# Welcome to the Year 10 Curriculum Evening

- **Please ensure you have collected your booklet before the presentations begin.**
- **We would be grateful if you would fill the whole row so we have enough seats for all.**

**This evening's presentations are:**

- The new GCSE courses – an overview of the new GCSE grading system
- Non-examination assessment explained
- Being a resilient and effective learner: Getting more out of doing less!
- Revision and study skills
- VLE (Virtual Learning Environment) & SMHW (Show My Homework)

# The new GCSE courses – an overview of the new GCSE grading system

# New GCSE courses – an overview

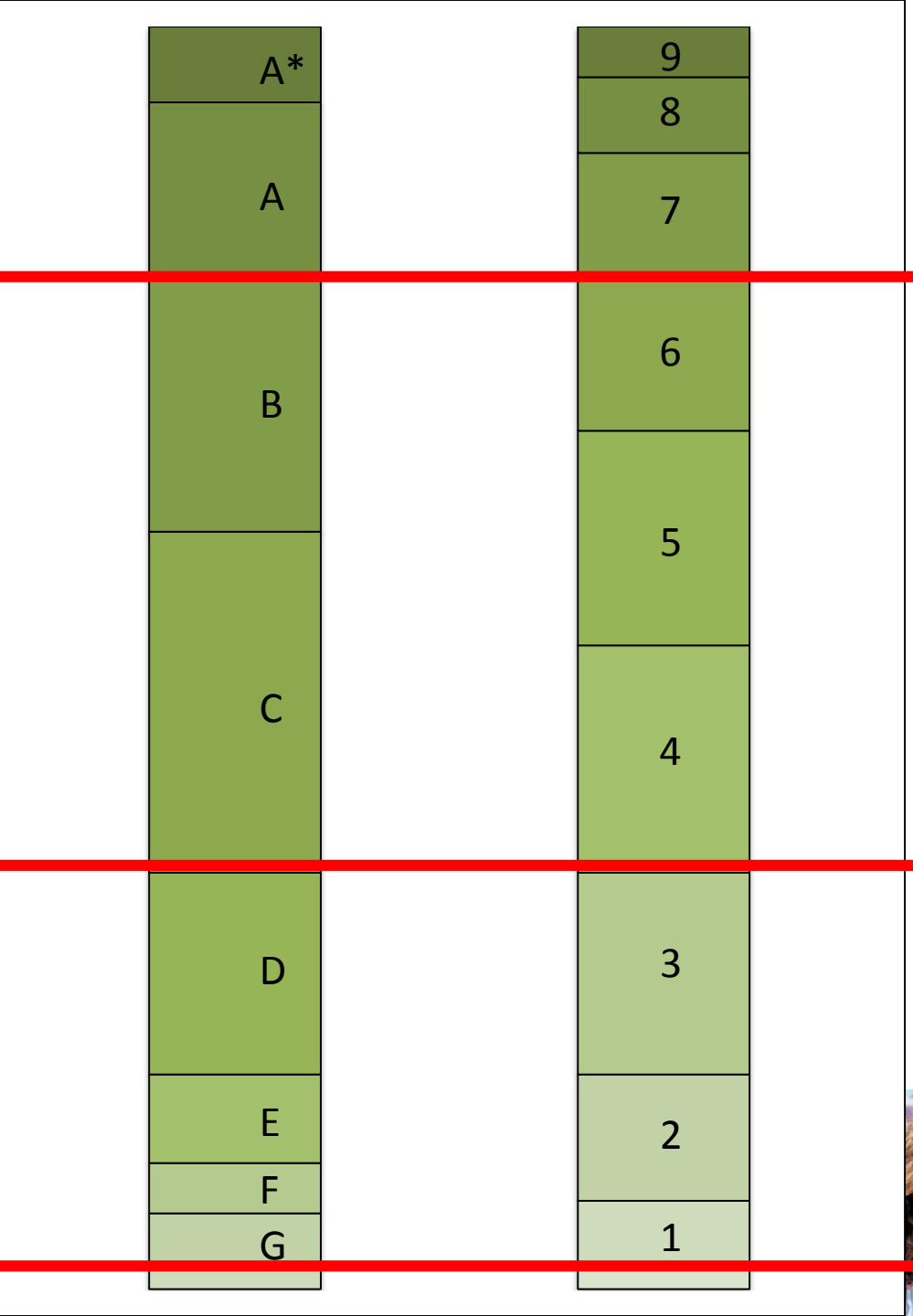
- September 2015: New GCSE courses in English Language, English Literature and Mathematics.
- September 2016:  Second wave of subjects changed on to new GCSE courses.
- **September 2017:  All subjects now changed on to new GCSE courses.**

# New GCSE courses – an overview

The new GCSE courses:

- are more demanding.
- have been designed for a two-year period of study.
- will be linear with all written exams sat at the end of the course.
- non-examination assessment (coursework) will be removed or reduced in the majority of GCSEs.
- will have a new grading scale from 9 to 1, with 9 being the highest. A U grade (ungraded) is also being retained if the performance is below the minimum required to pass the GCSE.

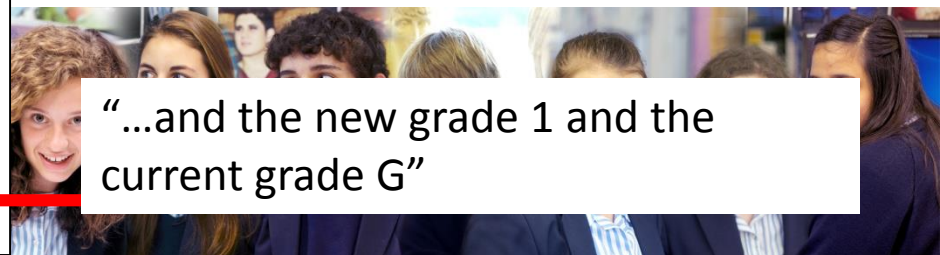
**All Year 10 students in all schools will be embarking on these new GCSE courses.**



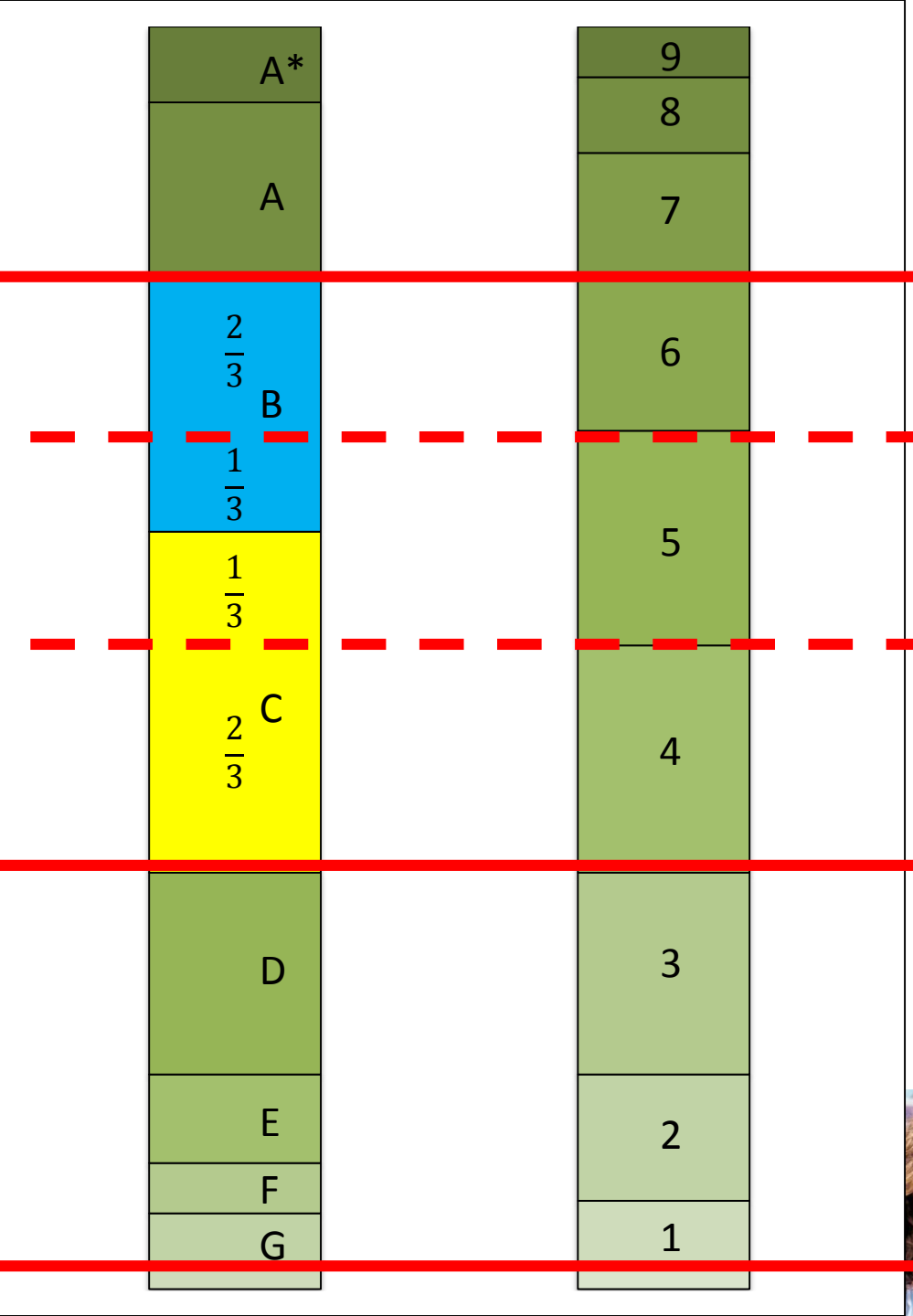

# Grading the new GCSEs

"There will be a similar alignment between the new grade 7 and the current grade A…"

"Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above"



"…and the new grade 1 and the current grade G"




# Grading the new GCSEs

"Grade 5 will be awarded to around the top third of students gaining the equivalent of a C grade and the bottom third of a grade B"

# Summer 2017 vs 2016

2016 A*-C

2017 4+

| | 2016 | 2017 | Us |
|---|---|---|---|
| English Language | 60% | 62% | 94% |
| English Literature | 75% | 73% | 95% |
| Mathematics | 61% | 59% | 97% |

2016 A*/A

2017 7+

| 2016 | 2017 | Us |
|---|---|---|
| 14% | 14% | 31% |
| 21% | 19% | 45% |
| 16% | 16% | 57% |

# Grades 7, 8 & 9

The proportion on candidates achieving the new grade 9 is going to calculated as follows:

% of those Achieving at least 7
who should be awarded a 9

$$= 7\% + \frac{1}{2}(\%\text{ of candidates awarded 7 or above})$$

# Grades 7, 8 & 9

- The proportion of grade 9s will be calculated according to Ofqual guidelines
- By design, there will be less 9s than A*s
- Nationally, 6.5% A* in 2016, but expect 3.5% Grade 9 in 2018
- The grade 8 boundary will be approximately half way between the 7 and the 9
- Is all this fair?

# Core Curriculum – what's different?

**English Language & English Literature**

- **No coursework** element to either course – both 100% assessed by external exams at the end of Year 11.
- **2 x 1hr 45min exams for English Language.**
- **1 x 1hr 45min exam AND 1 x 2hr 15min exam for Eng Lit.**
- Literature exams are **closed text**.
- Speaking & Listening (now called Spoken Language) is assessed through one presentation and awarded a pass, merit, distinction or unclassified. It is reported separately on results statements.

# Core Curriculum – what's different?

**Mathematics**

- Few topics added to Higher Tier, but **significant increase in content for Foundation Tier**.
- Greater emphasis on problem solving.
- **3 x 1 ½ hour exams; 1 non-calculator, 2 calculator.**
- Students will be expected to **know a set of standard formulae**. Unfamiliar formulae will be quoted on the exam paper.

# Core Curriculum – what's different?

## Science

- Triple Science – separate GCSEs in Biology, Chemistry & Physics.
- Double Science now called 'Combined Science', worth 2 GCSEs, graded on a 17 point scale 9-9, 9-8…1-1.
- Students must complete a **set number of required practicals**:
  - 8 for each of Biology, Chemistry & Physics
  - 16 for Combined Science.
- **Triple Science students sit 6 x 1hr 45 min exams.**
- **Combined Science students sit 6 x 1 hr 15 min exams.**

# Core Curriculum – what's different?

**Languages (French, German & Spanish)**

- **Listening, reading & writing all assessed by external examination** at the end of Year 11.
- **Speaking assessed by examination** in 'exam window' in April/May of Year 11.
- Students must be entered for **same tier**, Higher or Foundation, in all four skills.

# Core Curriculum – what's different?

**RS (short course)**

- Study **two religions** in greater depth: Christianity & Judaism.
- Study **two topic areas**:
  - Christian attitudes to marriage & family
  - Jewish attitudes to crime & punishment
- **2 x 50 minutes exams** at the end of Year 11.

# Non-examination assessment

# Non-examination assessment (NEA)

- NEA is the name given to coursework in the new GCSE courses.
- NEA rules also cover externally marked practical examinations.
- NEA rules aim to:
  - Ensure all candidates spend approximately the same amount of time on their assignments.
  - Mitigate concerns about plagiarism and inappropriate levels of guidance and support

# Which subjects have NEA?

| % of specification assessed through NEA | Subjects |
|---|---|
| **0%** | English Language#, English Literature, Mathematics, Sciences*, RS, Geography, History, Economics |
| **20%** | Computer Science |
| **25%** | French, German, Spanish (externally marked speaking exam) |
| **40%** | PE |
| **50%** | Design & Technology (all disciplines), Food Preparation & Nutrition |
| **60%** | Drama (30% of which is an externally marked practical exam), Music |
| **100%** | Art (40% of which is a practical exam) |

# separate grade for Spoken Language

* required practicals must be completed

# What is the NEA process?

**3 stages**

- Task Setting
- Task Taking
- Task Marking

- There are a set of rules that apply to each stage.
- The rules vary across subjects and sometimes between tasks in the same subject.
- Information for each subject given on p20-25.

# Task Setting

Tasks may be set by:

- **the examination board**
  - For the majority of specifications, the school can choose from a number of comparable tasks.
- **the school**
  - The school may choose one of the exam board tasks; or
  - The school may design their own task, in some cases with candidate input, using criteria set out by the exam board.

Tasks usually have a ‘date of issue’, hence the school is limited as to when students can complete their NEA.

# Task Taking

The NEA task(s) fall into one of three categories:

- Students must complete all work under supervised conditions.
- Students must have sufficient supervision to ensure that the work submitted can be confidently authenticated as their own.
- Students may complete work outside of the centre without direct supervision, provided that the work produced is the candidate's own.

# Task Taking

**Under the most formal supervised conditions:**

- The use of resources is tightly prescribed.
- All students are in direct sight of the teacher.
- Display materials which might provide assistance are covered.
- No access to e-mail, the internet or mobile phones.
- Candidates complete their work independently.
- Interaction with other candidates must not occur.
- No assistance of any description is provided.

# Advice & Feedback

**Teachers may:**

- Provide oral/written feedback at a **general** level and then allow students to revise/re-draft work.

**Teachers may <u>not</u>:**

- Provide detailed specific advice on how to meet the assessment criteria.
- Give detailed feedback on errors or omissions.
- Intervene to improve the presentation or content of work.
- Provisionally assess work then allow students to revise it.

**For any work completed under formal supervised (examination) conditions, <u>no</u> feedback can be given.**

# Word and time limits

- Word and/or time limits vary between subjects.
- Time limits apply when formal supervised (examination) conditions are specified.
- Where work can be taken home, timings are for guidance only.
- Minimum and/or maximum time limits apply to subjects with a performance element.
- Some subjects offer guidance on word limits / number of pages.

# Task Marking

- All NEA is internally assessed **except**
  - French, German and Spanish speaking.
  - Drama performance.

## Internally assessed NEA

- Marked by the teacher in accordance with the marking criteria issued by the exam board.
- Marking is internally moderated to ensure standardisation across teaching groups.
- A sample of work is submitted to the exam board for external moderation to ensure the standard of marking is consistent across schools.

# Access Arrangements

- Access arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment.
- Access Arrangements are granted provided they do not undermine the integrity of the qualification.
- If a student has an access arrangement as part of his/her normal way of working within school, a similar arrangement will normally be permitted for written exams and NEA.
- Please contact Mrs Berks if the school is not aware of any special educational need or disability that may entitle your son/daughter to access arrangements.

# Scheduling NEA

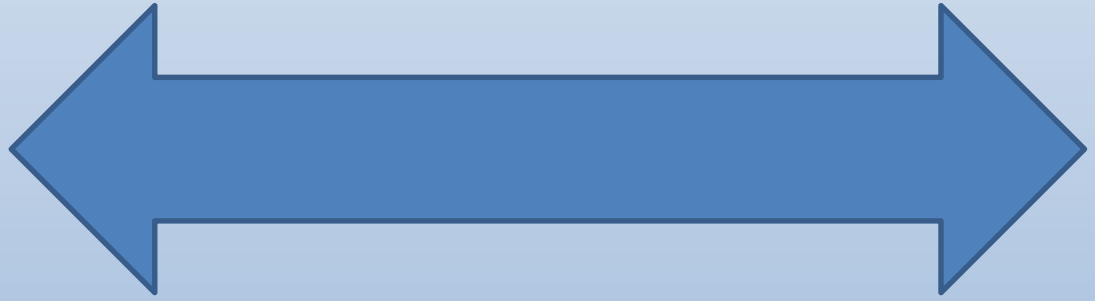
- Calendar allows staff, students and parents to plan ahead (p19 in your booklet).
- More NEA will take place in Year 11 due to tasks only being available in year of certification.

- JCQ document ‘Information for candidates’ outlines the responsibilities of the students (p26-27 in your booklet).

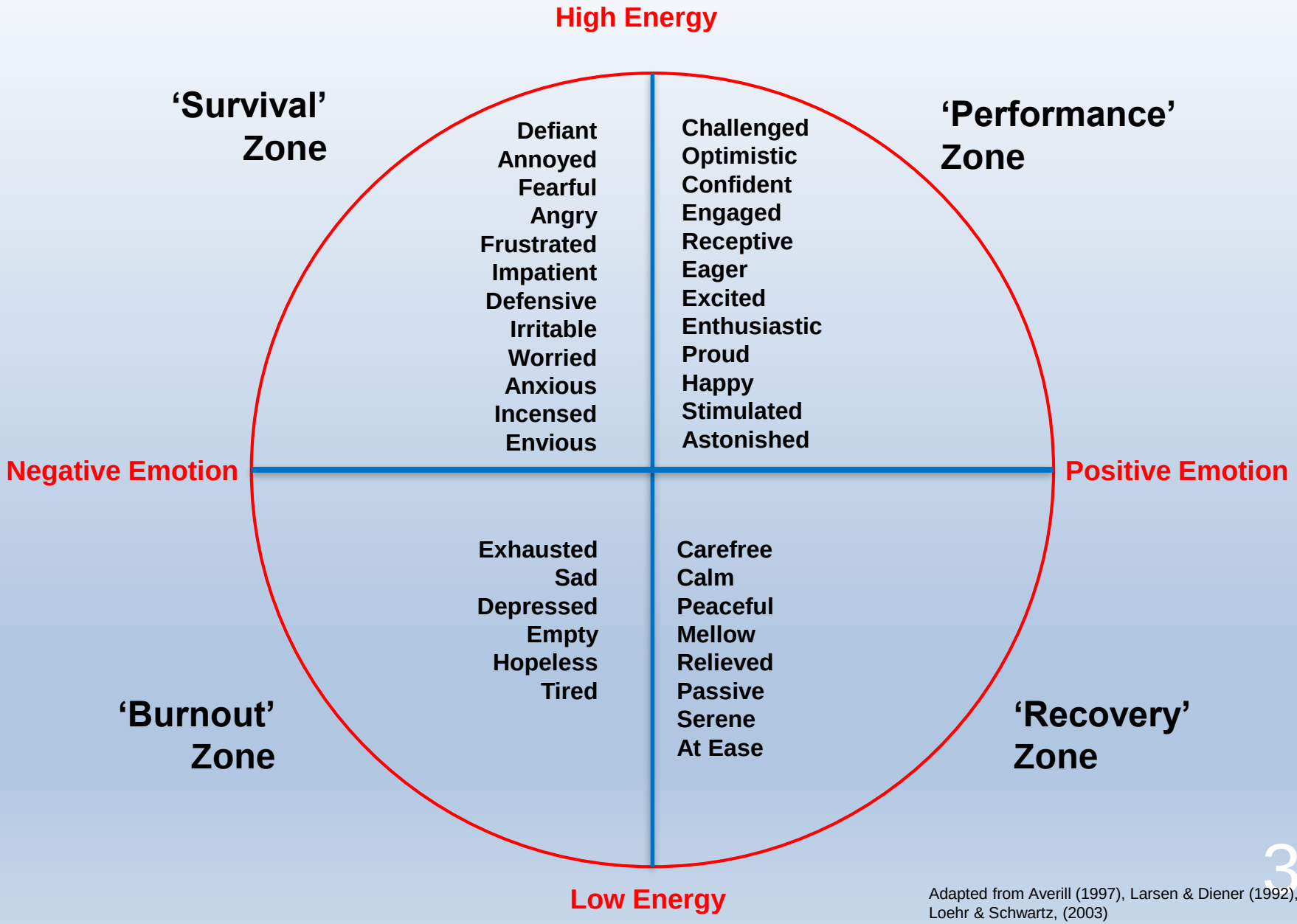
# Slowing Down: Getting More Out of Education by Doing Less

"You may balance your life better if you participate in some activities purely for fun, rather than to achieve a leadership role that you hope might be a distinctive credential for future employment"

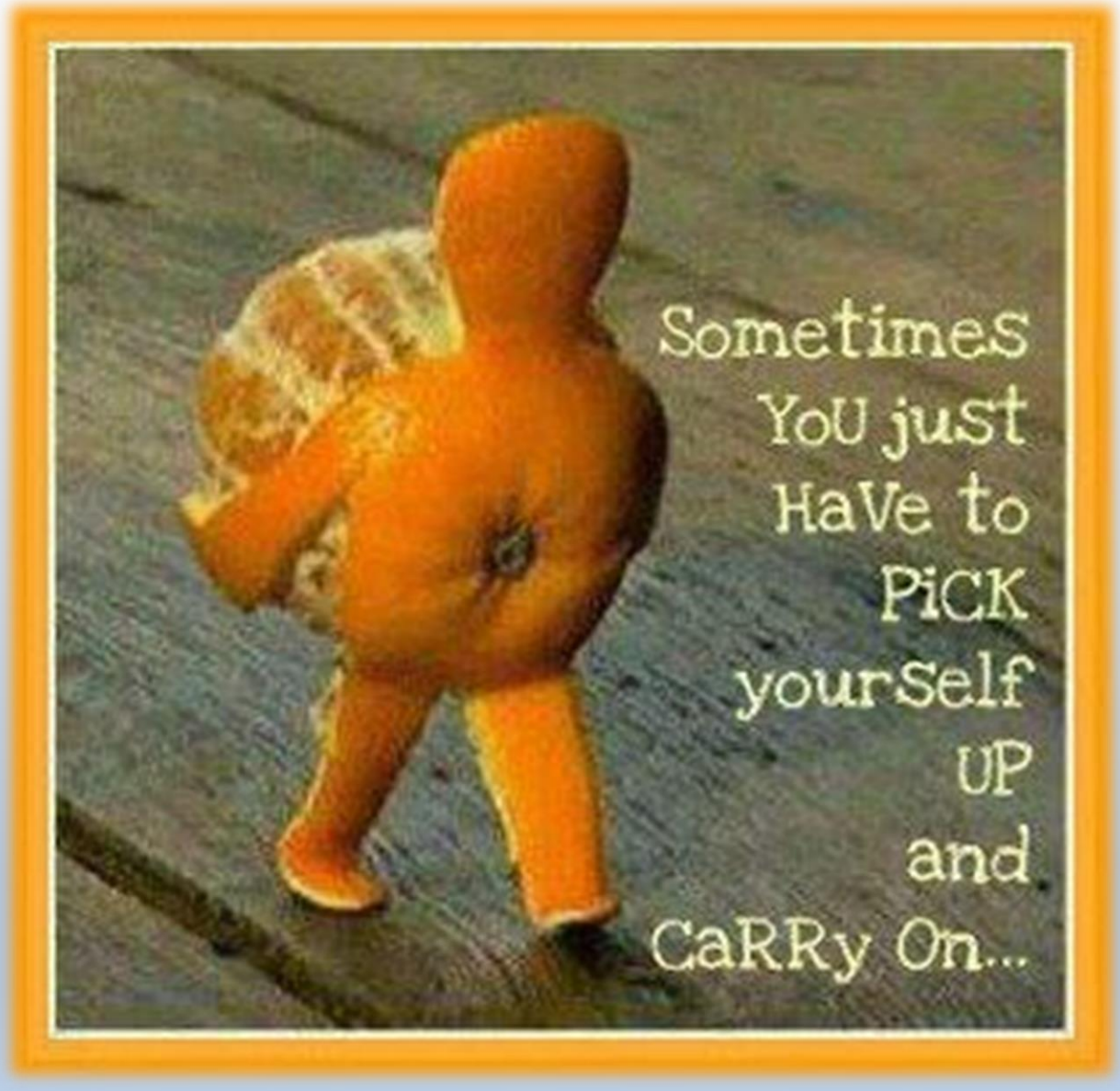
Where do you draw the line between working hard and doing too much?



# Emotional Zones




Adapted from Averill (1997), Larsen & Diener (1992), Loehr & Schwartz, (2003)


Sometimes
YoU just
HaVe to
PiCK
yourSelf
UP
and
CaRRy On...

# REAL TIME RESILIENCE

or

# How to park it and get on!

# TAG LINES

Use Evidence (E) to prove the belief is false:

"That's not (completely ) true because…"

Generate a more optimistic (O) way of seeing it

"A more optimistic way of seeing this is…"

Put It In Perspective (PIIP) to move forward

"The most likely implication is … and I can…"

**Situation: I have an exam tomorrow and I am very worried about it . I can't get to sleep so I will do badly, I know I will.**

| List 5 beliefs | Practice Real-Time Resilience | E | O | P |
|---|---|---|---|---|
| 1. Every one else will be cleverer than me. | That's not completely true as I have good predicted grades. | ✓ | | |
| 2. The bus will be late to school and I will miss the exam | A more optimistic way of seeing this is I am planning to ask Dad to drive me anyway. | | ✓ | |
| 3. I'll mess it up. | The most likely out come is that I won't mess up as I have revised and I can re- read my notes on the way to school | | | ✓ |
| 4. My nerves will get the better of me. | A more optimistic way of looking at this is that everyone will feel the same. I have done exams before and they were not too bad. Sometimes it is good to be challenged. | | ✓ | |
| 5. I won't be able to answer any of the questions they ask me. | Well some of the questions may be hard but I am sure they will start with some easy ones to settle me. | | | |

# PUT IT IN PERSPECTIVE (PIIP)

Used to stop Worst Case Scenario Thinking (WCST)

| | |
|---|---|
| 1 | List the **WORST CASE** outcomes |
| 2 | List the **BEST CASE** outcomes |
| 3 | List the **MOST LIKELY** outcomes |

Use the most likely outcomes to plan how you will deal with the situation

# TAG LINES

Use **EVIDENCE** to prove the belief is false

*That's not (completely) true because……*

Generate a more **OPTIMISTIC** way of seeing it

*Another way of seeing that is……*

Put it in **PERSPECTIVE**

*The most likely outcome is…. and I can……*

# CHALLENGE BELIEFS – BE ASSERTIVE!

**Step 1 What's the problem and what has caused it?**

*Who, what, where, when? List your 'heat of the moment' thoughts*

**Step 2 What's the evidence?**

- *Did I ever do this well before?*
- *Is there something else like this that I am good at?*
- *Does this <u>always</u> happen or is it temporary?*
- *Is this true for all things or is it true for just a few things?*
- *Is this all my fault or am I only partly responsible?*

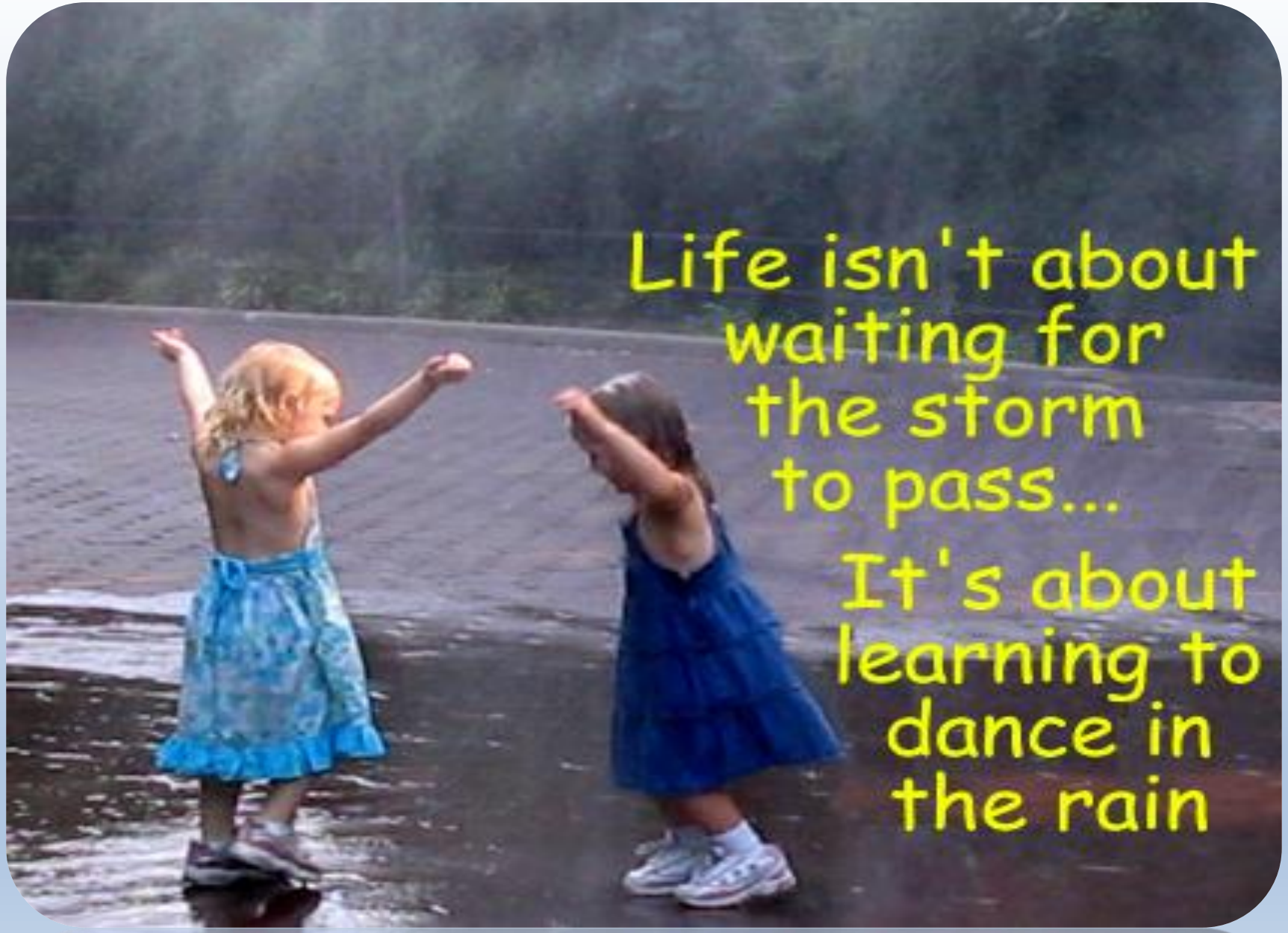
**Step 3 What can you do about it?**

*How will you solve the problem using your accurate understanding of the problem?*

**Step 4 Be assertive – use the DEAL method**

*Say it straight:*

- ***D**escribe the problem*
- ***E**xpress your feelings*
- ***A**sk for a specific change*
- ***L**ist the improvements the change will make*


Life isn't about
waiting for
the storm
to pass...
It's about
learning to
dance in
the rain

# Revision & Examination Techniques

- Learning Environment
- Learning Styles
- Revision techniques
- Examination Techniques
- General advice

# 18 FAMOUS SCIENTISTS

- Albert Einstein
- Sir Isaac Newton
- Galileo Galilei
- Charles Darwin
- Johannes Kepler
- Edwin Hubble
- Paul Dirac
- Archimedes
- Marie Curie
- Max Planck
- Nikola Tesla
- Johnny Bumbo
- Benjamin Franklin
- Niels Bohr
- Nicholas Copernicus
- Rene Descartes
- Wilhelm Conrad Rontgen
- Thomas Edison


Hmmm...

# How many did you remember?

- Albert Einstein
- Sir Isaac Newton
- Galileo Galilei
- Charles Darwin
- Johannes Kepler
- Edwin Hubble
- Paul Dirac
- Archimedes
- Marie Curie
- Max Planck
- Nikola Tesla
- Johnny Bumbo
- Benjamin Franklin
- Niels Bohr
- Nicholas Copernicus
- Rene Descartes
- Wilhelm Conrad Rontgen
- Thomas Edison

# Exam Techniques

## The truth about exams…

- Exams are not designed to catch you out
- They provide an opportunity for you to demonstrate your abilities
- Examiners like giving marks to people who do what is asked of them
- Exams can be completed in the allotted time
- Everyone's memory is sufficient

Revision means looking at something again; it does not mean looking at a new topic for the first time just before an exam!

Revision means you have already been to lessons, read the books, done the homework and now you're looking at it again.

Revise as you go along

## Learning environment

- Minimise distractions by trying to keep an area for learning that is organised, not cluttered, equipped with everything you need, peaceful, free from interruptions (mobile, social media etc)

## Before you start

- Have you got all your notes?
- Do you know the topics you need to revise most?
- Have you decided how you are going to revise?

## Do you know the topics you are going to revise?

- Revision checklists (VLE)
- Textbook – exam style questions
- Exam board details / syllabus – know what to revise
- Ask your teacher!

# How are you going to revise?

**How do you learn?**

- Visual

- Auditory

- Kinaesthetic

# Visual Learners

- Prefer to see how to do things
- 29% of us prefer to learn by storing images in our brains

## Possible revision techniques:

- use pictures, mind maps, computers, diagrams, flowcharts, key words, posters, timelines
- Videos
- Mind maps.
- use colour and highlighters to help the brain remember.
- write information in bullet points or as key words on "post-its" - (they come in different colours).
- Careful layout of notes

# Auditory Learners

- Learn by listening and speaking
- 34% of us prefer to learn by storing sounds in our brains.

## Possible revision techniques

- Talk over the work with someone else
- Tape notes and play them back
- Listen to music while revising – no words
- Repeat their work out loud in funny voices.
- Make up rhymes or raps about work.
- Get someone to ask you questions about the work.
- Present learning to others

# Kinaesthetic Learners

- Learn by doing
- 37% of us prefer to learn by movement or touch

**Possible revision techniques**

- Key word cards
- Put notes on cards or "post-its" and sequence them (perhaps rank the cards in order of importance or make into sentences)
- Walk between notes or "post-its" that are on the floor or on the walls
- Put "post-its" around the house – learning journey
- Walk around while reading
- Stand up – stretch or exercise – at least every 20 minutes
- Draw pictures, mind maps – run a finger between the words on the map, say each one out loud
- Be the teacher – teach your parents!
- Squeeze a sponge or stress release ball while working

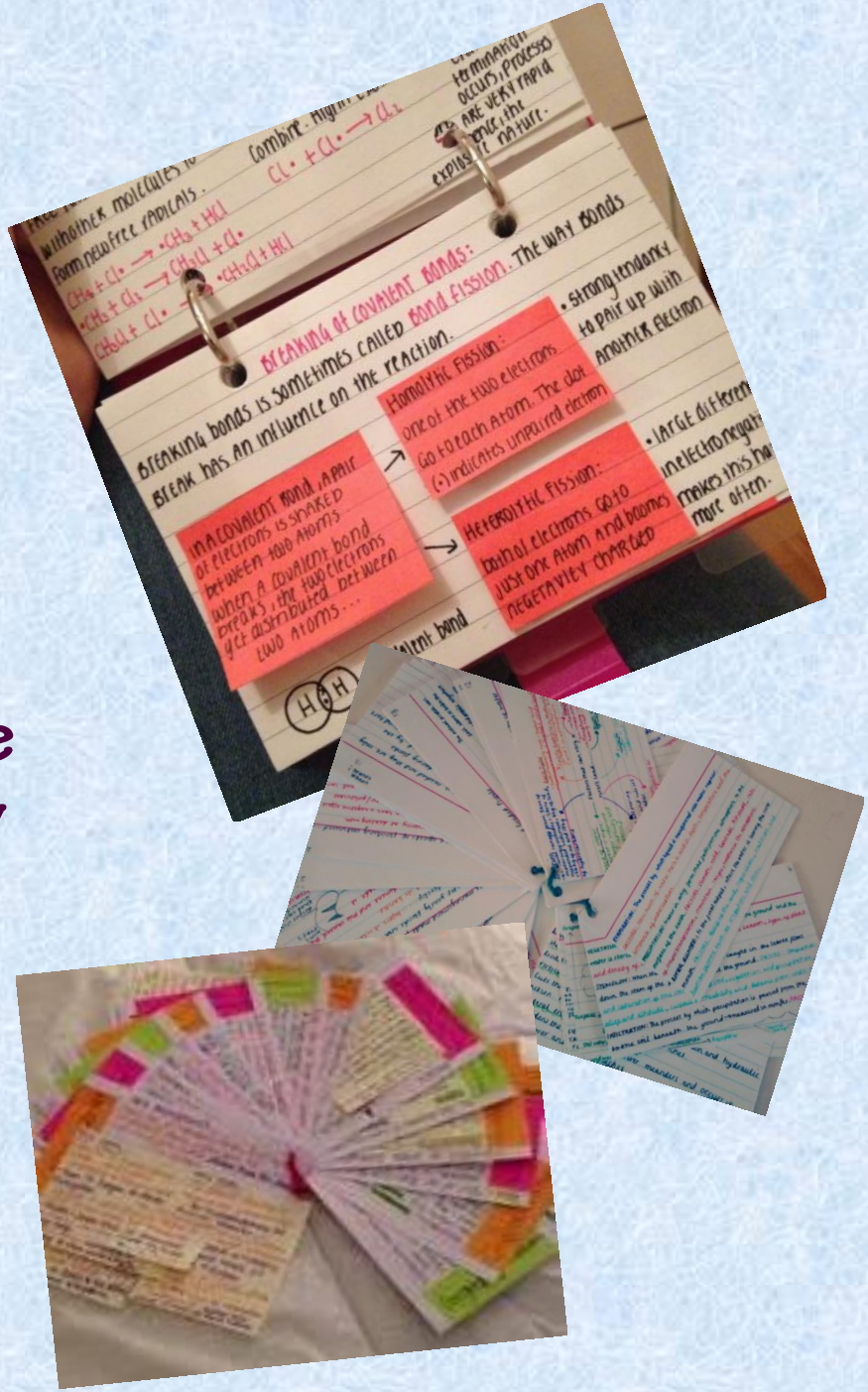
# How are you going to revise?

## Suggested strategies:

- Cue cards
- Mindmaps
- Mnemonics
- Journey technique
- Rhymes/ songs
- Flow diagrams
- Sound recordings
- Repetition
- Past Papers

# Cue Cards

- Condensed notes?
- Cards with key word or question on one side and the answer/ definition/ formula/ short list on reverse



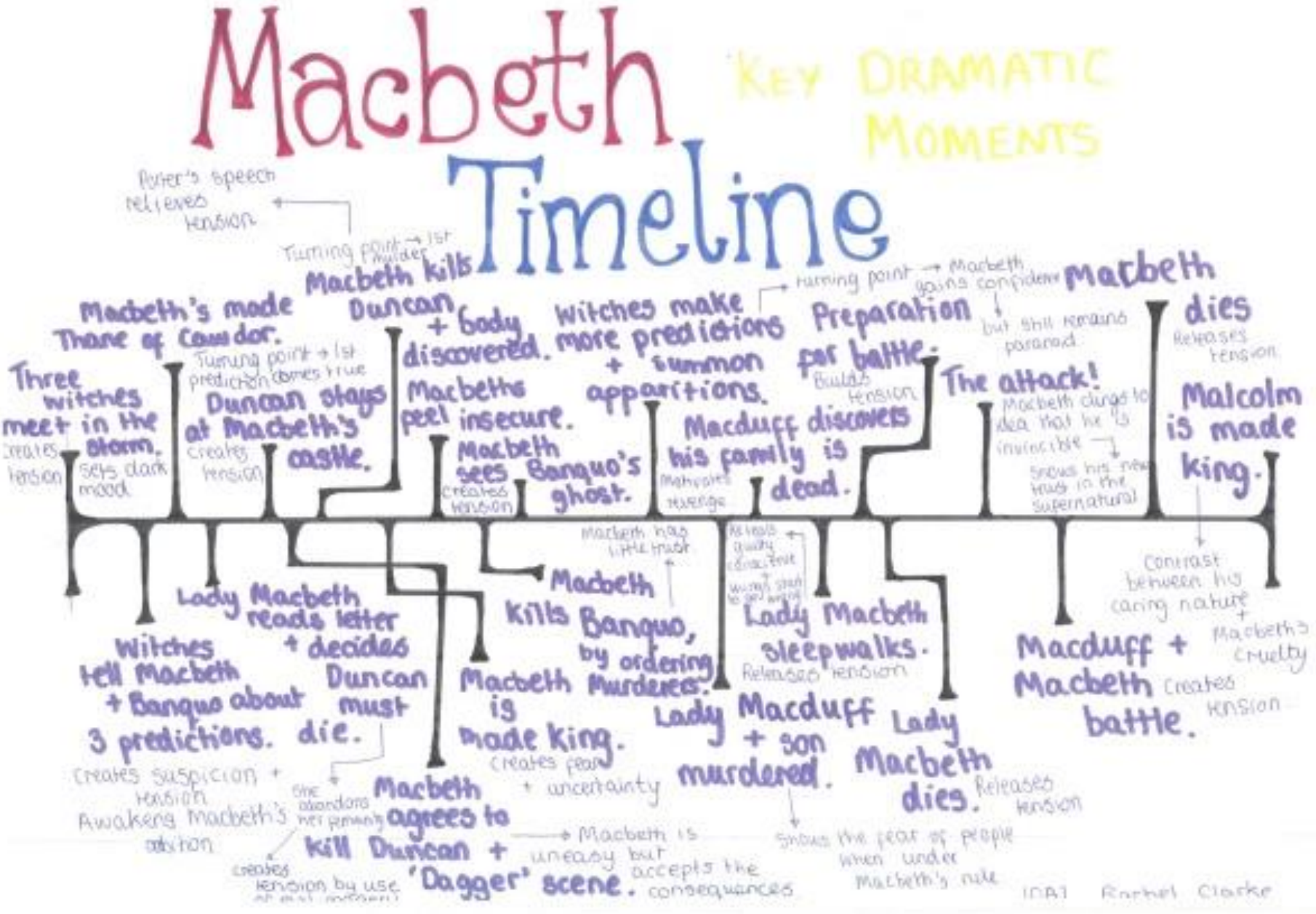
# Mindmaps

- Information can be seen quickly and act as a visual aid
- Put around the house for regular revision


Reasons
Results
MAIN IDEA
Key Features
How?
Who?
When?
Where?
What?

# Macbeth Timeline

## Key Dramatic Moments




IDAT Rachel Clarke

# Mnemonics

- Encoding information in a memorable phrase
- Using vivid, positive, humorous phrases

Naughty Elephants Squirt Water??

My Very Eager Mother Just Served Us Nine Pizzas??

Every Good Boy Deserves Favour??

Richard Of York Gave Battle In Vain??

# Journey technique

- Use an established journey
- Post-it's around the house

(Bedroom→Bathroom→Stairs→Kitchen)

- Associate landmarks on the journey with the items to remember

  e.g. journey to school

- Could be useful for remember items in an order

# Rhymes or Songs

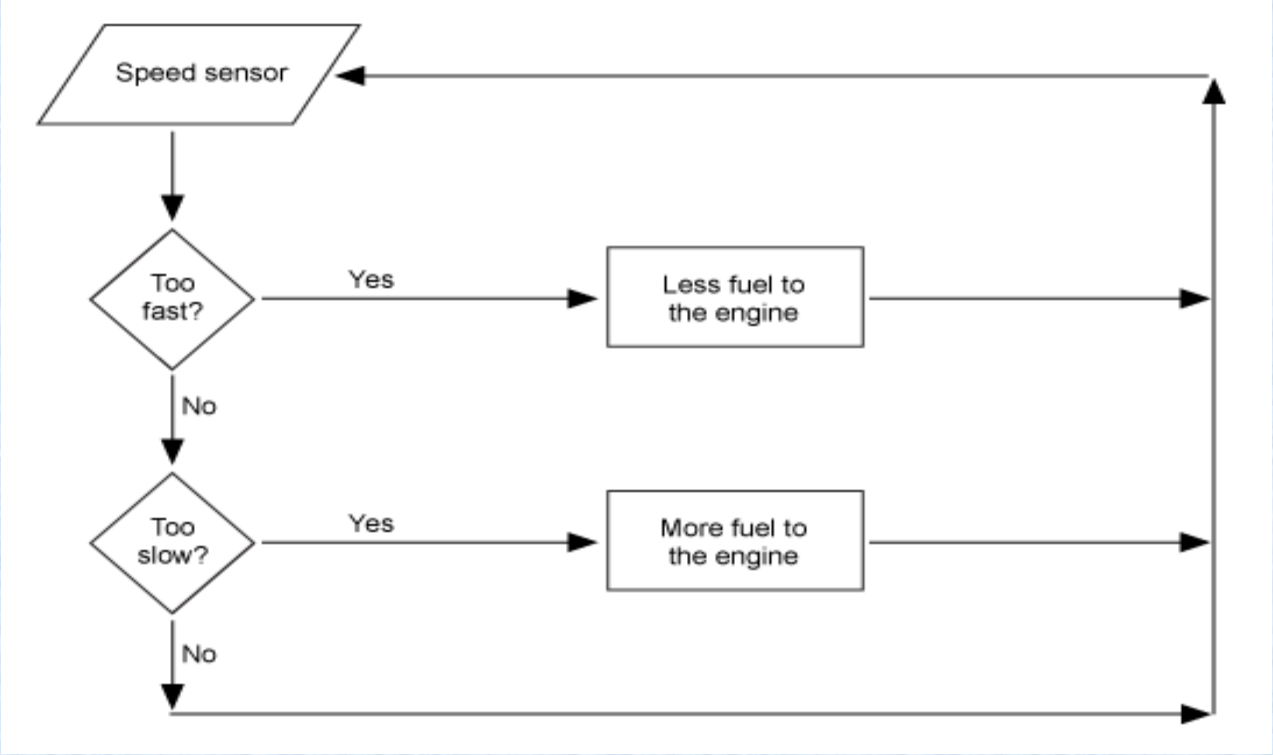
- Helps to remember knowledge in sequence
- Learn by repetition

E.g.
30 days hath September…

Molecular Shape in chemistry:
https://www.youtube.com/watch?v=f8FAJXPBdOg&safe=active

# Flow Diagrams

- Encourages you to summarise notes in a diagram e.g. how does cruise control work?



# Sound Recordings

- Record revision notes or booklets to MP3 etc.
- Podcasts
- Listen while travelling to school
- Read revision notes out loud

# Spaced Learning

READ → TRANSFORM → RECALL

(20MINS) (20MINS) (20MINS)

↓

Do something different

(create a mindmap)

# Repetition

- Regular repetition of knowledge will strengthen it
- Will enable you to prioritise what you need to learn again

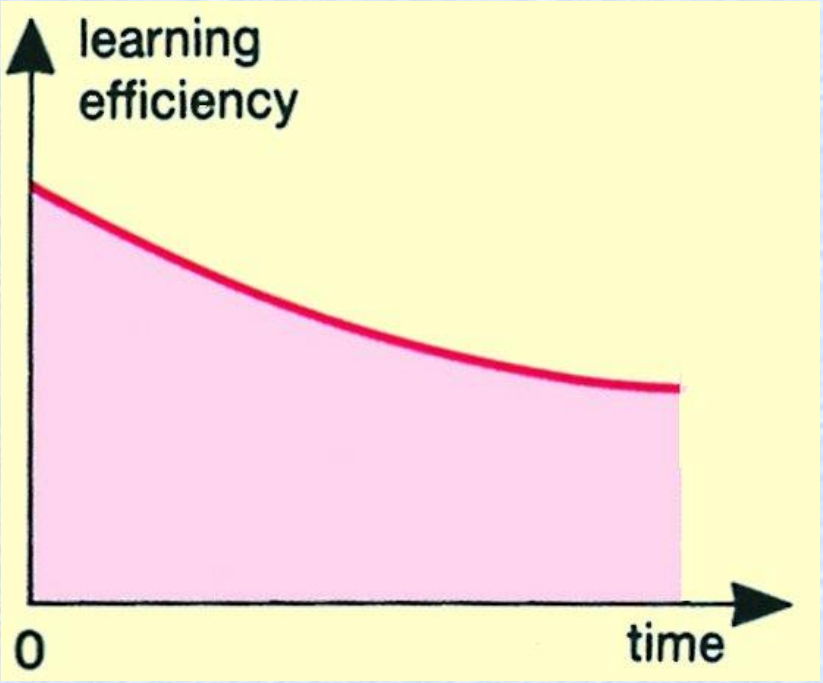

- Regular repetition of knowledge will strengthen it
- Will enable you to prioritise what you need to learn again

# Practice Questions

- For helping with timing
- Use past papers questions to test your understanding
- These are often found at the exam board website, together with the mark scheme, e.g. www.aqa.org.uk
- Questions are often found in revision guides, but be careful they match the exam board and specification you do

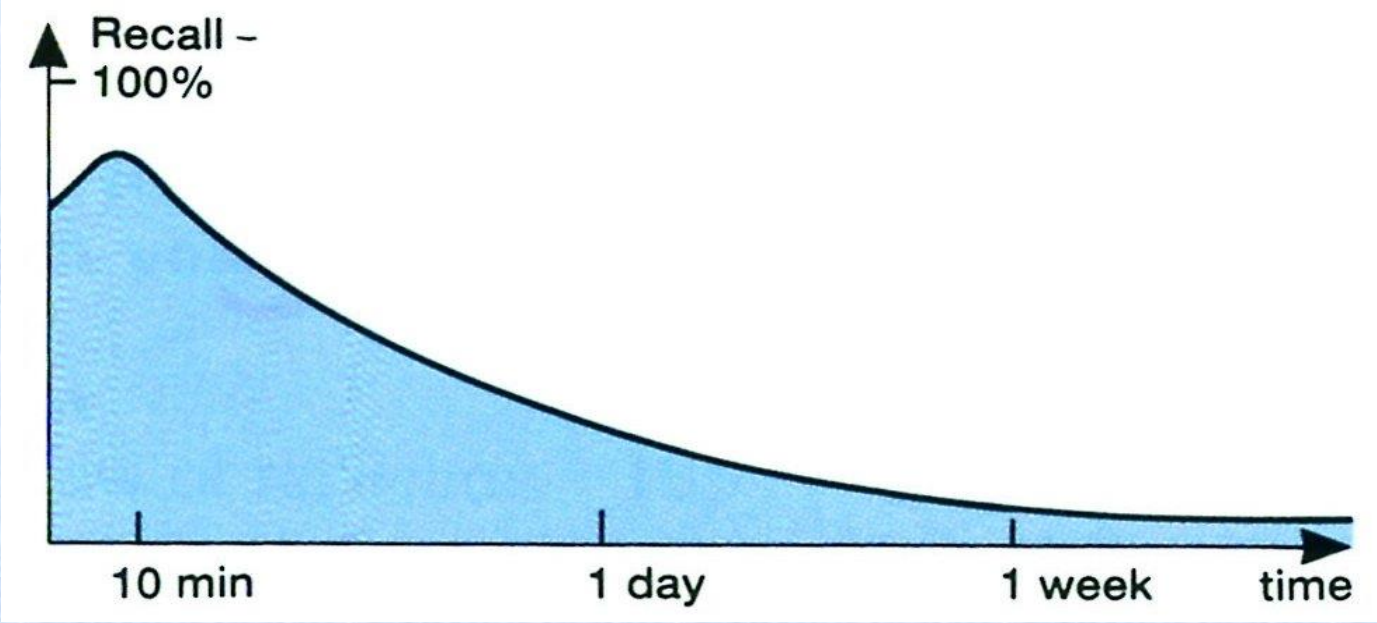
# A bit of science…

- Don't spend too long revising. There is the law of diminishing returns
- When you start, decide exactly how long you will work for, as your brain knows the end of the revision session is coming, learning efficiency will rises again



# A bit more science…

After about 10 minutes the amount your brain can recall starts to decrease so revise in short bursts - no more than 30 minutes, not hours on end!



# STYLES OF QUESTION

A variety of question styles will be used such as:

- Multiple Choice
- Tick Box
- "Choose from a list"
- "Short answer"
- Those requiring description, explanation or discussion
- Longer open ended questions

# COMMAND WORDS

- Command words are used to instruct you on the type of answer expected from a question.
- They are not used to trip you up but are designed to get the correct answer, therefore you need to understand what is required from different command words.
- A variety of command words may be used.

# EXAM COMMAND WORDS

Make sure you understand what the question is asking you to do. It may be useful to underline the command word on the exam paper just so you're clear what they are asking.

Account for - Explain why something is the way it is.
Analyse - Explain your view of why the main points of an idea, text or process are important. Do not just describe.
Calculate - Show the method and obtain a numerical answer.
Compare - Write about the differences and similarities.
Conclude - Make a decision after thinking something through.
Contrast - Show the differences between two things.
Criticise - Analyses and make a judgement or give an opinion. Do not just be negative, give a considered view.
Define - Give a brief explanation of what something means.
Describe - Say what something or someone is like or give an account of events.
.

# EXAM COMMAND WORDS (continued)

Make sure you understand what the question is asking you to do. It may be useful to underline the command word on the exam paper just so you're clear what they are asking.

Discuss - Explain the advantages and disadvantages of something, and give your opinion.
Evaluate - Make a judgement about the quality of something, taking the evidence into account.
Explain - Give reason WHY something is as it is or HOW it operates.
Give reasons for - Explain using words like because to make clear WHY things happen.
Identify - Point out the required features or reasons.
Interpret - Explain what you understand to be the meaning, or what someone else intended the meaning to be.
Justify - Give good reasons for.
Summarise - Give the main points of an idea or an argument.

# Tips for answering questions

1. Read the question twice.
2. Underline the command words and key words in the question before you start.
3. Look at the number of marks available
4. Use the space given as a guide for how much to write.
5. For longer questions take time to think and plan your answers (spider diagrams)
6. Attempt every question.
7. If you are stuck on a question leave it and come back to it later.
8. If all else fails - make a guess (never leave blanks, you can't lose marks for wrong answers)
9. Do not rush. People always finish early. It is better to plan and answer properly than make silly mistakes and then sit waiting for the end.

# Fun??!!

- It's vital when you are revising that you don't get overworked, as this will lead to stress
- Have a good balance between socialising, relaxing and working
- Plan your revision sessions and down time
- Not an exam, it's just a quiz!!

# Virtual Learning Environment (VLE) & Show My Homework (SMHW)