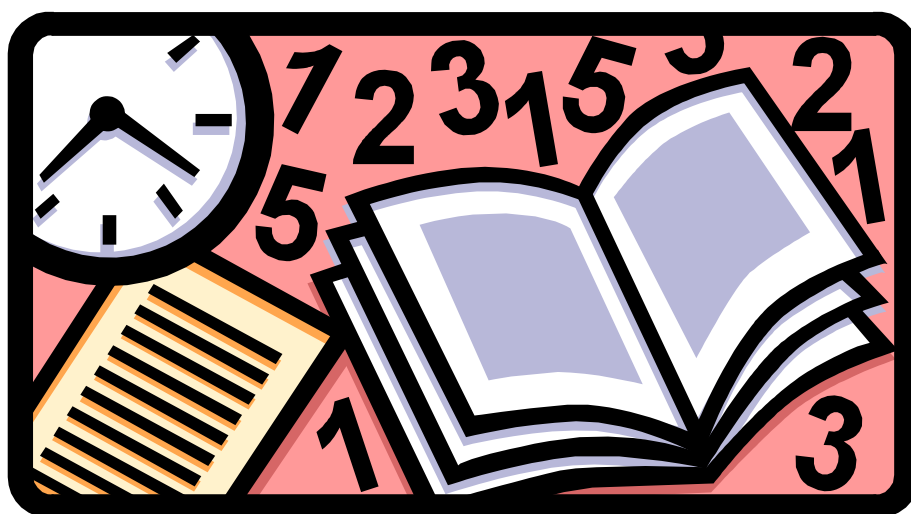


YEAR 10 INFORMATION BOOKLET FOR PARENTS AND STUDENTS

2017 - 2018



CONTENTS

- Section 1 Qualifications at Key Stage 4
 Grades at Key Stage 4
- Section 2 Monitoring Progress
 Challenge Targets
 Progress Routes
- Section 3 Assessment at Key Stage 4
 Assessment Overview per Subject
 Year 10 Calendar 2017-2018
 Key Dates per Subject 2017-2019
- Section 4 Individual Subject Information
- Section 5 Revision Resources & Websites

Qualifications at Key Stage 4

GCSE (General Certificate of Secondary Education)

- Assessment of GCSE is usually by external assessment (examination) and assignments completed under supervised conditions in school.
- The balance between internal assessment and external assessment (written exams) varies from subject to subject, and the proportion of school-based assessment is higher in some creative and practical subjects (e.g. Art, Drama, PE).

Vocational Qualifications (BTEC, OCR, NCFE)

- Vocational courses are assessed mainly through portfolios completed in school or college, but may also include an external exam.

Grades at Key Stage 4 2017-2019

- All GCSE subjects starting in September 2017 are the new-style reformed GCSE courses.
- These subjects now have a **numerical** grading system, ranging from 9 down to 1, and in most cases **no** coursework at all
- GCSE subjects will no longer use the more familiar grades ranging from A* to G.

New GCSE	Old GCSE	OCR Cambridge Level 1/2 National Certificate	BTEC Level 1/2 First Award	NCFE Level 1/2 Certificate
9	A*	Level 2 Distinction *	Level 2 Distinction *	Level 2 Distinction *
8	A	Level 2 Distinction	Level 2 Distinction	Level 2 Distinction
7				
6	B	Level 2 Merit	Level 2 Merit	Level 2 Merit
5	C	Level 2 Pass	Level 2 Pass	Level 2 Pass
4				
3	D	Level 1 Distinction		Level 1 Distinction *
2	E	Level 1 Merit	Level 1 Pass	Level 1 Distinction
1	F	Level 1 Pass		Level 1 Merit
	G		Level 1 Pass	
Fail	U	Fail	Fail	Fail

- Therefore, students starting KS4 in September 2017 will (in 2019) receive 9-1 grades in all their GCSE subjects.

Monitoring Progress

At regular intervals during Years 10 and 11 we will let you know how your son/daughter is progressing. At KS4 we use a '**Current Performance Indicator**' to communicate each student's progress in each subject. This is a judgement about the grade that a student can expect to achieve at the end of the course, based on all aspects of performance so far, assuming that current work habits are maintained and that future progress continues in line with teacher expectations. In effect, the '**CPI**' says to a student: ***"If you maintain your current level of effort, attendance, standard of work, revision and exam performance for the remainder of the course, this is the grade you are most likely to achieve at the end of Year 11."***

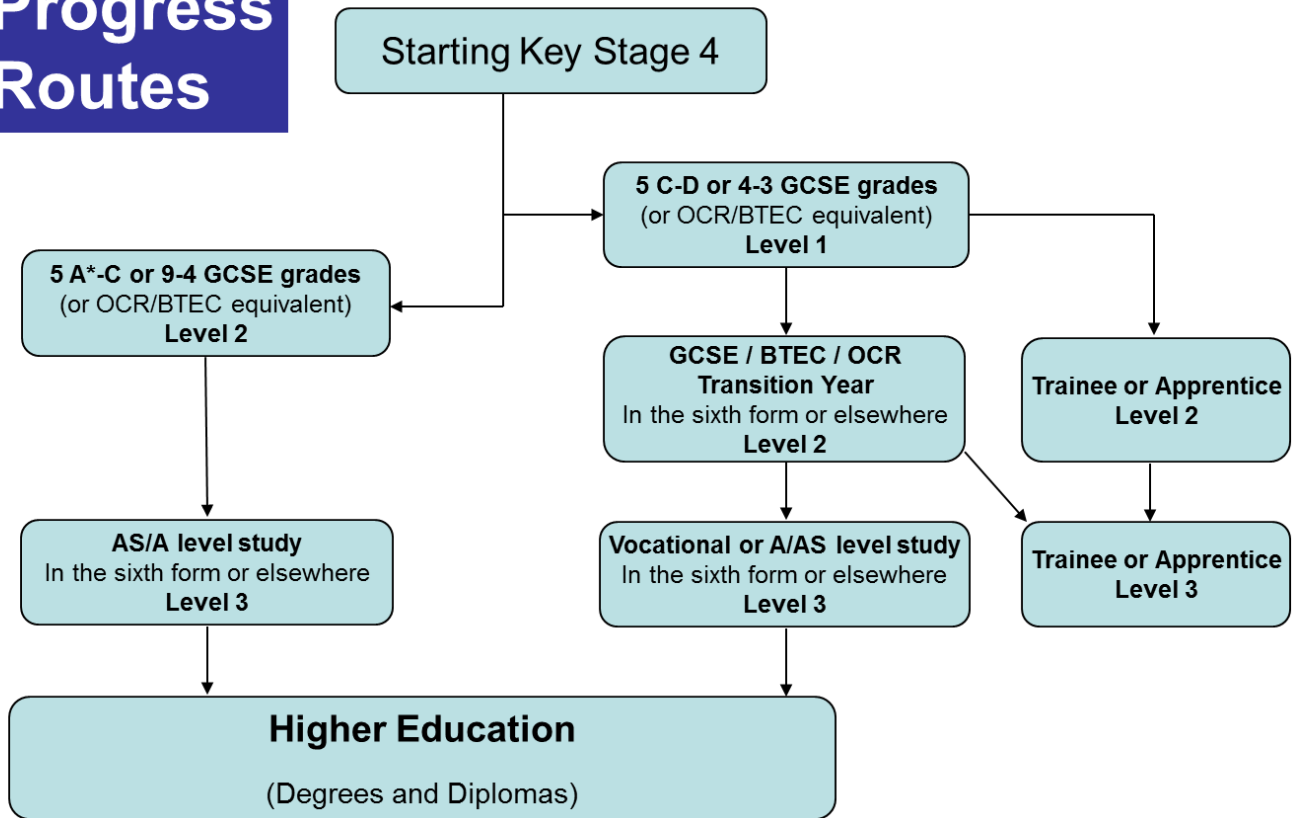
This teacher's judgement of the "Current Performance Indicator" is always informed by:

- ⇒ knowledge of the student's prior performance and potential
- ⇒ Year 10 and Year 11 exam scores
- ⇒ the standard of classwork, homework and routine tests
- ⇒ the quality of ongoing coursework and any 'Controlled Assessments'
- ⇒ the student's commitment, work ethic and reliability
- ⇒ the student's attendance record

Challenge Targets

At KS4 we also set 'Challenge Target' grades – deliberately ambitious and stretching targets for students to aim to achieve at the end of the course. Taking each student's starting-point as they entered secondary school (their average KS2 level in Maths and English), the Challenge Target is, broadly speaking, the grade that the top 25%-50% of students of **similar KS2 ability** actually go on to achieve at KS4 nationally. Therefore, not all students in that ability band, either here or elsewhere, will achieve this grade, but we would expect a significant proportion at Hazelwick to do so and we would not expect many students to achieve more than one grade lower than this. At times throughout KS4, teachers will in some cases raise this 'Challenge Target' even higher, in the light of a student's particularly strong performance and progress.

Progress Routes



Assessment at Key Stage 4

Throughout Key Stage 4 students are assessed by a number of different methods:

Coursework

- this is an essential part of some of the practical subjects at Key Stage 4 and can contribute up to 60% of the final grade
- in many of the new GCSE courses, the coursework element is referred to as '**NEA**' (Non-Exam Assessment)
- some coursework tasks may be spread over a few weeks, whilst others may last for several months
- sometimes students complete a range of tasks from which they choose the best ones to submit for examination
- well-managed coursework is a way students can maximise their achievement, since it offers opportunities to seek advice and support and to improve the standard of the end product
- careful advanced planning, good time management and the ability to meet both short-term and long-term deadlines are essential if students are to achieve the best possible marks for coursework assignments
- if a subject has concerns about the quality or amount of coursework produced by your son/daughter, they will contact you directly by letter or email, informing you of their concern and suggesting ways this can be addressed

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

- a summary of the balance between coursework and examinations per subject
- a calendar showing the start time and deadline for each piece of coursework and other assessments throughout Year 10, along with other key dates
- an overview of the coursework required for each subject and its contribution towards the final grade
- subject pages giving information about how each subject is assessed, what any coursework tasks entail, and what support is available
- the dates of any internal and external examinations in Year 10

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

Assessment Overview per Subject

Subject	Type of Course	Assessed by Exam	Assessed by Coursework, Practical work, NEA, Portfolio or Performance
Art: Fine Art	GCSE	40%	60%
Art: Design Skills	GCSE	40%	60%
Business Studies	GCSE	100%	0%
Business	BTEC	25%	75%
Child Development	OCR	50%	50%
Computer Science	GCSE	80%	20%
Drama	GCSE	40%	60%
DT: Design Technology	GCSE	50%	50%
DT: Engineering Studies	NCFE	25%	75%
English Language	GCSE	100%	0%
English Literature	GCSE	100%	0%
Food Preparation & Nutrition	GCSE	50%	50%
French	GCSE	100%	0%
Geography	GCSE	100%	0%
German	GCSE	100%	0%
History	GCSE	100%	0%
ICT	OCR	25%	75%
Latin	GCSE	100%	0%
Mathematics	GCSE	100%	0%
Media Studies	GCSE	70%	30%
Music	GCSE	40%	60%
Physical Education	GCSE	60%	40%
PE: Health & Fitness	NCFE	25%	75%
Science – Combined (Double)	GCSE	100%	0%
Science – Separate (Triple)	GCSE	100%	0%
Sociology	GCSE	100%	0%
Spanish	GCSE	100%	0%
Travel & Tourism	BTEC	25%	75%

YEAR 10 CALENDAR 2017–2018 AUTUMN TERM

		Year 10	
1	Sep 6 - 8	1	W6 Fine Art – start of Component 1 Project 1 W6 Art: Design Skills – start of Component 1 Project 1 W6 PE – start of on-going practical assessment W6 Health & Fitness – start of Unit 1 coursework W6 Travel & Tourism – start of Unit 2 on-going assessment W6 Business BTEC – start of Unit 3 on-going assessment W6 DT: Engineering Studies – start of Unit 1
2	Sep 11 - 15	2	
3	Sep 18 - 22	1	M18 Travel & Tourism – start of Unit 2 Learning Aim A assessment
4	Sep 25 - 29	2	
5	Oct 2 - 6	1	M2 Parents' KS4 Information Evening F6 Travel & Tourism – deadline for Unit 2 Learning Aim A assessment
6	Oct 9 - 13	2	
7	Oct 16 - 20	1	
Half Term			
8	Oct 30 - Nov 3	2	M30-F3 Assessment Week 1 M30 Child Development – start of Unit R019 coursework M30 Travel & Tourism – start of Unit 2 Learning Aim B assessment
9	Nov 6 - 10	1	
10	Nov 13 - 17	2	M13 Business BTEC – Unit 3 Assignment 1 deadline F17 Travel & Tourism – deadline for Unit 2 Learning Aim B assessment
11	Nov 20 - 24	1	M20 Media Studies – start of mock NEA (coursework) task
12	Nov 27 - Dec 1 (Th30 INSET)	2	F1 Travel & Tourism – start of Unit 2 Learning Aim C assessment
13	Dec 4 - 8	1	Tu5 Parents' Evening (1)
14	Dec 11 - 15	2	F15 Media Studies – deadline for mock NEA (coursework) task F15 Fine Art – end of Component 1 Project 1 F15 Art: Design Skills – end of Component 1 Project 1 F15 DT: Engineering Studies – end of Unit 1
15	Dec 18 - 20 (W)	1	

Please be aware that some dates may change and that students should check assessment dates and deadlines with their teachers.

YEAR 10 CALENDAR 2017–2018 SPRING TERM

		Year 10	
16	Jan 4 - 5 (Th-F)	2	Th4 Fine Art – start of Component 1 Project 2 Th4 Art: Design Skills – start of Component 1 Project 2 Th4 DT: Engineering Studies – start of Unit 2
17	Jan 8 - 12	1	
18	Jan 15 - 19	2	
19	Jan 22 - 26	1	M22-F26 Assessment Week 2 M22 Business BTEC – Unit 3 Assignment 2 deadline Tu23 Business BTEC – start of Unit 1 F26 Travel & Tourism – deadline for Unit 2 Learning Aim C assessment F26 Travel & Tourism – Unit 2 deadline
20	Jan 29 - Feb 2	2	M29 Travel & Tourism – start of Unit 4 on-going assessment
21	Feb 5 - 9	1	M5 Travel & Tourism – start of Unit 4 Learning Aim A assessment W7 Alternative Timetable Day – Y10 Careers + Independent Learning
Half Term			
22	Feb 19 - 23	2	
23	Feb 26 - Mar 2	1	F2 Travel & Tourism – deadline for Unit 4 Learning Aim A assessment
24	Mar 5 - 9 (F9 INSET)	2	
25	Mar 12 - 16	1	M12 Business BTEC – Unit 1 Assignment 1 deadline Tu13-W14 German – Speaking internal exam Tu13-W14 Spanish – Speaking internal exam F16 Travel & Tourism – start of Unit 4 Learning Aim B assessment
26	Mar 19 - 23	2	
27	Mar 26 29 (Th)	1	M26-Tu27 French – Speaking internal exam Th29 Art: Design Skills – end of Component 1 Project 2 Th29 Fine Art – end of Component 1 Project 2 W6 DT: Engineering Studies – end of Unit 2

Please be aware that some dates may change and that students should check assessment dates and deadlines with their teachers.

YEAR 10 CALENDAR 2017–2018 SUMMER TERM

		Year 10	
28	Apr 16 - 20	2	M16 Art: Design Skills – start of Component 1 Project 3 M16 Fine Art – start of Component 1 Project 3 M16 DT: Engineering Studies – start of Unit 2
29	Apr 23 - 27	1	
30	Apr 30 - May 4	2	M30-F4 Assessment Week 3 M30 Business BTEC – Unit 1 Assignment 2 deadline
31	May 7 - 11 (M7 <i>May Day</i>)	1	Tu8 Business BTEC – start of Unit 2 preparation
32	May 14 - 18	2	W16 Drama – Component 1 performance assessment F18 Travel & Tourism – deadline for Unit 4 Learning Aim B assessment
33	May 21 - 25	1	M21 Parents' Evening (2) M30 Child Development – Unit R019 coursework deadline
Half Term			
34	June 4 - 8	2	
35	June 11 - 15	1	M11-F15 Year 10 Internal Exams (week 1) M11 Travel & Tourism – start of Unit 4 Learning Aim C assessment M11-Tu26 Drama – written exam on Component 3 Section B Live Theatre Evaluation
36	June 18 - 22	2	M18-F22 Year 10 Internal Exams (week 2)
37	June 25 - 29	1	M25-Tu26 Year 10 Internal Exams (week 3) W27 Media Studies – start of NEA (coursework) planning and statement of intent (deadline October 2018)
38	July 2 - 6	2	M2 Food Prep & Nutrition – Mock NEA 2 (Practical Assessment) M2 Child Development – Start of Unit R020 coursework
39	July 9 - 13	1	M9 Geography – fieldtrip 1 Tu10 Geography – fieldtrip 2 F13 Travel & Tourism – deadline for Unit 4 Learning Aim C assessment F13 Travel & Tourism – Unit 4 deadline
	July 16 - 20	2	W18 Fine Art – end of Component 1 Project 3 W18 Art: Design Skills – end of Component 1 Project 3 W18 Drama – Component 1 portfolio deadline

Please be aware that some dates may change and that students should check assessment dates and deadlines with their teachers.

KS4 Assessment per Subject 2017-2019

Subject		Assessment Dates	% of Final Grade
Art: Design Skills	Year 10	W6 Sep - F15 Dec Th4 Jan - Th29 Mar M16 Apr - W18 July	Component 1 – Project 1 Component 1 – Project 2 Component 1 – Project 3 (including exam time and portfolio review)
	Year 11	Sep - Dec 2018 Spring Term 2019	Component 1 portfolio of coursework completed Component 2 externally-set assignment & 10-hour exam
Art: Fine Art	Year 10	W6 Sep - F15 Dec Th4 Jan - Th29 Mar M16 Apr - W18 July	Component 1 – Project 1 Component 1 – Project 2 Component 1 – Project 3
	Year 11	Sep - Dec 2018 Spring Term 2019	Component 1 portfolio of coursework completed Component 2 externally-set assignment & 10-hour exam
Business Studies	Year 11	May/June 2019	Two written exams
Business BTEC	Y10	W6 Sep - M22 Jan Tu23 Jan - M30 Apr Tu8 May - F20 July	Unit 3 portfolio (coursework) Unit 1 portfolio (coursework) Unit 2 online exam preparation
	Year 11	Sep 2018 - Jan 2019 Jan 2019 - May 2019	Unit 2 online exam Unit 8 portfolio (coursework)
Child Development	Y10/Y11	M30 Oct - M30 May M12 July	Unit R019 Coursework Unit R020 Coursework (start)
	Year 11	May/June 2019	Unit R020 Coursework (continue) Unit R018 written exam
Computer Science	Year 10		
	Year 11	February 2019 May/June 2019 May/June 2019	Programming Project Computer Systems Exam Computational Thinking, Algorithms and Programming Exam
Drama	Year 10	W16 May W18 July	Component 1: Performance assessment Component 1: Portfolio deadline
	Year 11	Feb 2019 June 2019	Component 2: Text exam performance to examiner Component 3: Written exam
DT: Technology	Year 10	Sep 2017 - June 2018	NEA (non-exam assessment) coursework
	Year 11	May/June 2019	One written theory exam
DT: Engineering Studies	Year 10	W6 Sep - F15 Dec Th4 Jan - Th29 Mar M16 Apr - W18 July	Unit 1 Unit 2 (written exam) Unit 3
	Year 11	Sep 2018 - May 2019	Continuation of Unit 3 Unit 4
English Language	Y10/11	Speaking & Listening <i>(graded separately and not contributing to the GCSE grade)</i>	
	Year 11	May/June 2019	Two written exams
English Literature	Year 11	May/June 2019	Two written exams

Subject		Assessment Dates		% of Final Grade
Food Prep & Nutrition	Year 10	M2 July	Mock NEA 2 (Practical Assessment)	15% 35% 50%
	Y10/Y11		Food Science Investigation (NEA 1 coursework)	
	Year 11	Feb 2019 May/June 2019	NEA 2 (Practical Assessment) Written exam	
French	Year 10	M26-Tu27 Mar	Speaking internal exam	Writing = 25% Speaking = 25% Reading = 25% Listening = 25%
	Year 11	Nov 2018 April/May 2019 May/June 2019	Speaking mock exam GCSE Speaking exam Reading, Listening & Writing exams	
Geography	Year 10	M9 or Tu10 July	Fieldtrip	100%
	Year 11	May/June 2019	Three written exams	
German	Year 10	Tu13-W14 March	Speaking internal exam	Writing = 25% Speaking = 25% Reading = 25% Listening = 25%
	Year 11	Nov 2018 April/May 2019 May/June 2019	Speaking mock exam GCSE Speaking Exam Reading, Listening & Writing Exams	
Health & Fitness	Year 10		Unit 1 portfolio (coursework) Unit 2 portfolio (coursework)	25% 25%
	Year 11		Unit 4 portfolio (coursework) Unit 3 exam	25% 25%
History	Year 11	May/June 2019	Three written exams	100%
ICT	Y10/11		Unit R002 practical task (coursework) Unit R005 practical task (coursework) Unit R007 practical task (coursework)	25% 25% 25%
	Year 11		Unit R001 exam	25%
Latin	Year 11	May/June 2019	Three written exams	100%
Maths	Year 11	May/June 2019	Three written exams	100%
Media	Year 10	June/July 2018	Non-exam assessment NEA (coursework)	30% 35% + 35%
	Year 11	Sept/Oct 2018 May/June 2019	Non-exam assessment NEA (coursework) Two written exams	
Music	Year 11	Spring Term 2019 Spring Term 2019 May/June 2019	Submit two compositions Record performances Final listening exam	30% 30% 40%
PE	Y10/11		Ongoing assessment of Practical Skills	40% 30% + 30%
	Year 11	Mar 2019 May/June 2019	Final practical assessment Two written theory exams	

Subject		Assessment Dates		% of Final Grade
Science (Double)	Y10/11 Year 11	May/June 2019	Six 1hr 15min Unit exams (two for each science)	100%
Science (Triple)	Y10/11 Year 11	May/June 2019	Six 1hr 45min Unit exams (two for each science)	100%
Sociology	Year 11	May/June 2019	Two written exams	50% + 50%
Spanish	Year 10 Year 11	Tu13-W14 Mar Nov 2018 April/May 2019 May/June 2019	Speaking Assessment (practice) Speaking Assessment (practice) Speaking Assessment Exam Reading, Listening & Writing Exams	Writing = 25% Speaking = 25% Reading = 25% Listening = 25%
Travel & Tourism BTEC	Year 10 Year 11	W6 Sep - F26 Jan M29 Jan - F13 July Sep 2018 - Jan 2019 Jan - May 2019	Unit 2 (portfolio) Unit 4 (portfolio) Unit 1 (exam) Unit 5 (portfolio)	25% 25% 25% 25%

ART: Design Skills

EDEXCEL 1AD0

ART: Fine Art

EDEXCEL 1FA0

Coursework structure: Design Skills

All Design Skills students will undertake several projects throughout Year 10, which together comprise one GCSE unit. These projects will enable students to work in each of the four disciplines covered in this course – Graphic Design, Textile Design, Photography and Ceramics.

The projects will all cover the four different skill areas included in the specification:

- developing ideas through studying the work of artists/craftsmen and other sources
- experimenting with different media, techniques and processes
- drawing, photography and recording
- realising intentions with a final outcome

Coursework structure: Fine Art

Fine Art students will undertake several projects throughout Year 10, which together comprise one GCSE unit during Year 10. This will cover the four different skill areas as set out above.

Year 10 examination

All students completing either the Design Skills or the Fine Art course will undertake a timed examination at the end of Year 10.

Support Available

Students who have fallen behind or underachieved will be targeted for lunch-time and after-school booster sessions, and parents will be kept informed of their progress.

Assessment

For the Year 10 reports each of the above skills areas will be assessed and given a mark out of 18. This will then be used to create a percentage grade. This will then be used as the basis of the coursework mark, which when added together with the mock examination mark in Year 11 will form 60% of the overall GCSE grade.

BUSINESS STUDIES

AQA 4133

The course is assessed by two external written exams at the end of Year 11:

Paper 1	Paper 2
Influences of operations and HRM on business activity	Influences of marketing and finance on business activity
<i>Topics</i> Business in the real world Influences on business Business operations Human resources	<i>Topics</i> Business in the real world Influences on business Marketing Finance
Written exam paper 1 hour 45 min 90 marks (50%)	Written exam paper 1 hour 45 min 90 marks (50%)
<p><i>On both papers:</i> Section A has multiple-choice and short answer questions worth 20 marks Section B has one case study/data response stimuli with questions worth 34 marks Section C has one case study/data response stimuli with questions worth 36 marks</p>	
<p>How will I study?</p> <ul style="list-style-type: none"> • Business theory is taught in a variety of ways: at times you will be required to participate actively in group work. • You will develop a body of knowledge through a range of activities. • You will learn to interpret business situations presented as a case study, and reach solutions that are carefully analysed and evaluated. • Work is a mixture of independent learning and group work activities. • Homework tasks will allow you to develop independent research skills and apply theory taught in the classroom. <p>Help and support is provided throughout the course as and when necessary.</p>	

BUSINESS BTEC

BTEC

You will study four units in total:

Unit 1: Enterprise in the Business World (internally assessed portfolio, 25%)

The language and terminology used in business. It explores what businesses do, trends that affect them, how they operate and the factors that influence their success.

Unit 2: Finance for Business (externally assessed online exam, 25%)

Financial techniques, calculations and the final accounts produced by businesses.

Unit 3: Promoting a Brand (internally assessed portfolio, 25%)

The important role of promotion and its place within the marketing mix for businesses.

Unit 8: Recruitment, Selection and Employment (internally assessed portfolio, 25%)

How businesses recruit staff effectively and the different roles that exist in businesses.

How will I study?

You will undertake a variety of activities involving the completion of assignments: e.g. presentations, leaflets, mock interview, creation of business documents such as adverts, job descriptions and person specifications. You may have to work on tasks individually and in groups and most of your work will be generated using IT.

Following preparatory work, an assignment will be issued with a deadline for completion. You must organise yourself to meet this deadline just as you would be expected to in any place of work in the future. The assignment will be assessed according to shared criteria and, dependent on the quality of work produced, one improvement may be permitted.

CHILD DEVELOPMENT

LEVEL 1/2 Cambridge National Certificate

J818

What will I learn?

The focus of the course is on the development of the child from 0 - 5 years. This is achieved by studying the following topics:

- responsibilities of parenthood
- contraception and reproduction
- antenatal care
- general health of mother and baby
- delivery
- postnatal checks, childhood illnesses
- child safety
- physical, intellectual, emotional and social development, and much more

Assessment

How is the course structured?

The course is assessed in two ways through three units of work:

- Coursework = 50%
- Final exam = 50%

Coursework

Two units of work

The school-assessed tasks will be practical tasks in the context of an assignment, selected from the OCR bank of set assignments.

- **Unit R019:** Understand the equipment and nutritional needs of children from birth to 5 years
- **Unit R020:** Understand the development of a child from birth to five years

Exam

- **Unit R018:** Health and well-being for child development (1 hour 15 minute written exam)

How will I study?

- The course is broken down into small sections of study
- Coursework is allocated lesson and homework time
- You will develop your reading, listening and writing skills through the course
- DVDs and PowerPoint presentations are used within the lessons to provide interesting and visual examples of children
- You will take the computerised real-life baby home for a weekend – this will give you an insight into the responsibility of looking after a young baby

Support Available

Catch-up and help sessions are run every week for students who have genuine reasons for requiring help. Coursework is assessed regularly and targets for improvement are set.

Structure of the course		
<p>The course is divided into three components:</p> <ul style="list-style-type: none"> • Component 1: “Computer Systems” (40%) 1½ hour written exam • Component 2: “Computational Thinking, Algorithms and Programming” (40%) 1½ hour written exam • Component 3: “Programming Project” (20%) 20-hour internal assessment 		
Computer Systems	Computational Thinking, Algorithms and Programming	Programming Project
<ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired & wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural & environmental concerns 	<ul style="list-style-type: none"> • Algorithms • Programming techniques • Producing robust programs • Computational logic • Translators & facilities of languages • Data representation 	<ul style="list-style-type: none"> • Programming techniques • Analysis • Design • Development • Testing & evaluation and conclusions
<p>Written exam 1½ hour (40%)</p>	<p>Written exam 1½ hour (40%)</p>	<p>Internal non-exam 20 hour assessment (20%)</p>
Assessment throughout the course		
<p>The Programming project will be completed in Year 11. You will gain knowledge and programming experience in Year 10 and will be assessed on this through internally created scenarios and activities.</p> <p>Both exams are completed at the end of the course in Year 11.</p>		
Support Available		
<p>Practice activities, tutorials, notes and class PowerPoints are accessible through a shared location. Students will all be provided with a departmental homework guide to help them through the GCSE. Targeted intervention will run on a Tuesday after school for students who need one-to-one support. Students will be informed of supporting publications that they can purchase. IT clinics run at lunch time for support; this is a drop-in surgery.</p>		

How is the course structured?

The course is divided into **three** components:

- Component 1: **“Devising” (40%)**
Create and develop a performance from a stimulus (designer and performer routes available)
Analyse and evaluate the devising process
Complete a written/spoken portfolio of evidence
Internally assessed by the teacher
- Component 2: **“Performance from a Text” (20%)**
Performance of two key extracts from a performance text (designer and performer routes available)
Externally assessed by a visiting examiner
- Component 3: **“Theatre Makers in Practice” (40%)**
Written Exam (1hr 30min)
Section A: Bringing Texts to Life (the assessment of an unseen extract of a set text)
Section B: Live Theatre Evaluation

The aims and objectives of this qualification:

- apply knowledge and understanding when making, performing and responding to drama
- explore performance texts, understanding their social, cultural and historical context, including the theatrical conventions of the period in which they were created
- develop a range of theatrical skills and apply them to create performances
- work collaboratively to generate, develop and communicate ideas
- develop as creative, effective, independent and reflective students, able to make informed choices in process and performance
- contribute as an individual to a theatrical performance
- reflect on and evaluate their own work and that of others
- develop an awareness and understanding of the roles and processes undertaken in contemporary professional theatre practice

Subject-specific Information

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

NB: The end of May and most of June and July are key assessment times in Drama, so high attendance is particularly important at this time.

Experiencing Live Theatre

The best way to understand how to communicate meaning effectively on stage is through watching as much good-quality live theatre as possible.

The department will offer the opportunity to see a professional theatre performance as part of the course requirement. To further students' understanding of theatre, we would urge parents to encourage their child to see A Level performances at the school, as well as engaging performances of play texts.

Coursework tasks

During the autumn and spring terms, all students will develop skills and understanding to undertake a contextual challenge. This practice piece is assessed to a GCSE standard and contributes to 50% of the Year 10 exam mark. This gives a true indication of the student's current performance at the end of Year 10 and should provide a solid foundation on which to build during Year 11.

Final GCSE Non-Exam Assessment (NEA)

This is started in June of Year 10 and is completed by March of Year 11.

Students design and manufacture a prototype and portfolio based on the contextual challenges. It is to be completed in approximately 30–35 guided learning hours and contributes 50% of the overall grade.

How is the course structured?

In total, the Non-Exam Assessment is worth 50% of the final GCSE grade.

The NEA will be divided into three assessment criteria:

	Section	Criteria	Maximum marks
AO1 Identify, investigate & outline design possibilities	A	Identifying & investigating design possibilities	10
	B	Producing a design brief & specification	10
A02 Design & make prototypes that are fit for purpose	C	Generating design ideas	20
	D	Developing design ideas	20
	E	Realising design ideas	20
A03 Analyse & evaluate	F	Analysing & evaluating	20
	Total		100

The written 2-hour paper (which is untiered) contributes the other 50% of the final GCSE grade.

Support Available

Catch-up and additional support sessions are run every week for students studying Design & technology. These sessions are held by class teachers on dedicated days in rooms T02, T01 and T12. They are to offer help and support only.

In-house NEA guidelines materials and student handbooks and checklists are issued to all students.

The NEA is regularly marked by the teacher and targets for improvement are set. The work will then be internally assessed and externally moderated in March of Year 11.

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

All homework tasks will be set using Show My Homework.

How will I study?

- You will carry out practical activities including cutting/shaping, joining and finishing engineering materials – using a range of hand and machine tools.
- A significant portfolio of evidence will be created which documents your practical activities – including research notes, written reports justifying choice of tools/materials, cutting lists, annotated photographs, etc.
- You will also spend a significant period of time creating 2D and 3D engineering drawings.

How is the course structured?

The assessment for the NCFE Level 2 Certificate in Engineering Studies consists of **two** types of assessment:

- internal assessment (75%) – portfolio of evidence/coursework (graded by the teachers and externally moderated by NCFE)
- external assessment (25%) – one assignment/written exam (graded by NCFE)

You must be successful in **both** types of assessment to achieve the qualification.

Unit 2	Unit 1	Unit 3	Unit 4
Introduction to engineering drawing	Introduction to engineering	Tools and equipment for engineering	Engineering materials and their properties
Written paper	Portfolio of evidence	Portfolio of evidence	Portfolio of evidence
25%	25%	25%	25%
Externally examined	Internally assessed and externally moderated		

Assessment Grades

The course is graded as Level 2 *Distinction**, *Distinction*, *Merit* or *Pass* and Level 1 *Distinction**, *Distinction*, *Merit* or *Pass*.

The final grade for the qualification is based on a structure of 'Not Yet Achieved', 'Pass', 'Merit', 'Distinction' and 'Distinction*' for each unit.

The final grade will be aggregated by combining the grades achieved for each of the four units.

A Distinction* grade will be awarded to students who have consistently achieved a Distinction grade in every unit which demonstrates their high standard of knowledge, understanding and skill at Level 2.

Support Available

Catch up and additional support sessions are run every week for students studying Engineering Studies. These sessions are held by class teachers on dedicated days in rooms T02, T01 and T12. They are to offer help and support only.

In-house guidelines materials, student handbooks and checklists are issues to all students.

The coursework is regularly marked by the subject teacher and targets for improvement are set. The work will then be internally assessed and some externally moderated. All homework tasks will be set using Show My Homework.

Two written examinations (end of Year 11)

Paper 1: Fiction and Imaginative Writing (40%)

Section A – Reading Skills

You will be given an unseen text from a piece of Literature and asked a range of questions about it.

Section B – Writing Skills

You will be asked to write an extended piece of descriptive or narrative writing.

Paper 2: Non-Fiction and Transactional Writing (60%)

Section A – Reading Skills

You will be given an unseen non-fiction text and an unseen literary non-fiction text. You will be asked a range of questions about the features of these two texts. You will be expected to compare the texts.

Section B – Writing Skills

You will be asked to write an extended piece of writing that shows that you can write from a particular point of view; e.g. writing to argue or persuade.

Speaking and Listening

From the speaking and listening course you will learn how to plan, present and communicate confidently and clearly, using Standard English.

This part of the course does not count towards the final grade for GCSE English Language or Literature, but it will be assessed and graded separately as Pass, Merit or Distinction. The course will look at the following skills:

- presenting
- responding to questions and feedback
- use of standard English

Students must sit this element of the course in order to obtain their grade for GCSE English Language.

Support Available

Subject teachers will organise catch-up sessions for the students they teach. These will take place after school or during lunchtimes.

Revision Guides are published on Show My Homework and schemes of work **for WTM and WT marking and Reading for Meaning.**

Quality of Written Communication (QWC)

When students produce written material in English, they must do the following:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that the meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when relevant

Two written examinations (end of Year 11)

Paper 1: Shakespeare and Post-19th Century Literature (50%)

Section A: You will answer one question on a Shakespeare play (Macbeth or Romeo and Juliet). You will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B: You will answer one question on a post-1914 text (Dr Jeckyll & Mr Hyde). You will be required to write in detail about an extract from either a play or a novel and then to write about the text as a whole.

Paper 2: 19th Century Novel and Poetry since 1789 (50%)

Section A – Modern Texts

You will answer one essay question from a choice of two on your studied modern prose or drama text (*either An Inspector Calls or Blood Brothers*).

Section B – Poetry

You will answer a comparative question on two poems that you have studied from your chosen anthology cluster (Conflict).

Section C – Unseen Poetry

You will answer one comparative question on two poems that are linked thematically.

Support Available

Subject teachers will organise catch-up sessions for the students they teach. These will take place after school.

Revision Guides are published on Show My Homework and schemes of work **for WTM and WT marking and Reading for Meaning.**

Quality of Written Communication (QWC)

When students produce written material in English, they must do the following:

- ensure that text is legible and that spelling, punctuation and grammar are accurate so that the meaning is clear
- select and use a form and style of writing appropriate to purpose and to complex subject matter
- organise information clearly and coherently, using specialist vocabulary when relevant

FOOD PREPARATION & NUTRITION AQA 8585

Structure of the course

The course is assessed in two ways:

- Written Exam 50%
- Coursework 50%

The Written Exam (50%)

- Theoretical knowledge of food preparation and nutrition
- Duration: 1 hour 45 minutes
- Multiple-choice questions (20 marks)
- Five questions, each with a number of sub-questions (80 marks)

Non-Exam Assessment (NEA) (50%)

Task NEA 1: Food Science Investigation (15%)

This tests students' understanding of the working characteristics, functional and chemical properties of ingredients. They will apply food science and chemistry knowledge to experiments and write up their findings in a 1500-2000 word report/essay with photographs.

Task NEA 2: Food Preparation Assessment (35%)

This tests students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. They will plan in advance and then prepare, cook and present a three-course meal within a 3-hour timed assessment, showing as many food preparation skills as possible around a set brief. They will then write up and evaluate their findings within a 20-hour written report.

Description of Activities

Year 10

In Practical lessons, students will learn in-depth food preparation skills from the set list, including the application of molecular gastronomy. They will also apply nutritional knowledge to dishes produced and explore the different types of food chemistry and functions. This is to prepare them for their controlled assessments in Food Science and their controlled assessments in food preparation.

In Theory lessons, they will acquire knowledge on the topics listed above in order to apply this in the practical classroom. This is to prepare them with the knowledge required for the written examination.

Year 11

They will complete the two pieces of controlled assessment (NEA = Non-Exam Assessment) and revisit the knowledge learnt in Year 10 in order to revise for the written examination.

Support Available

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

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

Assessment

All work is assessed regularly in line with GCSE criteria. Students will be aware of these criteria.

Components of the course

French GCSE has four components:

- listening
- reading
- speaking
- writing

Assessment

- At the end of the course the four different skills areas are assessed: listening, reading, speaking and writing
- Each skill carries 25% of the marks
- All four skills are assessed externally
- Students will be entered at either Foundation or Higher tier for all four of their exams

Topic areas

Students study three themes:

- identity & culture
- national & global areas of interest
- current & future study & employment

Internal Speaking Exams

One will be completed in Year 10 and one in Year 11. They will count towards the Year 10 French internal exam and the Year 11 French mock exam.

Each speaking exam is marked on:

- degree of communication
- use of language (range and complexity)
- accuracy

The final GCSE speaking exam is recorded in school in April/May of Year 11 and is marked externally.

Support Available

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

Examinations:

Three written exams will be taken at the end of Year 11:

- **Paper 1:** Living with the **physical** environment [1hr 30m] (35%)
This includes the topics of challenges of natural hazards (tectonic, weather, climate), the living world (ecosystems, tropical rainforests and deserts) and physical landscapes in the UK (rivers and glacial landforms)
- **Paper 2:** Challenges in the **human** environment [1hr 30m] (35%)
This includes urban issues and challenges (Lagos, London and sustainability), the changing economic world (the development gap, changes in LICs and NEEs and the UK economy) and challenges of resource management (food, water and energy)
- **Paper 3:** Geographical **applications** [1hr 15m] (30%)
Questions on your coursework and how to use your geographical skills

Fieldwork

Students need to complete **two** investigations: one on the river restoration in Gratton Park (Crawley) and one on the sustainability of the Olympic Park in Newham. This is not externally marked; instead questions are asked in Paper 3 about the planning, findings or evaluation. Students will attend two fieldtrips (one in Year 10 and one in Year 11) to collect primary data to complete these investigations.

Support Available

The Geography department will produce a revision guide, keywords sheet and a kitchen quiz for each topic as it is studied. These will be available on e-learning or can be bought in a hard copy from their Geography teacher.

Each student will have access to Kerboodle, an on-line site which has a text book, tests and quizzes to help students. Each student has a password to access this resource.

Regular quizzes and spelling tests will be set on Show My Homework.

If any parents are ever worried about their child's progress or would like more support, please email tframpton@hazelwick.org.uk

Assessment

Students will have assessment throughout the year and each student is given an academic calendar for the two years showing when topics are studied and the date of assessment at the end of each topic.

There are no levels of Foundation or Higher, so all students will complete the same exam papers.

Each exam paper contains a variety of question styles, ranging from multiple-choice questions to 9-mark questions.

Components of the course

German GCSE has four components:

- listening
- reading
- speaking
- writing

Assessment

- At the end of the course the four different skills areas are assessed: listening, reading, speaking and writing
- Each skill carries 25% of the marks
- All four skills are assessed externally
- Students will be entered at either Foundation or Higher tier for all four of their exams

Topic areas

Students study three themes:

- **Identity & culture**
family & friends; free time activities & sport; cinema & TV; technology in everyday life; customs & festivals in German-speaking countries
- **Local, national, international & global areas of interest**
home, town, neighbourhood & region; social issues; charity/voluntary work; healthy/unhealthy living; global issues; the environment; poverty/homelessness
- **Current and future study & employment**
your studies; life at school/college; education post-16; career choices & ambitions

Internal Speaking Exams

One will be completed in Year 10 and one in Year 11. They will count towards the Year 10 French internal exam and the Year 11 French mock exam.

The final examination speaking exam will involve a role-play, a photo card and general conversation based on the GCSE topics.

This exam is conducted by the teacher in school and then marked externally.

Support Available

Our German conversationalist will work with each GCSE class once a fortnight during lesson time in Year 11 and, where necessary, one-to-one lunchtime appointments can be made.

<p>Introduction</p> <ul style="list-style-type: none"> • This Level 2 Certificate course is designed for students with an interest in sport, health and fitness. • It will provide you with experience of using different training techniques and methods to enable you to use these within further education, apprenticeships or employment. • It will also provide you with the opportunity to develop and experience your own fitness programme. 			
<p>How is the course structured and what will I learn?</p> <ul style="list-style-type: none"> • coursework (75%) and one written exam (25%) • all coursework is internally assessed and externally moderated 			
Unit 3	Unit 1	Unit 2	Unit 4
Preparing and planning for health and fitness	Principles of health and fitness	Healthy lifestyles	Develop a personal health and fitness programme
Written paper	Portfolio of evidence	Portfolio of evidence	Portfolio of evidence
25%	25%	25%	25%
Externally examined	Internally assessed and externally moderated		
<p>To succeed on this course, you will need to:</p> <ul style="list-style-type: none"> ➤ prepare, plan and develop a personal health and fitness programme ➤ understand the benefits of fitness ➤ know the functions of the main body systems ➤ understand the benefits of a healthy balanced diet and how it affects lifestyles. <p>The course will also develop the following key transferable skills: communication, problem-solving, interpreting information, research skills, teamwork, planning, and health & safety.</p>			
<p>Theory Assessments</p> <p>The course is graded as Level 2 <i>Distinction*</i>, <i>Distinction</i>, <i>Merit or Pass</i> and Level 1 <i>Distinction*</i>, <i>Distinction</i>, <i>Merit or Pass</i> for all theoretical work. This is 75% Portfolio of evidence (coursework) and 25% written exam.</p> <p>During June of Year 10 there will be a mock theory exam.</p>			
<p>Practical Assessments</p> <p>There are no practical assessments, but students will use their practical sessions to support the theory content of the course.</p>			
<p>Support Available</p> <p>The iAchieve learning resource will guide and monitor students' progress throughout the course.</p>			

Course Description	
Paper 1 Thematic study (20%) AND Historic Environment (10%)	Crime and Punishment in Britain, c1000–present AND Whitechapel, c1870–c1900: crime, policing and the inner city
Paper 2 Depth Study (20%) AND British Depth Study (20%)	The American West 1835-1895 AND Early Elizabethan England, 1558–1588
Paper 3 Modern Depth Study (30%)	The USA, 1954–1975: Conflict at home and abroad
Assessment Three written exams will be taken at the end of Year 11: <ul style="list-style-type: none">• Paper 1 [1h] (30%)• Paper 2: [1h 30] (40%)• Paper 3: [1h] (30%)	
Support Available After-school revision sessions will be available. An examination advice and revision booklet for each unit will be available to all students.	

Introduction

On this course you will cover:

- key aspects and components of a computer system, including physical hardware
- use of 'office' applications software to edit and format/create for business purposes
- how to use ICT in a range of ways to better enhance the product
- how to present and communicate to a range of audiences
- how ICT effects the world in which we live in – ethically, morally and culturally

How is the course structured?

- coursework (75%) and one written exam (25%)
- all coursework is internally assessed and externally moderated
- the course is graded as Level 2 *Distinction**, *Distinction*, *Merit* or *Pass* and Level 1 *Distinction*, *Merit* or *Pass*.

Unit R001	Unit R002	Unit R005	Unit R007
Understanding computer systems	Using ICT to create business solutions	Creating an interactive product using multimedia components	Creating a dynamic product
1 hour written paper	Set practical task	Practical task	Practical task
60 marks	60 marks	60 marks	60 marks
Externally examined	Internally assessed and externally moderated		

How will I study?

Practical units are geared to practising and developing the necessary skills, with evidence collected regularly under controlled conditions in school. A wide variety of software will be used, with an emphasis on IT project skills such as waterfall cycle, white box and black box testing, as well as in-depth and detailed evaluation and reflection. Throughout the course you will be working with others and communicating technical concepts and you will build confidence in presenting a wide range of information to an equally wide range of audiences.

Support Available

Practice activities, tutorials, notes and class PowerPoints are accessible through a shared location. Students will all be provided with a departmental homework guide to help them through the GCSE. Targeted intervention will run on a Tuesday after school for students who need one-to-one support. Students will be informed of supporting publications that they can purchase. IT clinics run at lunch time for support; this is a drop-in surgery.

Coursework Tasks

None

Description of Activities

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

- weekly vocabulary tests
- grammar tests
- regular translation Progress Tests
- 'set text' tests, conducted in class time

Support Available

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

The Classics Department generates and issues a wide array of resources tailored to the precise requirements of the GCSE syllabus. All of these resources can also be accessed via the school website.

Assessment

- No coursework
- Three written exams at the end of Year 11, testing set texts (50%) and language (50%)

Paper 1	Language	[1h 30]	(50%)
Paper 2	Prose set text	[1h]	(25%)
Paper 3	Verse set text	[1h]	(25%)

Coursework Tasks: None

All students will follow a linear GCSE course with three final examinations taking place in Year 11.

Description of Activities

The course covers six areas of content:

- 1: Number**
Continuing to add to the numerical skills developed at KS3.
- 2: Algebra**
Beginning to solve problems using algebraic techniques.
- 3: Ratio, proportion and rates of change**
Developing understanding of the ways in which quantities relate to one another.
- 4: Geometry and measures**
Extending understanding of shape, space and measures.
- 5: Probability**
Seeing how Maths can be used to describe the chances of events happening.
- 6: Statistics**
Learning how to collect, analyse and draw conclusions from data.

Description of the Papers

Paper 1 Non-Calculator paper, covering all parts of the Mathematics curriculum

Paper 2 Calculator paper, covering all parts of the Mathematics curriculum

Paper 3 Calculator paper, covering all parts of the Mathematics curriculum

The document linked below gives detailed information about the course that students in Year 10 will be following:

[http://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/misc/T772%20GCSE%20Maths%20Guide%20\(web%20-%20final\).pdf](http://qualifications.pearson.com/content/dam/pdf/GCSE/mathematics/2015/misc/T772%20GCSE%20Maths%20Guide%20(web%20-%20final).pdf)

Support Available

- practice papers in the build-up to the exams
- analysis of mock papers to identify weaknesses
- mymaths website available for revision in and out of school: <http://www.mymaths.co.uk/>
- mymaths password = hazelwick; login = sphere
- revision guides provided for students (t.b.c.)
- past papers and practice materials will be available on Method Maths website

Assessment

Final exams can be taken at either Foundation or Higher level depending on prior attainment and the judgment of the Maths Department in consultation with the student.

- the grades available for Foundation exams range from grade 1 up to grade 5
- the grades available for Higher exams range from grade 4 up to grade 9

NEA Non-exam assessment (coursework) task (30%)

1. A mock task will be completed during Year 10. Students will be expected to complete planning tasks, a statement on intent and then create a real media product. This will be in the form of a print advertising campaign.
2. Students will then be expected to complete their actual Non-exam task which they will plan during the last half-term of year 10 and complete during the first half-term of year 11. This will be a magazine production task (The exact task is still to be confirmed by the exam board).

Description of Activities

Students on this course will learn about all media forms including: TV drama, newspapers and magazines, advertising, online/social participatory media and video games, music videos, radio and film. Students will closely study a number of media products from these areas (to be set by the exam board) in terms of audience, institution, media language and representation.

At the end of Year 10, students will complete a mock Paper 1 examination and begin planning for their NEA production task.

During Year 11, students will complete the NEA production task and then visit all of the above areas and close study products in greater depth.

The mock exam in Year 11 will be Paper 2.

Support Available

Students who struggle will be offered catch-up classes after school one day a week.

Assessment

1. Paper 1 – 1 hour 30 minutes 35%
2. Paper 2 – 1 hour 30 minutes 35%
3. Non-exam assessment (NEA) – creating a media product 30%

How is the course structured?

The course is divided into **four** areas of study:

- *Western Classical Music 1610-1900*
- *Popular Music*
- *Traditional Music*
- *Orchestral Music from 1910*

Students will study one of these topics each term, so that everything has been covered in time for the Year 11 exams in December. From the Spring term of Year 11, the focus of the course changes from learning new material: instead, they will be helped to improve their compositions and performances for final assessment and they will spend time revising for the listening exam.

Assessment

The course is assessed in **three** ways:

- *Final exam: appraising* – listening & responding to music (40%) [1h 30m]
- *Performing* – in a group and as a soloist (30%)
- *Composing* – students submit **two** completed compositions (30%)

For each of the four topics, students will:

- complete a short composing task – they will eventually choose two of these as your coursework submission
- work at solo performances (either live or using a computer sequencer)
- work at group/ensemble performances
- explore two set works and learn how to respond to questions about them – this is important not only because it prepares them for the written exam but also because they will use the pieces they have listened to as models for their own compositions

Description of Activities

At the end of each termly unit, students will have produced a composition lasting about 2 minutes, using the computers and software in Room 7.

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

Extra-curricular involvement

All students studying GCSE Music are encouraged to take part in at least one extra-curricular activity. Currently, these activities include Hazelwick Singers, Music Tech Club, Soul Band, String Group, Chamber Orchestra, Guitar Club, Ukulele Club, Rock School or Keyboard Club

Support Available

Extra lunchtime sessions are available on a Monday before the exam sessions in Year 11 to enable students to catch up on any missing or incomplete work.

Course Structure

Practical Work (40%) Practical Performance in Physical Activity and Sport

- For the practical work, the final assessment will be taken from **three** activities pursued over the two years. These activities must be assessed in the player/performer role.
- There are two groups of practical study, which cover a range of sports:
 - **Team** activities
 - **Individual** activities
- One of the three assessments as a player/performer must be in a **team** sport or activity, the second must be in an **individual** sport or activity, and the third can be from either a team or an individual sport or activity.
- For each sport/activity, students will be assessed in:
 - **Skills** (10 marks per sport/activity)
 - **Full context** (15 marks per sport/activity)
- In addition, students must complete a 25-mark piece of coursework on one of their top three sports – this coursework is based on analysing and improving performance.

Theoretical Work (60%)

- Areas of study include:
 - applied anatomy and physiology
 - movement analysis
 - physical training
 - sports psychology
 - socio-cultural influences
 - health, fitness & well-being
 - the use of data
- Assessment of the theoretical work will take the form of two 1¼ hour written exams:
 - **Paper 1** – The human body and movement in physical activity and sport
 - **Paper 2** – Socio-cultural influences and well-being in physical activity and sport
- Both papers will include a mixture of multiple-choice questions, short answer questions, and extended writing questions

Support Available

- support is provided through specific guidance during practical sessions and in additional extra-curricular sessions
- Kerboodle (an e-learning resource) is also available for all students to boost their theory knowledge

Assessment

The practical aspect of the course accounts for 40%.

During June 2018 there will be a Year 10 mock theory exam.

Introduction

The new Combined Science GCSE is made up of two Biology Units, two Chemistry Units and two Physics Units. Students will cover the majority of the Unit 1 work in each science in Year 10, with the majority of the Unit 2 work being covered in Year 11.

Students will also be tested on scientific skills ranging from practical skills, analysing tabulated and graphical data, explaining and using a scientific approach to problem-solving and how to consider/justify scientific evidence.

Topic Areas

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

8. Atomic structure and the periodic table
9. Bonding, structure & the properties of matter
10. Quantitative Chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Forces
19. Energy
20. Waves
21. Electricity
22. Magnetism and electromagnetism
23. Particle model of matter
24. Atomic structure

Assessment

This GCSE course runs over three years and so the exams in June of Year 11 will be assessing the content covered in Years 9, 10 and 11. There will be ample resources and revision time building up to the exams.

The Combined Science GCSE has six 1hr 15min exams at the end of Year 11 (Unit 1 + Unit 2 in each of Biology, Chemistry and Physics).

The exams cover the theory as well as practical skills and data analysis of both tabulated and graphical data.

There is no coursework or controlled assessment for Combined Science.

SCIENCE: SEPARATE (Triple)

Biology	AQA 8461
Chemistry	AQA 8462
Physics	AQA 8463

Introduction

The new Separate Sciences GCSEs are made up of two Biology Units, two Chemistry Units and two Physics Units. Students will cover the majority of the Unit 1 work in each science in Year 10, with the majority of the Unit 2 work being covered in Year 11.

Students will also be tested on scientific skills ranging from practical skills, analysing tabulated and graphical data, explaining and using a scientific approach to problem-solving and how to consider/justify scientific evidence.

Topic Areas

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

1. Atomic structure and the periodic table
2. Bonding, structure & the properties of matter
3. Quantitative Chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Physics

1. Forces
2. Energy
3. Waves
4. Electricity
5. Magnetism and electromagnetism
6. Particle model of matter
7. Atomic structure

Assessment

This GCSE course runs over three years and so the exams in June of Year 11 will be assessing the content covered in Years 9, 10 and 11. There will be ample resources and revision time building up to the exams.

The three Separate Sciences GCSEs each have two 1hr 45min exams at the end of Year 11 (six exams in total). The exams cover the theory as well as practical skills and data analysis of both tabulated and graphical data.

There is no coursework or controlled assessment for Separate Sciences.

Coursework Tasks

There is no coursework in this subject.

This is a linear qualification, which means that students will sit all the exams at the end of the course in Year 11.

Subject Content

1. The sociological approach
2. Social structures, social processes and social issues
3. Families
4. Education
5. Crime and deviance
6. Social stratification
7. Sociological research methods

Assessment

This course is assessed by means of two external written examinations, both taken at the end of Year 11.

Paper 1: The sociology of families and education (1 hour 45)

Paper 2: The sociology of crime and deviance and social stratification (1 hour 45)

Description of Activities

There is a variety of teaching and learning strategies, including debates, group presentations and writing extended essays.

Sociology requires students to:

- look at the world around them – what has recent social research discovered?
- understand possible explanations such as those of Marxist and the New Right
- evaluate the effectiveness of government policies which have been created to deal with these social issues

Components of the course

Spanish GCSE has four components:

- listening
- reading
- speaking
- writing

Assessment

- At the end of the course the four different skills areas are assessed: listening, reading, speaking and writing
- Each skill carries 25% of the marks
- All four skills are assessed externally
- Students will be entered at either Foundation or Higher tier for all four of their exams

Topic areas

Students study three themes:

- **Identity & culture**
family & friends; free time activities & sport; cinema & TV; technology in everyday life; customs & festivals in Spanish-speaking countries
- **Local, national, international & global areas of interest**
home, town, neighbourhood & region; social issues; charity/voluntary work; healthy/unhealthy living; global issues; the environment; poverty/homelessness
- **Current and future study & employment**
your studies; life at school/college; education post-16; career choices & ambitions

Practice Speaking Tasks

One will be completed in Year 10 and one in Year 11.

Each speaking task is marked on:

- degree of communication
- use of language (range and complexity)
- accuracy

The final examination speaking task is marked externally.

Support Available

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

TRAVEL & TOURISM

BTEC LEVEL 2 FIRST AWARD

PEARSON/EDEXCEL

Coursework Tasks:

This course is assessed through two units in Year 10 and two units in Year 11.

Year 10 units are:

- | | | |
|-----------------|---|-----|
| • Unit 2 | UK Travel & Tourism destinations (portfolio) | 25% |
| • Unit 4 | International Travel & Tourism Destinations (portfolio) | 25% |

Year 11 units are:

- | | | |
|-----------------|--|-----|
| • Unit 1 | The UK Travel & Tourism sector (written exam) | 25% |
| • Unit 5 | Factors affecting Worldwide Travel & Tourism (portfolio) | 25% |

One unit is assessed by means of a written exam, whilst the other three units are internally assessed and graded, and then an overall grade for the qualification is awarded. All four units lead to the completion of the BTEC First Award Level 2 qualification.

Description of Activities

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

Skills needed:

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

All tasks are guided by the teacher. There will be strict deadlines.

Support Available

There will be a weekly catch-up session after school for those identified as falling behind or needing improvement. This is normally held in Room 54 on a Wednesday evening from 3:05pm – 4:00pm.

Assessment

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

- explain/review
- describe/compare
- record examples
- evaluate
- communicate
- manage situations

YEAR 10 REVISION RESOURCES AND WEBSITES 2017-2018

SUBJECT	REVISION RESOURCES AND WEBSITES
ART Design Skills Fine Art	<p>BBC Bitesize for Art & Design: http://www.bbc.co.uk/education/subjects/z6hs34j Tate: www.tate.org.uk National Gallery: www.nationalgallery.org.uk British Museum: www.britishmuseum.org Design Museum www.designmuseum.org National Portrait Gallery: www.npg.org.uk Museum of Brands, Packaging & Advertising: www.museumofbrands.com</p>
BUSINESS STUDIES	<p>BBC Bitesize for Business Studies www.bbc.co.uk/revision www.businessed.co.uk</p>
CHILD DEVELOPMENT	<p>www.nhs.uk www.ocr.org.uk www.babycentre.co.uk SAM Learning</p>
COMPUTER SCIENCE	<p>Books/Hard Resources: Homemade Top Trumps (£5) Programming Companion and Support (£10) CGP Computer Science 9-1 Revision Guide and practice papers (£12)</p> <p>Websites: Snakify Coding: https://snakify.org/ OCR Website Materials: http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/ BBC Bitesize: http://www.bbc.co.uk/education/subjects/z34k7ty YouDoober: https://www.youtube.com/user/YouDoober Cambridge Computing – Youtube: https://www.youtube.com/channel/UCrQ9NI6V73zY48Zd4pMkoHw</p>
DRAMA	<p>www.bbc.co.uk/education/subjects/zbckjxs (BBC Bitesize Drama section)</p> <p>http://qualifications.pearson.com/en/qualifications/edexcel-gcses/drama-2016.html</p>
DT: DESIGN TECHNOLOGY	<p>www.ocr.org.uk www.bbc.co.uk/revision www.technologystudent.com www.bbc.co.uk/bitesize</p>

SUBJECT	REVISION RESOURCES AND WEBSITES
DT: ENGINEERING STUDIES	<p> www.ncfe.org.uk www.technologystudent.com www.bbcbitesize.co.uk www.technologystudent.com/ www.bbc.co.uk/schools/gcsebitesize/ www.energyinst.org/home www.theiet.org/ www.data.org.uk/ www.dyson.co.uk/ </p>
ENGLISH	<p> www.bbc.co.uk/schools/gcsebitesize/english www.englishbiz.co.uk www.gcse.com/english www.edexcel.com </p> <p>Other resources are available via Show My Homework</p>
FOOD PREPARATION & NUTRITION	<p> www.aqa.org.uk www.bbc.co.uk/revision www.technologystudent.com www.bbcbitesize.co.uk </p>
FRENCH	<p> www.zut.org.uk www.bbc.co.uk/revision www.languagesonline.org.uk www.linguascope.com (intermediate level) www.aqa.org.uk www.quizlet.com (AQA GCSE vocabulary) </p> <p>Essential purchase: AQA GCSE Grammar & Translation Workbook (available to purchase through the French department)</p> <p>Recommended purchase: CGP GCSE AQA French Revision Guide (Grade 9-1) and Exam Practice Workbook</p>
GEOGRAPHY	<p> SAM Learning – AQA Geography GCSE Free revision guide and kitchen quiz emailed to parents Revision Guides sold by the department Kerboodle Show My Homework </p>
GERMAN	<p> www.klar.co.uk www.linguascope.com www.quizlet.com www.bbc.co.uk/schools/gcsebitesize/german www.samlearning.com </p>

SUBJECT	REVISION RESOURCES AND WEBSITES
HEALTH & FITNESS	<p>www.nhs.uk/Tools/Pages/Healthyweightcalculator.aspx www.afpe.org.uk www.who.int/en www.teachpe.com www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx www.bhf.org.uk</p>
HISTORY	<p>www.bbc.co.uk/revision www.thehistorychannel.co.uk www.schoolhistory.co.uk/revision www.johndclare.net</p>
ICT	<p>Books/Hard Resources: Homemade Top Trumps (£5)</p> <p>Websites: OCR Website Materials: http://www.ocr.org.uk BBC Bitesize: http://www.bbc.co.uk/education/subjects/zqmtsbk</p> <p><i>Note: Due to this being a new course in 2017, there have been no publications yet. When new books and material are published, you will be notified.</i></p>
LATIN	<p>No external guides recommended Wide variety of in-house resources and support material provided</p> <p>www.quizlet.com www.cambridgescp.com</p>
MATHS	<p>www.bbc.co.uk www.counton.org www.easymaths.com www.learn.co.uk www.sosmath.com www.schoolsnet.com www.projectgcse.co.uk www.s-cool.co.uk www.revise.it www.revision-notes.co.uk www.gcsemaths.fsnet.co.uk www.mymaths.co.uk http://mediandonsteward.blogspot.co.uk/ www.resourceaholic.com</p>
MEDIA STUDIES	<p>All necessary revision materials are available on our e-learning website</p>

SUBJECT	REVISION RESOURCES AND WEBSITES
MUSIC	<p style="text-align: center;">Essential: GCSE Music Revision Guide (Edexcel) by Alan Charlton – available to purchase through Music Department</p> <p style="text-align: center;">Advised: GCSE Music Study Guide (Edexcel) Rhinegold 3rd edition</p> <p style="text-align: center;">Hazelwick Music Department Revision Workbook (practice questions & info) £3.00</p> <p style="text-align: center;">Strongly recommended for Music, tab & percussion readers: Edexcel GCSE Music Anthology</p>
PE	<p>www.bbc.co.uk/revision www.bbcshop.com/education www.medtropolis.com/vbody.asap www.brianmac.demon.co.uk www.kerboodle.com</p> <p>www.bbc.co.uk/education/subjects/zdhs34j (BBC Bitesize GCSE PE section)</p>
SCIENCE	<p>www.my-gcsescience.com www.bbc.co.uk/revision www.s-cool.co.uk www.homeworkelephant.co.uk www.aqa.co.uk www.skool.co.uk www.stokesleyscience.org/ www.revisionworld.co.uk/gcse/ www.antonine-education.co.uk www.gcsescience.com/ www.schoolphysics.co.uk www.sciencerocksuk.co.uk www.gradegorilla.com</p>
SOCIOLOGY	<p>No resources available yet for the new 9-1 course</p> <p>Suitable resources will be made available via Show My Homework</p>
SPANISH	<p>www.bbc.co.uk/revision www.mflgames.co.uk www.linguascope.com www.languagesonline.org.uk</p>
TRAVEL & TOURISM	<p>www.bized.co.uk/learn/tourism/index.htm www.visitbritain.com</p>