

# 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:

- GCSE changes (since 2015)
- Non-examination assessment explained
- Don't Panic: Resilience for Learning
- Revision and study skills



# Changes to GCSE 2015 – present



# New GCSE courses

- 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 onwards: All subjects now changed on to new GCSE courses.**



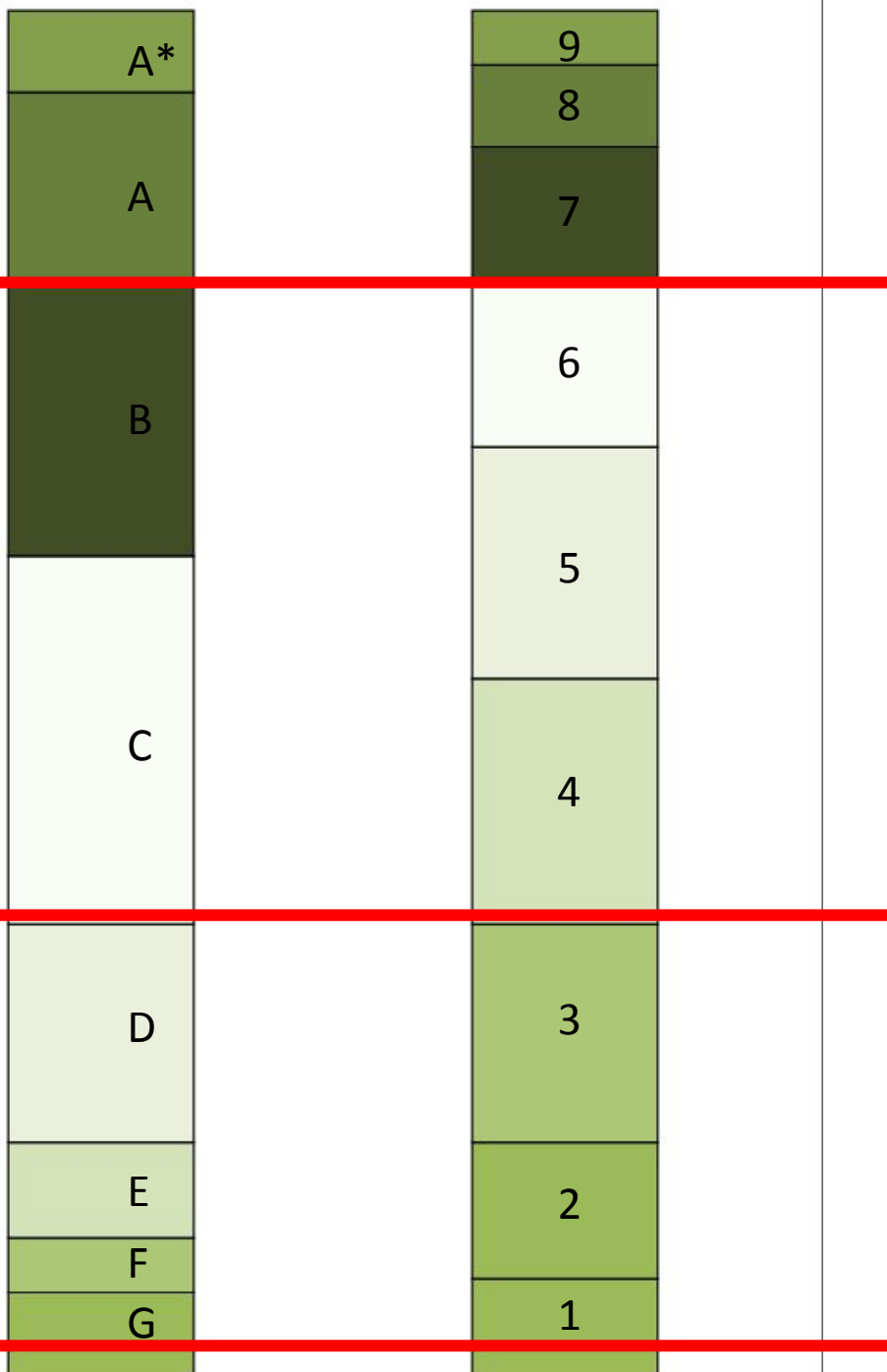
# New GCSE courses

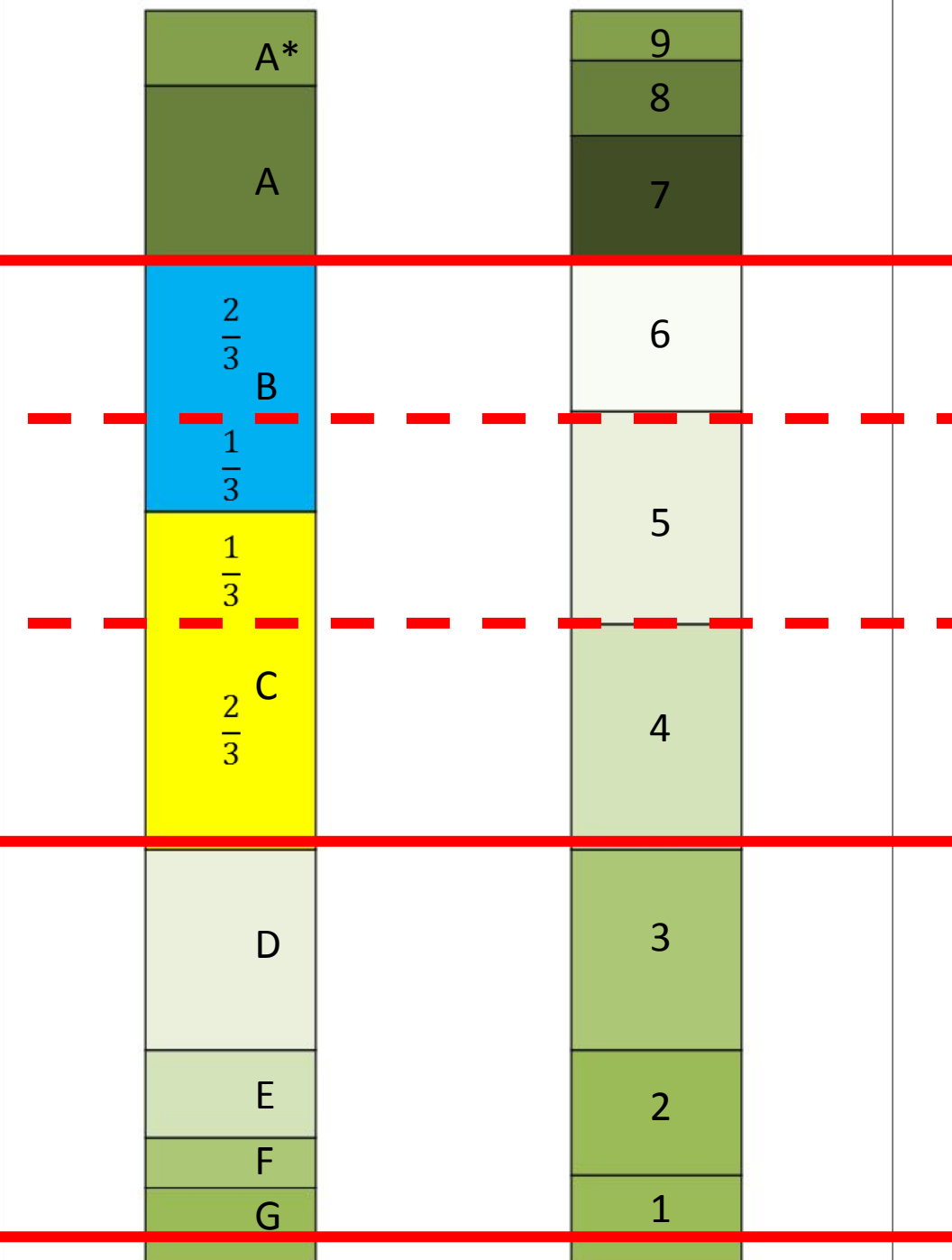
The new GCSE courses:

- 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.



# Grading the new GCSEs





The proportion of grade 9s will be calculated according to Ofqual guidelines. By design, there will be less 9s than A\*s.

# Summer 2019 vs 2018 and 2017

National	2017 4+	2018 4+	2019 4+	Us 4+
English Language	62%	62%	62%	95%
English Literature	73%	74%	73%	93%
Mathematics	59%	59%	60%	94%
ALL SUBJECTS	66%*	67%	67%	92%

National	2017 7+	2018 7+	2019 7+	Us 7+
English Language	14%	14%	14%	42%
English Literature	19%	20%	20%	43%
Mathematics	16%	16%	16%	55%
ALL SUBJECTS	20%*	20%	21%	53%

\*2017 “ALL SUBJECTS” includes a mixture of A\*-G and g

# 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

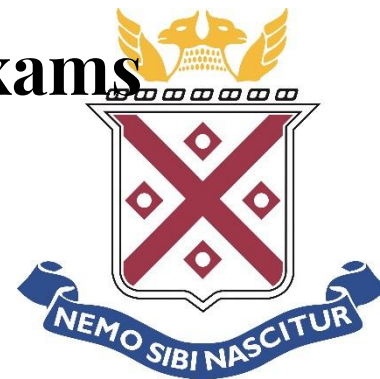
- Few topics added to Higher Tier but **significant increase in content for Foundation Tier**
- Greater emphasis on problem solving.
- **3 x 1 ½ hour exams**
- Students will be expected to **know a set of standard formulae**. Unfamiliar formulae will be given on the exam paper



# 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?

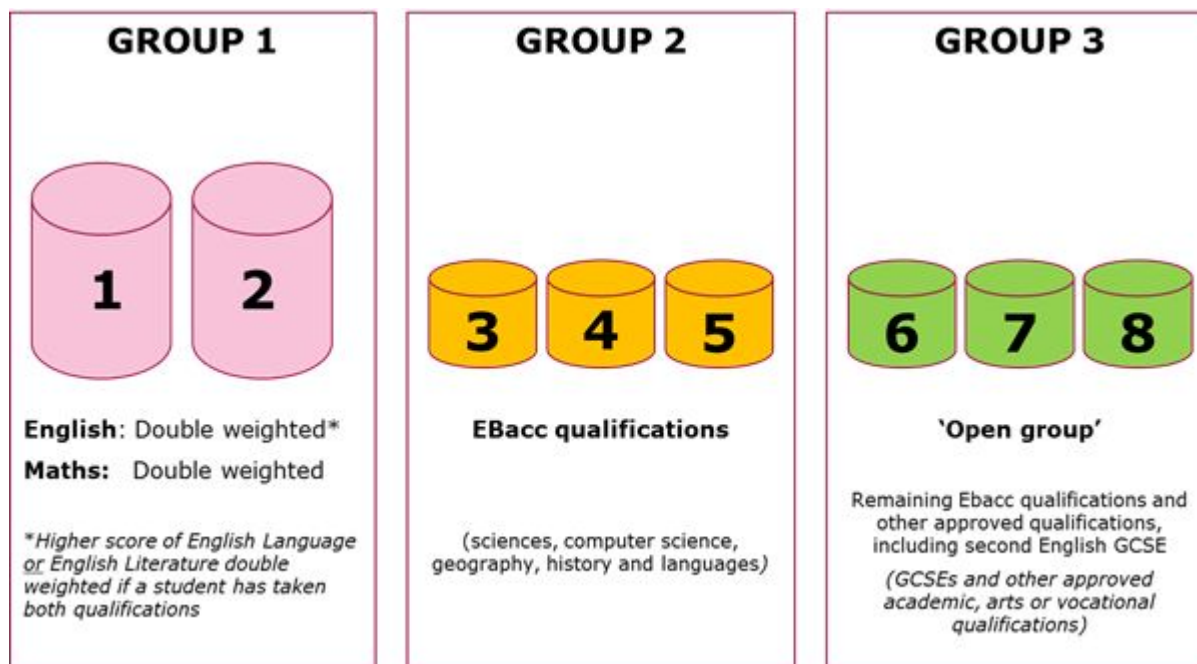
## Non-examined Religious, Social, Personal and Cultural Studies (RESPECT) programme

- Combines Life Skills and Religious Education
- Fortnightly timetabled lesson – students experience 4 taught modules during Year 10
- Drop days – In Year 10, two days of activities/workshops based on a particular theme
- Half-termly talks and supporting activities in form tutor period



# Attainment 8

An average point score which some schools use as entry criteria for Sixth Form (not us!)



# Here's an example...

Subject	Grade	Weighted Score
English Language	7	7
English Literature	8	16
Mathematics	8	16
Biology	6	
Chemistry	7	7
Physics	8	8
Music	5	
German	8	8
History	8	8
Business Studies	7	7

Who can work it out?

# Progress 8

This is a measure of value-added progress between KS2 and KS4.

In other words, how much extra attainment has a student made beyond what we would expect? It is, therefore, a fair way of comparing schools. A school's score is usually between -1 and +1.

This year our P8 score from the DFE is **+0.54**. This means that, on average, every student made half a grade of progress above their expected grade.

We are classified as 'well-above average' when looking at national data.

# Non-examination assessment





# Non-examination assessment (NEA)

- NEA is the name given to coursework in 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
<b>0%</b>	English Language <sup>#</sup> , English Literature, Mathematics, Sciences*, Business, Computer Science <sup>%</sup> , Economics, Geography <sup>\$</sup> , History, RS
<b>25%</b>	French, German, Spanish (externally marked speaking exam)
<b>40%</b>	PE
<b>50%</b>	Design & Technology (all disciplines), Food Preparation & Nutrition
<b>60%</b>	Drama (30% of which is an externally marked practical exam), Music
<b>100%</b>	Art (40% of which is a practical exam)

# separate grade for Spoken Language

\* required practicals must be completed

% required programming project

\$ compulsory fieldtrip in Year 11

# 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 not:

- 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, no 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.
- Students are told their mark prior to it being submitted to the exam board.
- 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 'Information for candidates' documents outlines the responsibilities of the students (p26-28 in your booklet).



DON'T PANIC!  
RESILIENCE FOR LEARNING

# It's never been easy being a teenager. But is this now a generation in crisis?

Mollycoddled and cosseted or stressed and over-pressured. Energised and engaged or bored and turned off. Young people have so many labels and stereotypes slapped on them it's a wonder these are not visible on their endless selfies. What is undeniably true is that the evidence suggests that rates of depression, self-harm and anxiety among young people are at unprecedented levels.

Youth unemployment is more than 13%, the cost of higher education is rapidly rising, a drought of affordable housing coupled with low pay is keeping many young people sealed under the parental roof and trapped in what one report called "suspended adulthood". The ubiquity of the internet and social media, with its dark underbelly of hardcore pornography, body shaming and cyberbullying, is encroaching on their wellbeing, while a relentless focus on academic high-achieving is turning up the pressure in the classroom. Youth, traditionally thought of as the most enviable time of life, can now look like a deeply challenging and sometimes unpleasant time of life.

# STEP 1 - PLACE

- People often put themselves in a place of comfort and security – this could be with school work or in social time, sticking to the same routine and activities.
- Yet to develop confidence and resilience, you have to take risks and step outside of your comfort zone.
- What could I ask you to do now in front of everyone that would make you feel slightly uncomfortable?

**Try one  
new meal  
or  
ingredient  
each week**

**Contribute  
in a lesson  
you  
usually sit  
back in**

**Talk to  
someone in  
school you  
wouldn't  
usually  
interact with**

**Listen to a  
different  
genre of  
music**

**Ask a  
teacher that  
thing you  
didn't  
understand**

**Turn your  
phone off  
for 24  
hours**

**Say yes  
more**

**Sing in  
public**

**Be a  
volunteer**

# STEP 2 - PASSION

- Passion fuels progress and achievement and is the foundation of all motivation.
- Without passion, it is very difficult to bounce back when things go wrong or push ahead to achieve goals and dreams.



**WHEN YOUR PASSION  
AND PURPOSE IS  
GREATER THAN YOUR  
FEARS AND EXCUSES,  
YOU WILL FIND A WAY**

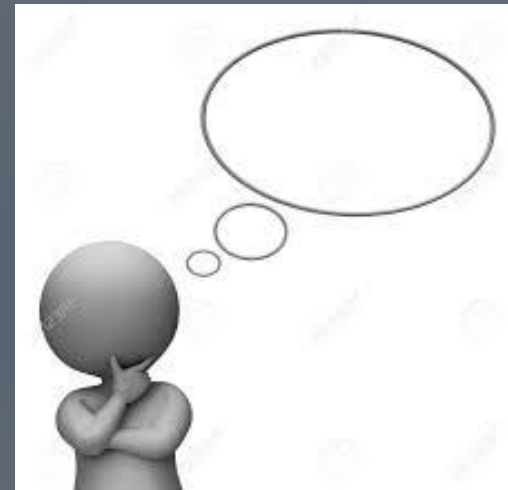
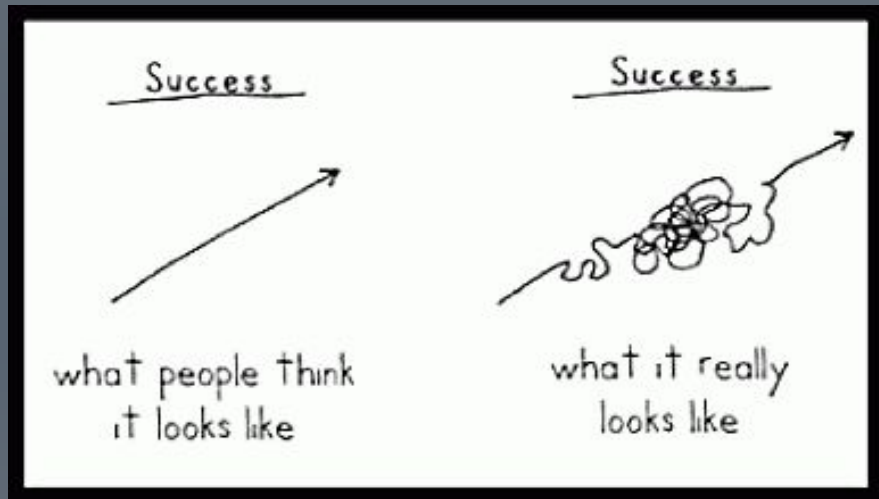


# STEP 3 - PURPOSE

- While people want to achieve goals and be successful, what drives human beings is having meaning and purpose (a vision).
- Without a clear purpose it is very difficult to maintain motivation or be resilient when you have the inevitable knockbacks.

# STEP 4 - PLANNING

- No matter how clear your purpose, without goals and an action plan, it is likely to remain just a dream
- Planning is about what you are willing to do to achieve your goals in life. **This includes failure!!**



- There are some things in life that can't be controlled, but there are two areas where you have choice and influence:

- ☐ Your personal attitude
- ☐ Where you focus your time and energy



- Resilient people only focus on those things that they can control. Do you? Or do you focus on things you can't?

# STEP 5 - PEOPLE

- Life will always be full of challenges and people can succeed on their own, but the support of others will make a big difference.
- The people you mix with will have an impact on your resilience. For example, some people may be constantly negative about your ideas.
- Seek help and advice early – communication is a positive and proactive intervention.

# STEP 6 - MINDSET

- Your mindset can be your greatest asset or your biggest critic.
- Positive mindset springs from positive thoughts and manifests itself in a 'can do attitude', regardless of what happens.



## EMERGENCY ROSE-TINTED GLASSES



# STEP 7 - PHYSICAL ACTION

- The physical body plays a fundamental role in building resilience and character. Well-nourished, rested and properly exercised bodies give you the energy to overcome everyday challenges.  
Leave the house!
- This step also includes embracing the theory by making positive choices and committing your time and energy to action
- We see too many people procrastinating/ruminating or people taking action that isn't helping them to achieve.
- Healthy body, healthy mind

# GAME OVER

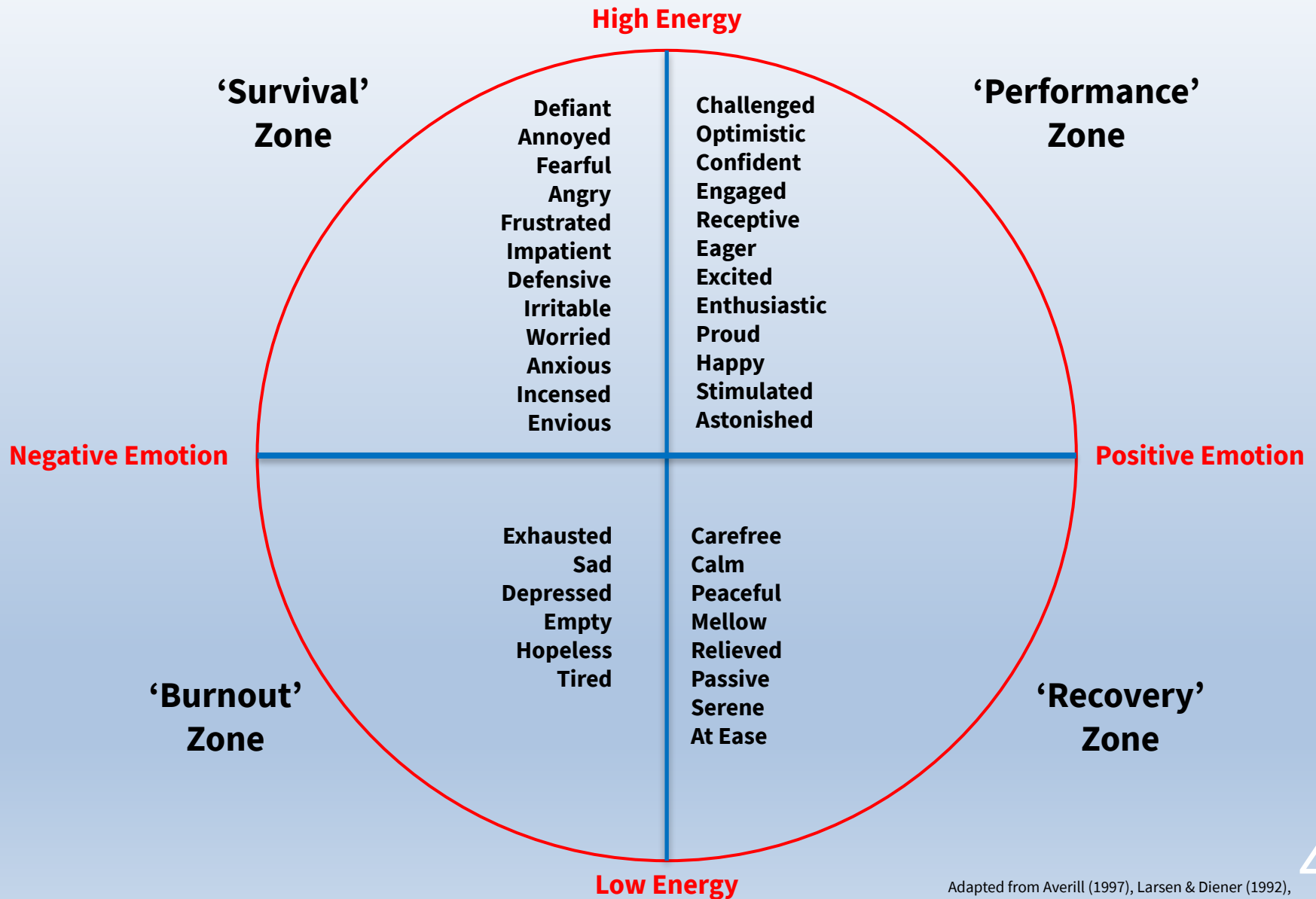
Continue?

Yes

No

## BE BRAVE

# Emotional Zones





REAL TIME RESILIENCE

# 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

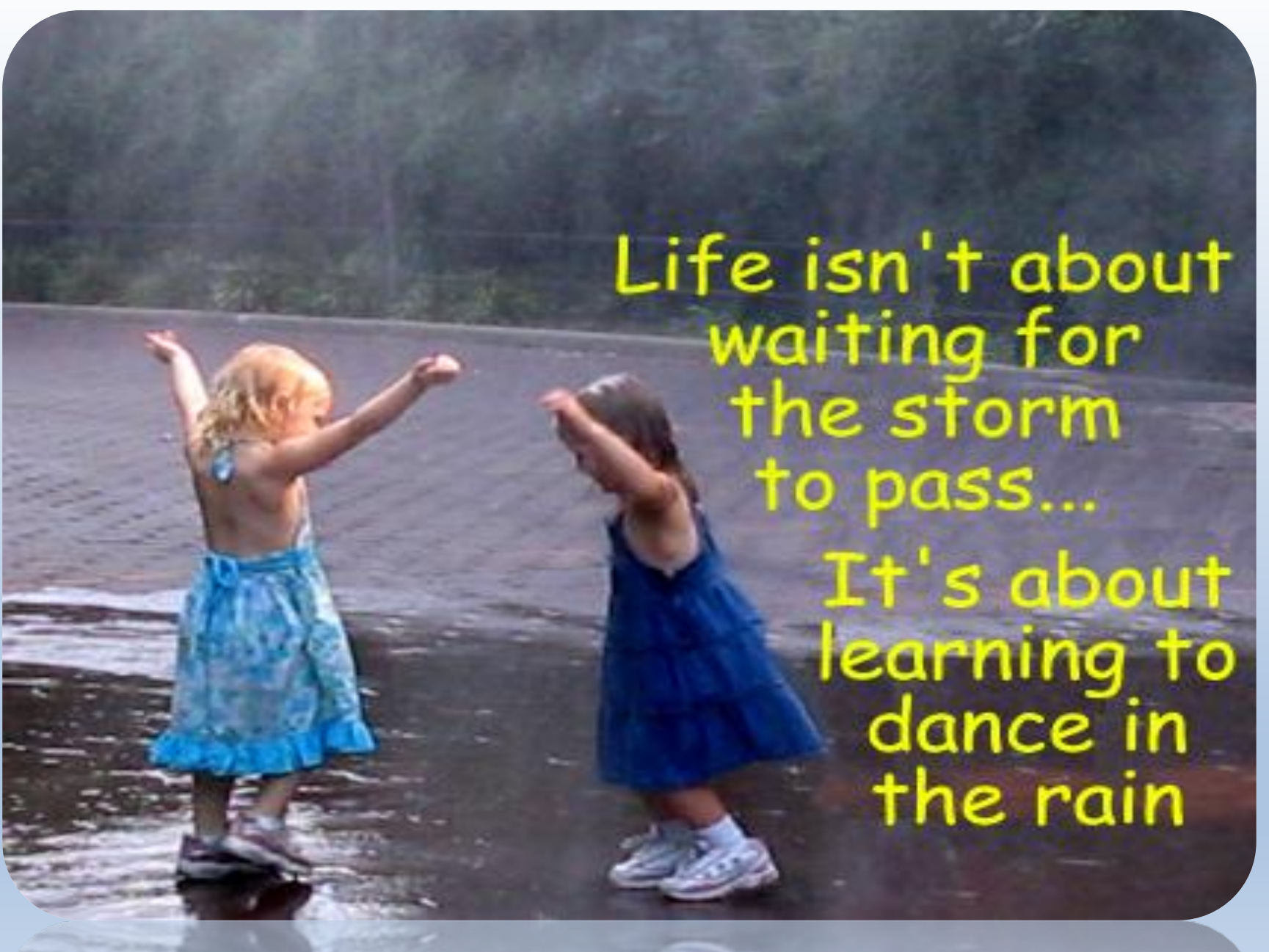
"A more optimistic way of seeing this is..."

**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.	<b>That's not completely true as</b> I have good predicted grades.	✓		
2. The bus will be late to school and I will miss the exam	<b>A more optimistic way of seeing this is</b> I am planning to ask Dad to drive me anyway.		✓	
3. I'll mess it up.	<b>The most likely out come is</b> 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.	<b>A more optimistic way of looking at this is</b> 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.		✓	

A photograph of two young girls standing on a wet beach, dancing in the rain. The girl on the left is wearing a blue and white patterned dress and has her arms raised. The girl on the right is wearing a dark blue dress and also has her arms raised. The background shows a dark, rainy sky and a line of trees. The text is overlaid on the right side of the image.

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, keywords, posters, timelines
- ◉ videos
- ◉ mind maps
- ◉ use colour and highlighters to help the brain remember
- ◉ write information in bullet points or as keywords on “post-its”
- ◉ 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?

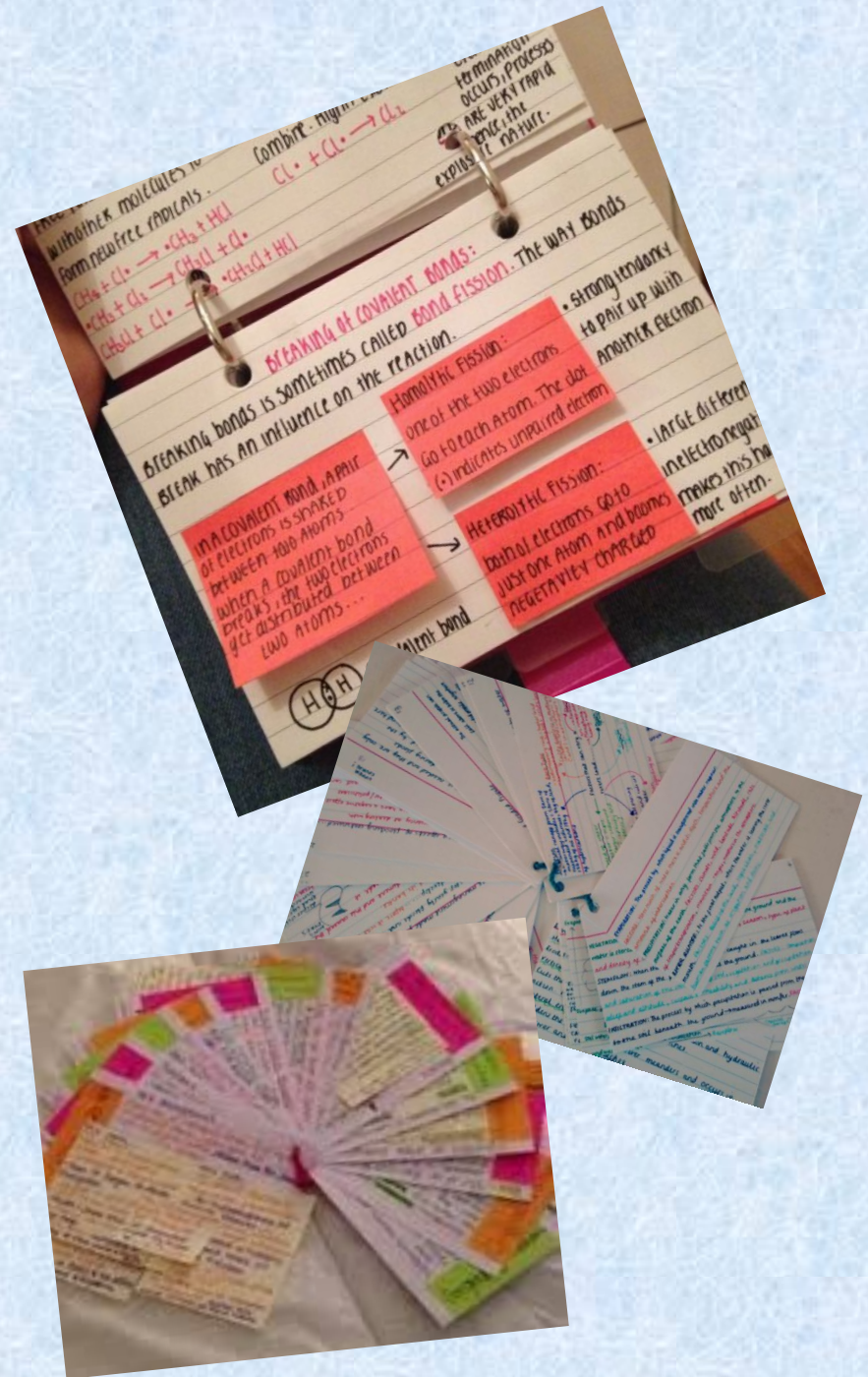
## Suggested strategies:

- > 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?**

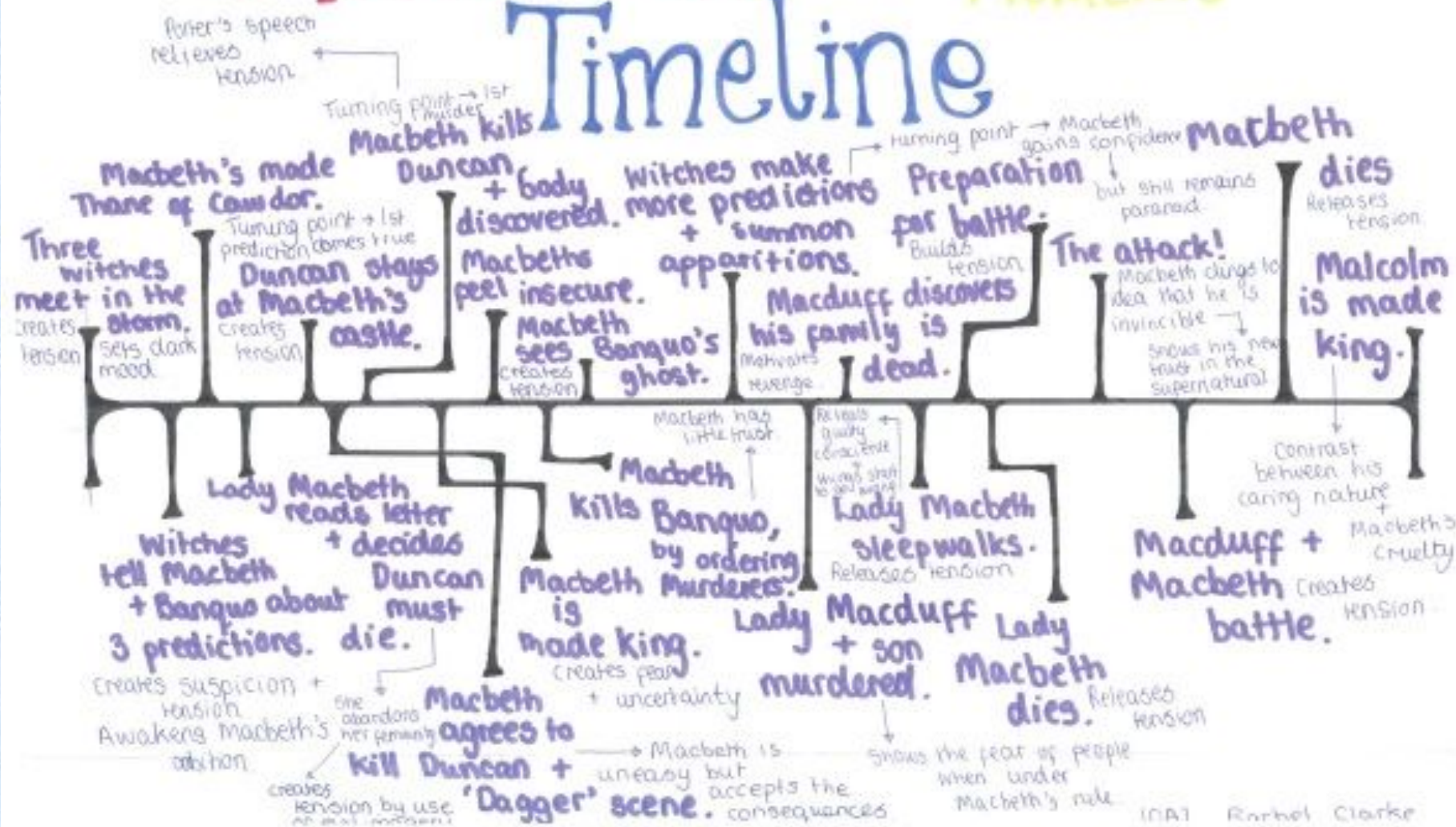
**What?**



# Macbeth

## KEY DRAMATIC MOMENTS

### Timeline



# 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-its 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 to remember items in an order

# Rhymes or Songs

- Helps to remember knowledge in sequence
- Learn by repetition

E.g.

30 days hath September...

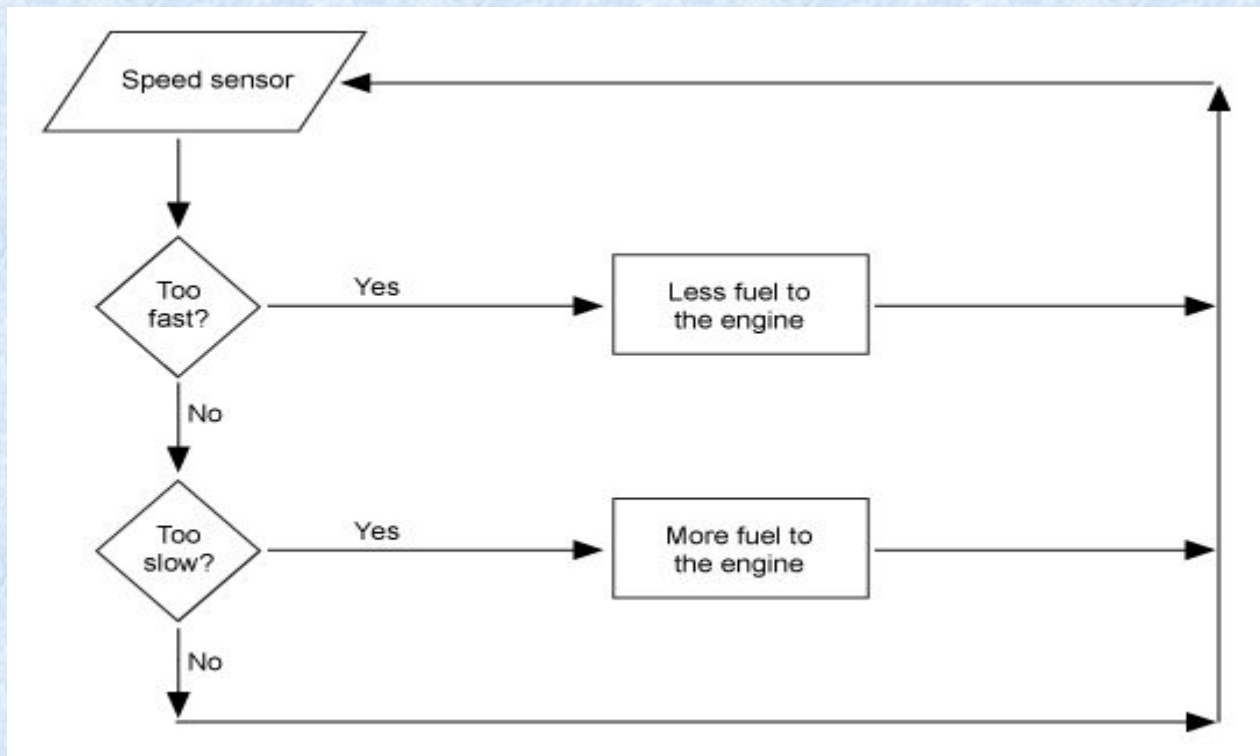
Molecular Shape in chemistry:

<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

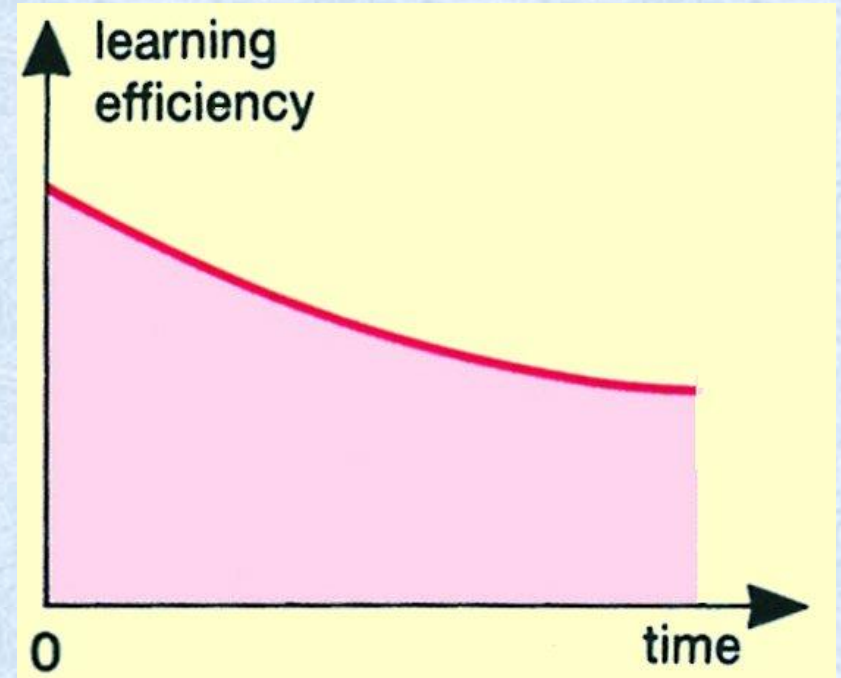
- Regular repetition of knowledge will strengthen it
- Will enable you to prioritise what you need to learn again
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- Will enable you to prioritise what you need to learn again

# 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](http://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...

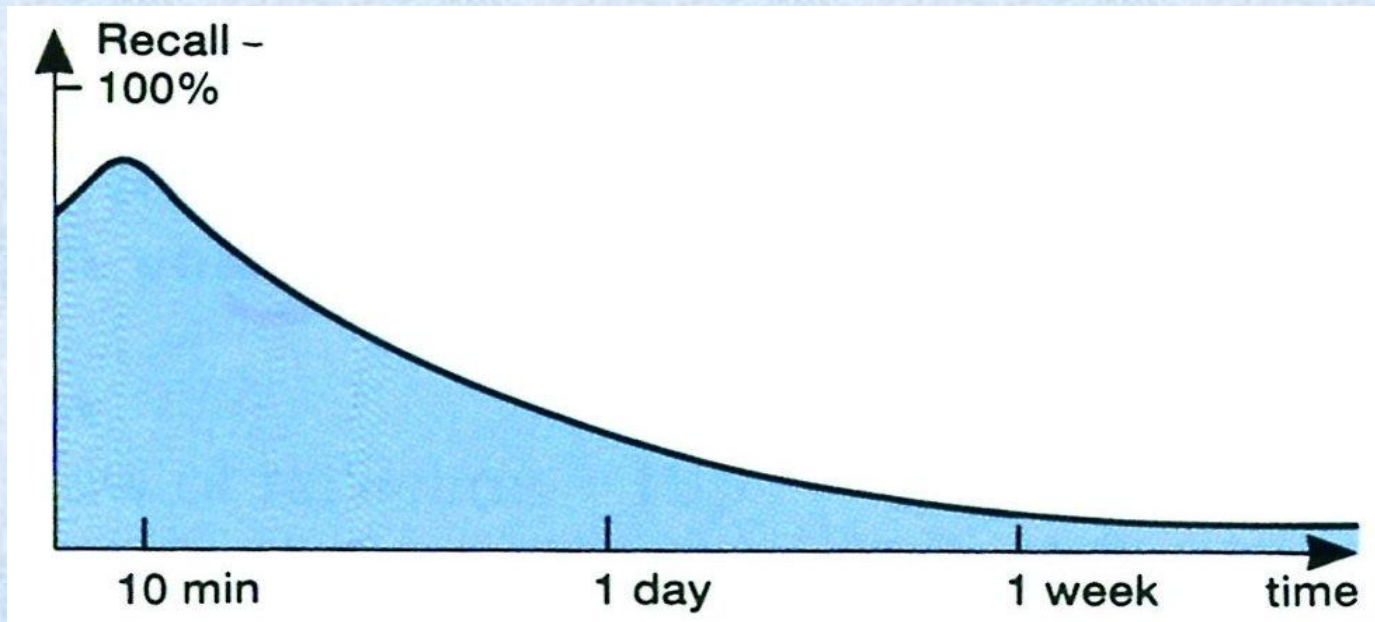
- Don't spend too long revising. There is the law of diminishing returns
- When you start, decide exactly how long you will work for, as your brain knows the end of the revision session is coming, learning efficiency will rise again





# 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!!



# Thank you for attending the Year 10 Curriculum Evening

We would appreciate your feedback.  
Please complete the evaluation form  
on the back of your booklet.

