

YEAR 10

Parent Newsletter

Autumn 2017

Year 10 Parent Newsletter GCSE Autumn Term

KS4 Parent Information Event

On 28th September 2017 the school held a KS4 Parent Information Event to help parents understand GCSEs, the changes to our pastoral system and some advice and guidance on careers. If you missed this event, the information can be found on our website <http://marchesschool.co.uk/parents-students/year-10-parent-information/>

Exam Course Booklets

These are useful documents prepared by departments to help parents understand the specific details regarding exam board and course content and can be found on the school website.

<http://marchesschool.co.uk/parents-students/year-10-parent-information/>

Subject Director Top Tips

Parents often ask how they can best support their child through GCSE. We have asked our subject directors to recommend their top tips for how to best help support our students. Please see the end of this document.

Year 10 Pastoral System

As a parent/ carer of a child in Year 10 the most important person on the staff is the form tutor. There are 10 tutor groups in Year 10. The form tutor should be the first point of contact for parents. In many cases you may already have received a phone call to help create the relationship that will last for the duration of Year 10 and 11. However, if you have any further concerns please contact Miss Cooke or Mr Griffin.

SHARP

We would like to remind students of the SHARP system where students can express concerns if they are feeling vulnerable or worried. This system protects the anonymity of the student.

<http://marchesschool.co.uk/parents-students/the-sharp-system/>

Work Experience 2017 12th – 16th March

You will by now be aware that Y10 work experience will take place shortly before the Easter holiday. Students are encouraged to be confirming suitable placements for the spring term as soon as possible. Further information can be found through our website <http://marchesschool.co.uk/parents-students/work-experience/>.

Reading School

Please can we remind Year 10 students to ensure they have suitable reading material in preparation for each session. Reading School has had a tremendous impact on the school and is rightly modelling to our students that reading is a crucial skill to ensure academic success.

ENGLISH

WJEC Eduqas GCSE English Language Specification Overview

The grade that students receive at the end of their WJEC Eduqas GCSE English Language course is entirely based on their performance in two exam papers.

Exam Paper	Reading and Writing questions and marks	Assessment Objectives	Timing	Marks (and % of GCSE)
Component 1: 20th Century Literature Reading and Creative Prose Writing	Section A: Reading Exam Text: <ul style="list-style-type: none"> Extract from one unseen 20th-century literature prose text (about 60-100 lines) Exam questions and marks: <ul style="list-style-type: none"> Five reading questions (40 marks in total) 	Reading AO1 AO2 A04	1 hour 45 mins	Reading: 40 marks (20% of GCSE) Writing: 40 marks (20% of GCSE) Component 1 total: 80 marks (40% of GCSE)
	Section B: Writing Creative Prose Writing Exam questions and marks: <ul style="list-style-type: none"> Choice of four titles – students respond to one task (24 marks for communication and organisation; 16 marks for technical accuracy) 	Writing A05 A06		
Component 2: 19th and 21st Century Non-Fiction Reading and Transactional / Persuasive Writing	Section A: Reading Exam Texts: <ul style="list-style-type: none"> Two unseen non-fiction texts (about 900-1200 words in total) one from the 19th century and the other from the 21st century Exam questions and marks: <ul style="list-style-type: none"> Six reading questions (40 marks in total) 	Reading AO1 AO2 AO3 A04	2 hours	Reading: 40 marks (30% of GCSE) Writing: 40 marks (30% of GCSE) Component 1 total: 80 marks (60% of GCSE)
	Section B: Writing Transactional (communicating information and ideas)/ persuasive writing Exam questions and marks: <ul style="list-style-type: none"> Two compulsory tasks (20 marks for each task – 12 for communication and organisation; 8 for technical accuracy) 	Writing A05 A06		

IMPORTANT: All year 10 students will sit their final GCSE English Language exam in year 11

WJEC Eduqas GCSE English Literature Specification Overview

The grade that students receive at the end of their WJEC Eduqas GCSE English Literature course is entirely based on their performance in two exam papers.

Exam Paper	Reading and Writing questions and marks	Assessment Objectives (AOs)	Timing	Marks (and % of GCSE)
Component 1: Shakespeare and Poetry (from 1789 to the present day)	Section A: Shakespeare Exam Text: <ul style="list-style-type: none"> One full Shakespeare play selected by teacher (from Eduqas prescribed list) Exam questions and marks: <ul style="list-style-type: none"> One extract question (15 marks) One essay based on the reading of an entire Shakespeare text (25 marks) 	AO1 AO2 AO4 (in essay only)	1 hour 45 mins	Shakespeare: 40 marks (20% of GCSE)
	Section B: Poetry from 1789 to the present day Exam Text: <ul style="list-style-type: none"> Two questions based on poems from the WJEC Eduqas Poetry Anthology, one of which involves comparison Exam questions and marks: <ul style="list-style-type: none"> Response to first poem (printed on paper) – 15 marks Response to second poem (own choice) and comparison with first poem – 25 marks 	AO1 AO2 AO3		Poetry (Eduqas Anthology): 40 marks (20% of GCSE)
Component 2: 19th and 21st Century Non-Fiction Reading and Transactional / Persuasive Writing	Section A: Post-1914 prose/drama Exam Texts: <ul style="list-style-type: none"> One full novel/play selected by teacher (from Eduqas prescribed list) Exam questions and marks: <ul style="list-style-type: none"> One source-based question (40 marks in total) 	AO1 AO2 AO4	2 hours 30 mins	Post-1914 prose/drama: 40 marks (20% of GCSE)
	Section B: 19th-century prose Exam Texts: <ul style="list-style-type: none"> One full 19th-century novel selected by teacher (from Eduqas prescribed list) Exam questions and marks: <ul style="list-style-type: none"> One source-based question (40 marks in total) 	AO1 AO2 AO3		19th-century novel: 40 marks (20% of GCSE)
	Section C: Unseen poetry from the 20th/21st centuries Exam questions and marks: <ul style="list-style-type: none"> Response to first printed poem [15 marks] Response to second printed poem and comparison with first printed poem [25 marks] 	AO1 AO2		Unseen poetry: 40 marks (20% of GCSE)
				Component 2 total: 120 marks (60% of GCSE)

IMPORTANT: All year 10 students will sit their final GCSE English Literature exam in year 10

TOP 10 TIPS FOR THE READING PAPER

1. Revise timing – check how long can they spend on each question and how long reading and annotating the text?
2. Revise identification of text types (GAP/PAT/PAF) and the key text and word level features.
3. Revise the difference between the skills for a ‘what’ (**retrieval**) question and a ‘how’ (**analysis**) question.
4. Revise the mark scheme – make it a mantra! What is the difference between 5-7 marks and 8-10 marks

What (retrieval) questions:

5-7 marks	8-10 marks
Select a range of valid points	Select and explain a range of valid points

How (analysis) questions:

<u>5-7 marks</u>	<u>8-10 marks</u>
Rely on spotting key facts or quotations. Clear focus on techniques.	Combine specific details with overview and be fully engaged with analysis of techniques

5. For find and locate questions (typically question 1) – train yourself to keep answers brief and not waste time.
6. For ‘how’ questions – Revise to look for the **overview** e.g. **what** is said.
Tip: (a) practice reading an article, close it and write down 3-5 things that are said.
 (b) then find quotes to back up your points
 (c) Identify techniques how they do it
 (d) use big headings e.g. use imagery or sarcasm or direct speech
7. Do what it says ... **Compare** may not be a real comparison but could be information structured under two separate headings.
8. Examiners look for ticks e.g. ‘How’ – understanding of text = ✓
 Quotation or embedded quotation = ✓
 An explanation of how = ✓
9. Examiners are not interested in analysis of sentence structure .
10. The key is to track the text and look at the use of language and how it has impact.
11. Make sure you know what each question is testing and what that answer looks like.

TOP 10 TIPS FOR THE WRITING PAPER

1. Do you know what marks are awarded for? **Writing is assessed out of 40 for Component 1 Creative Writing (24 for content and organisation; 16 for quality of written communication). In Component 2, tasks are marked out of 20 each (12 for organisation and content; 8 for quality of written communication)**
2. Revise specific sentence structure and punctuation for effect:
Band 4
 - simple, compound and complex sentences are used to **achieve particular effects**
 - a range of punctuation is used accurately to structure sentences and texts, sometimes to **create deliberate effects**, including **parenthetical commas**
3. Revise paragraphing for effect (have you used a one sentence paragraph? Or a paragraph with only a few sentences for effect?) and Revise emotive language – simple tips like the effect of changing ‘said’ to something else.
Band 3
 - paragraphs are used **consciously** to structure the writing
 - style is **adapted to purpose / audience**
 - there is a range of vocabulary selected to **convey precise meaning or to create effect**
4. Revise planning – those candidates who plan well generally receive high marks. Also it creates a good impression that the candidate has **consciously** used techniques.
5. Revise them to plan for technicality as well as content.
6. Encourage them to be original – examiners read a lot about the new shopping centre in one town (from the same centre!), for example, and can cause them to not search for extra marks.
7. Ensure you practise identifying the genre, audience, purpose of the text you are being asked to write – you will need to demonstrate through their layout, language, and structure that they understand the purpose of the piece and can use the technical skills required.
8. Revise them timing – be strict! So many lose marks because they run out of time, they have no plan and they do not complete. The examiner can award marks from the planning but can only mark what is in front of them.
9. Remember the examiner marks over 500 of each paper so 500 opinions about reality television which all mention Celebrity Love Island lose their wow factor after about 10 – give the examiner reasons to award ticks.
10. Revise them the tricks – AFOREST for argue/persuade, 53APEROOMS for describing (as in the write a tourist guide question)

MATHEMATICS

Foundation
Grades 5 to 1

Higher
Grades 9 to 5



hegarty**maths**

www.hegarty**maths**.com

Each student has an individual login that allows them to complete homework/revision tasks

Year 10 is split into 6 Units each lasting approximately 6 weeks

There will be an assessment at the end of each Unit

Homework will be set at least once a week—either written task or online

If you have any issues please do not hesitate to contact your child's Maths teacher directly

GCSE Assessment: 3 Exams

Paper 1: non-calculator	+	Paper 2: calculator	+	Paper 3: calculator
What's assessed Content from any part of the specification may be assessed		What's assessed Content from any part of the specification may be assessed		What's assessed Content from any part of the specification may be assessed
How it's assessed <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 80 marks non-calculator 33⅓% of the GCSE Mathematics assessment 		How it's assessed <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 80 marks calculator allowed 33⅓% of the GCSE Mathematics assessment 		How it's assessed <ul style="list-style-type: none"> written exam: 1 hour 30 minutes 80 marks calculator allowed 33⅓% of the GCSE Mathematics assessment
Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.		Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student progresses through the paper.

Revision Guides

We recommend CGP for the new AQA GCSE specification (Grades 9-1 course)



Calculator

We recommend the Casio fx 83 or 85 range (£6 at Student Services)



SCIENCE

Combined Science: AQA Trilogy Specification

The course is split up into the three science subject areas of Biology, Chemistry and Physics.

Students will achieve two GCSE grades by completing this course.

The grades that students receive at the end of their combined science course is entirely based on their performance in six exam papers; all of these are sat at the end of Year 11.

Students will sit two Biology written exams, two Chemistry written exams and two Physics written exams. Each of these exams is 1 hour and 15 minutes long.

Although there is no controlled assessment, certain assessed practical tasks will be undertaken throughout the two years and will be examined on in the written exam papers.

Separate Science: AQA GCSE Biology, Chemistry and Physics

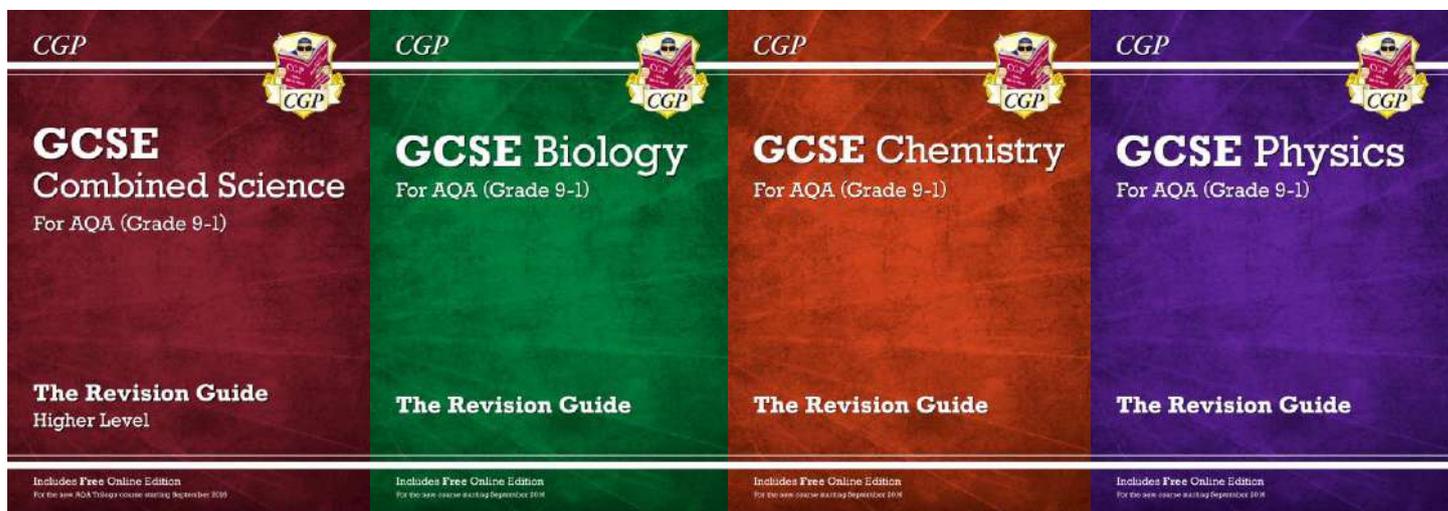
Students who have opted for separate science as an option will study all three science areas as full GCSEs of their own.

Students will achieve a total of three GCSE grades by following this course.

The grades that students receive at the end of their separate science course is entirely based on their performance in six exam papers; all of these are sat at the end of Year 11.

Students will sit two Biology written exams, two Chemistry written exams and two Physics exams. Each of these exams is 1 hour and 45 minutes long.

Although there is no controlled assessment, certain assessed practical tasks will be undertaken throughout the two years and will be examined on in the written exam papers.



GEOGRAPHY

Which exam board do Year 10 geographers follow? AQA (8035)

Compulsory Fieldwork in Year 10:

Cardingmill Valley river study in October to support Paper 1 and 3
 Liverpool urban study in the summer term to support Paper 2 and 3

Useful websites:

1. <http://www.aqa.org.uk/subjects/geography/gcse/geography-8035>
2. <http://www.bbc.co.uk/schools/gcsebitesize/geography/>
3. <http://www.coolgeography.co.uk/gcsen/>

Recommended reading:

Key textbook - Widdowson et al (2013) AQA GCSE (9-1) Geography. Hodder.

Revision guide - CGP books. GCSE AQA Geography (9-1)

PAPER 1: LIVING WITH THE PHYSICAL ENVIRONMENT 1 hour 30 mins 35%	PAPER 2: LIVING WITH THE HUMAN ENVIRONMENT 1 hour 30 mins 35%	PAPER 3: GEOGRAPHICAL APPLICATIONS 1 hour 15 mins 35%
<ul style="list-style-type: none"> • The challenge of natural hazards • The living world • Physical landscapes in the UK • Geographical skills 	<ul style="list-style-type: none"> • Urban issues and challenges • The changing economic world • The challenge of resource management • Geographical skills 	<ul style="list-style-type: none"> • Issue evaluation (pre-release booklet made available 12 weeks prior to exam) • Fieldwork (write up from fieldwork completed during GCSE course) • Geographical skills

Overview of Year 10

YEAR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	UK Physical Landscapes (Rivers + Fieldwork)	Living World (TRF and Intro)	Hot Deserts	UK Physical Landscapes (Coasts)	Urban Issues & Challenges LIC Case Study	UK Case study major city + Liverpool Fieldwork Sustainable urban living
11	Natural Hazards Tectonics Tropical Storms Extreme Weather UK Climate Change	Changing economic world Case Study LIC/NEE Economic futures of the UK	Resource Management Study of Water Security	Issue Evaluation	Revise	

HISTORY

Exam Board: Edexcel

Paper 1 (1 hour 15 minutes): Medicine in Britain Through Time, c1250-present.		Paper 2 (1 hour 45 minutes): Henry VIII and his ministers AND Superpower relations and the Cold War		Paper 3 (1 hour 20 minutes) Weimar and Nazi Germany
The History GCSE is divided into four assessment objectives which are examined across three exam papers:				
A01	Knowledge and Understanding	35%	Paper 1, 2, 3	3 Exams NO COURSEWORK
A02	Explanation and Analysis of, for example, cause, consequence, change, continuity, similarity, difference and significance.	35%	Paper 1, 2, 3	
A03	Analysis and evaluation of contemporary sources in their historical context.	15%	Paper 1 and 3	
A04	Analysis and substantiated judgements about historical interpretations.	15%	Paper 3	

3 Exams

1 Controlled
assessment
worth 25%

History Exam Board:
EDEXCEL (History A)

Head of subject: Miss
Phillips

Revision guides are made in the History department that are specifically targeted to the topics and skills needed for the exams. However, Revision Workbooks are available from Pearson for £2.50.

The first port of call for any problems, queries or concerns that you or your child may have in either subject should be their class teacher. If you are still concerned, please contact the Head of Subject and then the Director.

Keep an eye out for before, during and after school revision sessions. We have “Master classes” available on each unit throughout Year11.

Class teachers are most easily contacted via email.

History Continued:

Assessment Objectives

Students must:		% in GCSE
AO1	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	35
AO2	Explain and analyse historical events and periods studied using second-order ¹ historical concepts.	35
AO3	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	15
AO4	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	15
Total		100

Breakdown of Assessment Objectives

Paper	Assessment Objectives				Total for all AOs
	AO1 %	AO2 %	AO3 %	AO4 %	
Paper 1: Thematic study and historic environment	11.25	11.25	7.5	-	30
Paper 2: Period study and British depth study	20	20	-	-	40
Paper 3: Modern depth study	3.75	3.75	7.5	15	30
Total for GCSE	35	35	15	15	100

<p>Year 11: Paper 1: Thematic study and historic environment (Paper codes: 1HI0/10–12)</p> <p>Content overview</p> <p>Students will study Medicine in Britain, c1250–present and The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.</p>	<p>Year 10: Paper 2: Period study and British depth study (Paper codes: 1HI0/20–29)</p> <p>Content overview Students will study the following option:</p> <ul style="list-style-type: none"> ● B3: Henry VIII and his ministers, 1509–40 <p>Students also take the following period study option:</p> <ul style="list-style-type: none"> ● 26/27: Superpower relations and the Cold War, 1941–91 	<p>Year 10: Paper 3: Modern depth study (Paper codes: 1HI0/30–33)</p> <p>Content overview Students take one of the following modern depth studies:</p> <p>Germany, 1918–39</p>
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MODERN FOREIGN LANGUAGES

Year 10 Modern Languages – New Specification

In Year 10, students are set into ability groups according to how they have performed in Years 7, 8 and 9 and their target grades. The new GCSE course is assessed entirely at the end of Year 11, via exams in Listening, Speaking, Reading and Writing. Each exam is worth 25% of the overall grade.

Students will be entered at either foundation tier for all four skills or higher tier for all four skills. There is to be no mixing of tiers of entry. At Foundation tier, students can achieve grades 1-5, at higher tier, students can achieve grades 4-9.

There is a strong focus on grammar in Years 10 and 11 as students are expected to be able to manipulate the language more than previously.

Textbooks:

If you wish to support your son/daughter by buying a personal copy of the textbook, the main textbooks are as follows:

French: Studio (www.pearsonschoools.co.uk) ISBN 978-1-292-11783-6

German: Stimmt! (www.pearsonschoools.co.uk) ISBN 978-1-292-11819-2

Spanish: ¡Viva! (www.pearsonschoools.co.uk) ISBN 978-1-292-11896-3

Students will be asked to keep neat vocabulary and grammar notes in the front of their exercise books, whilst in the back they will complete listening and reading comprehensions, they will also have a support card to help them with writing and translating exercises.

Each broad theme is divided into sub-themes.

Identity and culture	Local, national, international and global areas of interest	Current and future study and employment
Youth Culture <ul style="list-style-type: none">• Self and relationships• Technology and social media Lifestyle <ul style="list-style-type: none">• Health and fitness• Entertainment and leisure Customs and Traditions <ul style="list-style-type: none">• Food and drink• Festivals and celebrations	Home and Locality <ul style="list-style-type: none">• Local areas of interest• Transport Germany and German-speaking countries <ul style="list-style-type: none">• Local and regional features and characteristics• Holidays and tourism Global Sustainability <ul style="list-style-type: none">• Environment• Social issues	Current Study <ul style="list-style-type: none">• School/college life• School/college studies World of Work <ul style="list-style-type: none">• Work experience and part-time jobs• Skills and personal qualities Jobs and Future Plans <ul style="list-style-type: none">• Applying for work/study• Career plans

Assessment for Learning:

Students are informally, diagnostically assessed throughout the course in order to monitor their progress and give appropriate feedback to students to move their learning forward. In their Progress Booklets, students are expected to complete tasks in all skill areas linked to the topic of study. At the back of their Progress Booklets, are lists of potential speaking test questions. which will allow students to prepare for the oral exam over the two years. Students will have regular vocabulary tests of high frequency words.

Final Assessment

Unit 1 Speaking 25%	Foundation Tier: 7-9 minutes Three tasks: One role play, One photo card discussion & One conversation
	Higher Tier: 10-12 minutes Three tasks: One role play, One photo card discussion & One conversation
Unit 2 Listening 25%	Foundation Tier: 35 Minutes. Listening comprehension tasks with non-verbal and written responses.
	Higher Tier: 45 Minutes. Listening comprehension tasks with non-verbal and written responses.
Unit 3 Reading 25%	Foundation Tier: 60 Minutes. Reading tasks with non-verbal and written responses, including one translation task from German into English.
	Higher Tier: 1 hour 15 Minutes. Reading tasks with non-verbal and written responses, including one translation task from German into English.
Unit 4 Writing 25%	Foundation Tier: 1 hour 15 minutes. Writing tasks including one translation task from English into German.
	Higher Tier: 1 hour 30 minutes. Writing tasks including one translation task from English into German.

How can parents/carers help?

Even if you have no knowledge of French/Spanish, parents/carers can still help their child by testing their vocabulary and reading the questions from the back of Progress Booklets so that your child can practise their responses.

Support and extra challenge

We recommend the following websites:

- www.languagesonline.org.uk
- www.duolingo.com (also available as an app for your smartphone)
- Memrise.com

We are also building strong relationships with schools in Bordeaux (France), Tübingen (Germany) and Pamplona (Spain), with whom we have started to arrange an exchange programme for students. Taking part in the Exchange would be highly beneficial to students' linguistic and personal development.

GCSE Computer Science

Content Overview	Assessment Overview	
Computer systems <ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns 	Computer systems 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	40% of total GCSE
Computational thinking, algorithms and programming <ul style="list-style-type: none"> • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • Data representation 	Computational thinking, algorithms and programming 80 marks 1 hour and 30 minutes Written paper (no calculators allowed)	40% of total GCSE
Programming project <ul style="list-style-type: none"> • Programming techniques • Analysis • Design • Development • Testing and evaluation and conclusions 	Programming project 40 marks Totalling 20 hours Non-Exam Assessment (NEA) <i>This is released during Year 11 – September 2017</i>	20% of total GCSE

Classroom material

All classroom material is available on the T drive. Click ICT, Year 10, Computing.

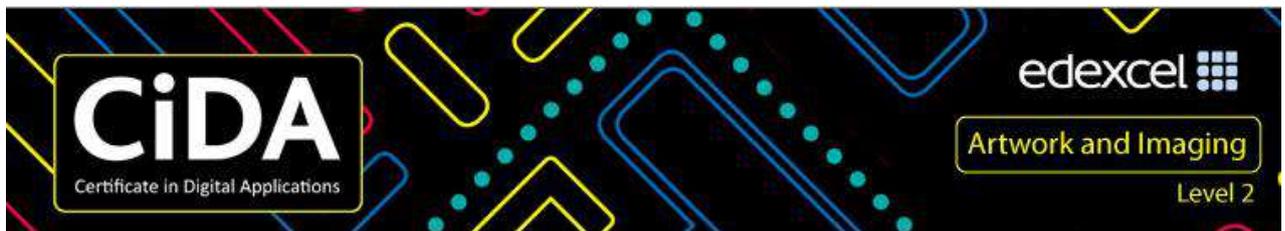
Useful websites

- OCR MOOC - <http://cambridgegcsecomputing.org/>
- Teach ICT - <http://www.teach-ict.com/>
- Doodle - <https://www.doddelearn.co.uk/>
- Python - <https://www.python.org/>

Recommended Book

- OCR GCSE (9-1) Computer Science by S Robson and PM Heathcote.
 - ISBN-13: 978-1910523087.

ICT



This GCSE is made up of the 75% coursework and 25% examination. In the first part of Key Stage 4 Students focus on the coursework element of the subject.

There will be a 2.5 hour practical computer-based examination.

There will be one task divided into two activities. In the first activity, students will have to use web authoring software and other software tools to create a web product for a specified audience and purpose, using a client brief. In the second activity, students have to evaluate your product.

Coursework deadline: December 2018

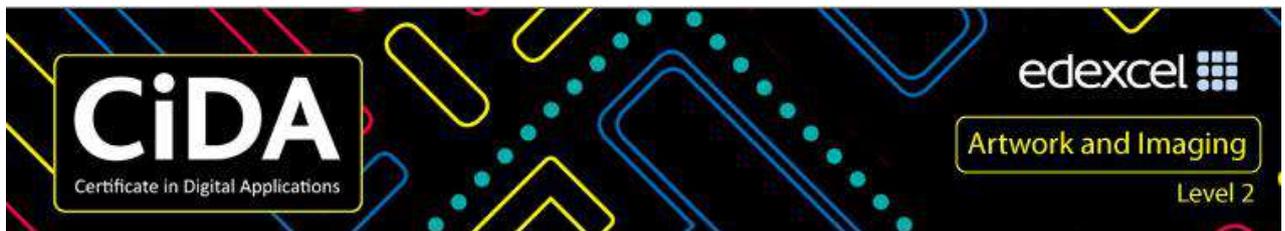
Tips to support:

Don't miss deadlines!

Practice software tools – Serif suite is accessible from the Remote Desktop



Graphics



This GCSE is made up of the 75% coursework and 25% examination. In the first part of Key Stage 4 Students focus on the coursework element of the subject.

There will be a 2.5 hour practical computer-based examination.

There will be one task divided into two activities. In the first activity, students will have to use web authoring software and other software tools to create a web product for a specified audience and purpose, using a client brief. In the second activity, students have to evaluate your product.



Coursework deadline: December 2018

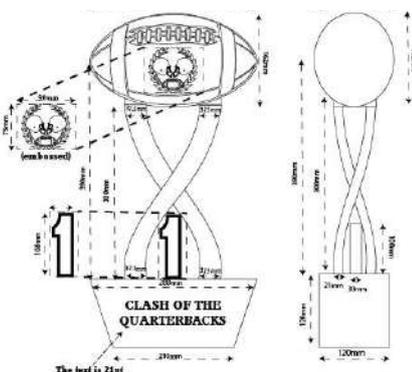
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06/02/2014
SCALE: 1:3

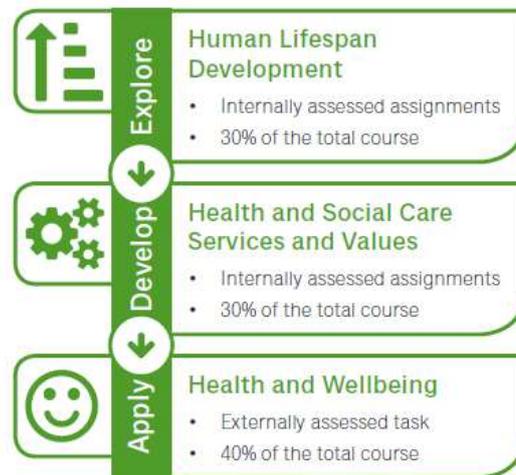


BTEC Tech Award in Health & Social Care

The skills learnt in studying a BTEC First will aid progression to further study and prepare learners to enter the workplace in due course. In the health and social care sector, typical employment opportunities may be as an apprentice or in a supervised entry role, depending on specific job requirements and age restrictions. This qualification provides learners with a taste of what the health and social care sector is like, enabling them to make informed choices about their future career.

The Edexcel BTEC Tech Award in Health and Social Care is a level 2 qualification; however, it is graded at Level 2 Pass, Level 2 Merit, Level 2 Distinction, Level 2 Distinction*

Health and Wellbeing is an externally assessed exam which will be sat at the end of Year 10 (June 2018)



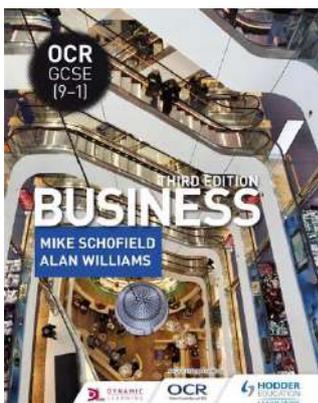
BTEC Health and Social Care Students...



Business Studies

OCR GCSE Business Studies 9-1

Content Overview	Assessment Overview	
<ul style="list-style-type: none">• Business activity• Marketing• People	Business 1: business activity, marketing and people (01) 80 Marks 1 Hour 30 Minutes paper	50% of total GCSE
<ul style="list-style-type: none">• Operations• Finance• Influences on business• The interdependent nature of business	Business 2: operations, finance and influences on business (02)* 80 Marks 1 Hour 30 Minutes paper	50% of total GCSE



Available Textbook

Author: Mike Schofield and Alan Williams

ISBN: 9781471899362

Publisher: Hodder Education

Date: June 2017

Other useful online resources include:

BBC Bitesize GCSE Business Studies & Tutor2U GCSE Business Studies

PE

GCSE Physical Education

Pupils study for 3 hours per week in Y10 and 2 in Y11

Two lessons are practical lessons and one lesson is theory based.

Assessment.

- 1) Pupils are assessed in practical activities – across a 2 year period. This work is worth 40% of the course. This involves being assessed as a player/performer in three different sports.
- 2) Pupils will sit 2 x 1 hour exams in Year 11. These are worth 30% of the course each. Pupils will look at topics related to physical factors affecting performance, socio-cultural issues and sports psychology.

To be successful in practical:

- Please ensure your son / daughter has kit for every PE lesson.
- It is also an advantage if pupils are involved in after school activities that will enhance learning and skill level. Pupils who play sport at a high level will be more successful.

To be successful in theory:

- Pupils need to record all notes accurately.
- Pupils need to complete all homework tasks
- Pupils need to revise thoroughly for each end of term test to ensure they build their knowledge through the course
- Pupils need to ask for help if there are things they don't understand.

Useful websites:

GCSE Bitesize – for theory content and revision

S-Cool – for theory content and revision

BBC sport – to stay up to date with sports initiatives and news

Please speak to the PE staff – (Mr Martin, Mrs Bladen) if there are any issues.

PHOTOGRAPHY GCSE AQA

Coursework 60% (Year 10 and 11) Set Task Exam 40% (Year 11)

Year 10:

Over the course of Year 10 pupils will be working on two different projects.

Pupils begin with a project based around the theme of **Self-Identity**. During this project pupils will explore: use of a DSLR camera, focusing, print quality, resolution, aperture, shutter speed, panning, composition and formal elements.

The second project in Year 10 will be **Dreams and Nightmares**. During this project they will explore: how to create professional lighting, narrative, double exposure and software editing.

Year 11:

In Year 11 pupils complete a project called **Dreams and Nightmares**. After Christmas pupils will be given their **exam** paper from the AQA exam board. They will then have to select from one of the themes given and begin their preparation work. The final 10 hour exam will take place in the spring term. All work completed for this exam will count towards 40% of their final mark.

After school support-

Tuesday C4 Miss Herald 3-4pm

Useful websites-

BBC Bitesize - Contains tips and techniques for using a camera.

Pinterest - Great website for inspiration, photographers, artists and tips on how to use Photoshop.

Student Art Guide - Physical presentation of pupils photography projects.

Useful materials-

Occasionally pupils will be asked to take photographs outside the lessons; access to a camera at home is essential (a mobile device can be used as well).

Editing software is used throughout the course, access is vital. Students will mostly be using Photoshop to edit their photographs. It is not vital to purchase this software as pupils can access the computer suites at lunch or afterschool to move them forward in their coursework.

Please speak to the art staff – Miss Ford or Miss Herald if there are any issues.

ART GCSE AQA

GCSE Fine Art Edexcel

You get out what you put in!

Course requirements; passion, commitment and an eagerness to learn about Art.

Coursework 60% (Year 10 and 11) Set task exam 40% (year 11)

Year 10 Task and deadlines;

A3 pencil study of an African Mask due in 3rd October.

Investigation in to The History of African Masks due in 21st October.

Investigation into the Influence of African Masks due in 28th November.

A3 paint study of an African Mask due in 12th December.

Handmade experiment book investigating; texture, colour and embellishment of African masks due in 16th January.

African mask design sheet due in 27th March.

African mini Mask sculpture due in 24th April.

Art exam 5 hours Week beginning 22nd May year 10.

African mask 29th May

Year 11 Coursework Gather begins 5th June.

After school support

Wednesday C2 Mrs Robinson 3-5pm

Useful materials- These are not compulsory but beneficial. In order to be successful I would envisage all pupils must complete practical work outside of the classroom.

A collection of drawing pencils (WHSmiths, Paperwrite, The Works).

Acrylic paints in a range of colours (At least red, yellow and blue).

Water colour paints.

Occasionally pupils will be asked to take photographs; access to a camera at home is essential.

Please speak to the art staff – Mrs Robinson if there are any issues

Food



We offer an exciting and creative course which focuses on practical cooking skills and will enable students to develop a greater understanding of nutrition. Our Food qualification is designed for learners who have a keen interest in food and want to learn a wide range of skills along with how to create healthy meals. The course will enable students to use the skills they have learnt within further education or apprenticeships.

Future career opportunities:

Hospitality and Catering (Chef/Restaurateur),
Nutritionist, Dietician, Food Product Developer,
Teacher, Sales/Marketing/Retail, Food writer/critic

During the 2 year course, Students will experience a full range of practical lessons along with experiments and taste testing sessions. They will learn a variety of cooking methods, skills and techniques along with the ability to plan, prepare and cook meals and how to adapt existing recipes. Throughout the lessons students will develop their understanding of nutrition and its links to food science.

Themes covered:

- Planning, preparing and making,
- Understanding food and nutrition
- Exploring balanced diets
- Plan and producing dishes in response to a brief.

There will be both internal and external assessed work, with a portfolio of evidence being produced along with an external exam paper.

Design Technology – Engineering Studies NCFE

This course allows students to study 4 modules to gain a Level 2 NCFE Certificate in Engineering Studies. The qualification consists of:

Unit 1 Introduction to engineering (internally assessed)	25%
Unit 2 Introduction to engineering drawing (externally assessed)	25%
Unit 3 Tools and equipment for engineering (internally assessed)	25%
Unit 4 Engineering materials and their properties (internally assessed)	25%

The objectives of this qualification are to help learners to:

- understand how drawing is applied in engineering
- understand and use appropriate tools and equipment
- understand and use appropriate materials.

The following areas and transferable skills will also be developed:

- communication
- problem-solving skills
- fault-finding skills
- interpreting information
- research skills
- teamwork
- planning
- health and safety.

Useful websites

- www.technologystudent.com/
- www.bbc.co.uk/schools/gcsebitesize/
- www.energyinst.org/home
- www.theiet.org/
- www.data.org.uk/
- www.dyson.co.uk/

DRAMA GCSE EDUQAS

Component 1: Devising Theatre (40% of qualification)

- Internally assessed, externally moderated
 - Learners will be assessed on either acting or design
 - Learners participate in the creation, development and performance of a piece of devised theatre using either the techniques of a theatre practitioner or a genre, in response to a stimulus set by WJEC.
- ✓ Learners must produce: a realisation of their piece of devised theatre (5-16 minutes)
 - ✓ a portfolio of supporting evidence (750-900 words)
 - ✓ an evaluation of the final performance or design (1 hour 30 minutes)

Component 2: Performing from a Text (20% of qualification)

- Externally assessed by a visiting examiner
- Learners will be assessed on **either** acting or design
- Learners study **two** extracts from the **same** performance text chosen by the centre
- Learners participate in **one** performance using sections of text from **both** extracts.
- Between 5-14 minutes

Component 3: Interpreting Theatre (40% of qualification)

Written exam 1 hour 30 minutes

Section A: Set Text A series of questions on **one** set text

- **DNA**, Dennis Kelly.

Section B: Live Theatre Review

- **One** question, from a choice of two, requiring analysis and evaluation of a given aspect of a live theatre production seen during the course.

MUSIC GCSE

Music GCSE is a two year course and is broken up into three main aspects. Performance, composition and the exam.

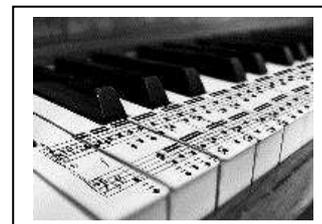
Performance (30%)60 marks

Non-examined assessment: internally marked and externally moderated

- Solo performing
- Ensemble performing
- Approaches to performing

Assessment overview

- Students perform for at least four minutes' combined duration
- Solo performance: this must be of at least one minute in duration, and may comprise one or more pieces
- Ensemble performance: this must be of at least one minute in duration, and may comprise one or more pieces
- Internally marked and externally moderated.



Composing (30%)60 marks

Non-examined assessment: internally marked and externally moderated

- Developing musical ideas
- Compositional techniques and strategies
- Ensuring technical control and coherence
- Methods of notating composition scores

Assessment overview

- Students compose two compositions, of at least three minutes' combined duration
- One composition to a brief set by Pearson, of at least one minute in duration.
- One free composition set by the student, of at least one minute in duration.
- Each composition will be out of 30 marks.
- Internally marked and externally moderated.

Exam (40%)80 marks Written examination: 1 hour and 45 minutes

Musical elements, musical contexts and musical language

Areas of study:

- Instrumental Music 1700–1820
- Vocal Music
- Music for Stage and Screen
- Fusions.

Section A – Areas of study, dictation, and unfamiliar pieces (68 marks)

Section B – Extended response comparison between a set work and one unfamiliar piece (12 marks)

Any further queries please feel free to contact Miss Harriet Craddock or Miss Victoria Stanners.



PHOTOGRAPHY GCSE

Coursework 60% (Year 10 and 11) and Set Task 40% (Year 11)

Year 10:

Over the course of Year 10 pupils will be working on three different projects.

Pupils begin with a project based around the theme of **Little People**. Pupils will then go onto the topic of **Self-Identity**. During the year pupils will explore: how to set up a lighting studio, use of compact and DSLR camera's, focusing, print quality, resolution, aperture, shutter speed, panning, composition and formal elements.

The third project in Year 10 will be **Dreams and Nightmares**. During this project they will explore: how to create professional lighting, narrative, double exposure and software editing.

Year 11:

In Year 11 pupils complete a project called **Dreams and Nightmares**. After Christmas pupils will be given their **exam** paper from the Edexcel exam board. They will then have to select from one of the themes given and begin their preparation work. The final 10 hour exam will take place in the spring term. All work completed for this exam will count towards 40% of their final mark.

After school support-

Thursday C4 Miss Herald 3-4pm

Useful websites-

BBC Bitesize - Contains tips and techniques for using a camera.

Pinterest - Great website for inspiration, photographers, artists and tips on how to use Photoshop.

Student Art Guide - Physical presentation of pupil's photography projects.

Useful materials-

Occasionally pupils will be asked to take photographs outside the lessons; access to a camera at home is essential (a mobile device can be used as well).

Editing software is used throughout the course, access is vital. Students will mostly be using Photoshop to edit their photographs. It is not vital to purchase this software as pupils can assess the computer suites at lunch or afterschool to move them forward in their coursework.

Please speak to the art staff – Miss Herald if there are any issues.

ART GCSE

Coursework 60% (Year 10 and 11) and Set Task 40% (Year 11)

Course requirements; passion, commitment and an eagerness to learn about Art.

You get out what you put in!

Year 10 - Portfolio One: We are going to begin by drawing different everyday objects and artefacts from primary source. You will explore a range of different drawing and painting techniques each week. This will teach you new skills that you will be able to use in future projects. At the end of the project you will be asked to produce a final piece of work in the style of your favourite artist which is based on your 'Everyday Objects' and incorporates the personal objects you have drawn.

Year 11 - Portfolio Two: You will be given a project title and be expected to complete this project independently guided by your Art teacher. . After Christmas pupils will be given their **exam** paper from the Edexcel exam board. They will then have to select from one of the themes given and begin their preparation work. The final 10 hour exam will take place in the spring term. All work completed for this exam will count towards 40% of their final mark.

After school support

Wednesday C2 Mrs Robinson 3-5pm

Useful materials- These are not compulsory but beneficial. In order to be successful I would envisage all pupils must complete practical work outside of the classroom.

A collection of drawing pencils (WHSmiths, Paperwrite, The Works).

Acrylic paints in a range of colours (At least red, yellow and blue).

Water colour paints.

Occasionally pupils will be asked to take photographs; access to a camera at home is essential.

Please speak to the Art staff – Mrs Robinson and Miss Herald if there are any issues.

GCSE Design and Technology

Exam Board: AQA

Coursework Information:

- Coursework makes up 50% of overall GCSE grade.
- Design and make major project using design skills, CAD/CAM, materials, tools and machines.
- Course explores creativity and problem solving in design and manufacturing.

Examination Information:

- Exam makes up 50% of overall GCSE grade.
- Exam contains 15% maths and science based questions.
- Designing, health and safety, tools, machines, processes and the environments are areas covered in the exam.

Course Textbooks and Information:

AQA GCSE (9-1) Design and Technology (Author: M J Ross)

Other resources available online are:

technologystudent.com / <http://www.bbc.co.uk/scho>

GCSE MEDIA STUDIES

Exam Board: WJEC Eduqas

Coursework 30% (Year 10), Exam 70% (Year 11)

Assessment:

Component 1: Exploring the Media	Component 2: Understanding Media Forms and Products	Component 3: Creating Media Products
Written examination: 1 hour 30 minutes	Written examination: 1 hour 30 minutes	Non-exam assessment (coursework)
40% of qualification	30% of qualification	30% of qualification

Year 10:

Over the course of Year 10 pupils will be working on Component 1 and Component 3. Pupils begin with Component 1: Exploring the Media and will study advertising and marketing, film, magazines, newspapers and video games. Component 3: Creating Media Products allows pupils to plan, design and create a piece of media.

Year 11:

In Year 11 pupils complete Component 2: Understanding Media Forms and Products and look in-depth at the following areas: TV, music videos and online media.

After school support:

Thursday 3-4pm in IC2 with Mrs Mills

Useful websites and textbooks:

The Media Students' Book by Gill Branston and Roy Stafford. Published by Routledge; 5th edition (27 May 2010) ISBN: 9780415558426

Media, Gender and Identity: An Introduction by David Gauntlett. Published by Routledge; 2nd edition (18 March 2008); ISBN 9780415396615

Media Magazine published quarterly by The English and Media Centre. Available on subscription only – for institutions or individuals. Covers a range of media issues, theories and texts with articles written by academics, media professionals, teachers and students.

BBC Bitesize – introductions/overview of narrative, genre, representation etc. and industries:
<http://www.bbc.co.uk/education/subjects/ztnygk7>

Useful materials:

Occasionally pupils will be asked to take photographs outside of the lessons, therefore access to a camera (or mobile device) at home would be useful.

A USB stick will ensure pupils are able to access their coursework from home.

Contact: Miss Mills

GCSE Religious Studies (RE) (AQA A 8062)

Subject content **AQA**

The study of religions: beliefs, teachings and practices.

Topic 1.1: Christianity - Beliefs and teachings.
Topic 1.2: Christianity – Practices.

Topic 2.1: Islam - Beliefs and teachings.
Topic 2.2: Islam – Practices.

Paper 1: The study of religions: beliefs, teachings and practices.
1 hour 45 exam
50%

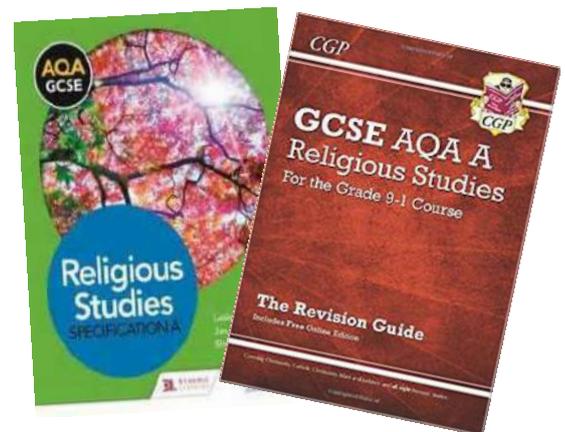
Religious, philosophical and ethical studies - Thematic studies.

Theme B: Religion and life.
Theme D: Religion, peace and conflict.
Theme E: Religion, crime and punishment.
Theme F: Religion, human rights and social justice.

Paper 2: Religious, philosophical and ethical studies: Thematic studies.
1 hour 45 exam
50%

Assessment objectives

AO1	Demonstrate knowledge and understanding of religion and beliefs including; <ul style="list-style-type: none"> - beliefs, practices and sources of authority - influence on individuals, communities and societies - similarities and differences within and/or between religions and beliefs. 	50%
AO2	Analyse and evaluate aspects of religion and belief, including their significance and influence.	50%



Where can you go for extra support/revision?

1. Speak to Miss Richards! I am here to help.
2. <http://www.bbc.co.uk/schools/gcsebitesize/religiousstudies>
3. <http://my.dynamic-learning.co.uk/Default.aspx?cid=275653>

Username: AQAGCSE91RSATL

Password: student

Centre ID: 275653