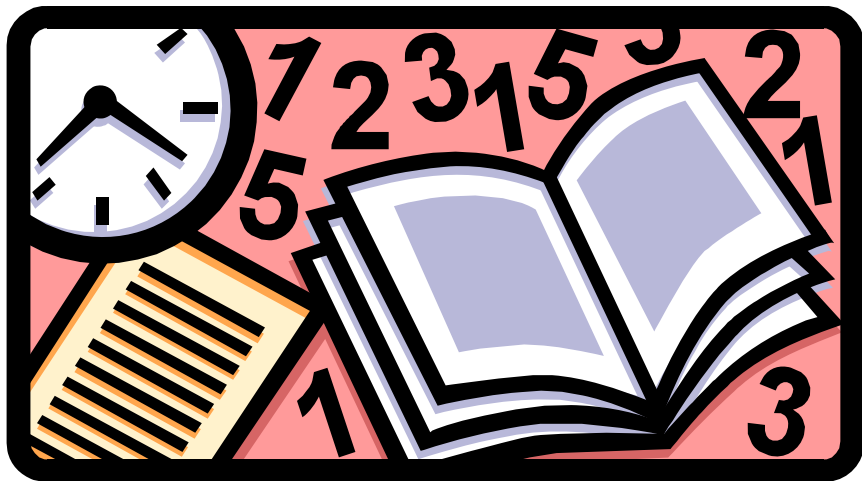


# YEAR 10 INFORMATION BOOKLET FOR PARENTS AND PUPILS

2009 - 2010



# CONTENTS

- Section 1      Slide presentation
  
- Section 2      Expected progress information
  
- Section 3      Coursework in Year 10 Calendar  
2009 – 2010  
Coursework dates per subject  
Individual Subjects

## Introduction to Key Stage 4

**Parents' Information  
Evening  
22nd September 2009**

## Tonight's Agenda

- Importance of Y.10: Miss Lomas
- Key Dates/Workload: Miss Lomas
- A Pupil View: Fionnuala Quinlan
- Coursework: Miss Block
- A Pupil View: Jeneesha Patel
- How HoY Can Help: Mr Evans
- Assessment: Mr Tasker
- Summary: A pupil view: Amy Mace
- Attendance: Miss Lomas
- Q & A Forum
- Individual Discussions

## Importance of Year 10

**Presented  
by  
Miss Lomas**

## Hazelwick Vision For All Pupils

**All** pupils should leave Hazelwick proud of their achievements and contribution to school life ..... having achieved their **personal best** and been valued members of the school community

## Importance of Year 10

- Introduction to KS4
- The GCSE journey begins
- Key is to build a foundation for Year 11 success
- GCSE & BTEC marks are won and lost
- Modular exams
- Coursework begins

## Key GCSE Exam Dates

### GCSE Module Exams

- Sn/Db/Tr Science: Thurs 19 Nov 2009
- History: Mon 18 Jan 2010
- Sn/Db/Tr Science: Wed 3 March 2010
- Geography: Thurs 10 June
- Single Science: Mon 28 June 2009

## Other Key Exam Dates

Year 10 Exams w/c 3 May 2009  
Duration 2 weeks

## Key Reporting Dates

- Early Concerns letters to Parents w/c 2 November 2009
- Summary Reports to Parents 08 December 2009
- Full Report to Parents 25 June 2010

## Other Dates of Interest

- Work Experience 28 Sept 2009
- Pupil Review Day 10 Dec 2009
- Careers Convention 10 March 2010
- Sports Day 14 June 2010
- Parents' Evening 1 July 2010
- Recognition & Motivation 8 July 2010

## Workload -What Needs To Be Done At Home

- Normal homework
- Revision
- Coursework



## Workload - 2 Key Questions

- How much time should be spent on school work?
- How will you know what work has been set?



## Workload-A Survival Strategy

- Getting the balance right
- Adjusting the balance at key times



## Workload - A Pupil View

Presented  
by  
Fionnuala Quinlan

## Workload - Balancing Your Priorities

- 
- Part-time job
  - Socialising
  - Hobbies/Interests
  - Games consoles
  - Sports
  - Music/Dance
  - TV
  - Homework
  - Coursework



## Workload - Managing Your Time

- Block out time each week for certain pieces of coursework or homework
- Know when your deadlines are
- Be prepared to miss out!

## Importance Of Coursework

Presented  
by  
Miss Block



## Coursework - What Is It?

- A series of class / home based assignments
- Marks in the bank
- An opportunity to maximise achievements



## Coursework - How Much Does It Contribute To The Final Grade

BTEC Travel & Tourism	67%
English Language	40%
Technology subjects	60%
English Literature	30%
French	45%
Child Development	50%
Dance	60%
Business Studies	25%
Geography	25%

## Coursework - Year 10 Really Matters

For a number of subjects substantial parts of the coursework is completed in Year 10 eg. English (100%)

How will you know .....

Use the Information booklet

## Coursework - Keeping You In Touch

### The Information Booklet

- Gives individual subject entries that tell you when work is being set and when it is expected in !
- Gives you a month by month Coursework Calendar of important dates throughout the year

## Coursework - Keeping You In Touch

### The Information Booklet

The Coursework Calendar: Plan for success

Nov 12 - 16	M12 - End of Media Assignment 1 (dates may vary) F 16 - Child Development Resource Task 1 hand in
Nov 19 - 23	M19 - Spanish - end task 1.1 'Profile of a famous person' F23 - French - end of first writing task

## Coursework - How Can Parents Help?

- Provide a quiet work space
- Give guidance with planning of work
- Monitor deadlines (use information booklet to assist)
- Check the homework diary
- Challenge quality of work done
- Discuss any concerns with subject teachers, Heads of Year or Head of Key Stage 4



## Coursework - Strategies For Dealing With Stress

- Plan ahead
- Maintain work/play balance
- Communicate anxieties
- Work together (3 way partnership)



## Coursework - A Pupil View

Presented  
by  
Jeneesha Patel

## Coursework - A Pupil View

Coursework is new to year 10 along with GCSE's and can play a major role in getting **targeted** grades which are the grades the students, and you want them to get.

## Coursework - A Pupil View

- Different to normal homework
- Effort put into it
- Different coursework in different subjects
- Percentages of GCSEs
- The final result
- Time spent on it
- Importance



## How Heads of Year Can Help

Presented  
by  
Mr Evans



## How Heads of Year Can Help

Main roles include:

- Key communication link
- Supporting students
- Homework/Coursework Monitoring
- Challenging underperformance

## How Heads of Year Can Help

### Key communication link

- We are still your main point of contact with the school
- You can contact us by telephone, face to face, letter or email
- We are available to discuss any concerns and answer questions

## How Heads of Year Can Help

### Supporting Students

- With personal difficulties
- Workload issues
- Monitoring behaviour, effort & deadline issues
- Monitoring & encouraging attendance
- Offering moral support
- Developing the home-school partnership

## Head of Year Roles

### Homework & Coursework Monitoring

- Close liaison with subject teachers
- Catch up sessions organised for lunchtime and after school
- Work & coursework reports
- Providing moral support

## How Heads of Year Can Help

### Challenging Underperformance

- The school uses various assessment data (CATs, NC levels & FFT) to assess pupil potential.
- HoY use this data to monitor & track pupil progress
- By communicating with subject teachers we will identify underachievers (against potential) and outline a plan of action to remedy it

## Tracking Progress Through The School Report

- Reports will be issued in December and June
- The June report will show Current Attainment & Target grades
- Attainment grades reflect the grade a pupil is *currently working at* - based upon test results & completed coursework
- The Target grade *indicates potential* - based upon school potential data, attitude to work and current performance

## Year 10 - A Pupil Overview

Presented  
by  
Amy Mace

## Year 10 Summary

The key elements of Year 10 and 11 are the preparation for the forthcoming exams and completing coursework.

There is lots you, as parents, can do to help

## Year 10 Summary

• Give them a quiet place where they can complete homework and coursework to the best of their ability.

• Make sure you support your child through the next two years in order to get the best out of them.

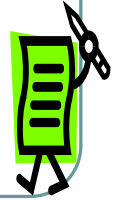
• Nothing is impossible and every year group before you has survived it.

## Good luck

- Encourage your child over the next two years.
- Help them build firm foundations to work from in the future.
- Thank you for listening, feel free to ask us any questions that you may have at the end

## Assessment

Presented  
by  
Mr Tasker

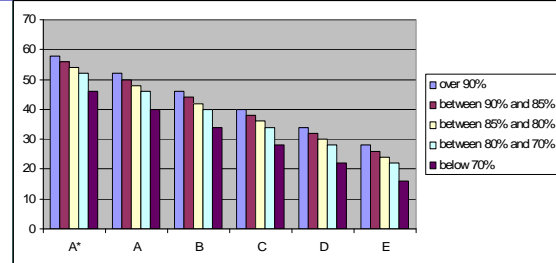


## Expected Progress During Key Stage 4

	KS3 level at the end of Year 9	GCSE/Applied course grade target
below average	4	E/D
slightly below average	4/5	C/D /Pass
average	5/6	C /Pass
slightly above average	6	B /Merit
above average	7 or 8	A*/A /Distinction

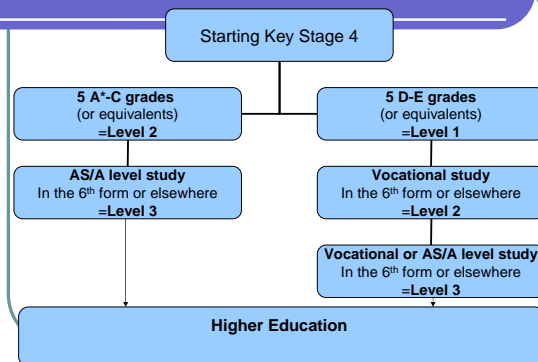
In order for pupils to maximise their potential, they should aim to perform at a higher level in their coursework, since, on average, pupils perform better in coursework tasks than terminal tests.

## How Attendance Affects Attainment



If a pupil's attendance drops below 80%, they will, on average, attain a grade or more below their potential in every one of their subjects.

## Progress Routes



## Attendance

Presented  
by  
Miss Lomas



## Attendance

- WSCC Expectations
- WSCC Sanctions
- Impact of poor attendance on performance
- Sources of help and support

## Any Questions ?

There now follows an open Q & A session

## Parents Information Evening

Thank You For Your Continued Support

## **Expected progress**

### **From the end of Key Stage 3 to the end of Key Stage 4**

Based on national expectation and data generated by OFSTED the following links exist between attainment at the end of Key Stage 3 (Year 9) and likely achievement at the end of Key Stage 4 (Year 11)

	<b>NC Level (end of Y9)</b>	<b>GCSE/Applied course grade target</b>
<b>Below average</b>	<b>4</b>	<b>E/D</b>
<b>Slightly below average</b>	<b>4/5</b>	<b>D</b>
<b>Average</b>	<b>5/6</b>	<b>C/Pass</b>
<b>Slightly above average</b>	<b>6</b>	<b>B/Merit</b>
<b>Well above average</b>	<b>7</b>	<b>A*/A/Distinction</b>

Other factors such as attendance, motivation and behaviour will impact on the progress made by pupils during Key Stage 4. These relationships between attainment at Key Stage 3 and likely attainment at Key Stage 4 are only indicators. Some pupils make better than expected progress and surpass these expectations. Others may not progress at the rate we expect.

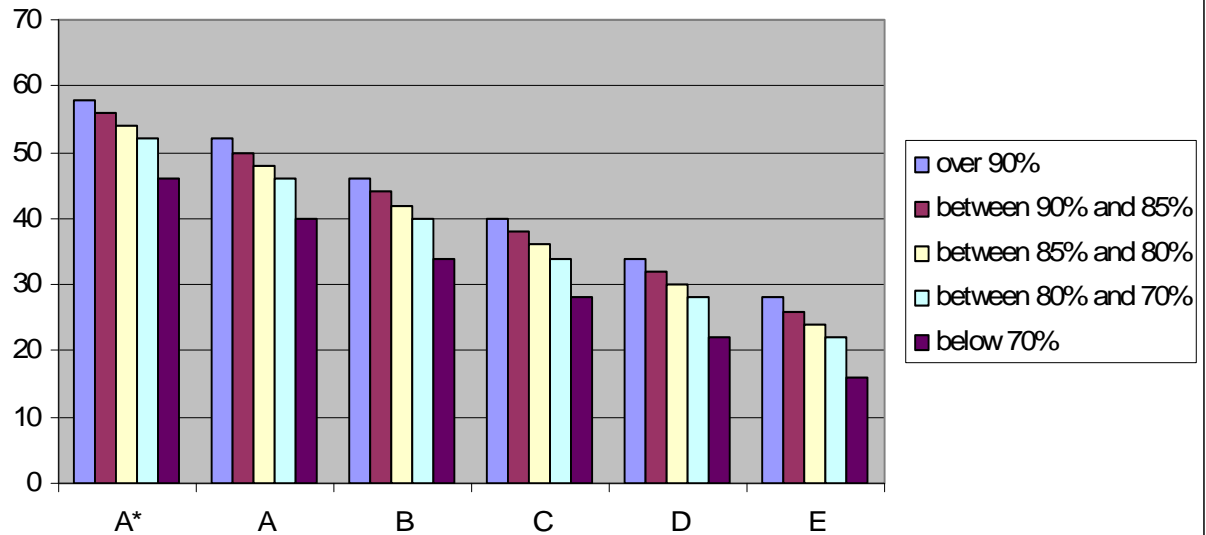
At critical times during Years 10 and 11 we will let you know how your son/daughter is progressing. Poor progress needs to be addressed by teachers.

## **Assessment for Learning**

The term 'Assessment for Learning' means that we try to share knowledge of how we assess and what we assess with the pupils. This may take the form of written notes accompanying marked work (the teacher writing notes on pupils' work directing them towards how to improve). It may also take the form of discussion in class or even peer assessment (when pupils use mark schemes to assess each others work in order to develop a better understanding about how to improve)

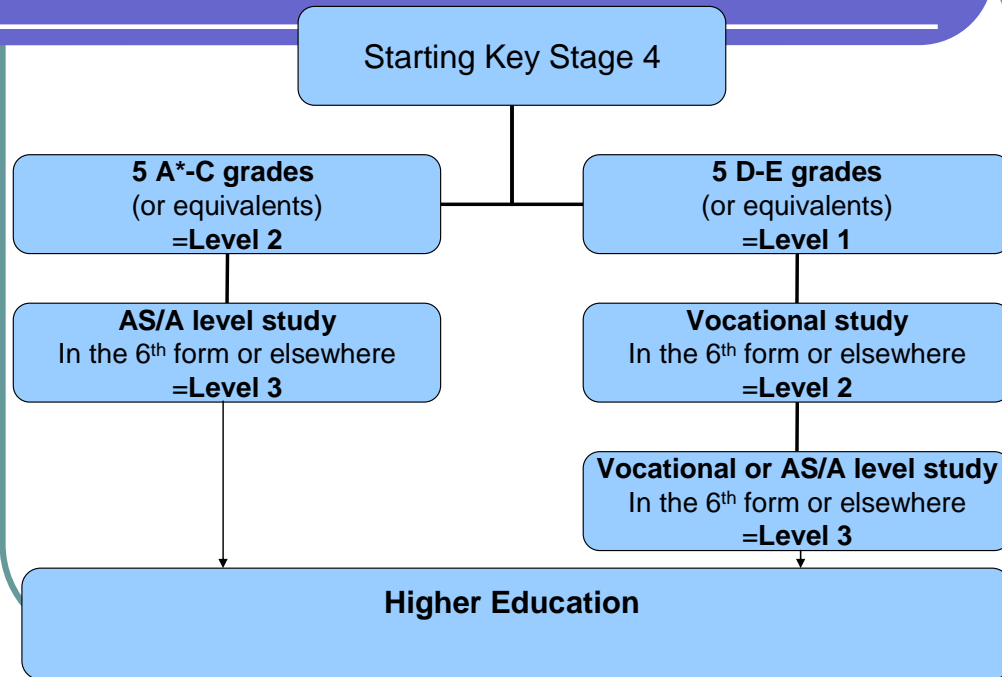
On the attached subject pages you will find information from subject areas about what skills are being assessed in each coursework task. It is important that your son/daughter is able to focus on demonstrating these skills to the best of their ability.

# How Attendance Affects Attainment



If a pupil's attendance drops below 80%, they will, on average, attain a grade or more below their potential in every one of their subjects.

# Progress Routes



# Coursework in Key Stage 4

## Year 10

Coursework is an essential part of most courses during Key Stage 4. In a number of subject areas coursework may contribute up to 60% of the final grade pupils will achieve.

Pupils will generally complete coursework during Year 10 and Year 11. Sometimes pupils complete a range of tasks from which they choose what they will submit for examination. Well managed coursework is a way pupils can maximise their achievement since it offers opportunities to seek advice and support.

If a Department has concerns about the quality or amount of coursework produced by your son/daughter they will contact you directly by letter informing you of their concern and suggesting ways this can be addressed.

Over the next few pages you will find the following information:

- A calendar showing the start time for each piece of coursework and the deadline
- An overview of the coursework required for each subject during Year 10 and its contribution towards a final grade
- Subject pages giving information about each piece of coursework, what the task entails, what support is available and how it is assessed

We hope this information helps you feel that you can become more actively involved in your son/daughter's coursework. We feel that the most successful schooling involves a partnership between parents and teachers, offering maximum support.

## SCHOOL COURSEWORK CALENDAR 2009–2010 - AUTUMN TERM

YEAR 10			
1	Sept 3 - 4 (Th3 INSET)	1	
2	Sept 7 - 11	2	M7 Art - Start of first Unit/Project M7 Start of ICT GCSE Project 1-Spreadsheets-Full and short course M7 Start of OCR Nationals (ICT) Level 2-Skills for business M7 ICT Unit 1 – Spreadsheets M7 CoPE – Start of continuous assessments M7 Travel and Tourism – start of Unit 1
3	Sept 14 - 18	1	English Language and English Literature - start of Prose study (dates may vary) English Language – start of Original Writing topic (dates may vary)
4	Sep 21 - 25 <b>F25 INSET</b>	2	M21 Child Development Short Task 1 starts
5	Sept 28 - 2 Oct	1	M28 Triple and Double Science - P1 ISA (3 weeks)
6	Oct 5 - 9	2	M5 Media Start of Unit B321
7	Oct 12 - 16	1	German Writing Assessment 1 (Teenagers in Britain today)
8	Oct 19 - 23	2	German Writing Assessment 1 (Teenagers in Britain today)
Half Term			
9	Nov 2 - 6	1	M2 Spanish First Writing Task Tu3 Music – Start of AoS1 Composition coursework
10	Nov 9 - 13	2	F13 Child Development Short Task 1 hand in
11	Nov 16 - 20	1	
12	Nov 23 - 27	2	M23 French First Writing task
13	Nov 30 - Dec 4 (M30 INSET)	1	T1 Single Science - B1 ISA (3 weeks) English Language and English Literature - end of Prose study (dates may vary)
14	Dec 7 - 11	2	
15	Dec 14 - 18	1	Tu15 Music – Deadline for AoS1 coursework F18 Art - end of first Unit/Project

Please be aware that some dates may change and that pupils should check coursework dates with their teachers.

## SCHOOL COURSEWORK CALENDAR 2009–2010 - SPRING TERM

YEAR 10			
16	Jan 4 - 8	1	M4 M4 English - start of Media topic (dates may vary) Art - Start of 2nd Unit/Project All Technology Subjects, e.g. Electronic Products, Systems & Control, Product Design, Food Technology, Textile Technology complete a practice project - 60% of year 10 exam mark Business Studies – continuation of assessments
17	Jan 11 - 15	2	
18	Jan 18 - 22	1	English - end of Media topic (dates may vary)
19	Jan 25 - 29	2	F29 ICT GCSE-Deadline for Spreadsheets-project 1-Full course
20	Feb 1 - 5	1	M1 M1 M1 Child Development Short Task 2 starts GCSE ICT-Project 2-DTP Commences- Full course Travel and Tourism – Unit 2 starts
21	Feb 8 - 12	2	
Half Term			
22	Feb 22 - 26	1	M22 Tu23 Drama Exploration of Stimulus for Workshop Presentations English Language and Literature - start of Shakespeare task (dates may vary) Music – start of AoS4 Composing Coursework
23	Mar 1 - 5	2	M1 Product Design, Electronic Products, Systems & Control, Textiles Technology - all start final GCSE Project due in March 2010
24	Mar 8 - 12	1	German Speaking Assessment 1 (My best / my worst holiday)
25	Mar 15 - 19 <i>W17 INSET</i>	2	F19 English Language and Literature - end of Shakespeare task (dates may vary) Child Development Hand in Short Task 2 German Speaking Assessment 1 (My best / my worst holiday)
26	Mar 22 - 26	1	M22 Triple and Double Science - C1 ISA (3 weeks)
27	Mar 29 - <b>Apr 1</b> <b>(Th.)</b>	2	Th1 End of 2nd Unit/Project
Easter			

Please be aware that some dates may change and that pupils should check coursework dates with their teachers.

**SCHOOL CALENDAR 2009–2010 - SUMMER TERM**

<b>YEAR 10</b>			
<b>28</b>	Apr 19 - 23	<b>2</b>	M19 English Literature - start of Twentieth Century Drama topic (dates may vary) M19 Art - Start of 1st Unit/Controlled Assessment Project M19 Single Science - P1 ISA (3 weeks)
<b>29</b>	Apr 26 - 30 <b>(F30 INSET)</b>	<b>1</b>	
<b>30</b>	May 4 - 7 <b>M3 May Day</b>	<b>2</b>	
<b>31</b>	May 10 - 14	<b>1</b>	English Literature - end of Twentieth Century Drama topic (dates may vary)
<b>32</b>	May 17 - 21	<b>2</b>	
<b>33</b>	May 24 -28	<b>1</b>	
<b>Half Term</b>			
<b>34</b>	June 7 - 11	<b>2</b>	M7 Business Studies Teacher Controlled Assessment Research to end of term M7 Drama First Workshop Presentation Day (5 hours) M7 Double Science - B1 ISA (3 weeks) Th 10 Geography exam unit 1
<b>35</b>	June 14 - 18	<b>1</b>	M14 Child Study Task Starts (hand in Jan Year 11) M14 Food Technology Final Project Started Tu15 Music - start of AoS2 Composing Coursework
<b>36</b>	June 21 - 25	<b>2</b>	M21 Spanish Second Writing Task M21 French Second Speaking Task
<b>37</b>	Jun 28 - July 2	<b>1</b>	
<b>38</b>	July 5 - 9	<b>2</b>	German Writing Assessment 2 (Interview with a German-speaking sports personality)
<b>39</b>	July 12 - 16	<b>1</b>	German Writing Assessment 2 (Interview with a German-speaking sports personality)
<b>40</b>	July 19 - 23	<b>2</b>	M19 Drama Deadline for Portfolio M19 Media B324 starts F23 Art End of 1st Unit/Controlled Assessment Project

Please be aware that some dates may change and that pupils should check coursework dates with their teachers.

## Year 10 Coursework per subject

Subject	Coursework commences	Coursework deadline	% of Final Grade
Art	Coursework starts at beginning of Year 10	Completed in Year 11	
Business Studies	June to end of term – Teacher controlled assessment	September – October – continuation of teacher controlled assessment	25%
Child Development	W30 Sept Short Task 1 W3 Feb Short Task 2 W9 June Child Study starts	W11 Nov Short Task 1 W24 Mar Short Task 2 M4 Jan Child Study completed	10% 10% 30%
CoPE	Continuous assessment throughout 2 years completed in school		100%
Critical Thinking	No coursework		
Dance	Trial coursework completed in Year 10	Final coursework completed in Year 11	60%
Design Technology ▪ Electronic Products ▪ Systems & Control Product Design	M4 Jan Practice project M2 Jun Start final GCSE project	M29 March Practice project Completed by March in Year 11	60% of Year 10 exams
Drama	M22 Feb workshop Exploration of stimulus for presentations	M19 July Deadline for the portfolio	30%
Economics	No coursework		
English Language	'Original Writing' topic (dates may vary) 'Prose Study' (dates may vary) 'Media topic' (dates may vary) 'Shakespeare task' (dates may vary) <i>Three Speaking and Listening Assessments</i>	F25 Sep 'Original Writing Topic' F4 Dec 'Prose Study' F22 Jan 'Media topic' F19 Mar 'Shakespeare task' <i>1 of above assessed orally, 3 written essays</i>	40%
English Literature	'Prose Study' (dates may vary) 'Shakespeare task' (dates may vary) '20th Century Drama Topic' (dates may vary)	F4 Dec 'Prose Study' F19 Mar 'Shakespeare task' F14 May '20th Century Drama Topic' <i>1 of above assessed orally, 2 written essays</i>	30%
Food Technology	January to June – Portfolio Assessment M28 June Start final GCSE project	Ongoing Complete by March 2010	60% of Year 10 exams
French	M23 Nov First writing task M25 Jan First speaking task M22 Jun Second speaking task	M11 Jan First writing task M29 Mar First speaking task F17 July Second speaking task	15% 15% 15%
NVQ French	Ongoing Assessments		
Geography	Not applicable	Complete in Year 11	25%
Geology	Not applicable	Completed in Year 11	25%
German	M12 Oct German Writing Assessment 1 M8 March Speaking Assessment 1 M5 July German Writing Assessment 2	F23 Oct Writing Assessment 1 F19 March Speaking Assessment 1 F16 July Writing Assessment 2	15% 15%
ICT Full	W5 Sept Unit 1 - spreadsheets M1 Feb Unit 2 – DTP	F22 Jan Unit 1 spreadsheets F28 May Unit 2 – DTP	30%
ICT Short	W5 Sept Unit 1 Spreadsheets	F16 July Unit 1 spreadsheets	
BTEC Travel & Tourism	M7 Sep – Unit 1 M1 Feb – Unit 2	F29 Jan – Unit 1 F16 July – Unit 2	66.6%
Media	M5 Oct Media Unit B321 starts F17 July Media Unit B324 starts	F18 Dec Media Unit B321 M15 June Media Unit B324 ends	80%
Music	Tu3 Nov AOS1 Composition Tu23 Feb AOS4 Composition Tu15 Jun AOS2 Composition	Tu15 Dec AOS1 Composition Tu30 March AOS4 Composition Y11	20% of Y10 exam
PE	No coursework		
RE	No coursework		
Single Science (Core Science)	M30 Nov B1 ISA M19 Apr P1 ISA	All ISA exams completed after practical work	25%
Double Science (Core Science)	M28 Sept P1 ISA M22 Mar C1 ISA M7 Jun B1 ISA	All ISA exams completed after practical work	25%

Triple Science (Biology)	M8 Mar	B1 ISA	All ISA exams completed after practical work	25%	
Triple Science (Chemistry)	M22 Mar	C1 ISA	All ISA exams completed after practical work	25%	
Triple Science (Physics)	M28 Sept	P1 ISA	All ISA exams completed after practical work	25%	
Skills for Working Life	No coursework				
Sociology	No coursework		No coursework		
Spanish	M3 Nov	First Writing Task	F7 Nov	First writing task	15%
	M8-9 Mar	First Speaking Task	M8-9 Mar	First speaking task	15%
	M22 June	Second Writing Task	F26 June	Second speaking task	15%
Textile Technology	W6 Jan	Practice project	F30 March	Practice project	60% of Year 10 exams
	M4 Jun	Start final GCSE project	Complete by March of Year 11		

# ART AND GRAPHIC DESIGN

## **Coursework Tasks:**

**Unit 1** – This varies depending on which option pupils have chosen. This project is marked at the time of the Year 10 exams and forms the grade that goes on the Year 10 reports  
There will be 3 projects over Year 10, each contrasting and building on the last.

## **Description of Activities**

The projects will cover activities involving the following four different skill areas:

- Developing ideas through studying the work of artists/craftsmen and other sources
- Experimenting with different media, techniques and processes
- Drawing and Recording
- Realising intentions with a final outcome.

## **Support Available**

Pupils who have fallen behind or who have not achieved what is expected then will be targeted for extra lessons, after school, in the summer term

## **Assessment**

For the Year 10 reports each of the above skills areas will be assessed and given a mark out of 20. This will then be used to create a percentage grade. This will then be used as the basis of the coursework mark, which when added together with the mock examination mark in Year 11 will form 60% of the overall GCSE grade.

# BTEC CERTIFICATE IN SKILLS FOR WORKING LIFE

## **Coursework Tasks:**

This course is assessed through 6 units over the two years.

These are:

- Health and Safety
- Introduction to Skills for Work
- Managing Money
- Business Administration
- Retail
- Setting up an Enterprise Activity

Three of these are taken in Year 10 and three in Year 11 leading to the completion of the Certificate. All tasks are guided by the teacher and there will be weekly deadlines.

## **Description of Activities**

Each unit consists of a large piece of coursework, which the pupils will work on in lessons based on the vocational activities they will be carrying out. These include a wide range of tasks such as independent research, designing and creating a “business” within the group, developing skills using word processing, the Internet and email as well as handling data skills. They will develop the skills to manage money and understand health and safety at work requirements.

## **Support Available**

There will be weekly catch up sessions during lunch breaks for those identified as behind or needing improvement. This is normally held in Room 54 on a Monday or Thursday lunchtime.

## **Assessment**

Each unit is worth 16.6% of the overall grade. The assessment is teacher led with the opportunity for pupil reflection and improvement. Assessment is continuous and ongoing throughout the year, so that each pupil gets regular feedback regarding their attainment to date. There is NO exam.

# BTEC FIRST CERTIFICATE IN TRAVEL & TOURISM

## **Coursework Tasks:**

This course is assessed through 3 units over two years.

These are:

- The UK Travel and Tourism Industry – Year 10
- Exploring Customer Service in Travel and Tourism – Year 10
- European Holiday Destinations – Year 11

Two of these are taken in Year 10 and one in Year 11, which leads to the completion of the Certificate. All tasks are guided by the teacher. There will be strict deadlines.

## **Description of Activities**

Each unit consists of a large piece of coursework, which the pupil works on in lesson time and at home. They include a wide range of tasks, such as independent research, designing and creating leaflets and posters, written reports and surveys.

Skills needed:

- able to carry out independent research, using a variety of sources and methods
- able to meet deadlines
- ICT competency
- reading, listening and comprehension skills
- able to present work and communicate ideas effectively to fellow pupils

## **Support Available**

There will be a weekly catch up session after school for those identified as behind or needing improvement. This is normally held in Room 54 on a Wednesday evening from 3.40 pm - 4.30 pm.

We welcome parental communication with class teachers via email if there is a concern or query over a particular piece of work.

## **Assessment**

To pass, pupils must as a minimum be able to:

- Explain/review
- Describe/compare
- Record examples
- Evaluate
- Communicate
- Manage situations

Each portfolio unit is worth 1/3<sup>rd</sup> of the overall grade.

# BUSINESS STUDIES

## Teacher Controlled Assessment

Unit 3 Investigating Business is the teacher controlled assessment. Investigation and preparation for this assessment takes place following the Unit 1 external examination in the summer of Year 10. The final report will be written up and completed in the Autumn term of Year 11. Pupils will be encouraged to use ICT throughout and lessons will move to computer rooms to facilitate this. This unit will account for 25% of the final exam.

# CoPE

## Certificate of Personal Effectiveness

### **The aims of the qualification are:**

- To help pupils to develop and demonstrate a range of skills.
- To provide a way in which pupils can gain credit for what they have learnt from the wide variety of activities they are undertaking both inside and outside formal education.

### **The Certificate of Personal Effectiveness can:**

- Recognise pupil's personal achievements.
- Help pupils to manage their own learning.
- Broaden pupil's experience.
- Develop pupil's employability skills and personal effectiveness.
- Help pupils build their own Progress File.
- Add to pupil's GCSE qualifications.

### **To gain the Certificate of Personal Effectiveness pupils must:**

- Take responsibility for planning, organising and carrying out a number of activities or challenges.
- Develop and provide evidence of working with others, improving their own learning and performance and problem solving.
- Develop and provide evidence of the skills of research, discussion and presentation.
- Produce evidence of their achievements in a Portfolio (file or folder).

# CHILD DEVELOPMENT

## **Coursework Tasks: Short Task and Child Study**

Pupils complete:

Three 'short tasks', all are submitted to the examination board. Two of the 'short tasks' are completed in Year 10 – one in the Autumn Term, and one in the Spring Term. The third task is completed in February of Year 11.

The three 'short tasks' contribute 60% of the Year 10 exam mark. This gives a true indication of the pupils' current performance at the end of Year 10 and should provide a solid foundation on which to build during Year 11.

The Child Study is started in June of Year 10 and completed in January of Year 11.

## **Description of Activities**

**Short Tasks-** The pupils research three topic related to the Child Development Specification (Exam Board Syllabus). They then present the results and evaluate the findings.

Tasks specified by Exam Board.

**Child Study** – The pupils study a child under 5 years old, focusing on the development of the infant over a period of approximately 6 months. They record and explain their observations.

## **Support Available**

Catch-up and help sessions are run every week for pupils studying GCSE Child Development, who have genuine reasons for requiring help.

The Child Study has a booklet to guide and help pupils through the work. The booklets also include a list of dates for submission.

**Pupils who fall behind through lack of effort will be given detentions until the work is up to date and of the required standard.**

## **Assessment**

The coursework for this subject is worth 60% of the final GCSE grade.

- Each Short Task is marked out of 20. Equivalent to 30% of the final grade.
- The Child Study is marked out of 60 which is equivalent to 30% of the final GCSE grade.

**IMPORTANT NOTE** – To achieve at least a Grade C the following minimum marks must be achieved:

Short Task     12/20  
Child Study    35/60

# CRITICAL THINKING

**Coursework Tasks:**

NONE

**Description of Activities**

Pupils on this course will learn an introduction to Critical thinking. This involves the language of reasoning, conclusions, the credibility of evidence, motives and vested interest. Later they will learn to recognise arguments, assumption, analogies, flaws and they will be able to evaluate evidence. They will be able to develop their own reasoned argument.

**Support Available**

Pupils will be offered extra tuition at a time convenient to the pupil and teacher.

**Assessment****Unit 1**

Assessing the credibility of documents is 25 marks.

Assessing the credibility of evidence is 25 marks.

Coming to a reasoned conclusion is 25 marks.

**Unit 2**

Answering multiple choice questions is 15 marks.

Analysing and evaluating arguments is 30 marks.

Developing your own arguments is 30 marks.

Total mark=150

# DANCE

## Course Outline

<b>Unit 1 20%</b>	Critical appreciation of dance
<b>Unit 2 20%</b>	Set dance
<b>Unit 3 20%</b>	Performance in a duo/group dance related to a set professional work
<b>Unit 4 40%</b>	Choreography Task 1 Solo composition task Task 2 Choreography

## External Exams

Unit 1	1 hour written exam based around the study of a minimum of two professional dance works from the prescribed list set by AQA
Unit 2	Pupils are taught a set dance which they perform as a soloist. An exam is held internally and the recording of the exam is sent to AQA to be externally assessed.

## Coursework Tasks

Unit 3 & 4 are completed as coursework tasks

## Description of Coursework Tasks

Unit 3	Pupils will perform in a group dance that relates to a professional work. The professional works are prescribed by the examining board. The complete performance must last between 3-31/2 minutes with each pupil dancing for a minimum of 2 minutes.
Unit 4	Task 1 – Solo composition task – Pupils will select 3 motifs from one of the selected professional works. The motifs must be developed by the pupil to create a short solo dance, with clear form and structure and lasting 1-11/2 minutes. Task 2 – Pupils select a stimulus from a prescribed list. They then choreograph a solo or group dance based on their chosen stimulus.

## Support Available

AQA GCSE Dance text book  
Lunchtime and after school rehearsals

## Assessment

Unit 3	Preparatory work for this is completed in Year 10, with their initial assessment in the second half of the Autumn term. Final assessment of this is made in Year 11.
Unit 4	Preparatory work for this is completed in Year 10. The solo composition is first assessed on Friday 12 <sup>th</sup> February. Final assessment of both tasks is made in Year 11.

# DRAMA

**Coursework Tasks:** Unit A582: Drama in the Making (30%)

You will create 3 workshop performances based on a theme or stimulus that you will explore as a whole class.

**Description of Activities**

This work involves ongoing assessment of each pupil's portfolios/group work/workshop presentations. You will explore the role of performer, deviser, designer and director and you will be assessed in at least TWO of these areas.

Pupil's portfolios record:

- Preparation, planning and shaping
- The application of their roles of deviser, designer, director and performer
- Rehearsal
- Decisions about audience, space and style
- Evaluation

**Support Available**

Lunchtime and after school support sessions will be available from Easter until the final performance.

**Subject Specific Information**

Parents should support and encourage extra-curricular rehearsals for examined and coursework performances. The very best performances require dedication and commitment outside of lesson time alone. Due to the practical nature of this subject and the reliance on group work, attendance in lessons is vital.

**Assessment**

Pupils will be assessed on the following skills:

- Knowledge and understanding of drama genre, styles and conventions
- The ability to plan their own work
- The ability to communicate meaning through performance
- The ability to reflect on and evaluate their own work and that of others

The Year 10 coursework task forms 30% of the final grade.

# DT ELECTRONIC PRODUCTS

## **Coursework Tasks:**

### **Year 10**

During the Spring Term of Year 10 all pupils complete a practice piece of coursework. This practise piece is assessed to a GCSE standard and contributes 60% of the pupils' Year 10 exam mark. This gives a true indication of the pupils' current performance at the end of Year 10 and should provide a solid foundation on which to build during Year 11.

### **Final GCSE Coursework Task:**

**This is started after the exams in Year 10 and is completed by the first week of March in Year 11.**

Design and make a battery powered, low voltage electronic product such as an alarm or electronic counting device..

## **Description of Activities**

In total the coursework is worth 60% of the final GCSE grade.

The coursework is divided into two sections:

**Design Folder (20%).** This includes research, design ideas, development of the chosen electronic product and planning how the final item would be safely manufactured to a high standard while showing an understanding of industrial practice.

**Practical Work (40%).** The pupils develop their chosen idea via design work and practical modelling which will enable the pupil to manufacture a complete and functional product, made to a high quality. The majority of this work must be carried out in school under supervision of their technology teacher. The practical work must account for approximately 25 hours of the total time spent on the coursework.

All practical work must be completed in order to achieve a minimum 'C' grade. An incomplete item will be marked as a Grade G.

## **Support Available**

Catch-up and help sessions are run every week for pupils studying GCSE Electronic Products. These sessions occur on Tuesdays at 3:35pm after school in rooms T3, T10 and T13. They are to offer help and support only.

In-house coursework guideline materials and pupil check lists are issued to **all** pupils.

A Coursework Information letter is posted to parents which includes the deadline dates for the completion of different sections of the work. This occurs in September of Year 11. The coursework is regularly marked by the subject teacher and targets for improvement are set. The deadline for the coursework is the first week of March in Year 11.

**Pupils who fall behind through lack of effort will be given detentions until the work is up to date and of the required standard.**

## **Assessment**

The design folder and practical work are assessed separately by the electronic products teacher and each is awarded a GCSE grade. These grades are then combined to produce an overall final coursework grade.

Full details of the individual skills that are assessed can be found in the Pupil Checklists that support the coursework.

**Deadlines are set for each section – failure to hand in the section on time will result in a 'U' grade being given for that section.**

# DT FOOD TECHNOLOGY

## **Controlled Assessment Tasks:**

During Year 10, all pupils complete a portfolio of short assessed pieces of work. These are assessed to GCSE standard and contribute 60% of the pupil's Year 10 exam mark. This gives a true indication of the pupil's current performance at the end of Year 10 and should provide a solid foundation on which to build during Year 11.

### **Year 11 Final GCSE Coursework Task:**

**this is started after the exams in Year 10 and is completed by the first week of March in Year 11.**

Pupils are to design and make a product, based on a specified brief supplied by the exam board.

## **Description of Activities**

In total the coursework is worth 60% of the final GCSE grade.

The coursework is divided into two sections:

**Design Folder.** This include research, design ideas, development of food products and planning how the final food product would be manufactured safely and to a high standard.

**Practical Work.** This work must be completed in school under supervision of their food teacher. All practical work must be completed in school in order to achieve a 'C' grade or higher. Insufficient practical work will result in a Grade E or lower.

## **Support Available**

Catch-up and help sessions are run every week for pupils studying GCSE Food Technology. These sessions are for pupils who for genuine reasons are struggling with the written coursework.

The coursework is regularly marked by the subject teacher and targets for improvements are set.

## **Assessment**

All work is marked regularly in line with GCSE criteria. Pupils will be aware of this criteria.

Full details of the individual skills that are assessed can be found in the Pupil Booklets that support the coursework.

**Deadlines are set for each section - failure to hand in the section on time will result in a 'U' grade being given for that section.**

# DT PRODUCT DESIGN

## **Coursework Tasks:**

### **Year 10**

During the Spring Term of Year 10 all pupils complete a practice piece of coursework. This practice piece is assessed to a GCSE standard and contributes 60% of the pupils' Year 10 exam mark. This gives a true indication of the pupils' current performance at the end of Year 10 and should provide a solid foundation on which to build during Year 11.

### **Final GCSE Coursework Task:**

**This is started after the exams in Year 10 and is completed by the first week of March in Year 11.**

Design and manufacture of a contemporary product such as a feature lighting unit.

## **Description of Activities**

In total the coursework is worth 60% of the final GCSE grade.

The coursework is divided into two sections:

**Design Folder (20%).** This includes research, design ideas, development of the chosen product and planning how the final item would be safely manufactured to a high standard while showing an understanding of industrial practice.

**Practical Work (40%).** The pupils develop their chosen idea via design work and practical modelling which will enable the pupil to manufacture a complete and functional product, made to a high quality. The majority of this work must be carried out in school under supervision of their technology teacher. The practical work must account for approximately 25 hours of the total time spent on the coursework.

All practical work must be completed in order to achieve a minimum 'C' grade. An incomplete item will be marked as a Grade G.

## **Support Available**

Catch-up and help sessions are run every week for pupils studying GCSE Product Design. These sessions occur on Tuesdays at 3:35pm after school in rooms T3, T10 and T13. They are to offer help and support only.

In-house coursework guideline materials and pupil check lists are issued to all pupils.

A Coursework Information letter is posted to parents which includes the deadline dates for the completion of different sections of the work. This occurs in September of Year 11.

The coursework is regularly marked by the subject teacher and targets for improvement are set. The work will then be finally marked in March of Year 11.

## **Assessment**

The design folder and practical work are assessed separately by the product design teacher and each is awarded a GCSE grade. These grades are then combined to produce an overall final coursework grade.

Full details of the individual skills that are assessed can be found in the Pupil Booklet/Checklists that support the coursework.

**Deadlines are set for each section – failure to hand in the section on time will result in a 'U' grade being given for that section.**

# DT SYSTEMS & CONTROL

## **Coursework Tasks:**

### **Year 10**

During the Spring Term of Year 10 all pupils complete a practice piece of coursework. This practice piece is assessed to a GCSE standard and contributes 60% of the pupils' Year 10 exam mark. This gives a true indication of the pupils' current performance at the end of Year 10 and should provide a solid foundation on which to build during Year 11.

### **Final GCSE Coursework Task:**

**This is started after the exams in Year 10 and is completed by the first week of March in Year 11.**

Pupils design and make an electronic and mechanically driven device or product such as designing and making an electronically powered moving advertisement display promoting a product, club or activity.

## **Description of Activities**

In total the coursework is worth 60% of the final GCSE grade.

The coursework is divided into two sections:

- a) Design Folder (20%). This includes research, design ideas, development of the chosen systems & control product and planning how the final item would be manufactured to a high standard, safely in industry.
- b) Practical Work (40%). The pupils develop their chosen idea via design work and practical modelling which will enable the pupil to manufacture a complete and functional product, made to a high quality. The majority of this work must be carried out in school under supervision of their technology teacher. The practical work must account for approximately 25 hours of the total time spent on the coursework.

All practical work must be completed in order to achieve a minimum 'C' grade. An incomplete item will be marked as a Grade G.

## **Support Available**

Catch-up and help sessions are run every week for pupils studying GCSE Systems & Control. These sessions occur on Tuesdays at 3:35pm after school in room T12 and T13. They are to offer help and support only.

In-house coursework guideline materials and pupil check lists are issued to all pupils.

Coursework information letters are posted to parents which includes deadline dates for completion of different sections of the work. This occurs in September of Year 11.

The coursework is regularly marked by the subject teacher and targets for improvement are set. The work will then be finally marked in March of Year 11

**Pupils who fall behind through lack of effort will be given detentions until the work is up to date and of the required standard.**

## **Assessment**

The design folder and practical work are assessed separately by the systems & control teacher and each is awarded a GCSE grade. These grades are then combined to produce an overall final coursework grade.

Full details of the individual skills that are assessed can be found in the Pupil Checklists that support the coursework.

**Deadlines are set for each section – failure to hand in the section on time will result in a 'U' grade being given for that section.**

# DT TEXTILE TECHNOLOGY

## **Controlled Assessment Tasks:**

During Year 10, pupils will complete a portfolio of a range of short focused practical tasks. These skills are applied for pupils to design and make a product that can be creative and innovative. This is assessed to GCSE standard and contributes 60% of the pupil's Year 10 exam mark. This gives a true indication of the pupil's current performance at the end of Year 10 and should provide a solid foundation on which to build during Year 11.

Pupils are to design and make a product based on a specific Brief supplied by the exam board.

## **Final GCSE Coursework Task:**

**This is started after the exams in Year 10 and is completed by the first week of March in Year 11.**

## **Description of Activities**

In total the coursework is worth 60% of the final GCSE grade.

The coursework is divided into two sections:

**Design Folder (20%).** This includes research, design ideas, development of the chosen textile product and planning how the final item would be manufactured to a high standard, safely in industry.

**Practical Work (40%).** The pupils develop their chosen idea via design work and practical modelling which will enable the pupil to manufacture a complete and functional product, made to a high quality. The majority of this work must be carried out in school under supervision of their technology teacher.

All practical work must be completed in order to achieve a minimum 'C' grade. An incomplete item will be marked as a Grade 'G'.

## **Support Available**

Catch-up and help sessions are run every week for pupils studying GCSE Textiles Technology. These sessions are for pupils who for genuine reasons are struggling with the written or practical coursework.

In-house coursework guideline materials and pupil check lists are issued to all pupils.

A coursework information letter is posted to parents which includes the deadline dates for the completion of different sections of the work. this occurs in September of Year 11.

The coursework is regularly marked by the subject teacher and targets for improvements are set.

## **Assessment**

The design folder and practical work are assessed separately by the textile technology teacher in line with the GCSE criteria. Pupils will be aware of this material.

Full details of the individual skills that are assessed can be found in the Pupil Booklets that support the coursework.

**Deadlines are set for each section - failure to hand in the section on time will result in a zero mark being given for that section.**

# ECONOMICS

There is no coursework with this GCSE course.

There is a pre-released Case Study based on 'The UK Economy and Globalisation' – this is available from January in Year11. This = 50% of the final mark.

Candidates will build on knowledge and skills gained in the other two units of the course and the focus of study will be looking at trade and its implications at local, national and global levels.

Pupils will be taught the theory that supports the study of global economic issues. The Case Study will be based on a real life economic situation and therefore helps pupils apply their knowledge rather than memorise economic theory.

Lunchtime sessions by arrangement with Mrs Cashen or after school by arrangement.

Pupils are assessed as follows:-

**AO1 – Demonstrate Knowledge and Understanding** – to recall, select and communicate their knowledge and understanding of concepts, issues and terminology

**AO2 - Apply Knowledge and Understanding** – to apply skills, knowledge in a variety of ways

**AO3 - Analyse and Evaluate Evidence** – to analyse and evaluate evidence, make reasoned judgments and present appropriate conclusions

Each of these skill requirements are equally spread across the three GCSE units

# ENGLISH LITERATURE

## **Coursework Tasks**

**20<sup>th</sup> Century Drama Assignment**

**Prose Study – Study of a pre-1914 novel or short stories (also assessed for GCSE English)**

**Shakespeare (also assessed for GCSE English) Assignment**

## **Description of Activities**

One of the tasks may be assessed orally and the other two will be essays.

All of the coursework tasks are often completed by the end of Year 10. In Year 11 pupils are given the opportunity to complete missing pieces or improve on work previously completed if the class teacher feels this is necessary.

## **Support Available**

Lunchtime and/or after school sessions are offered by class teachers if necessary.

Any pupils wishing to take advantage of this support should speak to their English teacher.

## **Assessment**

The three tasks are worth equal marks and make up 30% of the GCSE grade.

Pupils are assessed on their ability to:

- Analyse how writers create effects through language, character and dramatic devices
- Evaluate the context of a text

# ENGLISH

## Coursework Tasks

- **Original writing**
- **Media**
- **Prose Study – study of a novel or selection of short stories (also assessed for English Literature if relevant)**
- **Shakespeare (also assessed for English Literature if relevant)**
- **Three Speaking and Listening assessments**

## Description of Activities

One of the written tasks may be assessed orally and the other three will be essays.

All of the coursework tasks are often completed by the end of Year 10. In Year 11 pupils are given the opportunity to complete missing pieces or improve on work previously completed if the class teacher feels this is necessary.

## Support Available

Lunchtime and/or after school sessions are offered by class teachers if necessary.

Any pupils wishing to take advantage of this support should speak to their English teacher.

## Assessment

The four tasks are worth 20% and along with the Speaking and Listening (worth a further 20%) make up 40% of the GCSE grade.

1. In Speaking and Listening pupils are assessed on their ability to:

- Explain, describe or narrate
- Explore, analyse or imagine
- Discuss, argue or persuade

They have to demonstrate a fluent and confident style, exploring their given topic in detail in order to interest the listener.

2. In Shakespeare and the Prose Study pupils are assessed on their ability to:

- Analyse and understand a range of texts
- Explore how a writer's choice of language, character and themes affect us as reader.

1. In Original Writing and Media pupils are assessed on their ability to:

- Create interesting pieces of writing through language and style
- Suit work to audience and purpose

# NVQ FRENCH

## **Coursework Tasks:**

You will carry out assessment tasks in all 4 skills (Listening, Speaking, Reading and Writing) throughout the course. Theses will be stored in your portfolio.

Assessments in Year 10 are completed at the end of each of the 5 modules. (See calendar for deadlines). NVQ writing is assessed at the end of Y10.

Module 1	Working in a Holiday Centre	October
Module 2	Working in a Hotel	December
Module 3	Working in a Sports Centre	February
Module 4	Travel to France	May
Module 5	Working in Tourist Information	July

## **Description of Activities**

Reading and Writing assessments are carried out in lessons and as part of homework. Theses are assessed and stored in the portfolio for final verification by the external moderator.

Listening and Speaking assessments are done in class although preparation can be set as homework. Voice recordings are included in the portfolio.

## **Support Available**

Lunchtime or after school support as required. Pupils will be expected to attend catch-up sessions if any assessments are missed or not completed to the required standard.

## **Assessment**

NVQ is entirely portfolio based. There is no external examination. Each skill is worth 25% of the final award. Pupils are required to complete assessments in all 4 skills as evidence for their portfolio which is internally assessed and externally moderated.

# FRENCH (Year 10 only)

## **Controlled Writing Tasks**

Titles to be selected by the teacher from different topic areas, eg. profile of a famous person.

This is carried out in  
November-December Year 10  
September-October Year 11  
January-February Year 11

## **Controlled Speaking Tasks**

Topics are selected by the teacher from those prepared in class and students are recorded individually

This is carried out in:  
January-March Year 10  
June-July Year 10  
November –December Year 11

## **Description of Activities**

Pupils are expected to submit 2 pieces of extended writing on prepared topics prepared in class and written under controlled exam conditions in class.

Pupils are expected to submit 2 speaking assessments which are recorded individually by their teacher.

## **Support Available**

Lunchtime and after school drop in sessions and more formal catch-up sessions if needed.

## **Assessment**

The best two speaking tasks (30%) and two writing tasks (30%) make up 60% of the GCSE.

Each piece is marked on

- Degree of communication
- Use of language (range and complexity)
- Accuracy

The writing tasks are marked only by the examiners. The speaking tasks are marked in school and then sent for moderation.

# GEOGRAPHY

**Coursework Tasks:** This controlled assessment will be carried out in year 11

**Out of town shopping challenges the survival of the traditional high street.**

How far does the research you have carried out make you think that this statement is correct?

## Description

Pupils will plan and carry out an investigation into the impacts of out of town shopping.

There will be a fieldtrip to an out of town shopping area and neighbouring town centre to conduct a questionnaire. This fieldtrip will be in Year 11 and will be in the winter term.

This is a controlled assessment and pupils will be under exam conditions to write up their results, conclusions and evaluation.

## Support Available

After-school drop-in sessions will be available.

In-house coursework help booklet will be issued to each pupil.

## Assessment

**This controlled assessment is worth a total of 50 marks and counts for 25% of the final exam grade.**

Pupils complete a written report under sections -

- Planning the topic for study ( 8 marks)
- The methods of collecting data (7 marks)
- Data presentation and report production (15 marks)
- Analysis and conclusions (14 marks)
- Evaluation ( 6 marks)

# GEOLOGY AND GEOGRAPHY/GEOLOGY

## **Controlled internal assessment task- Geology:**

A directed investigation of a virtual location

## **Description of Activities**

Part 1: Carrying out relevant tests, making relevant observations and measurements and the recording of these by the construction of appropriate 'field notes'.

Part 2: Writing a written report of the investigation using the field notes. This report will include the processing and analysis of the collected data, evaluation of the methods of data collection and planning of an extension to the investigation. The report should be no longer than 2000 words.

## **Support Available**

- ❖ Prior classwork/guidance/practice
- ❖ Fieldwork experience

## **Assessment**

See above. Marked out of 50.

25% of final mark

# GERMAN

Writing tasks: 2 sessions under controlled conditions, each taking 1 hour  
Speaking tasks: 2 sessions under controlled conditions, each taking 4-6 minutes

Topics: Media and Culture / Travel and Tourism / Sport and Leisure.

## Description of Activities

October (week 8) Yr 10, Writing - MEDIA & CULTURE: "Teenagers in Britain today"  
March (week 25) Yr 10, Speaking - TRAVEL & TOURISM: "My best / worst holiday"  
July (week 39) Yr 10, Writing - SPORT & LEISURE: "Interview with a German-speaking sports personality"

November (week tbc) Year 11 – Speaking - SPORT & LEISURE: "You have a part-time job at a sports centre and give information to a German speaking tourist" (tbc)  
June (week tbc, GCSE exams) Yr 11 - Reading and Listening Exam.

The Speaking Assessments will be recorded on tape and marked by the teacher and "moderated" by the Examination board, which means that selected tapes have to be sent in to the exam board, where the examiners will check that the teacher has marked accurately.

The two pieces of Writing are submitted to the Examination Board. Each piece will be thoroughly prepared by the pupil before writing it under controlled conditions in class. For grade C or above, the pupils will be expected to produce at least 200 words for each piece. Allowed are: Stimulus (Instructions) and a cue card (max. 30 words, as bullet points or mind-map).

## Support Available

**Writing tasks will be set after the topic has been taught, and a similar example of Writing has been undertaken in class. Pupils prepare their controlled assessments for four to max. six lessons, using dictionaries and course books, but not the help of the teacher at this stage.**

Lunchtime and after school drop-in sessions for Grammar and Vocabulary training and more formal catch-up sessions if needed.

There may be an opportunity for a different Writing or Speaking Assessment to be conducted in the Spring Term of Year 11, should it be necessary for individual pupils who did not achieve their potential with the completed assessments. In this case, the best two pieces will be selected for marking.

## Assessment

Each of the four pieces is worth 15%, adding to a total of 30% for the Speaking and 30% for the Writing.

Each Writing piece is marked on

- Communication and Content – 15 marks
- Knowledge and Application of Language – 10 marks
- Accuracy – 5 marks

Each Speaking task is marked on

- Content and response – 18 marks
- Range of Language – 6 marks
- Accuracy – 6 marks

A final Reading and a final Listening test will make up the remaining 40% of the GCSE mark, each accounting for 20%.

# HISTORY

**Coursework Tasks:** This controlled assessment will be carried out in **Year 11**

Vietnam 1960 – 75.

## **Description**

Part A requires students to undertake limited research and complete an enquiry question.

Part Bi requires students to compare two representations related to their chosen option. At least one of the two representations will be from a period later than the event, issue or individual being represented.

Part Bii requires students to analyse and evaluate three sources as representations.

This is a controlled assessment and pupils will be under exam conditions to write up their results, conclusions and evaluation.

## **Support Available**

After-school drop-in sessions will be available.

In-house coursework help booklet will be issued to each pupil.

## **Assessment**

**This controlled assessment is worth a total of 25% of the final exam grade.**

# GCSE ICT FULL

## Coursework Tasks:

**Spreadsheets**

**Multimedia**

## Description of Activities

In all projects pupils need to identify and analyse a problem (4 for full and 2 for short). From this they need to design a solution and then implement that solution. Pupils must then evaluate their project.

The “problem” will usually take the form of an event, for example a pop concert. Pupils will have some choice in their chosen “problem”.

## Support Available

Those pupils identified because they have either not completed the coursework tasks or because they have underperformed will be targeted for additional support in the summer term. This will take the form of extra lessons after school. In addition, pupils can catch up in their own time and can use our E Learning Site to download the resources they need.

Lunch time sessions will also be run at various times throughout the year, depending on individual needs.

## Assessment

ICT Coursework consists of 4 projects in total, two in year 10 and two in year 11. The coursework is worth 60%, the exam is worth 40%. The exam consists of three parts:- a multiple choice paper, structured questions based on a pre-released case study and structured questions.

Each project is worth 40 marks

- Identify** (5 marks) – Identifying the problem, examining possible solutions, set objectives.
- Analysis** (9 marks) – Understanding software & hardware requirements, system security, flow of data.
- Design** (9 marks) – Sketching out design ideas.
- Implementation & Testing** (12 marks) – Implementation of design ideas, using software appropriately, testing of the system.
- Evaluation** (5 marks) - Evaluation of the solution against original objectives.

# GCSE ICT SHORT

## Coursework Task

Year 10 Project - Spreadsheet

## Description

The project examines the use of spreadsheets to solve a problem. Pupils must identify and analyse a given problem, design an ICT based solution, test it and evaluate its success.

The project will cover

- Formulae and Functioning
- Formatting
- Macros
- Graphs

## Support Available

Coursework catch-up sessions are available after school. Individual teachers will give pupils details.

## Assessment

Coursework consisting of 2 projects is worth 60% and the exam is worth 40%. The exam consists of two parts:- A multiple choice paper and structured questions based on a pre-released case study.

Each project is worth 40 marks

**Identify** (5 marks) – Identifying the problem, examining possible solutions, set objectives.

**Analysis** (9 marks) – Understanding software & hardware requirements, system security, flow of data.

**Design** (9 marks) – Sketching out design ideas.

### Implementation

**& Testing** (12 marks) – Implementation of design ideas, using software appropriately, testing of the system.

**Evaluation** (5 marks) - Evaluation of the solution against original objectives.

# LATIN

**Coursework Tasks:**

NONE

**Description of Activities**

Pupils work towards examinations in both the language and literature ('set texts') of Latin. There will be regular, formal assessments, in order to ensure that their progress towards these examinations is measured. In Year 10, these comprise:

- weekly vocabulary tests
- grammar tests
- hour-long progress tests, conducted in lessons, every half-term

**Support Available**

Support will be arranged on an 'ad hoc' basis when required, and takes place at lunchtime.

**Assessment**

- No coursework.
- Written exams at the end of Year 11, testing:
  - set texts (50%)
  - language (50 %)

# MEDIA

## Coursework Tasks:

1. The first assignment (B321) generally deals with Airline advertising [although individual set teachers may vary this]. The main body of the unit is an extended essay of up to 1500 words focusing particularly on the representation of female in Airline ads. The assignment also contains a planning log, an evaluation and a brief, creative, production exercise. This unit will normally be completed by the end of the first term.
2. The second assignment is a Production Portfolio undertaking during the summer term. Although, again, this may vary between set teachers, it will normally involve the creation of a promotional package for the launch of a new music album. Some original photography will be involved and the work will necessarily be in more than one medium.

## Description of Activities

Pupils on this course will learn first of all to describe film in technical terms; this will prepare them for Section A of their final exam paper (B322). This involves being able to identify and interpret all the basic camerawork found in Action/Adventure film and being able to describe sub-genres of this type of Hollywood product.

Pupils will then undertake their first coursework assignment, B321.

Section B of the exam paper, dealing with television comedy in the UK is then approached. This covers scheduling and theories relating to audience pleasures.

In the summer term the second coursework assignment is approached, although some set teachers may choose to delay this to the first term of Year 11.

## Support Available

Pupils who struggle will be offered extra tuition, at either lunch time or after school at a time convenient to the pupil/parent.

## Assessment

1. The extended essay in B321 is marked out of 60, with Level 4 (46-60) demonstrating very good understanding. A further 60 marks are divided between the Production Exercise and the Planning/Evaluation elements. The range 31-40 covers excellent presentation skills and creativity in the Production.
2. The Production Portfolio is marked almost identically, with 60 marks allocated to the Constructions and the remaining 60 marks allocated to the analytical elements (the Production Log and the Evaluation).

# MUSIC

## Coursework Tasks:

**Composing 4 short pieces. The best two will be submitted as a final portfolio**

### Performing

- solo performance
- ensemble performance
- performance using computer sequencer

## Description of Activities

At the end of each termly unit, pupils will have produced a composition lasting about 2 minutes, using the computers and software in Room 9.

At key points in the course (Year 10 and 11 exams and April of Year 11) pupils will give two performances, consisting of a solo (either live or using computer), and ensemble with a partner.

## Support Available

Extra lunchtime/after school sessions are available before the exam sessions in Years 10 and 11 to enable pupils to catch up on any missing or incomplete work.

## Assessment

In the Spring Term of Year 11, two of the four compositions will be selected for final submission. This portfolio will be worth 30% of the marks.

At the start of the Summer Term of Year 11, two performances will be recorded. These will be worth another 30%. The remaining 40% of marks are awarded for the listening exam.

Pupils are assessed on the following skills:

- AO1 Singing and/or playing an individual part with technical control, expression, interpretation and, where appropriate, a sense of ensemble – performing skills.
- AO2 Creating and developing musical ideas in relation to a brief – composing skills.
- AO3 Analysing and evaluating music using a musical terminology – appraising skills.

# GCSE PE

**Coursework Tasks:**

No Written Coursework.  
Pupils are continually assessed on their practical ability.

**Description of Activities**

- Pupils perform a range of practical activities.
- These include games, individual activities and athletic activities.
- During these lessons they can take on the role of the performer, the coach, the choreographer, the leader, the organiser, or the umpire/referee.

**Support Available**

Provided through specific guidance during practical sessions and in additional extra curricular sessions. Coaching courses are available in Football and Basketball in order to improve pupil skills as the coach and referee. Keerboodle (an e-learning resource) is also available for all students to boost their theory knowledge.

**Assessment**

The practical aspect of the course accounts for 60%. Pupils will be assessed on their practical performance, coaching ability, choreographical skills, organisational ability, leadership qualities, or umpiring/refereeing skills, in at least four areas chosen from at least two of the different activity areas.

During May 2010 there will be a Year 10 mock exam.

# RELIGIOUS EDUCATION

## Coursework Tasks: None

Religious Studies B:

Philosophy and Applied Ethics

[OCR J621

At GCSE Religious Studies is called '**Philosophy and Applied Ethics**'. You will explore aspects of human life and existence in this course. Religious and ethical views make a difference to the way in which people lead their lives, it is therefore important to understand why people hold the views they do. In this course you will learn to analyse and evaluate the views of others and substantiate your own. The course will complement both **Science** and **Humanities**. (At degree level Philosophy graduates choose whether they want a BSc or a BA!)

*What will I learn on this course?*

The GCSE course in Philosophy and Applied Ethics looks at two main areas from the perspective of Christianity and one other religion. (From a choice of the following: Buddhism, Hinduism, Islam, Judaism or Sikhism.)

No coursework - 4x 1hour exams

### A. Philosophy

**Unit 1 Two topics from:**

- Belief about deity
- Religious and Spiritual Experience
- The end of life

PLUS

**Unit 2 Two topics from:**

- Good and Evil
- Religion, reason and revelation
- Religion and science

### B. Applied Ethics

**Unit 1 Two topics from:**

- Religion and human relationships
- Religion and medical ethics
- Religion, poverty and wealth

PLUS

**Unit 2 Two topics from:**

- Religion, peace and justice
- Religion and equality

Religion and the media

***How will I study?***

- Through reading, listening, *debate* and discussion you take notes and develop your knowledge and understanding.
- Through the study of books *and DVDs* the internet and the school's intranet you produce written work.
- Through research and observation (including what is happening in the media (TV, newspapers, magazines etc).
- Revision guides are on the e-learning site even now!

**Support available** – by arrangement with teachers as required.

# SCIENCE – SINGLE AWARD AND DOUBLE AWARD

## **Coursework Tasks:**

Investigative Skills Assessment (ISA)

## **Description of Activities**

The ISA's are based on a set of designated practical activities given by the exam board. Each investigation is designed to allow pupils to gain a set of data which they then use to produce a table and graph. The activities occur in a normal timetabled lesson but under controlled conditions (the pupils are only allowed to submit materials they produce in these two lessons). The pupils then use the data to answer a set of questions under exam conditions in a 45-minute exam also set by the exam board.

The ISA constitutes 34/40 of the pupil's science coursework score.

## **Support Available**

Pupils will be made aware of when the ISA's are and what course content is relevant. Absent pupils, or pupils who fail to produce data in the two preparation lessons, can be given a sample set of data although they will not be able to access all the marks in the tests.

If time allows prior to the test data, absent pupils will be allowed to do the practical work in lunch time catch-up sessions.

Key 'How Science Works' words and ideas will be practiced in lessons and all pupils will be issued with How Science Works vocabulary books.

## **Assessment**

All the ISA tests are internally marked using clear mark schemes supplied by the exam boards.

From the 6 set ISA's for Core Science, the test with the highest score will then be submitted to the exam board.

# SCIENCE – TRIPLE AWARD

## **Coursework Tasks:**

Investigative Skills Assessment (ISA)

## **Description of Activities**

The ISA's are based on a set of designated practical activities given by the exam board. Each investigation is designed to allow pupils to gain a set of data which they then use to produce a table and graph. The activities occur in a normal timetabled lesson but under controlled conditions (the pupils are only allowed to submit materials they produce in these two lessons). The pupils then use the data to answer a set of questions under exam conditions in a 45-minute exam also set by the exam board.

The ISA constitutes 34/40 of the pupil's science coursework score.

## **Support Available**

Pupils will be made aware of when the ISA's are and what course content is relevant. Absent pupils, or pupils who fail to produce data in the two preparation lessons, can be given a sample set of data although they will not be able to access all the marks in the tests.

If time allows prior to the test data, absent pupils will be allowed to do the practical work in lunch time catch-up sessions.

Key 'How Science Works' words and ideas will be practiced in lessons and all pupils will be issued with How Science Works vocabulary books.

## **Assessment**

All the ISA tests are internally marked using clear mark schemes supplied by the exam boards.

The highest score ISA in each subject will then be submitted to the exam board.

# SCIENCE – SINGLE AWARD, DOUBLE AWARD AND TRIPLE AWARD

## Coursework Tasks:

Practical Skills Assessment (PSA)

## Description of Activities

Candidates are assessed throughout the course by the teacher on the implementation of practical work, in all 3 science subjects.

The PSA constitutes 6/40 of the pupils' science coursework score.

## Support Available

Not applicable.

## Assessment

The practical skills of the pupils are graded 0 – 6, based on all practical work throughout the year.

The grading structure is as follows:

**2** Practical work is conducted:

- Safely, but with help to work in an organised manner

The candidate:

- Uses the apparatus with assistance

**4** Practical work is conducted:

- Safely and in a reasonably organised manner

The candidate:

- Uses the apparatus skilfully and without the need for assistance

**6** Practical work is conducted:

- Safely and in a well organised manner

The candidate:

- Uses the apparatus skilfully in a demanding context

# SOCIOLOGY

## Coursework Tasks:

There is no coursework in this subject.

This is a modular course which will consist of two units.

Unit 1: Studying Society; Education; Families - Written Paper – 1 hour 30 mins - which will be examined in June 2010.

Unit 2: Crime and Deviance; Mass Media; Power; Social Inequality - Written Paper – 1 hour 30 mins - which will be examined in June 2011.

## Description of Activities

## Support Available

The normal course of revision lessons will take place prior to each examination.

## Assessment

# SPANISH

**Coursework Tasks:**

Am I fit and Healthy - October Year 10  
Account of a holiday - June/July of Year 10

**Description of Activities**

Students aiming at grades G–D should produce 200–350 words across the two tasks;  
Students aiming at grades C–A\* should produce 400–600 words across the two tasks.

**Support Available**

Lunchtime and after school drop in sessions on Tuesday

**Assessment**

Each of the 2 pieces is worth a half of the total 30% for this component.

Each piece is marked on

- Content – 15 marks
- Range of language – 10 marks
- Accuracy – 5 marks