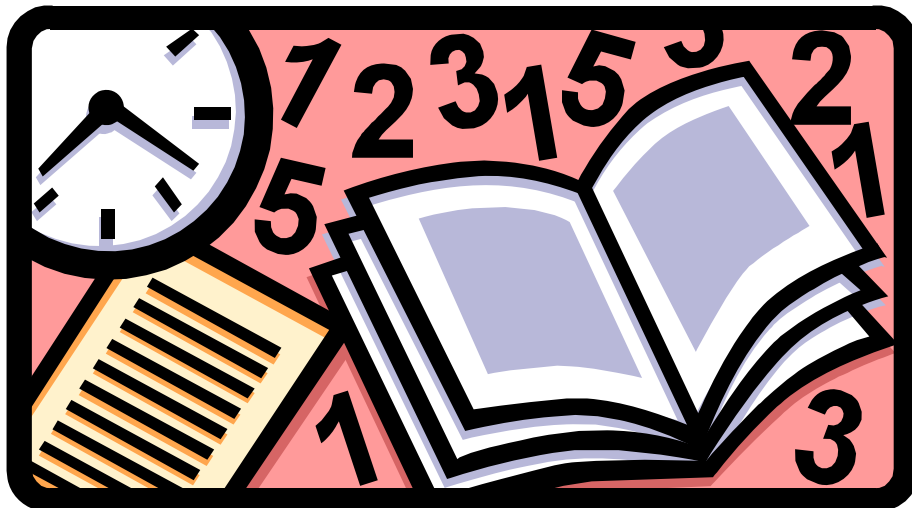


YEAR 11 INFORMATION BOOKLET FOR PARENTS AND PUPILS

2009 - 2010



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Enhancing Pupil Performance

**Parents' Information
Evening
13th October 2009**

Tonight's Agenda

- | | |
|--|---------------|
| • Key Dates & Workload | Miss Lomas |
| • Coursework | Miss Greaves |
| • A Pupil View | Geeta Villkhu |
| • Revision | Mr Ritchings |
| • A Pupil View | Millie Cooper |
| • Assessment | Mr Tasker |
| • Intervention & Inclusion | Mrs Andrews |
| • Mock exams & beyond | Miss Lomas |
| • Q & A forum / individual discussions | |

Key Dates & Workload

**Presented
by
Miss Lomas**

Our Aim 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 11

- The GCSE/BTEC journey continues
- Building on foundations laid in Year 10
- Maximising coursework marks
- Mock exams
- Final exams
- Looking ahead to the future

Mock Exams - Key Dates

- | | |
|----------------------|------------------|
| • STUDY LEAVE BEGINS | 3 DEC 2009 |
| • MOCK EXAMS | START 4 DEC 2009 |
| • LAST MOCK EXAM | 18 DEC 2009 |
| • END OF TERM | 18 DEC 2009 |
| • MOCK RESULTS DAY | 19 JAN 2010 |

The Mock Exams

- Why have mock exams?
- Study leave
- Exam timetable (see the last page of the information booklet)
- Absence during the mock exams

Other Important Dates

- SIXTH FORM MEETING 21 JAN 2010
- REPORTS 4 FEB 2010
- PARENTS' EVENING 8 FEB 2010
- PUPIL REVIEW DAY 10 FEB 2010
- CAREERS CONVENTION 10 MAR 2010
- PRACTICE EXAM SESSIONS
Tues 23 MAR 2010
Sat 27 MAR 2010
Tues 20 APR 2010
Sat 8 MAY 2010
- STUDY LEAVE STARTS 17 MAY 2010 (P)

Key GCSE Exam Dates

- CORE SCIENCE RESITS 19 NOV 2009
- TRIPLE SCIENCE MODULE 14 JAN 2010
- TRIPLE SCIENCE MODULE 18 JAN 2010
- TRIPLE SCIENCE MODULE 20 JAN 2010
- GEOGRAPHY DME 29 JAN 2010
- DANCE PRACTICALS 18 MAR 2010
- ART PRACTICALS 25 - 31 MAR 2010

Key GCSE Exam Dates

- DRAMA PRACTICALS W/C 19 APRIL 2010
- MUSIC PRACTICALS 20/21 APRIL 2010
- LANGUAGE ORALS W/C 26 APRIL 2010
- DRAMA PRACTICAL EXAM 5/6 MAY 2010, OR 12/13 MAY 2010
- START OF MAIN GCSE EXAMS 18 MAY 2010 (P)
- LAST GCSE EXAM 29 JUNE 2010 (P)

Workload - What Needs To Be Done At Home In Year 11?

- 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 - Balancing of Priorities




- Part-time job
- Socialising
- Hobbies/Interests
- Games consoles
- Sports
- Music
- TV
- School work



Workload-A Survival Strategy



- Getting the balance right
- Adjusting the balance at key times
- Being prepared to miss out



Coursework - Marks in the bank

**Presented
By
Miss Greaves**

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	100%
Technology subjects	60%
Dance	60%
Child Development	50%
English Language	40%
English Literature	30%
Business Studies	25%
French	25%
German	25%
Spanish	25%
Geography	20%

Coursework - How To Find Out What Needs To Be Done

1. Talk to your sons and daughters
2. Look at their diary
3. Use the information booklet given out tonight
4. If in doubt, contact us and ask

Coursework - 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

The Information Booklet

The Coursework Calendar

Nov 10 - 14	M10	Spanish controlled conditions coursework starts
	F14	Systems and Control, Electronic Products, Product Design coursework stops
	F14	Food and Textiles Technology coursework stops (until after Christmas)
	F14	Child Development Individual study stops (until after Christmas)
		Sociology final deadline - analysis and conclusion
Nov 17 - 21	F14	ICT GCSE FULL Project 3 (Database) deadline
	M10-F14	Business Studies Marketing coursework preliminary work takes place
	F21	Media Genre and Convention OR Representation coursework deadline
	F21	Spanish controlled conditions coursework deadline
	F21	11B/Dr2 Drama Unit 2 performance

Coursework - Monitoring Progress

- HoY liaise closely with subject teachers
- Catch up sessions organised for lunchtime and after school
- Work & coursework reports issued
- You can track it too

Coursework - How Parents Can Help

- Provide a quiet work space
- Take an interest in their progress
- Give guidance with planning of work
- Monitor deadlines (use info booklet)
- 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 - As The Mocks Approach

- Emphasis needs to switch from coursework to revision
- At least 2 weeks before mocks start revision should become the priority

Coursework - A Pupil View

Presented
By
Geeta Villkhu

Importance Of Coursework In Year 11

- Year 11 is undoubtedly, one of the most important years in your son's/daughter's school life.
- Results will be a reflection of effort and hard work.
- Balancing priorities will be key to success.
- Your son's/daughter's work load will vary at times in the year.
- Coursework is also their best opportunity to use the full resources at school.

Parent Tips for Coursework

- Coursework deadlines
- Don't let your son/daughter's coursework pile up!
- Make sure your son/daughter has plenty of time.
- Make sure their coursework is in early!
- Don't forget to remind them about their school responsibilities
- Use as much free time/ lunch time/ after school time as possible to keep on top of the work.

Importance Of Year 11

- Year 11 is a vital stepping stone
- Year 11 provides the chance to build upon learning in Year 10
- It will also help in deciding what pupils want to do after GCSEs
- Do not fall behind. There will be barely enough time to catch up!

Revision Issues

Presented
by
Mr Ritchings



Revision Issues

1. What is revision?
2. Revision tips
3. Revision methods
4. Resources available
5. How parents can help
6. Useful websites

What Is Revision?

- It literally means 're-looking' at information that has been learnt previously
- The aim is to reduce the amount of information learned to a series of key points which can then be expanded to give an answer
- These key points, phrases or words prompt the brain to retrieve the information stored in it

General Revision Tips For Pupils

- Start revision early
- Produce a realistic revision timetable
- Get into a 'revision routine'
- Have start & finish times and stick to them
- Build in short breaks & rewards
- Create a separate revision file for each subject
- Use a variety of techniques - to try out what works and what doesn't
- Don't be negatively influenced by friends

Revision - Organising A Revision Timetable

Date	Subject / Topic to cover		
	Registration Period	Evening	
Mon			
Tues			
Weds			
Thurs			
Fri			
	Morning	Afternoon	Evening
Sat			
Sun			

Ways of Improving Revision Quality

- Build in short breaks
- Do frequent short exercises
- Drink water & get fresh air
- Eat 'brain food' & healthy snacks - avoid sugar
- Don't leave the difficult bits to the end
- Stop and take a break if you get stuck
- Promise yourself a little reward at the end of a session eg TV programme

Good Revision Technique Involves

- Setting targets for each session
- Breaking topics down in to 'do-able' chunks
- Using revision checklists
- Identifying the topics that are well known & those where more time is needed
- Producing shortened notes - that have key points, phrases & words
- Testing what has been learned
- Revisiting these notes regularly

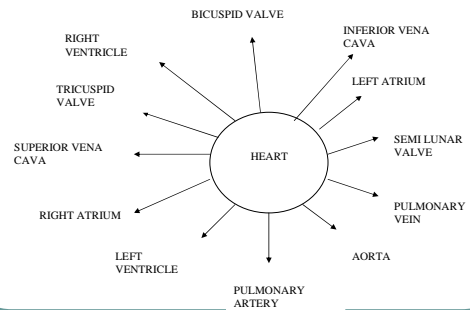
Different Revision Methods

- Revision notes with key words & headings
- Spider diagrams
- Topic postcards
- Visual diagrams
- Posters with key points on
- Revision aids displayed around the house

Different Revision Methods

- Record info on tapes / MP3 files
- Revise with a friend
- Tell someone what you know
- Visit revision websites (eg. bbc bitesize)
- Use past papers
- Use memory techniques eg Mnemonics, Picture stories

Spider Diagrams Are Useful For Visual Learners



Mnemonics - Assisting The Memory

Eg. English Language GCSE Paper 1 - Writing to Argue, Persuade, Advise

A useful tip: Remember to take a walk in 'a forest'...

- A - Anecdotes
- F - Facts
- O - Opinions
- R - Rhetorical Questions
- E - Emotive Language
- S - Second Person Narrative
- T - Triples



This helps ensure the answer contains at least one example of these features

Revision Methods - Find Out What Approach Works For You

- topic postcards
- spider diagrams
- websites



A Wide Range Of Resources Can Be Used

- Class and revision notes
- Textbooks
- Revision guides (see Information Booklet)
- Internet revision sites
- Friends and classmates
- Parents
- Teachers - revision classes (see booklet)
- Past papers

How Parents Can Help

- Ensure regular attendance at school
- Provide a suitable work space at home
- Discuss together how you can help
- Get them equipped with files, dividers etc
- Help organise the revision timetable
- Encourage them to stick to the revision timetable - maybe by agreeing a reward structure
- Provide favourite snacks & drinks during revision

How Can Parents Help

- Show an interest in how the revision is going
- Keep in touch with regular 'check-ins'
- Talk through any difficulties
- Be sensitive to the pressure your sons & daughters are under
- Be flexible - eg discuss how work missed for a night off can be caught up
- Keep things in perspective

Useful Websites

- www.positivelymad.co.uk for fun ways to remember information
- www.gcse.com for help with revision techniques
- www.s-school.co.uk for revision tips (general & subject specific)

Revision Summary: Successful Students

- Have a revision timetable that works
- Use a variety of revision strategies
- Use a range of resources
- Have parents who encourage them
- Put the work in

Revision - A Pupil View

Presented
by
Millie Cooper

Get Organised!

- Do a revision timetable - it really helps

Mon	Tue	Wed	Thurs	Fri	Sat	Sun
Spanish English	Chem Physics	Geog Biology	Maths Spanish	English Geog		Citizen Spanish

- Keep to it - don't spend all your time on one subject or topic

Get Organised!

- Do a revision checklist for each subject
- Allow time for breaks in your timetable
- Get paper, pens, highlighters, revision cards etc. - whatever helps you to revise
- Annoy your teachers...in a good way!

How I Revise

- Compress notes into key points - can be put onto revision cards, or poster around your room
- Highlight key points to remember in your class notes - I find this helped me remember points
- Read through your notes then use a revision guide as a summary, then do revision questions or past papers on that topic.

Timing

- Start your revision earlier than you think you need to.
- You can start now by reading over lessons
- The amount of time you spend revising varies from person to person
- I work for 45mins then have a 15min break
- Maybe do 2 sessions an evening on weekdays and 3 at weekends
- Don't leave it too late!

Pressure

- Don't do what I did!
- You do need to work - only you can judge how much revision you need to do
- Don't spend all your time revising - try to do the other things you do normally
- This is the most important period of your life...your future depends on it!
- Don't panic!
- It is good to have a break from revision
- Be happy with your results. You can only do your best.

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.

School Report

		Exam	Ave	Current	Target	MAG	Effort	Deadlines	Behaviour
Child Development	Miss J Bates	40	57	E	C	D	Fair	Inconsistent	Fair
English	Mrs A Lucas	46	49	D	B	C	Fair	Inconsistent	Good
DT: Food Technology	Miss D Mahon	36	69	F	C	D	Poor	Inconsistent	Fair
Art: Graphic Design	Mrs C Saunders	52	64	C	C	C	Fair	Inconsistent	Good
ICT (short course)	Mr A Tringham	38	48	D	C	D	Fair	Mostly Reliable	Good
Mathematics	Mr M Gamon	54	68	D	D	E	Fair	Poor	Good
Media Studies	Miss L Hillier	45	46	D	C	C	Fair	Mostly Reliable	Good
Sociology	Mrs M Leates	55	55	C	B	C	Good	Inconsistent	Good

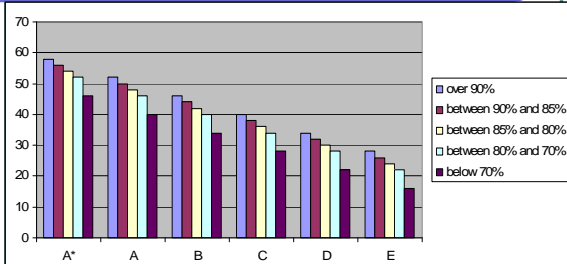
Tracking Progress Through The School Report

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

Estimate (Chance) Tables

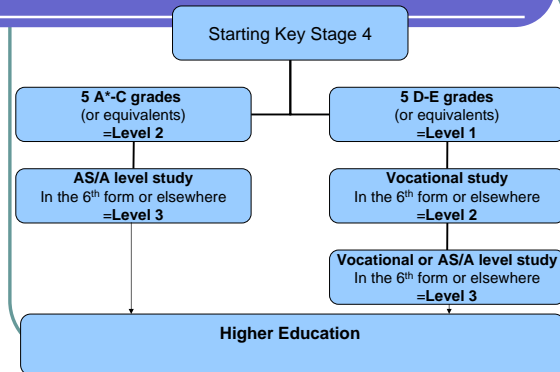
KS4 Estimates											
Est	Subject	% chance of achieving KS4 Grade								% chance	
Inst	Group	G	F	E	D	C	B	A	A*	A*-C Pass	
4 SE	ArtDes	1.5%	2.1%	5.4%	12.5%	33.5%	26.4%	15.7%	4.3%	79.9%	99.9%
5 SE	CreatArt	1.9%	4.4%	9.1%	15.7%	38.1%	26.2%	12.8%	1.9%	69.9%	98.2%
6 SE	D&T	1.7%	3.8%	9.1%	21.8%	34.8%	17.5%	10.1%	1.3%	63.7%	98.2%
7 SE	English	1.5%	2.3%	8.9%	26.1%	39.6%	18.3%	4.1%	1.1%	62.9%	99.9%
8 SE	Geog	1.9%	4.6%	12.1%	23.9%	36.1%	14.5%	6.1%	1.1%	57.7%	98.3%
9 SE	History	3.5%	8.1%	15.2%	21.4%	25.1%	18.1%	7.5%	1.3%	51.9%	98.3%
10 SE	Hu/Bes	2.3%	5.1%	10.5%	18.6%	28.6%	22.5%	10.5%	1.8%	63.4%	98.4%
11 SE	ICT	2.6%	5.4%	9.2%	17.6%	31.1%	20.9%	10.6%	2.6%	65.2%	97.3%
12 SE	Maths	1.5%	3.2%	14.7%	29.2%	37.6%	13.1%	1.5%	1.1%	53.2%	97.9%
13 SE	MFL	1.4%	4.5%	12.1%	26.7%	38.3%	15.1%	5.1%	1.1%	55.4%	99.9%
14 SE	PE	1.1%	2.5%	10.1%	22.4%	24.5%	20.7%	11.4%	2.8%	59.4%	99.9%
15 SE	Science	1.9%	7.2%	18.6%	30.9%	32.5%	6.9%	1.8%	1.1%	42.1%	98.7%

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



Intervention & Inclusion

Presented
by
Mrs Andrews

Intervention & Inclusion

- Job description
- How I can help
- Current strategies
- Contacting me

After The Mocks

**Presented
by
Miss Lomas**

After The Mocks

- Post Exam Analysis
- Mock Results Day - 19 Jan 2010
- Reports - 4 Feb 2010
- Parents' Evening - 8 Feb 2010
- Build up to the real thing
- Exam practice sessions
- Intensive revision programmes in lessons
- After school revision clubs

Preparing For Life After Year 11

- Careers Advice
- Fast Tomato website
- Individual careers interviews
- Psychometric test and interview (VT Indigo)
- Careers convention - 10 March
- Sixth Form Information Evening
- Deadline for Sixth Form Application 15 March
- Information to make choices

Our Goal Is...



Is To Achieve...



Happy Faces Like These...



On Results Day!



Any Questions ?

There now follows an
open Q & A session

Parents Information Evening

Thank You For Your
Continued Support

October 2009

Dear Parent

We are now approaching the final full term of your son's or daughter's compulsory education at Hazelwick. Naturally, parents are keen to give their sons and daughters every support as they work towards their final GCSE and BTEC exams and consider their move into the Sixth Form, College or employment next year.

We are keen to enlist your support in ensuring that your son/daughter is well prepared for the coming months and, with this in mind, you may find it useful to consider some of the advice pupils have been offered in school in the build-up to their exams. We will be building upon their previous experience of examination preparation and revision through both the Tutorial Mentoring system and the work of the departments between now and May.

At present, most pupils are heavily committed to coursework in a number of their subjects. Pupils are encouraged to keep up to date and produce work of their very best standard. Often, departments have organised 'Coursework Clubs' for the pupils to attend so that they can keep up to date and receive such help as is appropriate from the department specialists. If you are concerned about your son's/daughter's approach to coursework at home it may well be possible to arrange for them to work for a period after school under closer supervision. Coursework marks will have a considerable impact on the pupils' final grade and should be a priority for them both this term and next.

With coursework and ordinary homework commitments, it may seem impossible for pupils to consider carrying out any further study, but the advantage of making an early start to revision has been proved over the years. Next term, pupils will be advised that, wherever possible, they should try to fit in a short period of revision around their homework schedule. Initially, this might be a 20 minute period tackling a topic which they have found particularly difficult in the past. Blank revision timetables are available for them to plan the use of their time effectively.

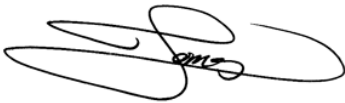
As next term progresses, departments will complete the teaching of their courses and embark upon a series of revision lessons in curriculum time and set revision tasks for homework. Some departments will offer extra revision lessons during lunch times and after school. Pupils are encouraged to make the best use of this help and, indeed, to use the expertise and experience of their subject teachers to guide them, advise them and help them develop their knowledge and skills. Also next term, 2 exam practise sessions will be organised after school to give pupils the opportunity to fine tune their exam technique. In the main, these sessions will be voluntary, although a few pupils may be 'advised' to attend!

In support of the work carried out by departments, the pupils will receive advice via assemblies and during form periods. None of this advice should be new to them since they will have received similar advice prior to each exam period since they joined Hazelwick. They will be issued with a Year 11 exam booklet that gives revision and exam advice for the forthcoming exam sessions.

We wish to make available to you provisional dates for the start and end of the Summer 2009 GCSE sessions. The main session of written exams begins on 13 May 2008 and the **provisional** date for the last exam is 26 June 2009. Before this start date, language orals and art exams will take place. Parents are advised that it is inadvisable to arrange holidays involving your child during the Summer Term until after the final exam date.

I hope you find the information contained in this booklet useful. If you would like any other help in your efforts to support your child in working towards his/her Target GCSE grades, please do not hesitate to make contact.

Yours sincerely

A handwritten signature in black ink, appearing to be 'T Lomas', written in a cursive style.

Miss T Lomas
Head of Key Stage 4

Key Dates

Please note that several of these dates are provisional and indicate the approximate date for that event. These dates are identified by (P).

Date	Event
30/11/09	Inset day
03/12/09	Start of Study Leave (3.35pm)
04/12/09	GCSE mock exams start
18/12/09	GCSE mock exams finish
14/01/10	GCSE Triple Science Module B2
18/01/10	GCSE Triple Science Module C2
19/01/10	Mock Results Day
20/01/10	GCSE Triple Science Module P2
21/01/10	Sixth Form Entry Meeting
22/01/10	GCSE Dance Mock
29/01/10	GCSE Geography Decision Making Exam (DME)
04/02/10	Reports issued
08/02/10	Parents' Evening
10/02/10	Pupil Review Day
03/03/10	GCSE PE Moderation
10/03/10	Careers Convention
15/03/10	Deadline for Sixth Form Applications
17/03/10	Inset Day
18/03/10	GCSE Dance Practicals
25/03/10 – 31/03/10	GCSE Art Exams
19/04/10 – 20/04/10	GCSE Drama Practicals
20/04/10 – 21/04/10	GCSE Music Practicals
21/04/10 – 22/04/10	GCSE Drama Practicals
26/04/10	Start of GCSE Modern Foreign Language Oral Exams
30/04/10	Inset Day
03/05/10	May Day Holiday
05/05/10 – 06/05/10	GCSE Drama Exam Performance (P)
12/05/10 – 13/05/10	GCSE Drama Exam Performance (P)
17/05/10	Study leave begins at 3.35pm (P)
18/05/10	Start of GCSE exam period
29/06/10	End of GCSE exam period (P)

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 achievement at the end of Key Stage 3 (Year 9) and likely achievement at the end of Key Stage 4 (Year 11)

	NC Level (end of Y9)	GCSE/GNVQ grade target
Further below average	4	E
Below average	4/5	D
Average	5/6	C/Pass
Above average	6	B/Merit
Well above average	7	A*/A/Distinction

Other factors such as attendance, motivation and behaviour will impact on the progress made by pupils during Key Stage 4

Assessment of Coursework

Ongoing assessment is vital since it keeps both teachers and pupils informed of progress. Regular assessment also helps pupils focus on areas that need improving. Teachers' assessment 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 marking schemes to mark each others work in order to develop a better understanding about how to assess work)

Part of assessment for learning involves helping pupils understand what they must do to improve. This will often take the form of very specific advice, typically activities such as re-wording statements or explanations to make them more detailed and complex.

On the attached subject pages you will find information from teachers about what is being assessed in each coursework task. It is important that your son/daughter is able to focus on this and makes sure that they put into their work enough good examples of these skills.

Coursework in Key Stage 4

Coursework is an essential part of most courses during Key Stage 4 and may contribute up to 60% of the final GCSE grade and 100% of the BTEC grade that pupils will achieve.

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

During the Autumn term of Year 11 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.

In the reports you will receive in January there is a further opportunity for staff to keep you informed not only of exam performance but also concerns regarding coursework.

Any correspondence that takes place in the Spring term of Year 11 will signal a significant problem and may result in the submission of incomplete work. Incomplete coursework will have a detrimental effect on pupils' attainment in that subject.

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

- An overview of the coursework required for each subject during Year 11 and its contribution towards a final grade
- A calendar showing the start time for each piece of coursework and the deadline
- 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.

ART

<p>Coursework Task:</p> <p>Mock Exam preparation</p>
<p>Description</p> <p>Pupils must develop a given theme over a period of approximately 11 weeks. In that time they must demonstrate four core skills. The ability to:</p> <ul style="list-style-type: none">• Investigate and record (finding and selecting images) as well as drawing from images first hand• Critical and contextual research (finding out about artist, writing about their work and explaining why they produced such work)• Exploring and developing ideas (developing ideas using different materials)• Realise their intentions in a concluding piece of work
<p>Support Available</p> <p>Extra lessons run from Nov 2009 until end of term. Extra lessons start again in Feb 2010 as part of final exam preparation. Lunch time clubs are also available.</p>
<p>Assessment</p> <p>Each of the four core skills is broken into two strands. Each of these is further divided into two giving eight core skills. Every core skills is marked out of 10 giving a total mark out of 80. Pupils are marked therefore on:</p> <p>Selecting and organising their work Drawing/recording Researching and writing about artists/designers Describing and evaluating chosen art pieces Developing composition ideas Using varied media Producing a final realisation explaining links between their own work and their chosen artist/designer</p>

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 Task

- European Holiday Destinations - Unit 4 - Year 11 Unit

Description

For the European destinations unit pupils must:

Investigate major UK and European travel destinations. This will include looking at:

- The location of major travel and tourism destinations in the UK and Europe
- The main tourist airports, road, rail and sea routes
- Climate, topography, attractions, food, drink and entertainment
- Matching destinations to visitor types

Support Available

Possibility of Wednesday after school, if pupils request it, in Room 54 from 3.40 pm to 4.30 pm.

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 1/3rd of the overall grade. Each unit is given a mark out of 18 (pass 6, merit 12, distinction 18). A minimum of 18 points is needed in total for a pass, 30 for a merit, 42 for a distinction and 54 for a distinction*.

BUSINESS STUDIES

Coursework Task:

Adaptabag

A marketing task set around a marketing mix for a new bag. A market research questionnaire is used and the data fed into a database in weeks 9 and 10 of the Autumn Term. The rest of the coursework, which makes use of this research plus secondary research and theory, continues after the Year 11 mock examinations in Week 16 and is completed by the end of week 20.

Description

Pupils use Microsoft office to create a marketing report for the Board of Directors of Walking Waterproofs Ltd. This coursework provides an application of the Marketing theory and ICT skills which pupils have been taught. Logical thought in deciding what is a suitable marketing mix for the Adaptabag is essential. Pupils can choose whether the bag is to be aimed at a mass market or a niche market. This choice must be reflected in the marketing strategy chosen.

Support Available

After school sessions on Tuesday and Thursday are available during the coursework time. Class guidance is offered throughout in the classroom.

Assessment

This third and final piece of coursework forms part of a file of coursework which will represent up to 25% of the final mark.

Marks available are as follows:

Knowledge 8 marks – evidence of research and business ideas

Application 14 marks – theory is effectively applied to the business problem

Selection 22 marks - theory and information is effectively analysed, organised and interpreted

Evaluation 16 marks – solutions are effectively evaluated with clear justification being shown.

Quality of written communication 3 marks.

CHILD DEVELOPMENT

Coursework Task: Resource Tasks and Individual Study

Pupils complete:

3 Resource Tasks, the best 2 are submitted to the examination board.

They also complete one Individual Study.

Description

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

- Resource Task 1 – Pregnancy leaflet
- Resource Tasks 2 and 3 – Choice from a list of suitable child development topics provided by the teacher

Individual 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. These sessions occur on Tuesdays at 3.35 pm after school in Room T10.

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

Assessment

The coursework for this subject is worth 50% of the final GCSE grade.

- Each Resource Task is marked out of 20. The two highest scoring tasks are submitted to the exam board providing a total of 40 which is equivalent to 20% of the final GCSE grade.
- The Individual 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 marks must be achieved:

Resources Task 11/20

Individual Study 35/60

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).

DANCE

<p>Coursework Tasks</p> <p>Choreography</p> <p>Extended Programme Notes</p> <p>Performance in a duo/group</p> <p>Set Study</p>
<p>Description</p> <p>Choreography – 30% - Pupils prepare a piece of dance to reflect their artistic intent and show knowledge of choreography.</p> <p>Extended Programme Notes – 10% - Pupils prepare an extended essay to support their choreography</p> <p>Performance – 20% - pupils dance as part of a group to demonstrate performance skills</p> <p>Set Study – 20% - Pupils have to learn a solo piece of technical work to perform internally which is also assessed by an external examiner.</p>
<p>Support Available</p> <p>Lunchtime and after school rehearsals. Theatre visits.</p>
<p>Assessment</p> <p>Performance – Pupils are placed in performance groups and are taught a movement piece. This piece is typically in the style of a professional dance work. It is assessed as part of the Year 11 mock.</p> <p>Programme notes and choreography – Pupils select a stimulus. They then have to create an artistic interpretation of their stimulus. They are assessed in terms of how their chosen movement reflects their artistic intent and their use of choreographic devices. The programme notes support their choreography and pupils are assessed in terms of their ability to describe their movement and evaluate their choreography.</p> <p>Set Study – The pupils are assessed in terms of their ability to technically perform a solo. This solo is created by the examining body and demands use of performance skills and a range of dance styles.</p>

DRAMA

Coursework Tasks: Unit 2: Devised 30%

You will explore the story of Admira Ismic and Bosko Brockic, the 'Romeo and Juliet of Sarajevo'. Using the details of their tragic story you will create an 18-minute performance for another Year 11 Drama class that will be performed during study leave (4 December 2009)

Description of Activities

This work involves ongoing assessment of each pupil's portfolios, group work and final performance.

Pupil's written/video portfolios record:

- Preparation, planning and shaping
- Details of character and context
- Consideration of the audience and performance space
- Understanding of dramatic genre, style and convention
- Evaluation of the process and performance

Support Available

Lunchtime and after school support sessions/rehearsals will be available from October 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 11 coursework task forms 30% of the final grade. They have completed the first 30% of the coursework in Year 10. The final 40% is a practical examination performance assessed by a visiting examiner in May 2010.

DT FOOD TECHNOLOGY

Coursework Task

Pupils are to design and make a product for a special diet that they are interested in. The product would then be sold in a major food supermarket chain.

Description

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 food products and planning how the final food product would be manufactured to a high standard, safely in industry.
- Practical Work (40%). The pupils will make 6 possible ideas and developments for the product, selecting the most suitable item and developing it into the final food product. They will also complete some practical experimental work together with a product analysis. This work must be completed in school under supervision of their food teacher. The practical work must account for approximately 25 hours of the total time spent on the coursework.

Support Available

Help sessions are run every week for pupils studying GCSE Food Technology. These sessions occur on Tuesdays at 3:35pm after school in room T10. Other evenings are available by arrangement with individual teachers.

In-house coursework guideline booklets 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.

Assessment

The design folder and practical work are assessed separately by the Food Technology teacher and each is awarded a GCSE grade. These grades are then combined to produce an overall final coursework grade. The marks are then communicated to the examination board who select samples of pupil coursework for moderation.

Pupils are made aware of their coursework marks which are combined with their Year 11 mock written exam paper that was sat in December. This gives the pupils a 'current GCSE performance grade' which they can act on to improve their revision for the final exams in June.

PLEASE NOTE -If the practical work component of the coursework is not complete by final deadline, the highest GCSE grade that can be attained for this section is a grade G!

DT TEXTILE TECHNOLOGY

Coursework Task:

Pupils are to design and make a textile product inspired by a designer, art movement, culture or era. The product is to be mass produced and sold in the County Mall by an established retail outlet decided by the pupil.

The pupils are directed by the subject teacher towards a practical item that matches their skill level and ability to organise their time efficiently.

Description

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 textile 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.

Support Available

- Help sessions are run every week for pupils studying GCSE Textiles Technology. These sessions occur on Tuesdays and Thursdays at 3:35pm after school in room T11. Other evenings are available by arrangement with individual teachers.
- 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.

Assessment

- The design folder and practical work are assessed separately by the Textiles teacher and each is awarded a GCSE grade. These grades are then combined to produce an overall final coursework grade. The marks are then communicated to the examination board who select samples of pupil coursework for moderation.
- Pupils are made aware of their coursework marks which are combined with their Year 11 mock written exam paper that was sat in December. This gives the pupils a 'current GCSE performance grade' which they can act on to improve their revision for the final exams in June.
- PLEASE NOTE -If the practical work component of the coursework is not complete by final deadline, the highest GCSE grade that can be attained for this section is a grade G!

ECONOMICS

Coursework Task:

1 piece of coursework = 20% of final mark. This is introduced at the end of Year 10 Summer Term. Pupils are given the opportunity to start some data collection and initial research during summer break.

Coursework is started at the beginning of Year 11.

Description

Problem solving assignment, approximately 2000 words. Pupils need to collect primary and secondary data and make use of economic theory which should be applied to the assignment.

Presentation should be in the form of a report, sub-divided into different sections and word processed.

Support Available

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

Departmental coursework guidance materials.

Assessment

Knowledge 20 marks – evidence of Economic knowledge relevant to the question

Application 20 marks – of Economic concepts, theories, terminology.

Organisation 20 marks – selection of appropriate information and data.

Evaluation 20 marks – conclusions based on sound Economic evidence

Spelling, punctuation and grammar 4 marks

ENGLISH

<p>Coursework Tasks</p> <ul style="list-style-type: none">- Original writing- Media- Prose Study (also assessed for GCSE English Literature if relevant)- Shakespeare (also assessed for English Literature if relevant)- Three Speaking and Listening assessments
<p>Description</p> <p>One of the written tasks may be assessed orally and the other three will be essays.</p> <p>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.</p>
<p>Support Available</p> <p>After school sessions are offered by class teachers if necessary.</p> <p>Any pupils wishing to take advantage of this support should speak to their English teacher.</p>
<p>Assessment</p> <p>The four tasks are worth 20% and along with the Speaking and Listening (worth a further 20%) make up 40% of the GCSE grade.</p> <p>In Speaking and Listening pupils are assessed on their ability to</p> <ul style="list-style-type: none">• Explain, describe or narrate• Explore, analyse or imagine• Discuss, argue or persuade <p>They have to demonstrate a fluent and confident style, exploring their given topic in detail in order to interest the listener.</p> <p>In Original Writing and Media, pupils are assessed on their ability to</p> <ul style="list-style-type: none">• Communicate clearly and in an interesting way• Organise ideas into sentences, paragraphs and whole texts <p>In Shakespeare and the Prose Study, pupils are assessed on their ability to</p> <ul style="list-style-type: none">• Analyse and understand a range of texts• Explore how a writer's choices of language, character and themes affect us as a reader <p>The four tasks are given a mark that corresponds to a GCSE grade.</p>

ENGLISH LITERATURE

Coursework Tasks

20th Century Drama

Prose Study (also assessed for GCSE English)

Shakespeare (also assessed for GCSE English)

Description

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

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.

The tasks are given a mark out of 54 that corresponds to a GCSE grade.

FRENCH (Y11 only)

Coursework Task: Writing task

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

This is carried out in
November Year 10
June Year 10
September Year 11 (controlled conditions)
November Year 11

One of the three pieces is written in controlled conditions.

Description

Pupils are expected to write between 300 – 400 words overall at foundation level and 400 – 500 words at higher level. Coursework is prepared in class and for homework.

Support Available

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

Revision sessions/coursework help on Mondays (Foundation) and Wednesdays (Higher) at 3.35 pm in Room 86.

Assessment

Each of the three pieces is worth a third of the total 25% for this component

Each piece is marked on

- Degree of communication – 8 marks
- Use of language (range and complexity) – 6 marks
- Accuracy – 6 marks

The three highest scoring pieces are sent for moderation

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 11 are completed throughout of each of the 5 modules.

Module 6	Employment in France	October
Module 7	Working in a Restaurant	December
Module 8	The Internet	February
Module 9	A French Festival	March
Module 10	The Leisure and Tourism Industry	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.

GEOGRAPHY

Coursework Task: Tilgate Park, Crawley

Visitor impacts and management of Tilgate Park, Crawley (word limit 2,500)

Each pupil will attend a day trip to Tilgate Park (June of Year 10) where they will collect their data. Pupils will set two hypotheses, one will be chosen by the teacher and one by the pupil.

Description

Can be divided into 5 parts:

- **Introduction** – this sets the scene for the coursework. It includes aim, hypotheses, geographical background and location with maps.
 - **Method** - this explains how you collected your data. Diagrams and photographs will help.
 - **Presentation of results** - this is where you show visually what information you collected. A table of results will be made and pupils will then design a limited selection of graphs which link to answering their hypotheses. Information from secondary data is also shown here.
 - **Analysis of results** – this is the most important section and where you explain what your results say about your hypotheses. Were they correct or wrong? Do you accept or reject them?
 - **Conclusion** – this is a summary of what you have found out about each of your hypotheses.
- Evaluation** – this is where you consider how your coursework went and how you could improve it.

Support Available

The Geography Department will run various catch up sessions. Room 39 is open to students on Tuesdays and Thursdays.

All pupils will receive a coursework guide book.

The final draft of coursework must be completed by the first half term of Year 11. This will be checked and clearly marked with areas which need to be improved.

Moodle website with all details and support materials. This can be accessed from:
www.geography>KS4>Tilgate coursework

Assessment

This coursework is worth 20% of their final GCSE grade. The total mark for the whole coursework is out of 40. Roughly 32 marks are required for an A grade and 24 marks for a C grade. **Any pupils wishing to be considered for the higher paper in June must have a coursework grade of B or higher.**

There are three marking sections:

- Understanding (10 marks) – showing an understanding of wider geographical ideas and their relationships. Evaluating different people's ideas and excellent interpretation of the evidence.
- Application (10 marks) – analyse sustainable solutions and management, showing initiative and imagination
- Skills (20 marks) – accurate and clear representation of data, which is analysed in detail and depth

GEOLOGY AND GEOGRAPHY

Coursework Task- Geology:

Investigation of the structure of the rocks in the area around Woolhope

Description of Activities

Using experience gained from map work done in class, pupils have to investigate the structure of the rocks in the area around Woolhope. This will involve making a prediction and then gathering data in the field. Analysis of this data on the fieldtrip and in subsequent lessons is then considered in relation to this prediction.

Support Available

- ❖ Map work in class prior to fieldtrip
- ❖ Training in data collection on fieldtrip
- ❖ Guidance in lessons after fieldtrip on structure and content of write-up.

Assessment

Pupils complete a

- ❖ Written report under sections – marked out of 30 marks

Planning – 8 marks
Observation – 8 marks
Analysis – 8 marks
Evaluation – 6 marks

20% of final mark

GERMAN

Coursework Task: Writing Task

February Year 10 – Profile of a famous person or group of people

June Year 10 – Describing a holiday

October Year 11 – Am I fit and healthy?

One of the three pieces is written in controlled conditions.

Description

Pupils are expected to write between 300 – 400 words overall at foundation level and 400 – 500 words at higher level. Coursework is prepared in class and for homework.

Support Available

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

Assessment

Each of the three pieces is worth a third of the total 25% for this component

Each piece is marked on

- Degree of communication – 8 marks
- Use of language (range and complexity) – 6 marks
- Accuracy – 6 marks

The teacher will assess the coursework and keep it safe. The exam board will then ask for selected students' coursework to be sent in for moderation.

HISTORY

Coursework Task

- Vietnam
- Propaganda in WW1

Description

Students will be taught an overview of both topics and then will be given a focus for their coursework.
Both pieces must be completed by the deadline given by the individual teacher.

Support Available

Possibility of Thursday after school, if pupils request it.
Teachers will arrange extra sessions with students if needed.

Assessment

Each piece of coursework is marked out of 25.
Both pieces of coursework represent 25% of the final GCSE grade for History.

GCSE ICT FULL

Coursework Tasks

Project 1: Spreadsheets
Project 2: Desk Top Publishing
Project 3: Databases
Project 4 – Presentations

Description

Each project examines the use of an application within a business to produce a solution to a given problem. Pupils must identify and analyse the problem, design and create an ICT based system, test it and evaluate its success.

Project 1 will cover:

- Creating a spreadsheet
- Income and Expenditure, complex formulae, macros.

Project 2 will cover

- Creating a website
- Hyperlinks, Interactive elements, html and online forms

Project 3 will cover:

- Creating a database
- Tables, forms, queries, reports.

Project 4 will cover:

- Creating a presentation
- Interactive objects, custom animation

Support Available

Coursework catch-up/study sessions are available after school. Individual teachers run different session times and pupils will be made aware of these early on in the class.

Pupils falling behind with coursework will be requested to attend these sessions.

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: Spreadsheets

Year 11: Multimedia

Description

The projects examine the use of an application within businesses. Pupils must identify and analyse a given problem, design an ICT based solution, test it and evaluate its success.

Project 1 will cover:

- Creating a spreadsheet

Project 2 will cover:

- Creating a presentation

Support Available

Coursework catch-up/study sessions are available after school. Individual teachers run different session times and pupils will be made aware of these early on in the class.

Pupils falling behind with coursework will be requested to attend these sessions

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.

ICT - AIDA

Coursework Tasks:

Using ICT – Unit 1
100% coursework

Description

Pupils' coursework will be based on their response to the Summative Project Brief (SPB), which they began in Year 10. The coursework produced is paperless as pupils will make an e-portfolio (a website to contain their final pieces).

Pupils can work on their response to the SPB at home, for instance, they can plan and conduct research. All pupils will have created a list of tasks they can do at home.

If internet access is available at home, then pupils can access to Edexcel website and will be able to refer to the mini website containing the SPB – www.edexcel.org.uk/dida.

Support Available

Coursework catch-up/study sessions are available after school. Individual teachers run different session times and pupils will be made aware of these early on in the class.

Pupils falling behind with coursework will be requested to attend these sessions.

Assessment

AIDA is paperless. There are no examinations. Instead pupils have 30 hours to respond to a Summative Project Brief (SPB). The work they produce is uploaded to an e-portfolio. The e-portfolio is marked against 6 strands:

- Plan and manage a project (5 marks)
- Select and capture information from a variety of sources (7 marks)
- Collate and analyse data to produce information (7 marks)
- Present and communicate information (9 marks)
- Present evidence in an e-portfolio (9 marks)
- Review the project (5 marks)

As Edexcel changes the boundary for a Grade C yearly, pupils need to gain at least 20 marks to ensure a safe Grade C equivalent.

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 11, these comprise:

- weekly vocabulary tests
- grammar tests
- 'set text' tests, conducted in class time

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 Task: Genre & Convention OR Representation

- Analysing 'representation' as an issue
- Analysing genre and narrative conventions
- Practical production of a magazine with an analytical evaluation

The practical assignment, undertaken in the summer of Year 10, the construction of a cover, contents page and double page interior spread for a new magazine, may be completed if necessary at the beginning of Year 11. This assignment relies on original digital photography and uncropped images must be submitted with the finished magazine pages.

A fourth assignment may be tackled to replace a weak Year 10 assignment. This will focus usually on codes and conventions, either of film or of a print medium.

Description

Pupils revise for their final exam whose focus is music magazines. Pupils learn to describe these technically and to interpret the targeting of specific audiences. This is examined as the first paper in the final GCSE examination.

Pupils learn the techniques of advertising focusing on advertising campaigns across different media – comparing, for example, a television campaign with a print campaign. Pupils also compare adverts from early in the Twentieth Century with contemporary campaigns. This again is examined at GCSE in the second paper.

Support Available

Lunchtime help for individual pupils

Assessment

The two coursework pieces are marked out of 40 marks (including 2 marks awarded for quality of written communication).

The practical production is marked out of 40 marks with 20 marks available for the production and 20 marks available for the Critical Evaluation.

To achieve Level 4 in the coursework assignments, pupils will need to:

- Have a detailed knowledge and understanding of the texts studied
- Use detailed technical references to support their points and engage with the texts after personal insights

To achieve Level 4 in the Production element, pupils will need to:

- Plan effectively, using storyboards and scripts
- Produce a product which is fit for its purpose

MUSIC

Coursework Task

2 compositions chosen from the 4 attempted during the course.

2 performance tasks, involving a solo performance (or performing using a sequencer) and a live ensemble performance.

Description

All composition tasks should be completed by the end of the Autumn Term of Year 11. The Spring Term is used to improve the two chosen pieces.

For performing, pupils will choose between a live solo performance or a computer-sequenced piece. This is worth 50% of the marks. The remaining marks are based on a live ensemble performance.

Support Available

After school and lunchtime help sessions will be arranged as required, usually on a one-to-one basis.

Assessment

The final date for submission of the two compositions is just before the end of the Spring Term. These are then marked internally and sent off for moderation. Each composition is worth 15% of the total mark.

The performance tasks are assessed in practical sessions which take place at the start of the Summer Term. Each piece is recorded, marked internally and sent off for moderation. Each piece is worth 15%.

Pupils are assessed on the following skills:

- Composition – structure, effective use of musical elements, the extent to which it meets the brief, effectiveness of composition
- Performance – accuracy, fluency

GCSE PE

Coursework Task

The six week training programme focusing on improving two aspects of fitness.

(This should now have been completed and time will be given to improve the quality of the piece of work).

Description

GCSE PE Moderation day (practice) will take place on Wednesday 3rd March 2010.

The actual PE Practical Moderation day will take place at the end of March 2010.

On going assessment of practical activities throughout Years 10 and 11.

External Written exam May/June 2010.

Support Available

Extra curricular theory revision sessions in the spring and summer term.

Extra curricular sports and fitness clubs.

Access to SAM Learning revision tool.

Any pupil wishing to take advantage of this support should speak to Miss Oxby, Head of PE.

Assessment

The overall practical, including the coursework is worth (60%). Pupils are awarded marks on each section of the training programme:

- The planning of the fitness programme.
- The execution of the initial fitness testing, and subsequent six week training programme.
- The quality of monitoring fitness programmes.
- The evaluation of the effects the training programme has produced.

- The final 2 hour written exam is worth (40%) of the final grade.

SINGLE SCIENCE

Coursework Tasks Investigative Skills Assessment Catch Up x 1 – Core Science
Description The ISA's are based on a set of designated practical activities given by the examination 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 examination board. The ISA constitutes 34/40 of the pupils' 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 date, absent pupils will be allowed to do the practical work in lunchtime 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 Examination 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 – SINGLE AWARD, DOUBLE AWARD, TRIPLE AWARD

Coursework Tasks Practical Skills Assessment (PSA)
Description 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 Marks – Practical work is conducted safely, but with help to work in an organised manner. The candidate uses the apparatus with assistance. 4 marks – Practical work is conducted safely, and in a reasonably organised manner. The candidate uses the apparatus skilfully and without the need for assistance. 6 marks – Practical work is conducted safely and in a well-organised manner. The candidate uses the apparatus skilfully in a demanding context.

SCIENCE – DOUBLE AWARD

<p>Coursework Tasks</p> <p>Investigative Skills Assessment (ISA) x 3 (October 2009 - February 2010)</p>
<p>Description</p> <p>The ISA's are based on a set of designated practical activities given by the examination 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 examination board.</p> <p>The ISA constitutes 34/40 of the pupils' science coursework score.</p>
<p>Support Available</p> <p>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.</p> <p>If time allows prior to the test date, absent pupils will be allowed to do the practical work in lunchtime catch-up sessions.</p> <p>Key 'How Science Works' words and ideas will be practiced in lessons and all pupils will be issued with 'How Science Works' vocabulary books.</p>
<p>Assessment</p> <p>All the ISA tests are internally marked, using clear mark schemes supplied by the Examination Boards.</p> <p>From the 2 ISA's for Additional Science the test with the highest score will then be submitted to the Exam Board. The third ISA will be from Core Science.</p>

TRIPLE SCIENCE - BIOLOGY

Coursework Tasks

Investigative Skills Assessment (ISA) x 1 – Additional Science or Biology Extension

Description

The ISA's are based on a set of designated practical activities given by the examination 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 examination board.

The ISA constitutes 34/40 of the pupils' 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 date, absent pupils will be allowed to do the practical work in lunchtime 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 Examination Boards.

From the 6 set ISA's for Biology the test with the highest score will then be submitted to the Exam Board.

TRIPLE SCIENCE - CHEMISTRY

Coursework Tasks

Investigative Skills Assessment (ISA) x1 – Additional Science or Chemistry Extension

Description

The ISA's are based on a set of designated practical activities given by the examination 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 examination board.

The ISA constitutes 34/40 of the pupils' 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 date, absent pupils will be allowed to do the practical work in lunchtime 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 Examination Boards.

From the 6 set ISA's for Chemistry the test with the highest score will then be submitted to the Exam Board.

TRIPLE SCIENCE - PHYSICS

<p>Coursework Tasks</p> <p>Investigative Skills Assessment (ISA) x 1 – Additional Science or Physics Extension</p>
<p>Description</p> <p>The ISA's are based on a set of designated practical activities given by the examination 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 examination board.</p> <p>The ISA constitutes 34/40 of the pupils' science coursework score.</p>
<p>Support Available</p> <p>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.</p> <p>If time allows prior to the test date, absent pupils will be allowed to do the practical work in lunchtime catch-up sessions.</p> <p>Key 'How Science Works' words and ideas will be practiced in lessons and all pupils will be issued with 'How Science Works' vocabulary books.</p>
<p>Assessment</p> <p>All the ISA tests are internally marked, using clear mark schemes supplied by the Examination Boards.</p> <p>From the 6 set ISA's for Physics the test with the highest score will then be submitted to the Exam Board.</p>

SOCIOLOGY

Coursework Tasks:

Conduct and evaluate a sociological study on a relevant aspect of British society, such as education, gender roles, family and socialisation.

Description of Activities

Pupils will design and conduct some research into an area of British society, eg. education, family type. They will present their findings, showing patterns and compare to other research. Then they will evaluate their study for strengths and weaknesses. This is 2,000 – 2,500 words.

Support Available

- Teacher support and advice.
- Help pack with timetable, examples and mark scheme.
- AQA website
- One after-school session per week.
- Dedicated area on Hazelwick e-learning site
- A Level mentors

Assessment

20% of total marks available will be assessed on:

- Understanding – 10 marks
- Methodology – 4 marks
- Content – 8 marks
- Analysis – 8 marks
- Evaluation – 8 marks

Marks are also available for quality of written communication.

SPANISH

Coursework Task:

Profile of a Famous Person - October Year 10

Account of a holiday – Prepared in June/July of Year 10 and completed under controlled conditions in September Year 11.

Am I fit and Healthy? - October/ November Year 11.

Description

Pupils are expected to write between 300 – 400 words overall at foundation level and 400 – 500 words at higher level. Coursework is prepared in class and for homework.

Support Available

Lunchtime and after school drop in sessions on Tuesday.

Assessment

Each of the three pieces is worth a third of the total 25% for this component

Each piece is marked on

- Degree of communication – 8 marks
- Use of language (range and complexity) – 6 marks
- Accuracy – 6 marks

All three pieces are sent for moderation

STATISTICS

Coursework Tasks

Pupils are required to make and test a hypothesis using data that they have collected.

Description

The coursework should be completed in no more than 9 lessons. In addition it is expected that pupils will work on the task in their own time.

Pupils will have to set a hypothesis and then collect a sample of relevant data. They will then use a variety of statistical techniques to present their findings. Finally, pupils will interpret their results and determine whether or not their hypothesis was correct.

Support Available

Pupils may discuss their course work with their teacher and friends. However, the final write-up must be completed independently. Further support on statistical techniques can be found from the website www.mymaths.co.uk.

Assessment

The coursework is marked out of 40 and represents 25% of the final grade. The coursework is centre marked and then moderated before the results are submitted to the exam board.

REVISION CLASSES

SUBJECT	SESSIONS
BUSINESS STUDIES	Revision in class and in homework making use of the examination case study when available. Revision lessons after school on Thursdays by topic.
CHILD DEVELOPMENT	Revision in lessons
DESIGN TECHNOLOGY All subjects	Revision in lessons
ECONOMICS	Revision in class. Lunchtime sessions by arrangement
ENGLISH	Revision in class in Spring Term. Past papers available from teachers to supplement this work.
FRENCH	Revision lessons as arranged by teacher. From January 2010. Details to be displayed in Room 86
GEOGRAPHY	Starts January on Tuesdays and Thursdays in room 39. Letters will be sent home providing details
GERMAN	Starting January 2010 on Wednesdays. Room 92, 3.45-4.15pm
HISTORY	Coursework Club will run on Wednesdays after school in Room T05. Revision lessons will take place for small groups in response to their needs.
INFORMATION AND COMMUNICATION TECHNOLOGY	Coursework catch-up classes at times arranged by ICT teacher
LATIN	No fixed revision class, although this will happen periodically for small groups in response to their needs (in Spring Term)
TRAVEL AND TOURISM	Coursework project clubs every Wednesday in Room 54
MATHS	Small, after-school revision classes will be held regularly during the Spring and Summer Terms. Details will be posted on the Maths exam notice board (outside room 64) and announced by Maths teachers.
MEDIA STUDIES	Revision in class during the Spring Term
MUSIC	From January 2010 there will be individual tutorials arranged at mutually convenient times.
P.E.	Revision Clubs to start in the Summer Term 2010. Day to be agreed
RELIGIOUS EDUCATION	Short Course revision lessons as arranged by teacher in summer term. Details to be display on notice board. Revision booklets issued for mocks and updated for final exam. See Departmental website.
SCIENCE	Revision Programme from Spring half term during lesson time and homework. Additional lunchtime and after-school sessions also planned.
SOCIOLOGY	From April, every Monday at 3.45pm in Room T04.
SPANISH	After school sessions on Mondays in Room 91.

REVISION GUIDES

SUBJECT	GUIDES	REVISION AND RESOURCE WEBSITES
BUSINESS STUDIES	Pupils will be supplied with a published Revision Guide along with one that has been produced by the Department.	BBC Bite size for Business Studies www.bbc.co.uk/revision
CHILD DEVELOPMENT	All pupils supplied with a Revision Guide & Revision Workbook	
DANCE	In-house revision guide and support materials issued to pupils.	
DESIGN TECHNOLOGY Systems & Control	In-house revision guide and support materials issued to pupils.	www.bbc.co.uk/revision
DESIGN TECHNOLOGY Electronic Products	All pupils supplied with a Revision Guide and Revision Workbook.	
DESIGN TECHNOLOGY Food Product Design Textiles	All pupils supplied with a Revision Guide and Revision Workbook.	www.bbc.co.uk/revision
ECONOMICS	<i>In-house revision resources provided in the Spring Term.</i>	Revision in class during Spring and Summer Term 2010
ENGLISH	Notes on Poetry and Exam Text in folders. Revision books available to borrow from the Library in the Spring Term.	www.bbc.co.uk/schools/gcsebitesize/english www.englishbiz.co.uk www.gcse.com/english www.s-cool.co.uk/topic_index.asp?subject_id=19&d=0 www.aqa.org.uk
FRENCH	Revision Guide to be used in school. In-house revision booklets to be used at home. Letts revision guide can be purchased for £2.50 from school. www.zut.org.uk	www.bbc.co.uk/revision www.languagesonline.org.uk www.atantot.com www.wildfrench.co.uk (GCSE revision) Further links can be found on the Departmental website
GEOGRAPHY	In-house revision guides available to all pupils at a cost of £2. This covers the school's case studies.	Many links on the Department website. Revision Guide on Moodle.
GEOLOGY	<i>Past paper questions, grouped by topic area and tier of paper, provided by department.</i>	
GERMAN	In-house revision guide issued to pupils.	www.klar.co.uk www.bbc.co.uk/revision www.linguastars.com http://atschool.eduweb.co.uk/rgshiw

		yc/school/curric/HotPotatoes/index.htm In-house vocab revision
HISTORY	Revision Guides available, extra revision notes and an orange exam technique booklet.	www.bbc.co.uk/revision www.thehistorychannel.co.uk Revision help on Moodle
INFORMATION AND COMMUNICATION TECHNOLOGY	GCSE ICT – The Revision Guide available in School - £3.00 The essentials of GCSE ICT (provided). Revision lists for both Full and Short courses are available on the school's VLE, under the main GCSE ICT course, in the revision section.	
LATIN	No external guide recommended. In-house resources and support material provided.	www.cambridgescp.com Further links and resources can be found on the appropriate page of Hazelwick's e-learning website.
LEARNING SUPPORT	A general in house revision guide is available for any Year 11 pupil who would benefit.	
MATHS	Revision material in the form of guides and past papers will be provided throughout the course. Past papers with written solutions are available on moodle. Video clips covering the entire GCSE syllabus are also available on moodle.	www.bbc.co.uk www.counton.org www.easymaths.com www.learn.co.uk www.sosmath.com www.schoolsnet.com www.projectgcse.co.uk www.s-cool.co.uk www.revise.it www.revision-notes.co.uk www.gcsemaths.fsnet.co.uk www.mymaths.co.uk
MEDIA STUDIES	In house revision guide provided.	
MUSIC	A Student's Guide to GCSE Music- Edexcel Specification (Rhinegold) can be purchased from a bookstore In-house Revision Guide will be available.	CD Rom: Hutchinson's Encyclopaedia of Music
PE	Lonsdale Revision Guide GCSE PE £2.50. Lonsdale Revision Worksheets GCSE PE £1.50. In-house Revision Guide either £1 to keep or returnable.	www.bbc.co.uk/revision www.bbcshop.com/education www.worldofsportexamined.co.uk/ www.medtropolis.com/vbody.asp www.brianmac.demon.co.uk
R.E.	Pupils are issued with an in-house revision guide. Department website has links to other revision	http://re-xs.ucsm.ac.uk www.reonline.org.uk www.bbc.co.uk/religion

	materials and sites. Published revision guides can be available at approximately £3.00.	www.channel4.co.uk/education
SCIENCE	CGP Revision Guides available, for Core, Additional and Separate Science at £2.75 each.	www.bbc.co.uk/revision www.s-cool.co.uk www.brainpop.com/science/plantsandanimals www.aliexplorer.com/ecology www.homeworkelephant.co.uk www.aqa.co.uk www.skool.co.uk www.stokesleyscience.org/ www.revisionworld.co.uk/gcse/ www.antonine-education.co.uk www.gcsescience.com/
SOCIOLOGY	In-house Revision Guide is available	www.webschool.org.uk www.s-cool.co.uk www.revisiontime.com
SPANISH	Letts Spanish Revision available from the Department. In-house resources and support materials for extra Reading/Listening practice.	www.bbc.co.uk/revision www.channel4.com www.modernlanguages See Department website for links.
TRAVEL AND TOURISM	In-house revision guide.	www.bized.co.uk/learn/tourism/index.htm

EQUIPMENT FOR EXAMINATIONS

RULER, PENS, PENCILS, RUBBER – in see-through plastic bag or container.

The following subjects require additional equipment, as stated:

SUBJECT	EQUIPMENT
BUSINESS STUDIES	Calculator
DESIGN TECHNOLOGY	Black fine liner pen, pencil, rubber colouring pencils and ruler Calculator (Electronic Products and Systems and Control)
DRAMA	Portfolio book (supplied by Drama department), pens, pencil, colouring pencils.
ECONOMICS	Calculator
ENGLISH	Pupils must bring their Poetry Anthology to English Paper 2. They must also bring the Anthology and their novel to English Literature. Neither must be annotated.
GEOGRAPHY	Calculator, protractor, pencil and coloured pens.
GEOLOGY	A protractor will be needed for the practical exam.
ICT AIDA GCSE	Flash memory drive recommended.
MATHEMATICS ANS STATISTICS	Protractor/ Angle measurer Pair of compasses Calculator (no phones allowed !). Scientific calculators are available from the school. Geometry kits are available from the school.
MEDIA	Black fine liner pen, pencil, rubber, colouring pencils and ruler
MODERN FOREIGN LANGUAGES	No Dictionary to be used
SCIENCE	Calculator Highlighter pens – at least one

SUBJECT SPECIFIC INFORMATION

SUBJECT	INFORMATION
ART	Pupils must ensure that they have covered the four skill areas in both coursework and exam preparation: Investigating (drawing, recording, collecting) Evaluating and Analysing the work of artists Exploring and Experimenting with different media, developing ideas Realising intentions and making connections with chosen artists
BUSINESS STUDIES	It is essential that pupils make good use of the revision resource written for their Case Study.
DANCE	If at all possible, support pupils by taking them to see professional dance performances. Live performances are often more vivid and contribute to the information needed in pupils' 'Dance Indexes'.
DRAMA	Parents should encourage their children to go on as many school organised theatre trips as possible. This will help the pupil to develop their understanding of the theatre.
ECONOMICS	A general awareness of current economic issues will greatly help a pupil's appreciation of the work covered in lessons (TV news, newspapers, etc.).
ENGLISH	Use of revision websites eg. BBC Bite Size and completion of past papers will supplement examination preparation.
FOOD TECHNOLOGY TEXTILES TECHNOLOGY	Pupils are issues with a Preparation Sheet during March 2010 This provides the focus for the revision programme by describing the theme for the written exam.
FRENCH, GERMAN, SPANISH	Frequent but short bursts of revision are much more successful for learning languages. Spend equal amounts of time practising listening, speaking, reading. General conversation is the most important part of the Speaking exam. Tape your answers to improve your punctuation.
GEOGRAPHY	Each year the most successful pupils are those that revise their case studies thoroughly. The in-house guide is designed in such a way that a parent or friend can easily test the pupils on the case study. Past paper questions enable pupils to practise exam technique. We also have a web page devoted to GCSE revision on our departmental website. This incorporates interactive web quizzes and is rapidly expanding. There is also a Moodle revision page.
GEOLOGY	Pupils must use geological terminology effectively, particularly on the higher tier paper where longer answers/explanations are required.
HISTORY	There is a great deal of factual information to absorb. The only way of doing this effectively is to regularly test yourself. You can get your parents to test you! Also practise source based questions as much as possible.
ICT GCSE	Using the revision websites to revise from throughout the whole course will help prepare pupils for the exam, which accounts for 40% of the overall grade. Keeping up to date with coursework is essential as it accounts for 60% of the overall grade. Two and a half units should be completed by the end of Year 10. You are more than likely going to need

	to attend a catch up class at some point, unless you work on your coursework, independently at home.
ICT GCSE (Short)	Using the revision websites to revise from throughout the whole course will help prepare pupils for the exam, which accounts for 40% of the overall grade. Keeping up to date with coursework is essential as it accounts for 60% of the overall grade. Two and a half units should be completed by the end of Year 10. You are more than likely going to need to attend a catch up class at some point, unless you work on your coursework, independently at home.
ICT OCR National First Award L2	Unit 1 – Digital Business Communication Pupils develop a thorough knowledge and understanding of communication in a business context, and learn how to use ICT in effective business communications. Document and computer security in the workplace, the role and contribution of communication technology to business, and the application of a presentation style to document creation are just three of the skills covered here. Pupils will produce an e-portfolio (website) to present their work.
LATIN	Key to your success in Latin will be revising vocabulary thoroughly, including the various forms of nouns and verbs which may look quite different from the first entry on the vocabulary list. Thorough knowledge of the verb and noun forms and their meanings is also essential and can only be achieved through frequent review, and self-testing, of our grammar.
MATHS	You do not learn Maths by simply reading. You must practise working through examples and trying questions on your own. Packs of past papers provide plenty of practice. There are formulas that must be learnt and these vary according to the tier of entry. There are some basic facts that should be learnt such as common fraction, decimal and percentage equivalents. Parents should allow pupils to stick post-its around the house and can help by testing their recall of these formulas.
MUSIC	Practical-Choose music well in advance and confirm suitability with teacher. Practise regularly-little and often Composing-Decide what work to submit well in advance. Allow time to record it and to complete the commentary sheet. Listening-Listen as much as possible to a wide range of music. Practise analysing the music until it becomes an automatic habit.
RE	A general awareness of current issues in the news, for example, the Euthanasia debate, will enhance understanding of the topics covered in class. Knowing the key ideas and terminology of each topic and being able to explain the different opinions held is an important skill. Practising writing answers from past papers (we will provide on request) will help develop evaluation skills.
SCIENCE SUBJECTS	Pupils need only learn the relevant material for the modules they are sitting. These will be accompanied by full revision materials which the pupils will need to practice. In both Core, Additional and Separate Science it is essential that

	pupils familiarise themselves with the How Science Works words and understand their meaning and the context of their use. Additional and Separate Science pupils will also need to understand the trigger words in their subjective tests and what format of answer is required.
SOCIOLOGY	A general awareness of current social issues such as crime, poverty, divorce etc as portrayed in the media and elsewhere. Pupils should learn the sociological concepts/technical terms. Practise the long mark questions for each topic.
TRAVEL AND TOURISM	Pupils should be collecting information from their own holidays and any days out. Pupils will have to be very organised to meet strict deadlines.

GCSE AND GNVQ GRADING INFORMATION

GCSE grades will be awarded on a single, 8-point scale: A*, A, B, C, D, E, F and G. Candidates who fail to reach the minimum standards for grade G will be ungraded and receive no certificate in that subject.

SUBJECT	EXAM BOARD	CONTINUOUS ASSESSMENT ELEMENT	%	FINAL PAPER(S) (Level of Entry)	%	GRADES ACHIEVABLE
ART & DESIGN GRAPHIC DESIGN	EDEXCEL	Unit 1	60	1	40	A* - G
ART & DESIGN 3D STUDIES	EDEXCEL	Unit 1	60	1	40	A* - G
ART & DESIGN	EDEXCEL	Unit 1	60	1	40	A* - G
BUSINESS STUDIES (Specification A)	AQA	3 coursework assignments	25	Paper 1 Foundation (F) Higher (H)	75 75	C - G A* - D
DESIGN TECHNOLOGY: FOOD TECHNOLOGY FULL COURSE 3542	AQA	Coursework 60% One Project	60	Single Tier	40	A* - G
DESIGN TECHNOLOGY: TEXTILE TECHNOLOGY FULL COURSE 3457	AQA	Coursework 60% One Project: Designing Making	60	1 Paper	40	A* - G
DESIGN TECHNOLOGY: ELECTRONIC PRODUCTS FULL COURSE 3541	AQA	Coursework 60% Designing Making	20 40	Single Tier	40	A* - G
DESIGN TECHNOLOGY: PRODUCT DESIGN FULL COURSE 3544	AQA	Coursework 60% Designing Making	20 40	Single Tier	40	A* - G
DESIGN TECHNOLOGY: SYSTEMS & CONTROL FULL COURSE 3546	AQA	Coursework 60% Designing Making	20 40	Single Tier	40	A* - G
DRAMA	OCR	Practical Coursework Units 1 and 2 Teacher assessed	60	Unit 3 Examiner assessed	40	A* - G
ECONOMICS	AQA	1 piece of coursework	20	Higher or Foundation	80 80	A* - D C - G

ENGLISH A	AQA	Reading and Writing coursework - 4 units Speaking and Listening coursework - 3 units	20 20	Foundation - 2 papers or Higher - 2 papers	60	C - G A* - D
ENGLISH LITERATURE A	AQA	Written coursework - 3 units	30	Foundation - 1 paper or Higher - 1 paper	70	C - G A* - D
FRENCH	AQA	3 pieces of coursework	25	3 Higher Papers 2 Higher + 1 Foundation 1 Higher + 2 Foundation 3 Foundation	75 75 75 75	A* - G A - G B - G C - G
NVQ FRENCH	OCR	4 portfolio units 1 in Year 10 (written) 3 in Year 11 (Listening, Reading, Speaking)	100	None	0	Level 2 (Grade B equivalent) Level 1 (Grade D equivalent)
GEOGRAPHY	OCR	1 piece of coursework Decision-Making Exercise in Jan 2007: Paper 3 Foundation Tier Paper 4 Higher Tier	20 30	Paper 1 Foundation Paper 2 Higher	50 50	C - G A* - D
GEOLOGY	WJEC	Investigations from Fieldwork	20	Papers 1 Theory Papers 2 Practical	50 30	A* - D C - G
GERMAN	AQA	3 pieces of coursework	25	3 Higher Papers 2 Higher + 1 Foundation 1 Higher + 2 Foundation	75 75 75	A* - G A - G A - G
HISTORY Modern World History	AQA	2 written assignments	25	1 & 2	75	A* - G
HOME ECONOMICS: CHILD DEVELOPMENT	OCR	Coursework - 60% - 3 short tasks 10% each Child Study 30%	30 30	1 Paper	40	A* - G
ICT - FULL COURSE	EDEXCEL	4 projects equally weighted Coursework level of entry - standard or extension	60	1 Paper (Foundation or Higher)	40	C - G A* - D
ICT - AIDA	EDEXCEL	1 portfolio unit	100			Pass, Merit, Credit, Distinction
ICT - SHORT COURSE	EDEXCEL	2 projects equally weighted Coursework level of entry - standard or extension	60	1 Paper (Foundation or Higher)	40	C - G A* - D
LATIN	OCR	None	0	4 Papers (Higher) or 4 Papers (Foundation)	100 100	A* - D C - G

MATHEMATICS	OCR (Specification J512)	No coursework		2 Terminal Papers 50% each (Foundation or Higher)	100	C - G (Foundation) A* - D (Higher)
MEDIA STUDIES	OCR	Controlled Assessments - 2 units	60	1 Paper	40	A* - G
MUSIC	EDEXCEL	Composition: 2 pieces (15% each) Performance: 2 pieces - 1 solo (15%) 1 ensemble (15%)	60	1 Paper - listening exam requiring written responses	40	A* - G
PERFORMING ARTS: DANCE	AQA	4 units of coursework	80	1 Paper	20	A* - G
PHYSICAL EDUCATION	AQA	4 practical activities	60	Paper 1	40	A* - G
SCIENCE DOUBLE Core (Year 10)	AQA	ISA investigations mainly in Year 10 with intervention in Year 11	25	Foundation or Higher	75 75	C - G A* - D
SCIENCE DOUBLE Additional (Year 11)	AQA	ISA investigations mainly in Year 11	25	Foundation or Higher	75 75	C - G A* - D
SCIENCE SINGLE Core	AQA	ISA investigation over 2 years	25	Foundation or Higher	75 75	C - G A* - D
SCIENCE TRIPLE PHYSICS	AQA	ISA investigation over 2 years	25	Foundation or Higher	75 75	C - G A* - D
SCIENCE TRIPLE CHEMISTRY	AQA	ISA investigation over 2 years	25	Foundation or Higher	75 75	C - G A* - D
SCIENCE TRIPLE BIOLOGY	AQA	ISA investigation over 2 years	25	Foundation or Higher	75 75	C - G A* - D
SKILLS FOR WORKING LIFE (BTEC ENTRY LEVEL)	EDEXCEL	6 units 100% All have projects 3 Year 10 3 Year 11 including an enterprise activity	100	No exam		Levels 2 & 3
SOCIOLOGY	AQA	1 piece of coursework	20	Higher or Foundation	80 80	A* - D C - G
SPANISH	AQA	3 pieces of coursework	25	3 Higher Papers 2 Higher + 1 Foundation 1 Higher + 2 Foundation	75 75 75	A* - G B - G B - G
TRAVEL AND TOURISM	EDEXCEL	3 Portfolio units: 2 in Year 10 1 in Year 11	100		0	Pass, Merit, Distinction, Distinction*

PROVISIONAL Year 11 Mock Examination Timetable (4th – 18th December 2009)

Drama (Sets 11A/Dr1, 11D/Dr3) Economics [2h 30]		Friday 4th Dec.	Drama (Sets 11C/Dr2, 11F/Dr4) Latin 1 [1h 30] ICT (Full Course) [2h]	
Art		Monday 7th Dec.	Geography 1 [1h]	Assemble at 2.30 Religious Studies [1h]
Art		Tuesday 8th Dec.	Spanish Listening and Reading [F - 35 + 30 mins, H - 45 + 50 mins] German Reading [F - 30 mins, H - 50 mins]	
Art		Wednesday 9th Dec.	English Literature [1h 45]	
Business Studies (Full Course) [2h] Business Studies (Short Course) [1h 30]	Assemble at 11.10 Geology 1 [1h 10]	Thursday 10th Dec.	History 1 [1h 45]	
English [1h 45]	Assemble at 11.20 German Listening [F - 35 mins, H - 45 mins]	Friday 11th Dec.	Double Science (Biology & Chemistry) [45 + 45 mins] Triple Science (Biology & Chemistry) [45 + 45 mins]	
Mathematics [2h]	Assemble at 11.20 Double Science (Physics) [45 mins] Triple Science (Physics) [45 mins]	Monday 14th Dec.	Electronic Products [2h] Product Design [2h] Food Technology [2h] Systems and Control [2h] Latin 2 [1h 10]	
ICT (Short Course) [1h]	Assemble at 10.05 French Reading [F - 30 mins, H - 50 mins]	Assemble at 11.20 French Listening [F - 35 mins, H - 45 mins]	Tuesday 15th Dec.	Geography 2 (DME) [1h 40]
Physical Education [1h 30]	Assemble at 11.20 History 2 [45 mins]	Wednesday 16th Dec.	Media Studies [1h 30]	
Sociology [H - 2h 30, F - 2h] Dance Theory [2h] Geology 2 [1h 30]		Thursday 17th Dec.	Child Development [H - 2h, F - 1h 30] Music [1h 30]	
Single Science [30mins + 30 mins + 30 mins]		Friday 18th Dec.		