



***LEARN, RESPECT, ASPIRE, ACHIEVE***



# **Welcome to Year 11 Evening 2019**

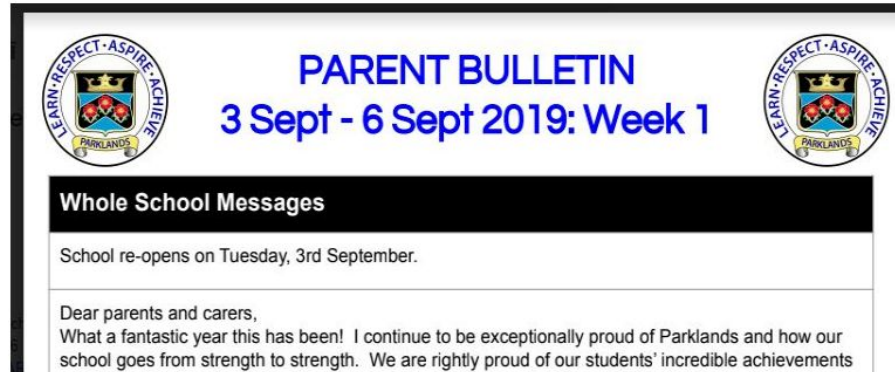
# Parent Bulletin

Home / Parents / Parent Bulletin

- ⊕ Achievement News
- ⊕ Activities
- ⊕ Admissions
- ⊕ Advice and Support
- ⊕ Behaviour for Learning
- ⊕ Career of the Week
- ⊕ Cashless Systems
- ⊕ e-Safety Information
- ⊕ GCSE Exams
- ⊕ Immunisations
- ⊕ Key Stage 2 to 3 Transition
- ⊕ Key Stage 3
- ⊕ Key Stage 4

## Parent Bulletin

Please click the image to download a copy of the weekly bulletin



The image shows a thumbnail for the Parent Bulletin. It features the school crest on both sides. The text in the center reads: **PARENT BULLETIN** and **3 Sept - 6 Sept 2019: Week 1**. Below this, there is a section titled **Whole School Messages** with a black background. The message text is: "School re-opens on Tuesday, 3rd September." and "Dear parents and carers, What a fantastic year this has been! I continue to be exceptionally proud of Parklands and how our school goes from strength to strength. We are rightly proud of our students' incredible achievements".

**Please ensure you read the Parent Bulletin, sent every Friday.**

## Year 8 Messages

**SAVE THE DATE.** Welcome to Key Stage 4 Evening will take place on Thursday, 5th September at 7pm in the school hall. We will provide important information as your child embarks on their final key stage, with expectations and demands of the GCSE years outlined.

Congratulations go to Natasha Gorvett, who, through an unfortunate administrative error, was also not initially included in the group of Perfect 3 pupils on last week's bulletin. Well done, Natasha!

## Year 9 Messages

Review Day will take place on Monday, 22nd July, when your child's final tracker of the year will be issued.

## Year 10 Messages

Review Day will take place on Monday, 24th July, when your child's final tracker of the year will be issued.

**SAVE THE DATE.** Welcome to Year 11 Evening will take place on Thursday, 5th September at 6pm in the school hall. This event will give you information regarding your child's final year with us, what our expectations are, and how we can all work together to ensure your child's ultimate success in summer 2020.

Just a reminder to ensure that all work experience placements are logged on Connect as soon as possible - any issues please let me know as soon as possible. Miss Berry.

D&T.. Please can we please ask parents/carers to encourage pupils to work to Exam coursework deadlines. Thursday Period 6 interventions will continue next year for catch-up, but can we use these as a last resort. Revision guides & pupils work books on sale for £3 each.

## Careers

This week's Career of the Week can be found [here](#).

# 15 - 19 July edition of the Parent Bulletin





# GCSE results 2019



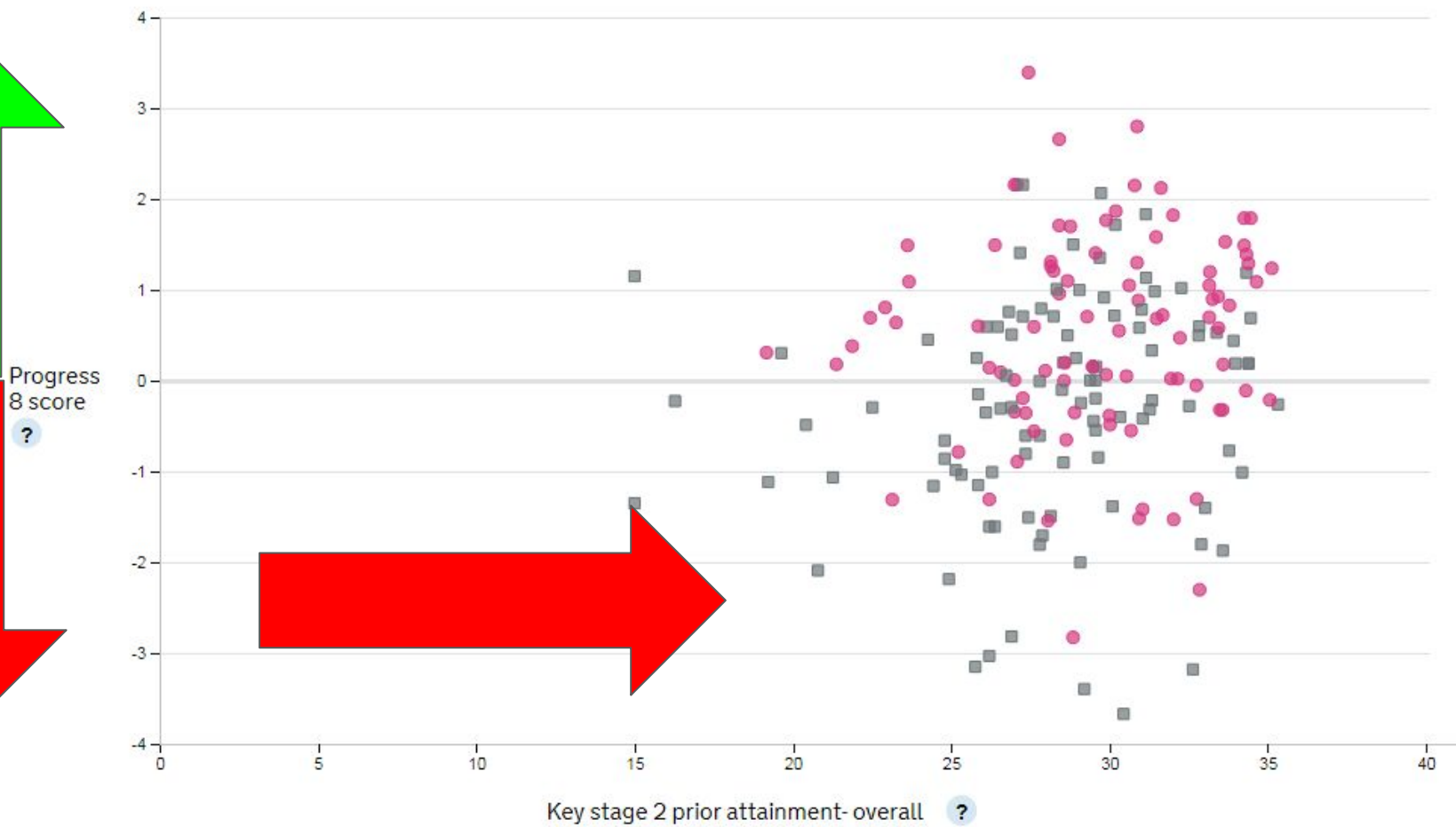
**Improvement in almost ALL areas**

**BUT**

**Results are STILL not good enough!**

Female Male

Zoom in Zoom out



# Negative progress

<b>-3.34</b>
<b>-3.26</b>
<b>-2.97</b>
<b>-2.94</b>
<b>-2.80</b>
<b>-2.37</b>

- **Refusal to attend period 6**
- **Refusal to do homework and exam practice questions**
- **Refusal to access GCSE Pod**
- **Refusal to do detentions for poor behaviour in lessons**
- **Refusal to stick to revision timetable**
- **Refusal to ensure any revision takes place**
- **Refusal to follow our guidance regarding tier of entry**
  - **Some students gained zeros because of this!**
- **Refusal to send their child to school**
- **Refusal to attend parents evenings**
- **Refusal to engage with school in any way**



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**The growth mindset**



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# **Supporting Pupil Progress and Achievement**

**Mrs G Aspinall  
Deputy Headteacher**





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## **The Education Landscape Today**



- ❑ **All GCSEs have been *reformed*; these specifications have only been taught twice before (except for English & maths)**
- ❑ **Grades 9 - 1; no more A\* - G**
- ❑ **Increased pressure – all GCSE exams at end of Year 11**
- ❑ **Tiered papers in science, maths and MFL - higher 9-4 , foundation 5-1**
- ❑ **Controlled Assessments / Coursework have gone from GCSEs**
- ❑ **Responding to the detailed feedback from teachers – the best way to improve**
- ❑ **English & maths at college if below a grade 4**
- ❑ **Universities look at GCSEs to help select undergraduates**
- ❑ **DfE has *raised the bar* regarding difficulty – cf Pisa report**
- ❑ **All qualifications are now more *rigorous*, with all vocational qualifications equivalent to 1 x GCSE**
- ❑ **Marks for SPaG (spelling, punctuation & grammar)**
- ❑ **Support for Pupil Premium Pupils**

# New GCSE grading structure

A 'good pass' is a grade 5

A 'standard pass' is a grade 4

A grade 9 is higher than the old A\* and recognises exceptional performances.

A*	9
A	8
B	7
C	6
D	5
E	4
F	3
G	2
U	1
	U



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## **Linear Exams**

**The term *linear* means terminal, at the end of the course - ie, at the end of year 11.**

**The Government has instructed exam boards to structure all courses so all exams are linear.**

**What will the impact be for the average student? See the next slide!**



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**An example of the time spent in exams for a child completing the EBacc route**

<b>Subject</b>	<b>Number of exams</b>	<b>Total length of exams</b>
<b>English Language</b>	<b>2</b>	<b>8 hours, 15 mins</b>
<b>English Literature</b>	<b>2</b>	
<b>Mathematics</b>	<b>3</b>	<b>4½ hours</b>
<b>Science</b>	<b>6</b>	<b>7½ hours</b>
<b>Religious Studies</b>	<b>2</b>	<b>3½ hours</b>
<b>Geography</b>	<b>3</b>	<b>4½ hours</b>
<b>History</b>	<b>2</b>	<b>3½ hours</b>
<b>Languages</b>	<b>3 + 1 speaking exam</b>	<b>3½ hours</b>
<b>TOTAL</b>	<b>24 exams</b>	<b>Approx 35 hours</b>

**Detailed Subject  
Information  
from slide 38**



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# **Achievement**

- Dedicated, specialist teachers and Curriculum Leaders.**
- Target grades in all subjects giving your child a clear focus.**
- Regular reports and updates**

**What makes Year 11 different?**



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## **Achievement**



- Reports and review days at the start of term- to set targets for the term ahead**
- Regular meetings with Curriculum Leaders and HALs to discuss EVERY child in every subject area and across school**
- Year 11 assemblies - focus on careers, education and study skills**
- Wealth of resources to support learning- GCSE Pod, Hegarty Maths, Google shared docs, Google Classroom & Edulink**
- Mock Exams at the end of the autumn term 2018 (5th-18th December 2019)**
- After-school revision sessions - require preparation and commitment**
- Revision room for independent, quiet study**
- Intervention**
  - English & Maths target group, Progress Improvement Programme & Pupil Progress Panels**
  - Compulsory period 6** for additional teacher support (1-2-1) or to ensure completion of homework and catch-up
- Elevate- study skills programme**

# ELEVATE

Eleanor Brown







The two  
extreme  
reactions  
to the  
pressures  
Y11 face





# Get started with **THE POMODORO TECHNIQUE**

- 1** Identify your tasks for the day
  - 2** Set a timer for 25 minutes
  - 3** Work for the duration of the timer
  - 4** Take a five minute break
- ★ After every fourth break, take a longer break of 15-30 minutes

# Short sharp sessions



# 9 Important Apps to Keep You Focused.

[www.educatorstechnology.com](http://www.educatorstechnology.com)



Workflow Timer



Flat Tomato



Be Focused



30/30



Forest: Stay Focused



FocusList



Helios



Clockit



Hours Time Tracking

1. Workflow Timer
2. Flat Tomato
3. Be Focused
4. 30/30
5. Forest
6. Focuslist
7. Helios
8. Clockit
9. Hours Time Tracking



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# **Careers Information Education Advice and Guidance**

**Mr J Galbraith  
Assistant Headteacher**



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## **Careers Advice & Guidance**

- ❑ Schools are legally and morally responsible for securing access to independent and impartial careers guidance for years 8-11. *More information on the Gatsby benchmarks via our website.*
- ❑ The school curriculum should develop employability skills and provide independent information, advice and guidance on the next steps to training, education or employment.
- ❑ Miss Berry, (top office next to pupil entrance) is available every day for guidance, help with colleges, apprenticeships and all careers information.
- ❑ Fortnightly Year 11 assemblies prioritise careers advice & guidance
- ❑ Constantly updated notice boards outside Miss Berry's office & on concourse
- ❑ Drop-ins at lunchtime from all local colleges, armed forces and apprenticeship providers – Miss Berry will inform pupils
- ❑ More information and careers calendar for year 11 available on the school website



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## **Careers Advice & Guidance**

- Assemblies from local colleges, a range of employers and speakers - *including parents/carers careers...*
- Future Aspirations event.
- Careers Fair.
- Mock interview day.
- CV and interview skills workshop.
- Visits to colleges and universities for masterclasses in many subjects.



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**Wanting to go to  
university?**



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← → ↻ www.manchester.ac.uk



Study

Research

Collaborate

Discover

Connect

Search

Undergraduate open days

Meet us and learn about life as a Manchester student. Our next open days are on 27 September and 4 October.

Book your place ▶

Click on links to see an A – Z listing of courses. All sites should have these

Course and programme finder

A-Z lists:

- ▶ Undergraduate courses
- ▶ Taught master's courses
- ▶ Postgraduate research areas

Undergraduate

Enter keywords

Look at the courses; if anything sounds interesting, click on it or google it. Students can also study overseas for FREE in many cases. See [www.thestudentworld.com](http://www.thestudentworld.com) for further information.





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**Wanting to go to university?**

**Forewarned is forearmed!**



Home > Undergraduate > Undergraduate courses > Dental Surgery BDS

# Dental Surgery BDS



**Start date**  
September

**UCAS code**  
A200

**Number of A levels required:**  
3

**Duration**  
5 years

**Course Type**  
Undergraduate, Single Honours

**Typical offer:**  
AAA

**Required subjects and grades:**

A levels must include Chemistry and Biology. These must be obtained in one sitting. Human Biology may be offered, but not in addition to Biology. GCSE A\*/8 in Biology and Chemistry and A/7 in Mathematics and English Language or Literature. You must also sit the UCAT.

**General Studies:**

Not accepted.

**Please note, at both A Level and GCSE, resits are not considered.**

**BTEC:** BTEC Extended Diploma, Diploma and Subsidiary Diploma are not accepted

Carefully consider A-Level and GCSE requirements for your chosen routes, keep options open and make sure you are eligible later on.



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**My child does not want  
to go to university**

## Are you interested in becoming a Dental Nurse NHS Cadet in Blackpool?



Call our dental team now on 01254 54659



### Outstanding Training!

Tweet 64

Training 2000 is one of the North West's largest and most successful independent work based learning providers of training courses.

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At our latest Ofsted inspection in 2011 we achieved six Outstanding Grade Ones.

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### POPULAR COURSES

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Email

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Ex-Apprentice Turned Operations Director Hails Next Generation



Apprenticeship Award Success



Engineering Apprentices Showcase Talent



Training 2000's Bid To Boost Women In Engineering

See Miss Berry for anything to do with apprenticeships! Each year we are offered a number of apprenticeships - before they are advertised widely. They are ideal if you learn by doing something - and you are paid from day one - 'earn as you learn'



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***

## **Companies offering Apprenticeships**

- BAE
- Rolls Royce
- Westinghouse Engineering
- Springfield Engineering
- Accountancy firms
- NIS (Nuclear Industries)
- Dentists
- Accountants
- Hairdressers
- The list goes on.....

**These are really worthwhile alternatives to college and university. They are NOT the option for less able students - most have high entry requirements, and a Level 3 qualification is equal to A Levels. Some apprenticeships also lead on to a degree course following the initial training. Graduates with no work experience can struggle to find a job!**



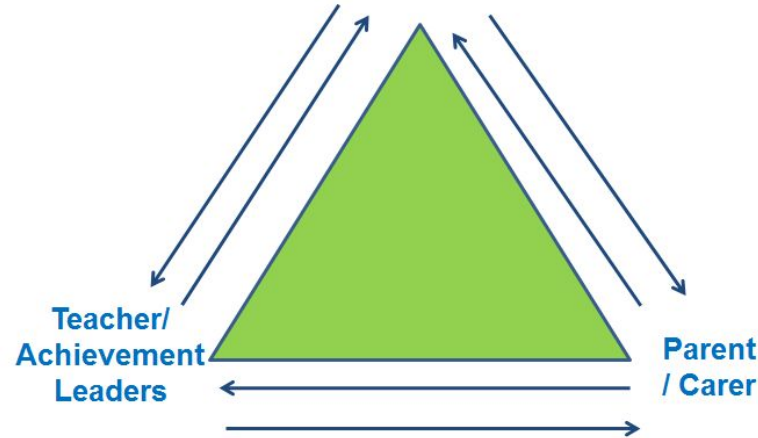
# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **Partnership Home- School**

**SUCCESS**

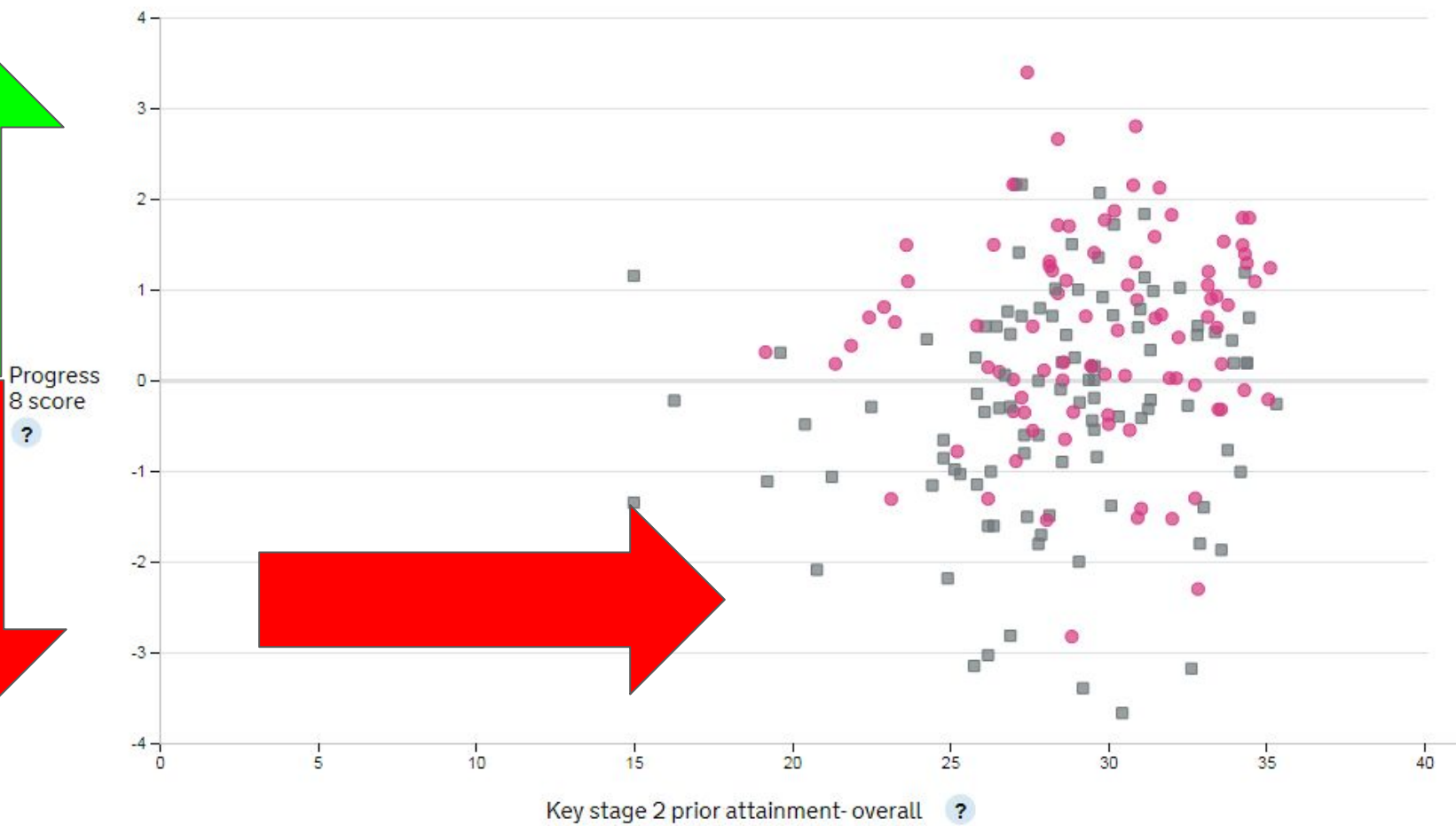
Child



**SUPPORT**

Female Male

Zoom in Zoom out





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## **Support Staff**

- Mrs G Aspinall, Deputy Head with responsibility for achievement
- Senior Leader for House Standards, Support and Welfare - Mrs S Haslam
- House Achievement Leaders (HALs)
  - Africa – Mr A Swift ([aswift@parklandsacademy.co.uk](mailto:aswift@parklandsacademy.co.uk))
  - Asia – Mr C Snell ([csnell@parklandsacademy.co.uk](mailto:csnell@parklandsacademy.co.uk) )
  - Australasia – Mrs K Dewhurst ([kdewhurst@parklandsacademy.co.uk](mailto:kdewhurst@parklandsacademy.co.uk))
  - Europe – Mrs G Fox ([gfox@parklandsacademy.co.uk](mailto:gfox@parklandsacademy.co.uk) )
  - South America – Miss K Burrill ([kburrill@parklandsacademy.co.uk](mailto:kburrill@parklandsacademy.co.uk))
- Safeguarding & Intervention manager- Mrs N. Fairhurst ([nfairhurst@parklandsacademy.co.uk](mailto:nfairhurst@parklandsacademy.co.uk))
- Emotional Health & Well-Being Coordinator - Mr John Pilling
- SENCO - Ms L Williams ([lwilliams@parklandsacademy.co.uk](mailto:lwilliams@parklandsacademy.co.uk))
- Curriculum Leaders & subject teachers
- Form Tutors





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## **Curriculum Leader Email Addresses**

- English; Mr D Banks (dbanks@parklandsacademy.co.uk)
- Maths; Miss A Johnson
- Science; Ms H Alston
- History; Mrs E Brown
- Geography; Mrs F Eastham
- Languages; Miss B Cosgrove & Mrs R Wilkinson  
(Joint Curriculum Leaders)
- Art & Photography; Mr G Wood
- Drama; Mrs K Gray
- Religious Education; Miss S Rhodes
- PE; Mr G Metcalf
- Dance; Miss G Marr

- Computer Science; Mr A Miller
- Creative iMedia; Mrs S Weldon
- Food & Nutrition; Mrs S Brookes
- Health & Social Care; Mrs S Weldon
- Product Design; Mr M McAvoy
- Music, Music Technology; Mr P Willsher



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***

## **School Support**



- Revision classes.**
- Two parents' evenings**
- Parental Drop-ins – Weekly Asda cafe and weekly in school.**
- Period 6 – additional hour/s to the school day to enable pupils who are falling behind, or at risk of missing their target, to catch-up.**
- Achievement Team- House Achievement Leaders, Intervention Manager and Achievement Mentors who monitor, encourage and personalise support to ensure your child reaches their potential.**
- School counsellor - Mr Pilling and Ms Mulligan**
- Pupil Premium- government initiative to raise the attainment of any child who may have been 'financially disadvantaged' and close the gap between them and their peers. We have a range of support in school to ensure we make this possible.**



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **Home Support**

- You are crucial to your child's success**
- Communicate** : talk to your child- take an interest in their studies, ask questions; talk to us – email your child's teachers and HALs, use Edulink our school app, read the weekly parent bulletin, attend drop-ins and parents' evenings.
- Keep up-to-date with Parklands' website, Facebook and Twitter**
- Attendance and punctuality are crucial**
- Encourage your child- reassure them that the effort is worth it!**



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## **What does the year ahead hold?**

- ❑ **Every Y11 is currently invited to attend the Prom- 9th July 2020.**
  - ❑ **This is organised voluntarily by Parklands staff; attendance is a privilege and is not automatic - it must be earned**
  - ❑ **Early study leave, exclusions, persistent poor behaviour are reasons for your child not to receive an invite**
  - ❑ **3 strike system- removal from prom**
- ❑ **Study leave- is not granted to all students. If we are assured that a student will utilise the study period well we will permit but should the student need greater, guided support they will stay in school.**

***By working together we can ensure all our students are well supported (emotionally, socially and academically) and go on to achieve their full potential.***



**Detailed subject information for all subjects on the following slides**



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## **English Language**

- ❑ We follow the Eduqas (formerly WJEC) Examination Board specification for the GCSE course.
- ❑ There are three components to the English Language exam:
  - ❑ Component 1: 20th Century Literature Reading and Creative Prose Writing. 1 hour 45 minutes. 40%
  - ❑ Component 2: 19th and 21st Century Non-Fiction Reading and Transactional / Persuasive Writing. 2 hours. 60%
  - ❑ Component 3: Spoken Language. One presentation / speech including responses to questions and feedback. These are filmed and a sample are sent to the Board. Please note: Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade.

### **Course Content:**

- ❑ Students will study a range of fiction and nonfiction texts in order to develop the skills of: information retrieval, explanation, inference, deduction, analysis, comparison and evaluation.
- ❑ Students will study how to write effective prose, exploring description, narrative and recount.
- ❑ Students will study transactional, persuasive and discursive writing.
- ❑ Students will study the importance of adapting style, tone and purpose to a range of audiences and real life situations.
- ❑ Students will focus on basic spelling, punctuation and grammar skills to ensure that their writing is both accurate and engaging.



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **English Literature**

- ❑ We follow the Eduqas (formerly WJEC) Examination Board specification for the GCSE course.
- ❑ There are two components to the English Literature exam:
  - ❑ Component 1: Shakespeare and Poetry. The Shakespeare section will also be assessed for accurate spelling, punctuation and grammar. 2 Hours. 40%
  - ❑ Component 2: Post 1914 Drama (this section will also be assessed for accurate spelling, punctuation and grammar), 19th Century Prose and Unseen Poetry. 2 hours 30 minutes. 60%
  - ❑ Students will study a range of fiction and nonfiction texts in order to develop the skills of: information retrieval, explanation, inference, deduction, analysis, comparison and evaluation.

### **Course Content:**

- ❑ Students will read and explore: "Macbeth" by William Shakespeare; a selection of poems from the Eduqas anthology; "Blood Brothers" by Willy Russell and "A Christmas Carol" by Charles Dickens.
- ❑ Students will develop the skills of: information retrieval, explanation, inference, deduction, analysis, comparison and evaluation.
- ❑ Students will also be expected to analyse and comment on unseen texts in the examination , so will be taught how to approach this.



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## **English Literature**

**What parents need to know:**

- Students will need to complete independent reading of the texts at home, in order for lesson time to be used for discussion and analysis.**
- Students will need to independently re-read the texts over the course of the two years to ensure that they are fully prepared for the examinations.**
- It is vital that students ensure that any texts, exercise books, files or notes are safely stored throughout the two year course.**





# GCSE English Language



**Assessment** of this GCSE:

- This GCSE is assessed by **Summer exams only**. There is **no controlled assessment/coursework**.
- The content of the exams is **100% unseen**.

**Component 1** - 20th Century Literature Reading and Creative Prose Writing  
Written exam - 1 hour and 45 minutes (**40% of total qualification**)

Section A	<b>Reading:</b> <ul style="list-style-type: none"><li>• Read and understand <b>one prose fiction extract</b> (around 60-100 lines) from the 20th Century.</li><li>• Answer a set of (usually four) structured questions.</li></ul>	20%
Section B	<b>Prose Writing:</b> <ul style="list-style-type: none"><li>• Complete one creative writing task</li></ul>	20%



# GCSE English Language



**Assessment** of this GCSE:

- This GCSE is assessed by **Summer exams only**. *There is no controlled assessment/coursework*.
- The content of the exams is **100% unseen**.

<b>Component 2</b> - 19th and 21st Century Non-Fiction Reading and Transactional / Persuasive Writing Written exam - 2 hours ( <b>60% of total qualification</b> )		
Section A	<b>Reading:</b> <ul style="list-style-type: none"><li>• Read and understand <b>two</b> extracts (around 900-1200 words in total) of <b>high quality non-fiction</b> writing, one from the 19th Century and one from the 21st Century.</li><li>• Answer a set of (usually four) structured questions.</li></ul>	30%
Section B	<b>Writing:</b> <ul style="list-style-type: none"><li>• Complete two transactional / persuasive writing tasks</li></ul>	30%



# GCSE English Language



**Assessment** of this GCSE:

- This GCSE is assessed by **Summer exams only**. *There is no controlled assessment/coursework*.
- The content of the exams is **100% unseen**.

## **Component 3** - Spoken Language

Compulsory; non-weighted; non-exam assessment

### **Speaking:**

- Complete one presentation / speech, including responses to question and feedback.
- This is filmed and submitted to the exam board.
- This is reported as part of the qualification, but will not form part of the final mark.



# GCSE English Language



## Spelling, Punctuation and Grammar

- Component 1, Part B = 16/40 marks awarded for SPaG.
- Component 2, Part B = 8/12 marks awarded for SPaG.
- English Literature essays carry 5 marks (of 25 and 40) for SPaG too.
  
- Bigger emphasis on this in English lessons in Year 10 and 11 as well as lower school.
- Specialised skills sessions.
- Specialised revision sessions.
- We expect pupils to focus on all work. To learn/revise anything they are struggling with as they would times tables in Mathematics.



# GCSE ENGLISH LITERATURE



**Assessment** of this GCSE:

- This GCSE is assessed by **Summer exams only**. ***There is no controlled assessment/coursework***.
- The content of the exams is **80% unseen questions on set texts, and 20% unseen texts**

<b>Component 1 - Shakespeare and Poetry</b> Written exam - 2 hours <b>(40% of total qualification)</b>		
Section A	<b>Shakespeare - Macbeth</b> <ul style="list-style-type: none"><li>• One <b>essay</b> question - character or theme</li><li>• One <b>extract</b> question - characters; relationships; mood and atmosphere</li></ul>	20%
Section B	<b>Poetry from 1789 to the present day:</b> <ul style="list-style-type: none"><li>• Two questions based on poems from the anthology</li><li>• One question will involve comparison</li></ul>	20%



# GCSE ENGLISH LITERATURE



**Assessment** of this GCSE:

- This GCSE is assessed by **Summer exams only**. There is **no controlled assessment/coursework**.
- The content of the exams is **80% unseen questions on set texts, and 20% unseen texts**

<b>Component 2 - Post-1914 Drama; 19th Century Prose and Unseen Poetry</b> Written exam - 2 hours and 30 minutes <b>(60% of total qualification)</b>		
Section A	<b>Willy Russell - Blood Brothers</b> <ul style="list-style-type: none"><li>• One source based question on the play</li></ul>	20%
Section B	<b>Charles Dickens - A Christmas Carol</b> <ul style="list-style-type: none"><li>• One source based question on the play</li><li>• Marks are awarded for knowledge of the context</li></ul>	20%
Section C	<b>Unseen poetry from the 20th / 21st Century</b> <ul style="list-style-type: none"><li>• Two questions on unseen poems</li><li>• One question will involve comparison</li></ul>	20%



# GCSE English Literature Comparison



## Old

- Pupils could be entered for a higher tier paper (grades A\*-C) or foundation tier paper (C-G).
- Pupils studied **three** texts: *Of Mice and Men*, *Heroes*, *An Inspector Calls*, *Paddy Clarke Ha Ha Ha*, *Hobson's Choice*.
- Pupils studied texts, such as Shakespeare and poetry in class, with the teacher and did a controlled assessment on it in class. The question was known by the teacher throughout the unit.
- Poetry studied in class. One unseen poetry assessment on the exam.
- All novels/plays tested in the same way: extract question and choice of two essay questions.

## New

- All pupils must sit the same exam. There are no tiers. All pupils exposed to the same questions.
- Pupils must now study British texts. *Macbeth*, *A Christmas Carol* and *Blood Brothers*.
- Shakespeare is done as part of the final assessment now. Poetry is done as an anthology. One of the studied poems will be on the exam, pupils will have to compare this to another.
- There will also be an unseen poetry element to the exam as there was on the previous.
- *Macbeth* is tested through an extract analysis and a standard essay question. *Blood Brothers* and *A Christmas Carol* are assessed with an exploding essay based on an extract where pupils analyse the extract and use it as a springboard to talk about the whole play.



# Structure of the course, support and rationale



- Interleaving approach to encourage revision.
- Blind assessments.
- Curriculum Leader re-sit detentions.
- Intervention after school.
- Masterclasses at the end of Year 11.
- Specialised, focused revision sessions after school.
- Organisation.
- Revision.





# How to help at home



- Support, encourage and question on what they are studying.
- Ensure students are reading the books. *Macbeth, A Christmas Carol, Blood Brothers.*
- Ensure that the books have been re-read.
- Question them on the books.
- Encourage pupils to attend revision classes.
- Ensure revision is taking place for *Blind* assessments.
- Encourage interaction with the teacher.
- Use GCSEPod, BBC Bitesize, Youtube, Digital Theatre Plus (available on school website) etc...for support.
- Encourage wider reading to give pupils a broad understanding of a range of texts, contexts and the world. This will help them when analysing texts quickly in the exam.
- Reinforce the importance of SPaG at all times in all subjects. This is vital on the GCSE Language exam (16/40 marks and 8/12 marks) and the Literature exams (5/40 marks).
- Support school with blind assessments / resits. We need to ensure all pupils revise each topic and keep the topics in their heads so that the final revision is not overwhelming. The blind assessments also form the basis for our assessment, this is can be clouded by lack of revision.
- Ensure revision takes place in plenty of time.
- **Summer homework was MACBETH revision and tasks.**



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **Maths**

This is a brand new GCSE. We are changing exam board to AQA.

The course consists of 3 separate exams which will be either Foundation tier (for grades 1 - 5) or Higher tier (for grades 4 - 9).

- Paper 1: non-calculator                      Paper 2: calculator                      Paper 3: calculator
- Each exam :
  - is out of 80 marks and they all count equally to the final GCSE Mathematics assessment
  - will last for 1 hour 30 mins
  - will consist of a mixture of question styles, and covering the full range of topics
- All exams taken at the end of year 11

### **Course content**

- Number;                      Algebra;                      Ratio & Proportion;                      Geometry & Measures;                      Probability;                      Statistics;



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **Maths**

### **Things you need to know:**

- Pupils are expected to LEARN by heart the formulae needed for this course, as they will not be given a formula sheet in the exam.
- There is a greater emphasis on problem solving style and mathematical reasoning questions which may relate problems to real-life scenarios.
- Approximately 35% additional content, all of which are harder topics brought down from A Level or from higher to foundation tier.**
- Maths will continue to be tiered, though the split will be different and we cannot assume that the same profile of students should enter for Higher and Foundation as has been the case. The Foundation Tier will give access to grades 1-5, and the Higher Tier 4-9.

### **To increase the chances of success:**

- Pupils will be given the chance to purchase revision guides and workbooks from school at a reduced rate - recommended.
- Revision/support sessions will be offered to help further the progress and understanding of the maths covered.
- Regular practice of the skills, even in small doses to start with, will result in much higher rates of progress.
- Two thirds of the exam allows the use of a calculator; having your calculator available to use in lessons gives you more practice to know how to use it!



**At Parklands all of our students are following the  
AQA GCSE exam for Mathematics  
Specification 8300**



**There are 2 tiers of entry  
Higher Tier (Grades 4-9)  
and Foundation Tier (Grades 1-5)**



All content can be assessed on any of the three question papers. And some questions will draw together elements of maths from different topic areas.

The weighting of the topic areas is common to all exam boards.

**Ratio is now classified separately from number, meaning it is given a greater emphasis on the examinations.**



<b>Topic Area</b>	<b>Foundation Tier (%)</b>	<b>Higher Tier (%)</b>
Number	25	15
Algebra	20	30
Ratio	25	20
Geometry	15	20
Probability and statistics (combined)	15	15

Higher tier offering grades A\* to D, with a grade E being awarded to those close to a grade D

Foundation tier offering grades C to G, with a grade U being awarded if the standard for a grade G is not reached

A*	9
A	8
B	7
C	6
D	5
E	4
F	3
G	2
U	1
	U

Higher tier offering grades 9 to 4, a grade 3 may be awarded to those close to a grade 4

Foundation tier offering grades 5 to 1, with a grade U being awarded if the standard for a grade 1 is not reached



# New Content Maths - Higher (from A Level)

- Expand the products of more than two binomials
- Interpret the reverse process as the 'inverse function'; interpret the succession of two functions as a 'composite function' (using formal function notation)
- Deduce turning points by completing the square
- Calculate or estimate gradients of graphs and areas under graphs, and interpret results in real-life cases (not including calculus)
- Simple geometric progressions including surds, and other sequences
- Deduce expressions to calculate the  $n$ th term of quadratic sequences
- Calculate and interpret conditional probabilities through Venn diagrams



# New Content Maths - Foundation (from higher)

- Index laws: zero and negative powers (numeric and algebraic)
- Standard form
- Compound interest and reverse percentages
- Direct and indirect proportion (numeric and algebraic)
- Expand the product of two linear expressions
- Factorise quadratic expressions in the form  $x^2 + bx + c$
- Solve linear/linear simultaneous equations
- Solve quadratic equations by factorisation
- Plot cubic and reciprocal graphs, recognise quadratic and cubic graphs
- Trigonometric ratios in 2D right-angled triangles
- Fractional scale enlargements in transformations
- Lengths of arcs and areas of sectors of circles
- Mensuration problems
- Vectors (except geometric problems/ proofs)
- Density
- Tree diagrams

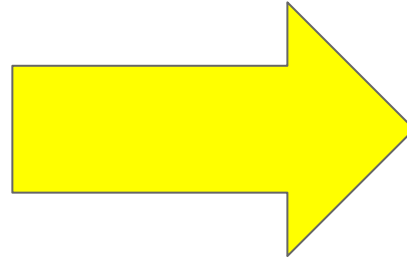


# Assessment objectives - AO1

Use and apply standard techniques

Students should be able to:

- accurately recall facts, terminology and definitions
- use and interpret notation correctly
- accurately carry out routine procedures or set tasks requiring multi-step solutions.



50%  
Foundation

40%  
Higher

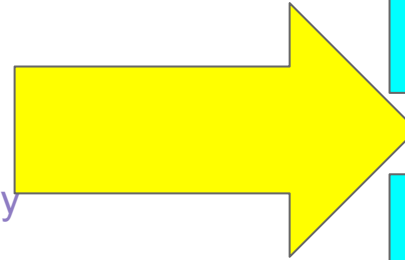
# Assessment objectives - A02

Reason, interpret and communicate mathematically

Students should be able to:

- make deductions, inferences and draw conclusions from mathematical information
- construct chains of reasoning to achieve a given result
- interpret and communicate information accurately
- present arguments and proofs
- assess the validity of an argument and critically evaluate a given way of presenting information.

Pupils will require better reading and comprehension skills to extract the problem being posed.



25%  
Foundation

30%  
Higher

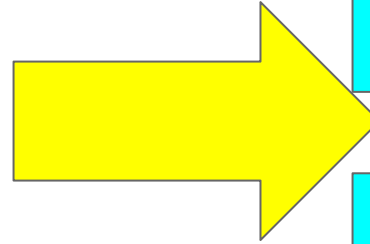
# Assessment objectives - A03

Solve problems within mathematics and in other contexts

Students should be able to:

- translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes
- make and use connections between different parts of mathematics
- interpret results in the context of the given problem
- evaluate methods used and results obtained
- evaluate solutions to identify how they may have been affected by assumptions made.

Pupils will require better communication and writing skills, both in terms of literacy and mathematical reasoning,



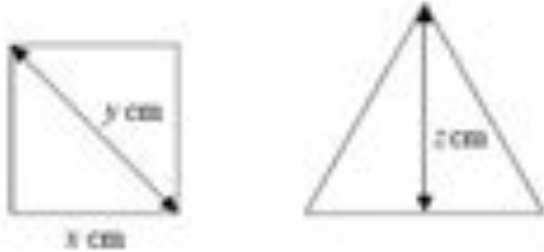
25%  
Foundation

30%  
Higher

# Example of new GCSE Questions - Foundation Tier

AO3

Here are a square and an equilateral triangle.



The length of a side of the square is  $x$  cm.  
The length of a side of the equilateral triangle is 2 cm more than the length of a side of the square.

The perimeter of the square is equal to the perimeter of the equilateral triangle.

(a) Work out the perimeter of the square.

Here are the same square and the same equilateral triangle.



The length of the diagonal of this square is  $y$  cm.  
The height of this equilateral triangle is  $z$  cm.

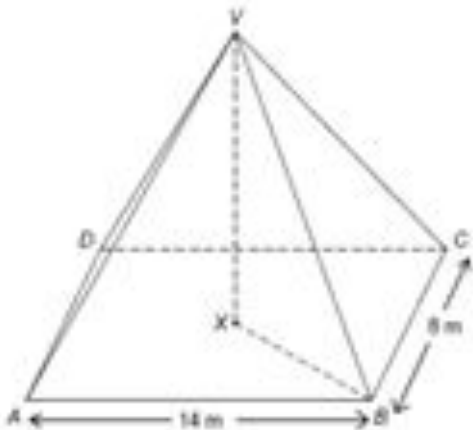
(b) Which has the greater value,  $y$  or  $z$ ?

(7 marks)

# Example of new GCSE Questions - Higher Tier

**AO1**

The volume of a pyramid =  $\frac{1}{3} \times \text{area of base} \times \text{perpendicular height}$   
 VABCD is a rectangular-based pyramid with volume  $336 \text{ m}^3$   
 X is the centre of the base, directly below V.



Work out the angle between VB and the base.  
 (6 marks)

**AO2**

A car has an initial speed of  $u \text{ m/s}$ .  
 The car accelerates to a speed of  $2u \text{ m/s}$  in 12 seconds. The car then travels at a constant speed of  $2u \text{ m/s}$  for 10 seconds. Assuming that the acceleration is constant, show that the total distance, in metres, travelled by the car is  $38u$ .

(4 marks)

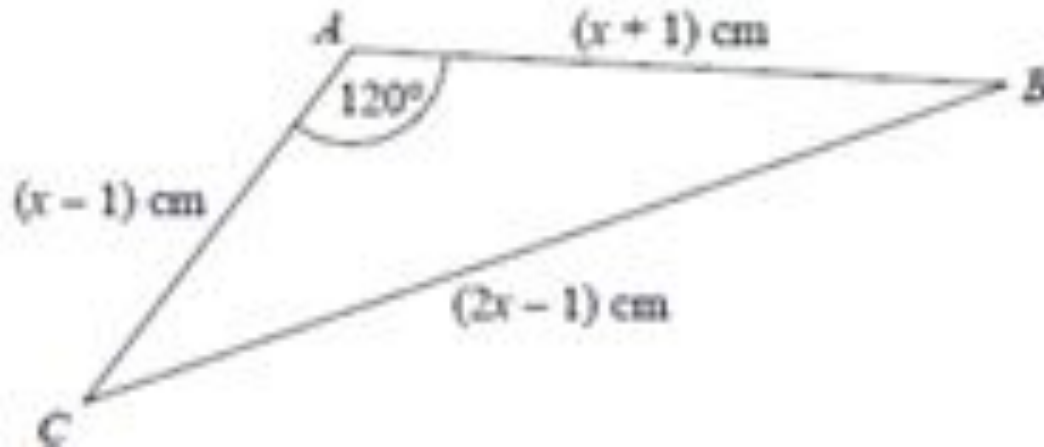


# Example of new GCSE Questions - Higher Tier



AO3

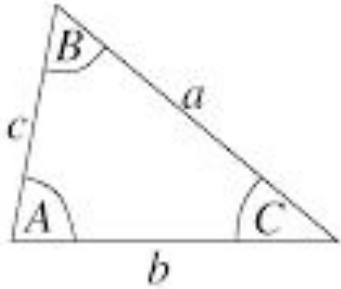
The diagram shows triangle ABC.



The area of triangle ABC is  $k\sqrt{3}$  cm<sup>2</sup>. Find the exact value of  $k$ . (7 marks)

# GCSE Maths is changing and getting more demanding for everyone.

- Students will also have to memorise formulae.



Sine Rule

$$\frac{a}{\sin(A)} = \frac{b}{\sin(B)} = \frac{c}{\sin(C)}$$

(for finding sides)

or

$$\frac{\sin(A)}{a} = \frac{\sin(B)}{b} = \frac{\sin(C)}{c}$$

(for finding angles)

Cosine Rule

$$a^2 = b^2 + c^2 - 2bc \cos(A)$$

(for finding sides)

or

$$\cos(A) = \frac{b^2 + c^2 - a^2}{2bc}$$

(for finding angles)

The Quadratic Formula ...

$$\frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

2a



For Quadratic Equations

$$ax^2 + bx + c = 0$$

# How to help at home

- Check the website for the topics they are covering and support, encourage and question on them.
- Always remain positive about Maths, even if you are not confident or did not enjoy the subject at school.
- Ensure they are completing homework (all documented on SMHW)
- Encourage the use of Hegarty Maths for revision and practice of all skills
- Encourage them to do their own revision throughout the year on prior topics. Corbettmaths has videos and practice questions.
- Encourage pupils to attend revision classes.
- Encourage interaction with the teacher.
- Ensure revision is taking place for assessments.
- Support school with blind assessments / resits. We need to ensure all pupils revise each topic and keep the topics in their heads so that the final revision is not overwhelming. The blind assessments also form the basis for our assessment, this can be clouded by lack of revision.





# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **Double Science 'TRILOGY'**

There are two 'papers'. Each one contains equal numbers of Biology, Physics and Chemistry topics. Paper 1 content is studied in Years 9 and 10. Paper 2 is studied at the end of Year 10 and during Year 11.

**Tier of entry:** Both are available at Foundation (cap at a grade 5) and Higher tier. Tier of entry will be determined by Science staff based on ongoing progress and achievement from Year 9 onwards. You cannot mix tiers of entry.

**Exams:** There are **6 exams** at the end of year 11. Each is 1 hour 15 min, 70 marks, 16.7% of GCSE. Total: 7 ½ hours of Science exams. All six exams will be totalled to determine the two GCSE grades the pupil will be awarded. Questions will be a mix of multiple choice, structured, closed short answer, and open response.

**Practical Skills Assessment:** There are no longer any controlled assessments (coursework pieces). Instead there are 21 'required practicals' which are assessed as 15% of questions in each paper. If any of these are missed (e.g. due to absence) they **MUST** be completed and formally written up in catch-up sessions after school.

**Maths:** There has been a significant increase in the Maths content applied to Science. 20% of pupils' overall grades will be applied Maths. The ratio of Maths in each discipline is: Biology 1: Chemistry 2: Physics 3. Pupils who are less confident with Maths will need parental support.

**Grading:** 17 point scale e.g 1-1, 1-2, 2-2 etc. (As it is a double award, so pupils leave with two Science grades).



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **Separate Sciences (*Triple Science*) BIOLOGY, CHEMISTRY, PHYSICS**

Content is studied from Year 9.

**Tier of entry:** Both are available at Foundation (cap at a grade 5) and Higher tier. Tier of entry will be determined by Science staff based on ongoing progress and achievement from Year 9 onwards. You can mix tier of entry (so enter foundation in Physics and Higher in Chemistry etc).

**Exams:** There are **6 exams** (Two papers for each of Biology, Physics and Chemistry) at the end of Year 11. Each paper is 1 hour 45 min exam, 100 marks, 50% of GCSE. Total: 10 ½ hours of Science exams. Questions will be a mix of multiple choice, structured, closed short answer, and open response.

**Practical skills Assessment:** There are no longer any controlled assessments (coursework pieces). Instead there are 24 'required practicals' which are assessed as 15% of questions in each paper. If any of these are missed (e.g. due to absence) they **MUST** be completed and formally written up in catch-up sessions after school.

**Maths:** There has been a significant increase in the Maths content applied to Science. 30% of pupils overall grade will be applied Maths. The ratio of Maths in each discipline is: Biology 1: Chemistry 2: Physics 3. Pupils who are less confident with Maths will need parental support.

**Grading:** Pupils leave with three Science grades (for example 5 - 5 - 6)



# Comparing courses



## Trilogy (combined)

- Worth 2 GCSE grades based on your overall performance across all three science subjects.
- 6 written exams - each 1 hour 15 mins long. (7 ½ hours of Science exams)
  - No coursework.
  - 21 required practicals(15% of the total marks in the final exams.)
- 20% of your overall grade will be applied maths.
- You will receive a combined grade (e.g 9-9, 8-7...)

## Triple Science

- Worth 3 GCSE grade where students study all three sciences and end up with three GCSEs.
- 6 written exams - each 1 hour 45 mins long. (Total: 10 ½ hours of Science exams)
  - No coursework.
  - 28 required practicals(15% of the total marks in the final exams.)
  - You can mix tier of entry.
- 30% of your overall grade will be applied Maths.
- You will receive 1 grade for each subject area.



**At Parklands all of our students are following  
the AQA GCSE exam for Science**



**There are 2 tiers of entry  
Higher Tier (Grades 9-4)  
and Foundation Tier (Grades 5-1)**

**Tier of entry must be guided by the student's end of topic assessment grade and  
mock examinations.**

**Students failing to achieve a grade on the higher mock paper will be entered for  
the foundation GCSE examination.**

Higher tier offering grades A\* to D, with a grade E being awarded to those close to a grade D

Foundation tier offering grades C to G, with a grade U being awarded if the standard for a grade G is not reached

A*	9
A	8
B	7
C	6
D	5
E	4
F	3
G	2
U	1
	U

Higher tier offering grades 9 to 4, a grade 3 may be awarded to those close to a grade 4

Foundation tier offering grades 5 to 1, with a grade U being awarded if the standard for a grade 1 is not reached



# How to help at home



- Check the school and AQA website for the topics they are covering and support, encourage and question on them.
- Always remain positive about Science, even if you are not confident or did not enjoy the subject at school.
- Ensure they are completing homework (all documented on google classroom)
- Encourage the use of GCSE Pod, educake, focuselearning for revision and practice of all skills.
- Purchase a revision guide and booster books from the Science department.
- Encourage them to do their own revision throughout the year on prior topics.
- Encourage pupils to attend revision classes.
- Encourage interaction with the teacher.
- Ensure revision is taking place for end of topic assessments.



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **French and Spanish**

- You will sit four exams at the end of year 11.
  - Writing (25%)
  - Speaking (25%)
  - Listening (25%)
  - Reading (25%)
- The speaking exam will take place in April/May with your teacher and is worth the most marks.
- Unlike the previous syllabus, the new syllabus offers no opportunities to resit.
- You need to learn your vocabulary regularly throughout year 9, 10 and 11. Use Quizlet, active learn and your grammar book to help you.
- You have access to the markscheme online and you should use this to see what you need to include for the highest marks.
- See your teacher for personal feedback (in addition to the regular feedback given in class) for how to improve your grade, we have lots of ideas for extras you can add in to push yourself and your grade.
- Everything we learn is relevant to the exams so if there is anything you don't understand - don't wait, ask now!
- Attend revision classes which will have a pre-requisite task you must complete in order to get in to the class. We will go through the task and provide hints and tips on improving all 4 skill areas.



# LEARN, RESPECT, ASPIRE, ACHIEVE



## Religious Studies

Following the new AQA GCSE Religious Studies A Specification, the subject is split into 2 key components:

1. **Study of Religion:** an in-depth study of the beliefs, teachings and practices 2 major world religions (Christianity and Islam).
2. **Thematic Studies** - 4 separate ethical studies units:
  - Religion and Life
  - Relationships and Families
  - Religion, Peace and Conflict
  - Religion, Crime and Punishment

*NB. By the beginning of Year 11 pupils will have completed at least 5 out of the 8 units of work from the course.*

- Pupils will have 4 lessons of Religious Studies each fortnight. This is made up of; 2 Study of Religion lessons and 2 Thematic Studies lessons. Pupils need to ensure they come prepared to each lesson with the correct exercise book.
- There will be TWO 1 hour and 45 minute exams at the end of Year 11, each worth 50% of the final GCSE grade awarded.
- There is lots of content in the course, this will require pupils to have: a proactive approach to their studies, good organisation skills, a positive attitude, the ability and initiative to revise independently at home and good attendance at after school revision and intervention when offered.
- Homework will be set regularly and will mostly be in the form of key vocabulary test preparation.

*A small number of pupils (9) will be entered for the Short Course Religious Studies exam, they will know who they are. The Short Course is 50% of the Full GCSE course detailed above.*





# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **Drama**

The Drama GCSE examination is split into 3 sections:

- ❑ **Understanding Drama - 40%** - This is assessed in a written exam. To prepare for this your child will receive written homework with individualised written feedback indicating areas for development and progression. Closer to the terminal exam, we will also practice timed answers in class.
- ❑ **Devising Drama - 40%** - This is assessed by a performance (10%) and a practical log completed during the project (30%). Pupils will create, perform and evaluate their own performances. This is internally marked and externally moderated. Pupils are currently completing this in class and as homework at the moment and it will be finished before Christmas holidays.
- ❑ **Texts in Practice - 20%** - This is a final performance assessed by an external visiting examiner towards the end of Year 11. Pupils will prepare for this, and explore the text, during class time.

**To support your child in preparation for their GCSE Drama qualifications:**

### **ATTENDANCE IS CRUCIAL - ABSENCE CAN HAVE SERIOUS IMPLICATIONS FOR ACHIEVEMENT AND GROUP WORK**

- ❑ The written exam requires all students to review live performances. School theatre trips will be organised, please allow your child to attend so that they can be fully supported in preparation for their written exam
- ❑ Help your child to learn lines for performance
- ❑ In the term leading up to the written exam, practise timings for answers with your child. This is often the thing students struggle with the most
- ❑ Encourage your child to attend additional rehearsals outside of lesson time in the build up to performance pieces



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **Geography**

There are 4 sections to the new AQA GCSE:

- Living with the physical environment
- Challenges in the human environment
- Geographical applications - Section A: Issue evaluation, Section B: Fieldwork
- Geographical skills (assessed through the other 3 units)

A mock exam will be held at the end of Year 10 and February in Year 11 along with regular practice of exam questions and end of unit topic tests.

There are three exams at the end of Year 11:

- Paper 1 (1.5 hours) Unit 1 - Living with the physical environment (35%)
- Paper 2 (1.5 hours) Unit 2 - Challenges in the human environment (35%)
- Paper 3 (1.25 hours) Unit 3 - Geographical applications - Section A: Issue evaluation Section B: Fieldwork (30%)
- Fieldwork - 2 visits in Year 10 - Salford Quays & the River Wyre**
- Mathematical skills needed.**



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **History**

There are four core areas of study

1. **Medicine and Public Health through time**
2. **Elizabethan England**
3. **Germany 1890-1945**
4. **War in Asia (Vietnam and Korea)**

**Pupils have completed the first two topics and in Y11 will focus on Germany and War in Asia.**

**Two mock exams will also be held during Y11 for Unit 2 and half of Unit 1**

**There will be 2 exams sat at the end of Y11 (these are equal rating)**

- **Paper 1: Understanding the modern world - (Germany + Asia)**
- **Paper 2: Shaping the nation - (Medicine + Elizabethan)**

**Revision Timetable:** One of the reasons History achieves so many high level grades is due to our revision schedule. Pupils should now have completed their revision cue cards for Medicine and Public Health. If they haven't you will be hearing from us shortly. They will be doing homework revision cue cards on Elizabeth and Germany this term. This will rotate on Homeworks. This will leave War in Asia for the Spring Term.

### **How can you help?**

- Ensure they are up to date with homework and revision material
- Encourage organisation - folders, dividers, cue cards etc
- Discuss their learning with them - articulation of details is the best way to embed ideas
- Reinforce specific knowledge and explanation. Reinforce the importance of SPaG
- Encourage pupils to visit, read and watch historical themed events, sites books and documentaries etc



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***

## **Food Preparation and Nutrition**

- ❑ Pupils will complete 2 practical based assessments which will be worth **50%** of their final grade. The additional **50%** will be attained by an externally assessed written exam taken at the end of Year 11.
- ❑ **Assessment 1 (15%): Food Science Investigation**  
*A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food.*
- ❑ **Assessment 2 (35%): Food Preparation**  
*Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food.*
- ❑ Both pieces of coursework will be completed in year 11
- ❑ Remembering ingredients for practical lessons is **ESSENTIAL** in order to develop practical skills, knowledge and preparation for exams
- ❑ Pupils will cook on a weekly basis in order to build upon higher level skills, understand the science behind food and maximise marks for their controlled assessment
- ❑ **Units of work:** Food commodities; Principles of nutrition; Diet and good health; The science of food; Where food comes from and Food preparation



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***

## **Cambridge Nationals - Creative iMedia Level 1/2 (vocational equivalent to 1 GCSE)**

Pupils will complete 3 units of coursework:

- Creating Digital Graphics
- Creating an Interactive Multimedia product
- Creating a radio advertisement



- 1 External Exam
  - Pre-production skills
- The coursework will be completed in lesson time with some the expectation that additional research and preparation is undertaken as homework.
- External exam will be taken in Jan 2019 of Year 10 (Year 11 resits are in May 2020) - **if you do not pass the exam you cannot pass the course**, so it is important to prepare for this properly.

<http://www.ocr.org.uk/qualifications/creative-imedia-level-1-2-award-certificate-j807-j817/>



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **GCSE PE**

- ❑ **Students are assessed in three different units:**
  - **Physical factors affecting performance (written exam - 30%)**
  - **Socio-cultural issues and sports psychology (written exam - 30%)**
  - **Performance in physical education (pupils are graded performing their three chosen sports - 30%)**
  - **Pupils are required to do a 14 hour piece of written coursework within lesson time (10%)**
- ❑ **In year 11 pupils will continue to have three theory lessons a fortnight covering the syllabus which they are examined on at the end of the year.**
- ❑ **Pupils will also have one GCSE practical lesson a week (separate from their core P.E. lesson), covering sports which they can choose to use in their practical assessment. This will take place in March/April and is a practical examination that they must attend if selected or they score zero for the 30% practical element.**



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **Art & Photography**

- Both Art and Photography follow the same AQA Art and Design specification. The specification is split into 2 components and is taught over 3 years.
- Component 1 is the portfolio of work. A minimum of 2 projects will be taught. These may include identity, time and close up for Art and urban, portraiture and natural forms for Photography. Unit 1 is worth 60% of the overall marks.
- Component 2 is the externally set exam. A 10 hour exam will be undertaken during this unit. This unit is worth 40% of the overall marks
- It is vital that students always have the correct equipment and resources each lesson.
- It is vital that homework tasks are completed on time.



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **Computer Science**

- Student will be following the OCR specification.
- Pupils will be required to complete 2 written exams and a programming project. The course is assessed by the final exams only.
- Paper 1 will examine Computational thinking, problem solving, code tracing and applied computing (50%)
- Paper 2 will examine theoretical knowledge of computer science (50%).
- Pupils will be learning how to create computer programs and will be learning theory around how computers work and how they communicate with each other.
- The course can be a challenge as there are a lot of new skills to learn; resilience and good attendance is essential to make good progress and have the skills needed to complete assessments.





# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **IT**

- ❑ **Students will follow Cambridge National in Information Technologies by OCR.**
- ❑ **1 Controlled Assessment (~20 hours). This involves using software to create digital products such as databases and spreadsheets. This is worth 50% of the grade.**
- ❑ **1 x external exam lasting 90 minutes based on data and how it is processed and used. This is worth 50% of the grade.**
- ❑ **Students learn about data management issues and develop practical skills by planning and creating an integrated technological solution to communicate information.**
- ❑ **Good attendance is required due to the length of the controlled assignment.**



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **Design & Technology**

- ❑ The Design & Technology GCSE is split into two units:
  - ❑ Unit 1 is the written exam, worth 50% of the marks and will last 2 hours.
  - ❑ Unit 2 is a Non-Examination Assessment (NEA), worth 50% of the marks and will run over 30-35 hours at the end of year 10, leading into year 11.
- ❑ Pupils are given course reading materials for every topic and it is essential that pupils read the information regularly.
- ❑ It is vital that homework tasks are completed on time. 5 lessons per fortnight is not enough. An additional hour per week at least is expected to be undertaken at home.
- ❑ To support your child in their preparation for their GCSE we recommend:
  - ❑ Encourage your child to attend additional revision sessions outside of lesson time to develop their Non-Examination Assessment and prepare for the exam .
  - ❑ Encourage your child to question the design and functional qualities of Products around them.
  - ❑ Ensure your child completes coursework to the best of their ability by the deadlines set.



# ***LEARN, RESPECT, ASPIRE, ACHIEVE***



## **Music**

- ❑ The GCSE Music Course is split into three Components:
- ❑ **Component 1 - Understanding Music 40% - Examination** - Students will focus on studying particular styles of music, Music Theory and the Set Pieces published by the exam board. Students will also be set listening activities to be completed at home.
  
- ❑ **Component 2 - Performing Music 30% - Coursework** - Students are expected to develop their performance skills on their chosen instrument or voice outside the classroom. Students are required to perform a **Solo and Ensemble Performance** of a **minimum of four minutes** in total. These will take place outside timetabled classes during the **Spring Term**. It is the student's responsibility to prepare for these and should be receiving tuition on their instrument or voice to develop their performing skills successfully. Parents can support students further by ensuring that their child is having tuition on an instrument or voice and supporting their regular practice.
  
- ❑ **Component 3 - Composing Music 30% - Coursework** - Students will compose two pieces - **Composition 1 - to a brief set by the exam board - Composition 2 - free composition in a style of the candidate's choice** ; this can **ONLY** be completed in class, therefore after-school sessions may be required to support students in completing their work. Students will also be required to write programme notes about their compositions, which are compulsory, and assist in the marking process.



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## **GCSE Dance**

**The course content is split into 3 areas;**

- **Performance** - 30% - 2 solo performances and one duo/trio piece.
- **Choreography** - 30% - developed from a stimulus set by the exam board.
- **Dance Appreciation** - 40% - written exam. Critical appreciation of own work and six professional dance works

**How can you support your child?**

1. Dance kit is compulsory and dance shoes are optional, these can however have a big impact on your child's performance and are available through school at a discounted rate to dance suppliers.
2. The more practical experience, the better. Encourage your child to attend school dance club and, where possible, external dance lessons.
3. Encourage your child to watch back all performance videos shared and analyse their performance.
4. Encourage your child to watch regularly all professional dance works and set solo phrases.



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## **NCFE Level 2 Technical Award in Music Technology**

- ❑ Students can achieve a **Pass, Merit, Distinction or Distinction\*** depending on the quality of their portfolios and performance in the external exams.
- ❑ Students will continue to build their **digital portfolio of evidence** this year which will cover **four units**. This will include homework tasks that are part of the assessed portfolio.
  - ◆ Unit 1 - Using a DAW
  - ◆ Unit 2 - Creating Music
  - ◆ Unit 3 - Studio Recording
  - ◆ Unit 4 - Sound Design
- ❑ The portfolio will include keynote presentations, video diaries, screencasts and recording projects. It is the responsibility of students to organise their portfolio correctly with guidance from their class teacher and submit for the stated deadlines.
- ❑ Many of the assessed recording sessions will take place after school and students must be able to commit to planning and attending these sessions in order to successfully provide evidence for each unit.
- ❑ Students will also sit two external exams which focus on their practical ability and theoretical knowledge which cover all four units of the course. The examinations are marked externally.



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## **BTECs (Vocational Qualifications)**

- Graded Distinction\*, Distinction, Merit, Pass, Unclassified**
- BTECs are now worth 1 x GCSE**
  - Dist\* = 9**
  - Dist = 7/8**
  - Merit = 6**
  - Level 2 Pass = 4/5**
  - Level 1 Dist = 3**
  - Level 1 Merit = 2**
  - Level 1 Pass = 1**
- Completion of a number of units towards a final overall grade**
- All aspects of each unit must receive at least a PASS grade to obtain the overall qualification**
- If a pupil fails a unit – or aspect of a unit (with the exception of the externally assessed unit) – they will be given a deadline to improve their work.**
- There is now an externally assessed unit - ie, an exam which they must pass**

# BTEC TECH Awards Component Grades...



<b>Level 2 Distinction</b>	<p>A learner has satisfied all the Level 2 Distinction criteria for the component through:</p> <ul style="list-style-type: none"><li>• outstanding performance that fully addresses all learning aims, with a sound grasp of facts and concepts, selection and interpretation of information, and fluent use of skills in more complex situations.</li></ul>
<b>Level 2 Merit</b>	<p>A learner has shown high performance across the component through <b>either</b>:</p> <ul style="list-style-type: none"><li>• having satisfied all the Level 2 Merit criteria for all learning aims <b>or</b></li><li>• having achieved all the Level 2 Pass criteria and showing an outstanding performance in the final assignment as defined by the Level 2 Distinction criteria.</li></ul>
<b>Level 2 Pass</b>	<p>A learner has satisfied all the Level 2 Pass criteria for the learning aims through:</p> <ul style="list-style-type: none"><li>• showing coverage and understanding of content at a good standard and appropriate skill demonstration.</li></ul>
<b>Level 1 Merit</b>	<p>A learner has shown an acceptable standard across the component, addressing a range of content and demonstrating some understanding through <b>either</b>:</p> <ul style="list-style-type: none"><li>• having satisfied all the Level 1 Merit criteria for all learning aims <b>or</b></li><li>• having achieved the Level 1 Pass criteria and showing a good standard of performance in the final assignment as defined by the Level 2 Pass criteria.</li></ul>
<b>Level 1 Pass</b>	<p>A learner must satisfy all Level 1 Pass criteria for the learning aims through:</p> <ul style="list-style-type: none"><li>• showing basic knowledge and ability to complete routine tasks.</li></ul>
<b>U</b>	<p>A learner who does not satisfy all the Level 1 Pass criteria should be reported as having a U grade.</p>



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## **BTEC Level 2 TECH Award Health & Social Care**

### **Course Components:**

Learners are required to complete and achieve all the components included in the qualification.

<b>Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care</b>					
<b>Component number</b>	<b>Component title</b>	<b>GLH</b>	<b>Level</b>	<b>How assessed</b>	
<b>Y9 1</b>	Human Lifespan Development	<b>36</b>	<b>1/2</b>	Internal	
<b>Y10 2</b>	Health and Social Care Services and Values	<b>36</b>	<b>1/2</b>	Internal	
<b>Y11 3</b>	Health and Wellbeing	<b>48</b>	<b>1/2</b>	Synoptic External	



## Y11 HSC Component 3... 40%

Component	Description of task	Availability
<b>Component 3: Health and Wellbeing</b>	<ul style="list-style-type: none"><li>• Task set and marked by Pearson, completed under supervised conditions.</li><li>• The set task will be completed in two hours in the period timetabled by Pearson.</li><li>• 60 marks.</li></ul>	<b>February and May/June from 2019 onwards</b>

- There is one external assessment, Component 3, which provides the main synoptic assessment for the qualification.
- Component 3 builds directly on Components 1 and 2 and enables learning to be brought together and related to a real-life situation.
- Component 3: Health and Wellbeing requires learners to assess an individual's health and wellbeing and use this to create a health and wellbeing improvement plan.
- The external assessment contributes 40% of the total qualification



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## **Connect**

**Students will complete two courses during Year 11.**

### ***AQA Functional Skills Maths***

- This consists of two 30 minute papers (one calculator, one non-calculator).
- Students will be entered into the Level 1 or Level 2 course as appropriate.

### ***Eduqas Entry Level Certificate English***

- Component 1: One-hour written examination.
- Component 2: Four 30 minute topic tests to be completed in class.
- Component 3: Two 2 hour speaking and listening assessments.