</b> <b>Unit 9: July 2020</b>
<b>Percentage of overall grade</b>	None Teacher assessment only through practical and written tasks as well as end of project tests. Some areas could be used for NEA task.
<b>Preparation Tips</b>	<ul style="list-style-type: none"> <li>• Read feedback from teacher and use examples to help see what is expected</li> <li>• Check both written work and practical work against the mark scheme to ensure that all relevant points have been covered</li> <li>• Use textbooks and homework tasks to extend knowledge and take on the feedback given to improve work.</li> </ul>

### Year 11

<b>Title</b>	<b>Theory / Exam preparation</b>
<b>What does the assessment look like?</b>	<b>Selection of tasks</b>
<b>Completion Date</b>	<p>Students will complete a range of theory and practical tasks to prepare students for their exam over the 2-year course.</p> <p>Students will be given marks according to the BTEC First criteria and commentary so they can see the level they are working at and how to improve preparing them for their real exam.</p>

<b>Percentage of overall grade</b>	50%
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Use teacher assessment feedback from practical and written tasks.</li><li>• Use old exams and marking criteria to see how to gain marks in exams.</li><li>• Use BTEC First textbook to test yourself and create revision cards</li><li>• Use old exam paper materials to help understand questioning in exam format and also mock papers given during lesson time and on SMHW.</li></ul>

Head of Arts and Design & Technology Department – Ms Walshe

**Subject:** English Language

**Course Level** Level 2 GCSE Full Course (AQA)

**Assessment Weighting** 100% Exam June 2020

<p><b>What does the assessment look like ?</b></p>	<p>External examination - 100%</p> <p>Paper 1 - 50% - 1hr 45 minutes. Paper 2 - 50% - 1hr 45 minutes</p> <p>Equally weighted for reading and writing skills.</p> <p><b>Spoken Language</b> Students will also get an additional accreditation for speaking and listening completed in class.</p> <p>Candidates will be assessed on their ability to present using Standard English</p>
<p><b>Preparation Tips</b></p>	<ul style="list-style-type: none"> <li>• Being familiar with the questions and the expectations for each question</li> <li>• Learn formulas for each reading question</li> <li>• Read a range of modern and pre-twentieth century fiction and non-fiction texts</li> <li>• Practise questions in timed conditions at home</li> <li>• Use non-fiction reading to support organisation and structure of own writing</li> <li>• Read fiction texts to widen vocabulary</li> <li>• Check your child's folder/book and get them to redraft and improve work based on feedback from teachers</li> <li>• Use CGP English Language 9-1 Course Revision Guide and Workbook to help improve Exam Skills</li> <li>• There is increased focus on accuracy. Use the following texts and websites to support Spelling, Punctuation and grammar</li> </ul> <p><a href="http://www.bbcskillwise.co.uk">www.bbcskillwise.co.uk</a> <a href="http://www.bbcbite-size.co.uk">www.bbcbite-size.co.uk</a></p>

Head of English – Mrs U Ali

**Subject:** English Literature

**Course Level** Level 2 GCSE (AQA)

**Assessment Weighting** 100% Exam June 2020

How will you be assessed?	<ul style="list-style-type: none"><li>• External examination – English Literature</li><li>• External examination – 100%</li> <li>• Paper 1: Shakespeare ('Macbeth' and 19<sup>th</sup> Century Novel ('Frankenstein')): 40% - 1hr 45 minutes</li> <li>• Paper 2: Post 1914 Literature ('An Inspector Calls') and Post 1789 Poetry: 60% - 2hrs 15 minutes</li></ul>
Preparation Tips:	<ul style="list-style-type: none"><li>• Buy own copies of set texts and make own detailed annotations</li><li>• Re-read the poetry anthology and novels and LEARN key quotes</li><li>• Revisit work completed regularly</li><li>• Plan, write and proofread answers to exam style questions</li><li>• Complete practise questions using extracts GCSE English Literature for AQA Student Workbooks available for Frankenstein (ISBN 1316501035), Poetry (ISBN 1107454719), Macbeth (ISBN 110745395X) and An Inspector Calls (ISBN 1107454557), published by Cambridge University Press.</li><li>• Use Study guides, such as CGP or York notes or websites <a href="https://www.cliffsnotes.com/">https://www.cliffsnotes.com/</a> or <a href="http://www.sparknotes.com/">http://www.sparknotes.com/</a>, to help gain a better understanding of texts studied in class.</li></ul>

**Head of English - Mrs U Ali**

<b>Subject</b>	<b>Geography</b>
<b>Course Level</b>	<b>Level 2 GCSE Full Course (AQA)</b>
<b>Assessment Weighting</b>	<b>100% exams (3 papers)</b>

**Paper 1**

<b>Title</b>	Living with the physical environment
<b>What does the assessment look like ?</b>	Written exam - 1 hour 30 minutes
<b>Percentage of overall grade</b>	35%
<b>Exam Content</b>	<ul style="list-style-type: none"> <li>• The challenge of natural hazards <ul style="list-style-type: none"> <li>Tectonic hazards</li> <li>Weather hazards</li> <li>Climate change</li> </ul> </li> <li>• The living world <ul style="list-style-type: none"> <li>Ecosystems</li> <li>Tropical rainforests</li> <li>Hot deserts</li> </ul> </li> <li>• Physical landscapes in the UK <ul style="list-style-type: none"> <li>Coastal landscapes in the UK</li> <li>River landscapes in the UK</li> </ul> </li> </ul>

**Paper 2**

<b>Title</b>	Challenges in the human environment
<b>What does the assessment look like ?</b>	Written exam - 1 hour 30 minutes
<b>Percentage of overall grade</b>	35%
<b>Exam Content</b>	<ul style="list-style-type: none"> <li>• Urban issues and challenges <ul style="list-style-type: none"> <li>Population</li> <li>Urbanisation</li> </ul> </li> <li>• The changing economic world <ul style="list-style-type: none"> <li>Global development</li> </ul> </li> </ul> <p>The UK economy</p> <ul style="list-style-type: none"> <li>• The challenge of resource management <ul style="list-style-type: none"> <li>Food</li> <li>Water</li> <li>Energy</li> </ul> </li> </ul>

**Paper 3**

<b>Title</b>	Geographical applications
<b>What does the assessment look like ?</b>	Written exam: 1 hour 15 minutes
<b>Percentage of overall grade</b>	30%
<b>Exam Content</b>	<ul style="list-style-type: none"> <li>• Issues evaluation</li> </ul> <p>Assessment will consist of a series of questions related to a contemporary geographical issue. The issue will arise from any aspect of the compulsory sections of the subject content but may extend beyond it through the use of resources in relation to specific</p>

	<p>unseen contexts. A resource booklet will be available twelve weeks before the date of the exam so that students have the opportunity to work through the resources, enabling them to become familiar with the material. Students will apply knowledge and understanding to interpret, analyse and evaluate the information and issue in the pre-release resources booklet and the question paper</p> <ul style="list-style-type: none"> <li>• Fieldwork</li> </ul> <p>Students need to undertake two geographical enquiries, each of which must include the use of primary data, collected as part of a fieldwork exercise. Their understanding of their fieldwork process will then be assessed in the exam</p>
<p><b>How to do well in the subject at GCSE</b></p>	<ul style="list-style-type: none"> <li>• Attempt examination questions regularly. Do it in timed conditions (it is one and a half minutes per mark)</li> <li>• Mark your own answers using the mark schemes on the exam board website – it's the best way to learn exactly what the examiners are looking for and how to avoid common mistakes</li> <li>• Know exactly what types of question are going to come up. Know the techniques and sentence starters for every type of question</li> <li>• Ask teachers for help if you are stuck</li> <li>• Enjoy your revision! Don't forget why you chose to study geography in the first place – because it's interesting. These are fascinating topics, let them draw you in</li> </ul>
<p><b>How parents can help support</b></p>	<ul style="list-style-type: none"> <li>• Revise with your child</li> <li>• Ask questions / look at their work</li> <li>• Encourage them to watch and read the news to keep up to date with current issues and case studies (e.g. Hurricane Matthew)</li> <li>• Go through past papers and mark schemes with them</li> <li>• Provide the right working environment so they are able to work without distraction</li> <li>• Encourage routines and set aside time to study in the right environment</li> <li>• Liaise early with staff if you are concerned</li> <li>• Purchase course text books and revision guides to support their learning and ensure they have the right equipment</li> </ul>
<p><b>Helpful websites</b></p>	<p><a href="http://www.aqa.org.uk/subjects/geography/gcse/geography-8035">http://www.aqa.org.uk/subjects/geography/gcse/geography-8035</a>  <a href="http://www.bbc.co.uk/schools/gcsebitesize/geography/">http://www.bbc.co.uk/schools/gcsebitesize/geography/</a>  <a href="http://www.coolgeography.co.uk/">http://www.coolgeography.co.uk/</a>  <a href="http://www.s-cool.co.uk/gcse/geography">http://www.s-cool.co.uk/gcse/geography</a>  <a href="https://revisionworld.com/gcse-revision/geography">https://revisionworld.com/gcse-revision/geography</a></p>

**Head of Humanities - Mr Endacott**

**Subject:** Health and Social Care

**Course Level:** Cambridge Nationals (OCR) Level 1/2 Certificate in Health and Social Care

**Assessment Weighting:** Exam: 25%  
Controlled Assessment: 75%

Year 10 and 11

<b>Title</b>	<b>Unit Code - R021 - Essential values of care for use with individuals in care settings</b>
<b>What does the assessment look like?</b>	Examination
<b>Completion Date</b>	July 2020
<b>Percentage of overall grade</b>	25%
<b>Preparation Tips</b>	<p>Unit R021</p> <ul style="list-style-type: none"> <li>• LO1 - Understand how to support individuals to maintain their rights</li> <li>• LO2 - Understand how the importance of the values of care and how they are applied</li> <li>• LO3 - Understand how legislation impacts on care setting</li> <li>• LO4 - Understand how personal hygiene, safety and security measures protect individuals</li> </ul> <p>This unit is externally assessed through OCR and is a marked 1 hour examination</p>

<b>Title</b>	<b>R022 - Communicating and working with individuals in health, social care and early years settings</b>
<b>What does the assessment look like?</b>	Controlled Assessment
<b>Completion Date</b>	July 2020
<b>Percentage of overall grade</b>	25%
<b>Preparation Tips</b>	<ul style="list-style-type: none"> <li>• LO1 - Understand how to communicate effectively</li> <li>• LO2 - Understand the personal qualities that contribute to effective care</li> <li>• LO3 - Be able to communicate effectively within a health, social care and early years setting</li> <li>• This unit is externally assessed through OCR. During the external assessment, learners will be expected to demonstrate their understanding through questions that require the skills of analysis and evaluation in particular contexts</li> </ul>

<b>Title</b>	<b>Optional Unit Codes - R023 – R031 (optional 2 units selected by students and staff)</b>
<b>What does the assessment look like?</b>	Controlled Assessment
<b>Completion Date</b>	July 2021
<b>Percentage of overall grade</b>	50%
<b>Preparation Tips</b>	These units are externally assessed by OCR During the external assessment, learners will be expected to demonstrate their understanding through skills and tasks that require analysis and evaluation in particular contexts.

**Head of Social Sciences – Ms Anderson**



**Subject:** History

**Course Level** Level 2 – GCSE Full Course (Edexcel)

**Assessment Weighting** 100% Examination

Year 10 and 11

<b>Title</b>	Paper 1 - Crime and punishment in Britain
<b>What does the assessment look like?</b>	Examination
<b>Completion Date</b>	July 2021
<b>Percentage of overall grade</b>	30%
<b>Preparation Tips</b>	This unit is a breadth study covering 1000 years of history with a particular focus on crime and policing in late 19 <sup>th</sup> century London.  It combines source analysis questions with ones on causation, consequence and significance.

<b>Title</b>	Paper 2 - Early Elizabethan England, 1558–88 and the Cold War 1943-1991
<b>What does the assessment look like?</b>	Examination
<b>Completion Date</b>	July 2021
<b>Percentage of overall grade</b>	40%
<b>Preparation Tips</b>	This unit comprises two units of study, Elizabethan England and the Cold War, both of which feature source questions and questions based on second order concepts.

<b>Title</b>	Paper 3 - Weimar and Nazi Germany
<b>What does the assessment look like?</b>	Examination
<b>Completion Date</b>	July 2021
<b>Percentage of overall grade:</b>	30%
<b>Preparation Tips</b>	This depth study assesses students with a narrower content focus but with the requirement for deeper analytical answers and full length essay questions.

Head of Humanities - Mr Endacott

Subject

Mathematics

Course Level

Level 2 GCSE Full Course (Edexcel)

Assessment Weighting

100% Exam June 2020

<p><b>What will the assessment look like?</b></p>	<p>GCSE Mathematics has a Foundation tier (grades 1 – 5) and a Higher tier (grades 4 – 9). Students must take three question papers at the same tier.</p> <p>All papers will be 1 hour 30 minutes long and be worth 33⅓% of the GCSE Mathematics assessment. Students will not be allowed a calculator for paper 1 but are allowed them for papers 2 and 3.</p> <p>Content from any part of the specification may be assessed on any of the papers.</p> <p>A mix of question styles, from short, single-mark questions to multi-step problems will be set on each paper. The mathematical demand increases as a student progresses through the paper.</p>
<p><b>Preparation Tips</b></p>	<p><b>Aims of the course</b> GCSE in Mathematics should enable students to -</p> <ul style="list-style-type: none"><li>• develop fluent knowledge, skills and understanding of mathematical methods and concepts.</li><li>• acquire, select and apply mathematical techniques to solve problems.</li><li>• reason mathematically, make deductions and inferences and draw conclusions.</li><li>• comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.</li></ul> <p><b>Assessment Criteria</b> The Maths GCSE can be broken down in to 5 key areas which students are expected to be proficient in. These are as follows -</p> <ul style="list-style-type: none"><li>• Number</li><li>• Algebra</li><li>• Ratio</li><li>• Geometry</li><li>• Probability and statistics</li></ul> <p><b>Resources</b> There are many resources available to assist students with their learning. These are as follows -</p> <ul style="list-style-type: none"><li>• Collins connect</li><li>• Mathswatchvle.co.uk (targets will be given referring to this website)</li></ul> <p>Students will have their own individual logins for each of the above learning platforms.</p>

**Subject**

**Media Studies**

**Course Level**

**Level 2 – GCSE Full Course (WJEC)**

**Assessment Weighting**

**Examination 70%**  
**Controlled Assessment 30%**

**Year 10**

**Component 1**

<b>Title</b>	<b>Exploring media language and Representation</b>
<b>Type of work</b>	Written exam
<b>Completion Date</b>	Ongoing
<b>Percentage of overall grade</b>	40%
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Learn and revise key elements of section A and section B of component 1.</li><li>• There are 6 areas of study to revise.</li><li>• Read feedback from teacher and use examples to help see what is expected</li><li>• Buy Textbook to ensure you are aware of all areas you will need to know</li><li>• Check both written work and practical work against the mark scheme to ensure that all relevant points have been covered.</li></ul>

**Component 2**

<b>Title</b>	Creative Media Products
<b>Type of work</b>	Written exam
<b>Completion Date</b>	Ongoing
<b>Percentage of overall grade</b>	30%
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Learn and revise key elements of section A and section B of component 2.</li><li>• There are 4 areas of study to revise.</li><li>• Read feedback from teacher and use examples to help see what is expected</li><li>• Buy Textbook to ensure you are aware of all areas you will need to know</li><li>• Check both written work and practical work against the mark scheme to ensure that all relevant points have been covered.</li></ul>

**Component 3**

<b>Title</b>	Creative Media Products
<b>Type of work</b>	Non exam Assessment
<b>Completion Date</b>	Summer Term 2020
<b>Percentage of overall grade</b>	30%
<b>Preparation Tips</b>	<p>An individual media product in response to a choice of briefs set by WJEC, applying knowledge and understanding of media language and representation.</p> <ul style="list-style-type: none"><li>• Students will complete a statement of aims and one production.</li><li>• Keep checking your work against exemplar material, the guide booklet and the mark scheme.</li></ul>

Year 11

<b>Title</b>	<b><i>Theory / Exam preparation</i></b>
<b>What does the assessment look like?</b>	<b>Selection of tasks</b>
<b>Completion Date</b>	Students will complete a range of theory and practical tasks to prepare students for their exams on Unit Components 1 and 2 .  Students will be given marks according to the criteria and commentary so they can see the level they are working at and how to improve preparing them for their real exam.
<b>Percentage of overall grade</b>	70%
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Use teacher assessment feedback from previous tasks.</li><li>• Use old exams and marking criteria to see how to gain marks in exams.</li><li>• Use textbook to test yourself and create revision cards.</li></ul>

Head of The Arts and Design Technology – Ms Walsh

**Subject** MFL (Spanish, French, German)

**Course Level** Level 2, GCSE Full course (AQA)

**Assessment Weighting** 100% Exam

Years 10 & 11

<b>Core content</b>	Students study all of the following themes on which the assessments are based
<b>Theme 1</b>	Identity and culture
<b>Theme 2</b>	Local, national, international and global areas of interest
<b>Theme 3</b>	Current and future study and employment
<b>Assessments</b>	GCSE MFL has a Foundation Tier (grades 1–5) and a Higher Tier (grades 4–9). Students must take all four question papers at the same tier. All question papers must be taken in the same series.

<b>Title</b>	<b>Paper 1 - Listening</b>
<b>What's assessed</b>	Understanding and responding to different types of spoken language
<b>How it's assessed</b>	<ul style="list-style-type: none"><li>• Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier)</li><li>• 40 marks (Foundation Tier), 50 marks (Higher Tier)</li></ul>
<b>% of final mark</b>	<ul style="list-style-type: none"><li>• 25% of GCSE</li></ul>

<b>Title</b>	<b>Paper 2 - Speaking</b>
<b>What's assessed</b>	Communicating and interacting effectively in speech for a variety of purposes
<b>How it's assessed</b>	<ul style="list-style-type: none"><li>• 7–9 minutes (Foundation Tier) + preparation time</li><li>• 10–12 minutes (Higher Tier) + preparation time</li><li>• 60 marks (for each of Foundation Tier and Higher Tier)</li></ul>
<b>% of final mark</b>	<ul style="list-style-type: none"><li>• 25% of GCSE</li></ul>

<b>Title</b>	Paper 3 - Reading
<b>What's assessed</b>	Understanding and responding to different types of written language
<b>How it's assessed</b>	<ul style="list-style-type: none"> <li>• Written exam - 45 minutes (Foundation Tier), 1 hour (Higher Tier)</li> <li>• 60 marks (for each of Foundation Tier and Higher Tier)</li> </ul>
<b>% of final mark</b>	<ul style="list-style-type: none"> <li>• 25% of GCSE</li> </ul>

<b>Title:</b>	Paper 4 - Writing
<b>What's assessed</b>	Communicating effectively in writing for a variety of purposes
<b>How it's assessed</b>	<ul style="list-style-type: none"> <li>• Written exam - 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier)</li> <li>• 50 marks at Foundation Tier and 60 marks at Higher Tier</li> </ul>
<b>% of final mark</b>	<ul style="list-style-type: none"> <li>• 25% of GCSE</li> </ul>

Head of MFL – Ms Opie

**Subject**

**Music**

**Course Level**

**Level 2 – GCSE Full Course (Edexcel)**

**Assessment Weighting**

**Exam: 40%**

**Controlled Assessments: 60%**

**Year 10**

**Task 1**

<b>Title</b>	Unit 2: Composition
<b>Type of work</b>	Preparation for Controlled Assessment
<b>Completion Date</b>	Ongoing
<b>Percentage of overall grade</b>	n/a
<b>Preparation Tips:</b>	<ul style="list-style-type: none"><li>• Students will complete 3 compositions, 2 of which are to exemplar briefs set by Edexcel. This will hone brief-specific skills ready for the exam briefs which will be released in Year 11</li><li>• The best of the 3 compositions will be developed in Year 11 to be the Free Composition that is submitted</li></ul>

**Task 2**

<b>Title:</b>	Unit 1 - Performing
<b>Type of work</b>	Preparation for Controlled Assessment
<b>Completion Date</b>	Ongoing
<b>Percentage of overall grade</b>	n/a
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Students will prepare, record and assess solo and ensemble performance pieces to prepare for final recording in Year 11</li></ul>

## Year 11

### Task 1

<b>Title</b>	Unit 1 - Solo Performance
<b>Type of work</b>	Preparation then Controlled Assessment
<b>Completion Date</b>	October half term 2020
<b>Percentage of overall grade</b>	15%
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Students develop performance skills and record one piece on their main instrument</li></ul>

### Task 2

<b>Title</b>	Unit 1 - Ensemble Performance
<b>Type of work</b>	Preparation then Controlled Assessment
<b>Completion Date</b>	End of Autumn Term 2020
<b>Percentage of overall grade</b>	15%
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Students develop performance skills and record one piece as part of an ensemble</li></ul>

### Task 3

<b>Title</b>	Unit 2 Free Composition
<b>Type of work</b>	Controlled Assessment
<b>Completion Date</b>	October half term 2020
<b>Percentage of overall grade</b>	15%
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Students work on their best composition from Year 10 to turn it into a Free Composition for submission to the exam board.</li></ul>

### Task 4

<b>Title</b>	Unit 2 - Composition to a Brief
<b>Type of work</b>	Controlled Assessment
<b>Completion Date</b>	End of Spring Term 2021
<b>Percentage of overall grade</b>	15%
<b>Preparation Tips:</b>	<ul style="list-style-type: none"><li>• Students will have practiced composing to a brief during Year 10. They should pick the style of composition they feel most comfortable with.</li></ul>

Head of Music – Ms Mirsky



<b>Subject</b>	<b>Physical Education</b>
<b>Course Level</b>	<b>Level 2 GCSE Full Course (AQA)</b>
<b>Assessment Weighting</b>	<b>Exam</b> <b>Paper 1 - 30%</b> <b>Paper 2 – 30%</b> <b>Controlled Assessment (practical 30%)</b> <b>Written Analysis 10%</b>

### Year 10

#### Task 1

<b>Title</b>	Practical Assessments
<b>What does the assessment look like?</b>	Ongoing coursework leading to final controlled assessment at end of Spring Term Year 11
<b>Completion Date</b>	Spring Term Year 2020
<b>Percentage of overall grade</b>	30%
<b>Preparation Tips</b>	<ul style="list-style-type: none"> <li>• Important to bring correct kit in order to fully participate in all practical sessions</li> <li>• Any additional work, ie extra curricular clubs, clubs outside school will be beneficial to final practical grades</li> </ul>

### Year 11

#### Task 1

<b>Title</b>	Practical Assessments
<b>What does the assessment look like?</b>	Ongoing coursework leading to final controlled assessment at end of Spring Term
<b>Completion Date</b>	Spring Term 2020
<b>Percentage of overall grade</b>	30%
<b>Preparation Tips</b>	<ul style="list-style-type: none"> <li>• Important to bring correct kit in order to fully participate in all practical sessions</li> <li>• Any additional work i.e. extra-curricular clubs, clubs outside school will be beneficial to final practical grades</li> </ul>

#### Task 2

<b>Title</b>	Analysis of Performance
<b>Type of work</b>	Controlled assessment
<b>Completion Date</b>	Half Term of Spring Term Year 11
<b>Percentage of overall grade</b>	Analysis of performance 10%
<b>Preparation Tips</b>	Analysis of individual's weaknesses. Research into the perfect model of skills from one chosen sport

Head of PE - Ms Paine

Subject **BTEC First Sport**  
Course Level **Level 1/2**

Assessment Weighting **Unit 1 Exam External Assessment 25%; Unit 2 Internal Assessment 25%; Unit 3 Internal Assessment 25%; Unit 4 Internal Assessment 25%**

**Year 10**

**Task 1**

<b>Title Unit 2 Practical Sports Performance</b>	Coursework Assignment – Practical Sports Performance Part 1
<b>What does the assessment look like?</b>	Ongoing coursework assignment based on Rules; regulations; scoring systems and officials of two sports; demonstrate refereeing (apply 4 or more rules)
<b>Completion Date</b>	Autumn Term; 2019 Year 10
<b>Percentage of overall grade</b>	25% (Pt1 of 3)
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Important to complete all classwork and homework tasks</li><li>• Any additional work, ie extra-curricular clubs, clubs outside school will be beneficial to theory and practical assignment</li></ul>

**Task 2**

<b>Title Unit 2 Practical Sports Performance</b>	Practical Assignments - Practical Sports Performance Part 2
<b>What does the assessment look like?</b>	Ongoing practical assignment based on the technical and tactical demands of two selected sports; use these skills in conditioned practices.
<b>Completion Date</b>	Spring Term; 2020 Year 10
<b>Percentage of overall grade</b>	25% (Pt 2/3)
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Important to bring correct kit in order to fully participate in all practical sessions; homework completion.</li><li>• Any additional work i.e. extra-curricular clubs, clubs outside school will be beneficial to final practical grades</li></ul>

**Task 3**

<b>Title Unit 2 Practical Sports Performance</b>	Coursework Assignment – Practical Sports Performance Part 3
<b>What does the assessment look like?</b>	Ongoing assignment based on the Analysis of individual's weaknesses. Research into and independently produce observation checklists and a review of own performance in two selected sports; describing strengths and areas for improvement
<b>Completion Date</b>	Summer Term; 2020 Year 10
<b>Percentage of overall grade</b>	25% (Pt 3/3)
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Important to complete all classwork and homework tasks</li></ul> Any additional work, ie extra-curricular clubs, clubs outside school will be beneficial to theory and practical assignment

#### Task 4

<b>Title Unit The Sports Performer In action</b>	Coursework Assignment – The Sports Performer in action Part 1
<b>What does the assessment look like?</b>	Ongoing coursework based on ways in which the musculoskeletal and cardiorespiratory system respond to short and long term effects of exercise.
<b>Completion Date</b>	Autumn/Spring Term; 2019 Year 10
<b>Percentage of overall grade</b>	25% (Pt 1 of 2)
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Important to complete all classwork and homework tasks</li><li>• Any additional work, ie extra-curricular clubs, clubs outside school will be beneficial to theory and practical assignment</li></ul>

#### Task 5

<b>Title Unit The Sports Performer In action</b>	Coursework Assignment – The Sports Performer in action Part 2
<b>What does the assessment look like?</b>	Ongoing practical coursework based on the function of the three energy systems in the production and release of energy for sports performance (using two sports)
<b>Completion Date</b>	Spring Term; 2020 Year 10
<b>Percentage of overall grade</b>	25% (Pt 2 of 2)
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Important to bring correct kit in order to fully participate in all practical sessions; homework completion.</li><li>• Important to complete all classwork and homework tasks</li></ul>

#### Task 6

<b>Title</b>	Unit 1 Fitness for sport and Exercise
<b>What does the assessment look like?</b>	Ongoing topic tests; classwork; homework - mid-year and end of year exams
<b>Completion Date</b>	Autumn; Spring; Summer; Year 2019/2020
<b>Percentage of overall grade</b>	25% (Externally assessed)
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Important to complete homework tasks</li><li>• Any additional work, ie extra-curricular clubs, clubs outside school will be beneficial to link theory and practical assignments</li></ul>

## Year 11

### Task 1

<b>Title</b>	Unit 1 Fitness for sport and Exercise
<b>What does the assessment look like?</b>	Ongoing topic tests; classwork; homework - mock exams and end of year exams
<b>Completion Date</b>	Autumn; Spring; Summer; Year 2020; 2021
<b>Percentage of overall grade</b>	25% (Externally assessed)
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Important to complete homework tasks</li><li>• Any additional work, ie extra-curricular clubs, clubs outside school will be beneficial to link theory and practical assignments</li></ul>

## Year 11

### Task 2

<b>Title</b>	Unit 3 Applying the Principles of Personal training (Parts 1-4)
<b>What does the assessment look like?</b>	Ongoing practical coursework based on the design; explanation; implementation and review of a 4 to 6 weeks personal training programme. To include theoretical links to musculoskeletal and cardiorespiratory systems and the short term physiological effects
<b>Completion Date</b>	Autumn; Spring Term 2021
<b>Percentage of overall grade</b>	25% (Pt 1-4)
<b>Preparation Tips</b>	<ul style="list-style-type: none"><li>• Important to bring correct kit in order to fully participate in all practical sessions; homework completion tasks; appraisal and evaluation of each session.</li><li>• Any additional work i.e. extra-curricular clubs, clubs outside school will be beneficial to fitness levels and ensuring progress</li></ul>

Head of PE - Ms Paine

<b>Subject</b>	<b>Philosophy &amp; Ethics (Religious Studies)</b>
<b>Course Level</b>	<b>Level 2 GCSE Full Course (AQA) Specification A (8062)</b>
<b>Assessment Weighting</b>	<b>100% Examination June 2020</b>

<b>How will you be assessed?</b>	<p><b>Component 1</b>  <b>The Study of religions - beliefs, teachings &amp; practices. (Christianity &amp; Islam)</b></p> <ul style="list-style-type: none"> <li>• 50% of the total GCSE marks</li> <li>• Written exam – 1 hour 45 minutes. For each religion – candidates answer two compulsory (five-part) questions. Each question has a common structure of 1, 2, 4, 5 and 12 marks. Total marks = 96 (plus 3 marks for spelling, punctuation &amp; grammar (SPaG))</li> </ul> <p><b>Component 2</b>  <b>Religious, philosophical &amp; ethical studies</b></p> <ul style="list-style-type: none"> <li>• 50% of the total GCSE marks</li> <li>• Written exam – 1 hour 45 minutes. Candidates answer a compulsory (five-part) question on each of the four themes studied. Each question has a common structure of 1, 2, 4, 5 and 12 marks. Total marks = 96 (plus 3 marks for spelling, punctuation &amp; grammar (SPaG))</li> </ul>
<b>Preparation Tips</b>	<p><b>Resources</b></p> <p>There are many resources available to assist students with their learning. These are as follows -</p> <ul style="list-style-type: none"> <li>• <a href="http://www.rsrevision.com">www.rsrevision.com</a></li> <li>• <a href="http://www.bbc.co.uk/education/subjects/zb48q6f">www.bbc.co.uk/education/subjects/zb48q6f</a></li> <li>• <a href="http://www.revisionworld.com">www.revisionworld.com</a></li> <li>• Many issues featured in Component 2 regularly appear in the news – monitoring of reliable, good quality news media is advantageous to candidates.</li> </ul> <p><b>Assessment Objectives</b></p> <p>When answering the various types of exam questions it is important that students meet the assessment objectives detailed below –</p> <p><b>Assessment Objective 1</b>  Demonstrate knowledge and understanding of religion and beliefs including -</p> <ul style="list-style-type: none"> <li>• beliefs, practices and sources of authority</li> <li>• influence on individuals, communities and societies</li> <li>• similarities and differences within and/or between religions and beliefs</li> </ul> <p><b>Assessment Objective 2</b>  Analyse and evaluate aspects of religion and belief, including their significance and influence</p>

	<p><b>Some Command words/phrases</b></p> <p><b>AO1 'Explain'</b> (1,2,4 &amp; 5 mark Questions) - Requires reference to a range of religious, ethical and philosophical ideas and teachings. A five-mark question would require a detailed answer with some development and analysis of contrasting examples</p> <p><b>AO2</b> In response to a statement or quotation: '<i>Evaluate</i>' the statement by referring to religious/ethical/philosophical teaching/ideas, give developed arguments to support the statement, give developed arguments to support a different point of view and reach a justified conclusion (12 marks)</p>
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**Head of Social Sciences - Ms Anderson**

<b>Subject</b>	<b>Physics</b>
<b>Course Level</b>	<b>Level 2 – GCSE Full Course (AQA)</b>
<b>Assessment Weighting</b>	<b>Exam 100% from 2 written exams at the end of 2 years</b>

<p><b>What does the assessment look like?</b></p>	<p>Students will take two 1hr 45 min exam papers, both consisting of multiple choice, closed short answer and longer open response questions.</p> <ul style="list-style-type: none"> <li>• <b>Paper 1</b> – Energy; Electricity; Particle model of matter; and Atomic structure (content covered in Year 10)</li> <li>• <b>Paper 2</b> – Forces; Waves; Magnetism and electromagnetism; and Space physics (content covered in Year 11)</li> </ul> <p>There is no coursework requirement for GCSE Physics, but students are required to undertake ten core practicals during the two-year period. Students will be assessed on their practical skills in the exams; with at least 15% of the marks coming from questions relating to practicals. As such, it is <b>essential</b> that students complete all ten required practicals. If a student is absent when a practical is carried out, they must catch it up.</p>
<p><b>Preparation tips</b></p>	<p>Students should regularly reflect on their progress using the checklists provided and proactively revise/work on any areas of weakness as identified in tests, feedback tasks, class work and homework.</p> <p><b>GCSE Aims</b> A GCSE in Physics should enable students to:</p> <ul style="list-style-type: none"> <li>• develop scientific knowledge and conceptual understanding of physics</li> <li>• develop understanding of the nature, processes and methods of physics</li> <li>• develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments</li> <li>• develop their ability to evaluate claims based on physics through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.</li> </ul> <p><b>Resources</b> <b>Textbook</b> – students have an individual log in for the online textbook: <a href="https://www.kerboodle.com/users/login">https://www.kerboodle.com/users/login</a></p> <p><b>Other helpful websites</b></p> <ul style="list-style-type: none"> <li>• <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a></li> <li>• <a href="http://www.bbc.co.uk/education/subjects/zs6hvcw">http://www.bbc.co.uk/education/subjects/zs6hvcw</a></li> <li>• <a href="https://www.aqa.org.uk/subjects/science/gcse/physics-8463">https://www.aqa.org.uk/subjects/science/gcse/physics-8463</a></li> <li>• <a href="http://www.thestudentroom.co.uk/">http://www.thestudentroom.co.uk/</a></li> </ul>

Head of Science – Ms Woodward

**Subject:** **Sociology**

**Course Level** **Level 2 GCSE Full Course (AQA)**

**Assessment Weighting** **Exam: 100% Exam June 2020**

**Year 10**

**Task**

<p><b>What does the assessment look like?</b></p>	<p><b>Year 10 - Unit 1 – 1 hour 45 minutes – 50% of GCSE</b>  The sociology of families  The sociology of education  Relevant areas of social theory and methods</p> <p><b>Year 11 - Unit 2 – 1 hour 45 minutes – 50% of GCSE</b>  The sociology of crime and deviance  The sociology of social stratification  Relevant areas of social theory and methods</p> <p>Both exams are sat at the end of Year 11 (June 2019)</p>
<p><b>Preparation Tips</b></p>	<p>Sociology involves the study of society from the large scale (the political system) to the small scale (teacher-student relationship in the classroom). It would help students to watch documentaries and read newspapers in preparation for the exams. They will be able to use examples of what they have been reading and watching in their answers if they are appropriate and link directly to the question asked.</p> <p>A lot of preliminary preparation time should be used to re-write notes from the revision booklets, highlighting key terms and statistical evidence. These are very important to all parts of the exam. Without using them in exam, responses will fail to show an adequate amount of 'Sociology'.</p> <p>To ensure the best results the preparation needs to be completed carefully and the topic researched as thoroughly as possible.</p> <p>For all tasks students will be taught the specified content before attempting the questions.</p> <p>The exams contain different styles of question; some are short answer questions worth up to four marks. Others are longer answer mini-essays worth 12 marks.</p>



	<p>How can you help your child</p> <ul style="list-style-type: none"><li>• Read through an exam paper and mark scheme for each unit so that you are also familiar with their exams: <a href="http://www.aqa.org.uk">www.aqa.org.uk</a> Sociology GCSE 8192</li><li>• Know what Sociology is about and talk to them about current issues/ watch documentaries with them</li><li>• Read their resources</li><li>• Test their knowledge of key terms and key facts</li><li>• Supervise them when they are writing a mini-essay under exam conditions in the allotted time (12 - 15 minutes)</li></ul>
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**Head of Social Sciences – Ms Anderson**