



Year 10 Curriculum Evening
Thursday 17 October 2019
7:00pm

- ❖ Changes to GCSE (since 2015)
- ❖ Non-examination assessment explained
- ❖ Don't Panic! Resilience for Learning
- ❖ Revision and Study Skills

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Changes to GCSEs (since 2015)

Ms G Absalom, Assistant Headteacher

Non-examination assessment explained

Mrs E Berks, Deputy Headteacher

Don't Panic! Resilience for Learning:

Mr T Henson, Assistant Headteacher

Revision and Study Skills

Mr T Henson, Assistant Headteacher

Please take a moment to complete the evaluation form at the end of the evening, we value your comments.

New GCSE courses – an overview

In recent years, all GCSE courses have been re-designed. The table below shows the date the new reformed GCSE courses were introduced for each subject.

September 2015	English Language & English Literature Mathematics
September 2016	Biology Chemistry Physics Combined Science (usually referred to as Double Science) Art & Design Computer Science Drama Food Preparation & Nutrition French Geography German History Music Physical Education (GCSE course) Religious Studies Spanish
September 2017	Business Design & Technology (all disciplines) Economics

Your son or daughter will study the reformed GCSE courses for all subjects.

The new GCSE courses:

- are more demanding.
- have been designed for a two-year period of study.
- are linear, meaning the content will not be divided into modules, with all written examinations sat at the end of the course.
- Coursework (non-examination assessment) has been removed or reduced in the majority of GCSEs.
- 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 information below summarises publications from Ofqual, the body that regulates qualifications, examinations and assessments in England.

1	Equivalent to a G grade. Nationally, the proportion of grade 1 or higher should be the same as grade G or higher.
2	Equivalent to grades F, E and D. Students who do not achieve a grade 4 or higher in Mathematics and/or English will need to continue studying the subjects if they remain in full-time education.
3	
4	Grade 4 and above is equivalent to grade C and above. In 2019, 91% of Parmiterians achieved 4+ in Maths and English.
5	Equivalent to a high C or low B. 83% of our students achieved 5+ in Maths and English in 2019.
6	Equivalent to a high B grade.
7	Equivalent to a grade A. Nationally, the proportion of grade 7 or higher should be the same as grade A or higher.
8	“A/A*” grade equivalent. The grade 8 boundary will be approximately half way between the 7 and the 9.
9	Grade 9 is more elusive than A*.

So what actually happened during the transitional period? Comparing the **national** percentages of candidates passing with A*-C in 2016 to those awarded 4+ in 2017 and 2018:

- English Language 60%, 62% to 62%
- English Literature 75%, 73% to 74%
- Maths 61%, 59% to 59%

Looking at the relationship between 2016 A*/A and 7+ in 2017 and 2018:

- English Language maintained a consistent 14%
- English Literature 21%, 19% to 20%
- Maths held firm at 16%

In summary, the national outcomes have remained very consistent and no students have been disadvantaged by the changes. Parmiter’s students continue to excel!

Parmiter’s 2019 4+

95% English Language
93% English Literature
94% in Maths

Parmiter’s 2019 7+

42% English Language
43% English Literature
55% in Maths

New GCSE course in English (first teaching September 2015)

Students at Parmiter's study the AQA GCSE English Language Course (specification code 8700) and the AQA GCSE English Literature Course (specification code 8702).

How are the new GCSE English specifications different?

- Both qualifications, English Language and English Literature, are 100% assessed by external examination.
- There is no coursework element to either course.
- Literature examinations are closed text.

GCSE English Language

Paper 1: Explorations in Creative Reading and Writing (50% of qualification)

Section A: 20th or 21st Century fiction as source.

Section B: Creative writing inspired by visual or written prompt.

1 hour 45 minute examination.

Paper 2: Writer's Viewpoints and Perspectives (50% of qualification)

Section A: 19th and either 20th or 21st Century non-fiction as source.

Section B: Writing about your own perspective on linked topic in a given form, purpose and audience.

1 hour 45 minute examination.

GCSE English Literature

Paper 1: Shakespeare and the 19th-century novel (40% of qualification)

Section A: Macbeth

Section B: A Christmas Carol

1 hour 45 minute closed text examination.

Paper 2: Modern Texts and Poetry (60% of qualification)

Section A: An Inspector Calls

Section B: Poetry anthology

Section C: Unseen poetry

2 hours 15 minute closed text examination.

Frequently asked Questions about the new English GCSE specifications

Are spelling, punctuation and grammar (SPAG) assessed?

Yes! In each GCSE Language paper, Section B has specific marks for technical accuracy. In each Literature paper, there are separate SPAG marks awarded on each Section A question.

How will you assess their progress without coursework or controlled assessment?

Students will complete an examination practice in class at the end of each half-term. Marks are recorded centrally to track progress. There will be school examinations in the summer of Year 10 and trial Year 11 examinations as usual.

Will there be past papers available for the students to use?

As these are new qualifications, only limited resources are available from the examination board (AQA). As examination seasons pass, we will have an increasing bank of actual past examination papers to use with students. To supplement this, we have created our own resources for each topic which your child will be given at the time of teaching.

Is Speaking and Listening still assessed?

Speaking & Listening, now known as Spoken Language, is assessed through one presentation and awarded a pass/merit/distinction or unclassified. This result does not contribute toward your child's overall qualification.

Please ask your son or daughter to show you the booklets they have been given.

New GCSE course in Mathematics (first teaching September 2015)

Students at Parmiter's will be studying the Pearson Edexcel GCSE Mathematics Course (specification code 1MA1).

The key features of the new GCSE Mathematics are:

- The course is designed to cover a broader mathematical content and study some areas in greater depth.
- There will be a greater emphasis on problem solving and the need for clear mathematical reasoning.
- There have been a few topics added to the Higher Tier specification but the most significant change is in the Foundation Tier, where a large number of concepts have been added.
- The course will be assessed by three 1½ hour written examination papers.
 - Paper 1 is a non-calculator paper.
 - Papers 2 & 3 are calculator papers.
 - Topics may be assessed on more than one paper.
 - Formulae that students are expected to know will no longer be given – any unfamiliar formulae will be quoted in questions.
 - There will be a total of 240 marks which will be converted to a grade on the new scale of 9 to 1.
- Students will be entered for the Foundation Tier or the Higher Tier.
 - Students entered for the Higher Tier can be awarded grades 9 to 4.
 - Students entered for the Foundation Tier can be awarded grades 5 to 1.
 - A 'U' grade can be awarded on both tiers.

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New GCSE courses in Science (first teaching September 2016)

Students at Parmiter's study for either:

- **Double Science** – this is a Double Award GCSE qualification called 'Combined Science' (AQA 8464).
- **Triple Science** – separate GCSE qualifications in Biology (AQA 8461), Chemistry (AQA 8462) and Physics (AQA 8463).

Subject content

Although there are some changes to the course specifications (some new topics and some content removed), the new GCSEs in Science have maintained much the same content as the old GCSE courses.

The Combined Science course covers the three science disciplines in a traditional fashion.

Assessment

GCSE Triple Science

- For each of the Sciences, students will sit two examination papers.
- Students can sit Higher or Foundation tier papers. For a given Science, students must sit the same tier for both papers.
- Each paper will assess different topics.
- Each paper is 1 hour 45 minutes.
- The papers are equally weighted, with each worth 50% of the overall qualification for that Science. Each paper is out of 100 marks.
- For each Science, students will be awarded a grade 9-1. A 'U' grade can be awarded.

GCSE Combined Science

- 6 examination papers: 2 Biology, 2 Chemistry and 2 Physics.
- Students can sit Higher or Foundation tier papers. Students must sit the same tier for all papers.
- Each paper will assess different topics.
- Each paper is 1 hour 15 minutes.
- The papers are equally weighted, with each worth 16.7% of the overall qualification. Each paper is out of 70 marks.
- Combined Science, equivalent to two GCSEs, will have a 17 point grading scale, from 9-9, 9-8 through to 2-1, 1-1. A 'U' grade can be awarded.

Practical work

Students are no longer required to complete ISAs (Individual Skills Assignment) under controlled conditions in lesson time. Instead, students are required to complete a set number of prescribed practicals over the course. Students must complete:

- 8 practicals for each of Biology, Chemistry and Physics (Triple Science students).
- 16 practicals for the Combined Science qualification.

We are required to keep records to show that students have completed each required practical activity and a record of what they have learned.

Students will also be assessed on their practical skills in the written examinations. At least 15% of the marks for each qualification will be awarded for questions relating to practical work.

Mathematical skills

A minimum of 10% of marks will test maths skills in GCSE Biology, 20% in GCSE Chemistry and 30% in GCSE Physics. For the GCSE Combined Science qualification, maths skills will be tested in the ratio 1:2:3. In other words, for every one mark of maths in Biology, there must be two marks in Chemistry and three in Physics.

There will be a variety of question types testing maths skills, including multi-step and open calculations. Some skills will be tested more than others, such as use of decimals and graphical skills.

For all Physics examinations, students should know how to apply two lists of equations; one is learnt by students and the second is provided as an insert in the question paper.

Question Types

All exam papers include a range of closed and open questions. Examples of these types of questions are:

- **Closed questions** – multiple-choice, link boxes, sentence completion, labelling diagrams.
- **Open questions** – labelling/drawing diagrams, short answer, calculations, extended response.

Questions are structured so that:

- Within a question there are several parts that link to a common theme/topic.
- Within the Foundation Tier papers, questions will be more scaffolded, so there will be a higher proportion of multiple-choice and short answer questions.
- Within the Higher Tier papers there will be more marks for open and extended response questions.

New GCSE courses in French, German, Spanish (first teaching September 2016)

Students at Parmiter's will be studying the AQA Modern Foreign Language GCSE courses. (Specification codes: French: 8658, German: 8668, Spanish: 8698).

How are the new GCSEs different?

- The course is 100% external examination.
- There is no longer any coursework. The speaking will be recorded in-house with the class teacher but is marked externally.
- No dictionaries are permitted in any examination.
- Each of the four papers, testing the four different skill areas, is worth 25% of the total mark.

The programmes of study are the same for all three languages. The topics covered are:

- Identity and culture.
- Local, national, international and global areas of interest.
- Current and future study and employment.

Assessment

Each language is examined in the same way and students will sit the following examinations:

Paper 1 – Listening (25%) Foundation: 35 mins Higher: 45 mins.

Paper 2 – Speaking (25%) Foundation: 7 – 9 mins Higher: 10 – 12 mins.

Paper 3 – Reading (25%) Foundation: 45 mins Higher: 1 hour.

Paper 4 – Writing (25%) Foundation: 1 hour Higher: 1 hour 15mins.

Please note a student is entered for either Higher or Foundation Tier for all four papers. They can no longer mix levels for different skills.

Pupils taking the Higher Tier can be awarded Grades 9 - 4. (If they just fail to get a Grade 4, a Grade 3 can be awarded).

Pupils taking Foundation Tier can be awarded Grade 5 - 1.

A 'U' grade is given for any student failing to get the minimum grade on the papers they have taken.

Activities and opportunities to enhance language learning

The Modern Foreign Languages Department encourages pupils to participate in exchanges and trips. It organises the purchase of foreign language magazines, designed and published for KS4 students and which supplement their classroom learning. Subscription to these magazines also provides on-line resources with a variety of listening activities and exercises. Students also have access to the Foreign Language Assistants during their lessons.

KS4 non-examined Religious, Social, Personal and Cultural Studies (RESPECT) programme

This programme combines the non-examined courses in Life Skills and Religious Education. The programme is designed to allow students to reflect on their own views, beliefs and understandings on a range of religious, spiritual, moral, ethical, personal and cultural issues. We hope the programme will broaden students' knowledge and encourage them to consider views, opinions and beliefs that differ from their own.

The Year 10 RESPECT programme consists of:

- A fortnightly timetabled lesson. A carousel rotation means students will experience 4 modules. Each module will consist of 4 one hour lessons. The modules are:
 - Religious response to crime & punishment
 - What does it mean to be Religious?
 - Politics & PREVENT
 - Careers & Finance
- Two drop days where all students will be off-timetable and experience a series of talks, workshops and/or activities. The first day (December 2019) will focus on health, relationship and sex education. The second day (July 2020) will focus on a theme within Religious Education. Further details will be provided nearer to the time.
- One talk each half term that takes place in an extended assembly slot. These talks may be led by members of staff, students or visitors to the school. The theme of the assembly will be further discussed through activities completed in tutor time either before or after the talk.

The Year 11 RESPECT programme will consist of a fortnightly timetabled lesson, one drop day and one talk each half term for the Autumn and Spring terms.

Non-examination assessment (NEA)

What is non-examination assessments (NEA)?

Non-examination assessment (NEA) is simply the name given to the coursework element of the new GCSE courses.

The term NEA covers:

- Coursework that is internal assessed.
- Internally marked practical examinations (e.g. Art)
- Externally marked practical and oral examinations.

The proportion of each subject assessed through non-examination assessment (NEA) is detailed below.

% of specification assessed through NEA	Subjects
0%	English Language [#] , English Literature, Mathematics, Sciences*, Business, Computer Science [%] , Economics, Geography [§] , History, RS
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)

[#] a separate grade is reported for the assessment of spoken language (see pages 6-7 for further details).

* students are required to complete a set of prescribed practicals (see pages 10-11 for further details).

% students are required to complete a programming project. The school must provide evidence of completion to the examination board, but it does not contribute to the student's final mark.

[§] students are required to participate in a compulsory Geography field trip in Year 11.

What is the NEA process?

There are three stages to any task and a set of rules which apply to each stage. These rules often vary across subjects. The stages are:

- Task setting
- Task taking
- Task marking

Task setting

Tasks may be set by:

- the examination board
 - the school will select from a number of comparable tasks provided by the examination board.
- the school
 - the school may choose one of the examination board tasks; or
 - the school may design their own task, in some cases with candidate input, using criteria set out by the examination board.

In the majority of subjects, tasks will have a 'date of issue'; this means the school is limited as to when students can complete their NEA task.

Task taking

The experience of completing NEA tasks varies significantly between subjects, and sometimes between tasks in the same subject. The NEA task(s) for the new GCSEs fall into one of three categories:

- Students must complete all work under supervised conditions.
- Students must have sufficient direct 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.

For each subject, the examination board specifies the conditions under which the NEA task must be completed. A different level of supervision may apply at different points of a task.

Detail by subject can be found on pages 20-25

Under the strictest supervised conditions, the following regulations may apply:

- 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, mobile phones or other electronic devices.
- Candidates complete their work independently.
- Interaction with other candidates must not occur.
- No assistance of any description is provided.

Advice and Feedback

Teachers may:

- review students' work and provide oral and/or written feedback at a **general** level;
- having provided advice at a general level, allow candidates to revise and re-draft work.

Teachers may not:

- provide detailed specific advice on how to improve drafts to meet the assessment criteria;
- give detailed feedback on errors and omissions;
- intervene to improve the presentation or content of work;
- provisionally assess work and then allow candidates to revise it.

It should be noted that the examination boards may issue particular guidelines for certain subjects. For any NEA task **where students must work under supervised conditions, no feedback can be given.**

Word and/or time limits

For subjects where students are taking work home, any time limits given by the examination board are for guidance only. However, minimum and/or maximum time limits do apply for some tasks, or parts of tasks, and these must be completed in lesson time to ensure students adhere to these limits.

There are also some subjects where word limits, as opposed to guidance, are given. The consequence of exceeding the word limit can mean that students lose marks and any work submitted over the word limit may not be marked.

Task marking

All non-examination assessment is internally assessed except for:

- French, German and Spanish speaking (paper 2).
- Drama performance (component 03: presenting and performing texts).

Internally assessed work is:

- Marked by the teacher in accordance with the marking criteria issued by the examination board.
- Marking is internally moderated to ensure standardisation across teaching groups.
- Students are informed of their NEA mark by their subject teacher (note, this mark is subject to moderation by the examination board and may, therefore, change).
- A sample of work is submitted to the examination 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, 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 examinations and non-examination assessment. If your son/daughter has an approved access arrangement allowing then additional time in written examinations, this arrangement is only applied to time limited NEA tasks.

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.

What if a student is absent?

When an NEA task is time limited and must be completed under direct supervision, the school will, of course, provide opportunities for students to catch after an unavoidable absence, for example due to illness or a trip organised by the school. However, we do urge that students do not miss school days for other reasons as missing lessons may impact on their success in that subject.

Year 10 Non Examination Assessment (coursework) - calendar format (2019/20)

	Jan '20	Feb '20	Mar '20	Apr '20	May '20	June '20	July '20
Art						5hrs during Y10 exam period	
Computer Science							1 st → & ongoing to Yr 11 Programming project in lessons & home
D&T (all)						1 st → In lessons	→17 th & ongoing to Yr 11
Drama			16 th → Devising practical	→24 th			10 th : deadline for portfolio submission for feedback
English			23 rd → Speaking & listening assessment	→3 rd			
MFL						2 nd →12 th MFL speaking exams (mock)	
Music		24 th → Composition in lessons	→	→	→	→	→ 17 th
PE						1 st → In lessons	→17 th & ongoing to Yr 11

This information was accurate when it was prepared in September 2019 but may be subject to change should departments need to amend their plans due to staff absence, school closure, cancelled fieldwork and other similar eventualities.

Subjects that will have NEA in Year 11: Art, Computer Science (programming project), Design & Technology, Drama, Food Preparation & Nutrition, Geography (compulsory fieldtrip), Languages, Music, PE. The calendar showing these dates will be published on the school website in September 2020. (The calendar for the current Year 11 cohort is available on the website if you wish to get an idea of the schedule your son/daughter will experience in Year 11).

Non-examination assessment – information by subject for new GCSE courses

(for students starting Year 10 in September 2019)

Subject (% of specification assessed through NEA)	Details of the non-examination assessment(s)
Art & Design (100%)	<p>Component 1: Personal Portfolio</p> <ul style="list-style-type: none"> • 60% of total marks. • Students create a personal portfolio of work. • Schools devise a theme/project appropriate to their students and resources. • Internally marked then moderated by the examination board. <p>Component 2: Externally Set Assignment</p> <ul style="list-style-type: none"> • 40% of total marks. • The Externally Set Assignment is set by the examination board and will be released to the school in the January of Year 11. • Students undertake a period of study (preparation) prior to a 10 hour examination (split over two days). • During the preparation for the examination, students must not share ongoing work with others through the use of online forums or social media. • During the 10 hour examination students work unaided under examination conditions. • Once the 10 hour examination has begun, students must not bring additional work in to, or take work out of, the sessions. • Internally marked then moderated by the examination board.
Computer Science (0%)	<ul style="list-style-type: none"> • Students are required to complete a programming project as part of the GCSE course. Evidence that a student has undertaken the project must be submitted to the examination board. However, it does not contribute to the final mark awarded to the student. • Students complete one task that involves: <ul style="list-style-type: none"> ○ developing a computer program; ○ designing, writing and testing the computer programming code; ○ producing a report outlining the above stages. • Students are not allowed to take the programming project home with them. All work must be completed under supervised conditions. • Students are allowed up to 20 hours to complete the task. • The task is set by the examination board and available to the school from the April of Year 10. The task changes for each new cohort of students. • Internally marked then moderated by the examination board.

Subject (% of specification assessed through NEA)	Details of the non-examination assessment(s)
Design & Technology – all disciplines (50%)	<ul style="list-style-type: none"> • 50% of the total marks. • Students are required to undertake a design and make task based on a design challenge set by the examination board. • The design challenges are released to the school on 1 June in the year prior to the submission of the NEA (ie the June of Year 10). The challenges change for each new cohort of students. • The project in its entirety should take 70-80 hours to complete. • Students' work must consist of a working prototype and a concise portfolio of approximately 20 pages of A3 paper (or A4 / digital equivalent). • Students' work is assessed against the following areas: <ul style="list-style-type: none"> ○ identifying and investigating design possibilities; ○ producing a design brief and specification; ○ generating design ideas; ○ developing design ideas; ○ realising design ideas; ○ analysing & evaluating. • All practical work must be completed under direct supervision. Any practical work done outside of school cannot be credited. • For the written element, students must have sufficient direct supervision to ensure that the work submitted can be confidently authenticated as their own. • Internally marked then moderated by the examination board.

Subject (% of specification assessed through NEA)	Details of the non-examination assessment(s)
Drama (60%)	<p>Component 01/02: Devising drama</p> <ul style="list-style-type: none"> • 30% of total GCSE. • Students must research and explore a stimulus (provided by the examination board), to create a devised drama. • Students must create a portfolio to support the creation of their devised piece. The portfolio should include: <ul style="list-style-type: none"> ○ Section 1 – research and initial ideas. ○ Section 2 – creating and developing drama including analysing and evaluating the work in progress. ○ Section 3 – an evaluation of their final piece of devised drama. • The portfolio can be presented in variety of ways. The examination board gives recommended maximum lengths depending on the method of presentation. • Learners also perform their devised drama. The final assessed performance must be video recorded. The examination board stipulate minimum (5 minutes) and maximum (15 minutes) performance times. • The stimulus paper is available to the school from the September of Year 10. There is a new stimulus paper for each cohort. • Students must have sufficient direct supervision to ensure that the work submitted can be confidently authenticated as their own. • Internally marked then moderated by the examination board. <p>Component 03: Presenting and performing texts</p> <ul style="list-style-type: none"> • 30% of total GCSE. • Students study a text, chosen by the school according to examination board guidelines. Students must: <ul style="list-style-type: none"> ○ read the whole text; ○ perform two sections from the text. • Depending on the number of students performing each extract, the examination board stipulates minimum performance times and recommends maximum performance times. • The performances are assessed by a visiting examiner in the examination window (usually Spring Term of Year 11).

Subject (% of specification assessed through NEA)	Details of the non-examination assessment(s)
Food Preparation & Nutrition (50%)	<ul style="list-style-type: none"> Students must complete two tasks: <ul style="list-style-type: none"> Task 1: Food investigation (15% of total marks). Task 2: Food preparation assessment (35% of total marks). <p>Food investigation task</p> <ul style="list-style-type: none"> Students investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. The examination board set three tasks, one of which is chosen by the school. The tasks are available from the September of Year 11. The tasks change for each new cohort of students. Students produce a written report of 1,500–2,000 words (approx. 6–8 sides of A4 or A3 equivalent). Photographic evidence must be included in the report to mitigate against plagiarism and for authentication purposes. Students are allowed up to 10 hours to complete the task. Students must have some direct supervision to ensure that the work submitted can be confidently authenticated as their own. Internally marked then moderated by the examination board. <p>Food preparation assessment</p> <ul style="list-style-type: none"> Students must plan, prepare, cook and present a menu of three dishes to meet the needs of a specific context. The examination board set three contexts, one of which is chosen by the school. These contexts are available to the school from the November of Year 11. The contexts change for each new cohort of students. Students are allowed up to 20 hours to complete the task. This includes a single 3 hour session when the students must produce their final three dishes. The single 3 hour session can only be undertaken once. Students must produce a written portfolio of how they researched and planned for their final menu and an analysis and evaluation of the outcome. The portfolio must include photographic evidence of the three final dishes. The portfolio is not to exceed 20 sides of A4 or A3 equivalent. Students must have some direct supervision to ensure that the work submitted can be confidently authenticated as their own. Internally marked then moderated by the examination board.

Subject (% of specification assessed through NEA)	Details of the non-examination assessment(s)
Languages – French, German and Spanish (25%)	<p>Paper 2: Speaking</p> <ul style="list-style-type: none"> • 60 marks, equivalent to 25% of total GCSE. • Foundation Tier: students will attend one session of 7–9 minutes (and supervised preparation time of 12 minutes). • Higher Tier: students will attend one session of 10–12 minutes (and supervised preparation time of 12 minutes). • The speaking examination consists of three parts: <ul style="list-style-type: none"> ○ Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier). ○ Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier). ○ General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier). • Instructions for the test are in English. All questions are in the target language (French, German or Spanish). • Students will be allowed to make notes during their supervised preparation time and take them into the examination room to use during the test. • The examination must take place in April or May of Year 11 in the window defined the examination board. • The examination can only be taken once. • The test is conducted and audio-recorded by a teacher. The recordings are sent to the examination board for marking.
Music (60%)	<p>Component 2: Performing music</p> <ul style="list-style-type: none"> • 30% of total GCSE. • Students must complete two performances: <ul style="list-style-type: none"> ○ Performance 1: Solo performance (15%). ○ Performance 2: Ensemble performance (15%). • The total performance time must be for a minimum of four minutes. The performance as part of an ensemble must last for a minimum of one minute. There is no maximum duration for performances. • Performances must be completed in Year 11. • Internally marked then moderated by the examination board. <p>Component 3: Composing music</p> <ul style="list-style-type: none"> • 30% of total GCSE. • Students must complete two compositions: <ul style="list-style-type: none"> ○ Composition 1: Composition to a brief set by the examination board (15%). ○ Composition 2: Free composition (15%). • The brief for composition 1 is released by the examination board in September of Year 11. • The combined duration of the compositions must be a minimum of three minutes. There is no specified maximum duration. • Students must have sufficient direct supervision to ensure that the work submitted can be confidently authenticated as their own. • Internally marked then moderated by the examination board.

Subject (% of specification assessed through NEA)	Details of the non-examination assessment(s)
PE (40%, of which 30% is based on practical assessment)	<p>Practical performance in physical activity and sport</p> <ul style="list-style-type: none"> • 100 marks, equivalent to 40% of total GCSE. • Students are assessed on: <ul style="list-style-type: none"> ○ Practical performance in three different physical activities in the role of player/performer (one in a team activity, one in an individual activity and a third in either a team or in an individual activity). (75 marks) ○ Analysis and evaluation of performance to bring about improvement in one activity. (25 marks) • Where practical performances have been carried out within school, and students are therefore under direct supervision, the teacher can be confident the performances are authentic. • If, due to the nature of sport being assessed, an activity has been performed outside of school an audio-visual recording of that performance must be made. The examination board provide a set of criteria that must be met if a recording is to be used for assessment. • For the analysis and evaluation of performance, students do not need to be supervised at all times but the teacher must be confident the work produced is the student's own. • Internally marked then moderated by the examination board.



This notice has been produced on behalf of:

AQA, OCR, Pearson and WJEC

Information for candidates: non-examination assessments

This document tells you about some things that you must and must not do when you are completing your work.

When you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you **must** ask your teacher.

Preparing your work – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, you **must** describe in your own words how that data was obtained and **you must independently draw your own conclusions from the data.**

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Do not leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you do not need.

Do not be tempted to use pre-prepared on-line solutions — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive or obscene material.

Research and using references

In some subjects you will have an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You must take care how you use this material though - you cannot copy it and claim it as your own work.

The regulations state that:

the work which you submit for assessment must be your own;

you must not copy from someone else or allow another candidate to copy from you.

When producing a piece of work, if you use the same wording as a published source you must place quotation marks around the passage and state where it came from. This is called “referencing”. You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: Morrison, 2000, pg.29.

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example: <http://www.geocases2.co.uk/rural1.htm> downloaded 5 February 2020.

You may be required to include a bibliography at the end of your piece of written work. Your teacher will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Curran, J. Mass Media and Society (Hodder Arnold, 2005).

If you copy the words or ideas of others and do not show your sources in references and a bibliography, this will be considered as cheating.

Plagiarism

Plagiarism involves taking someone else’s words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Do not think you will not be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read or seen the source you are using, or even marked the work you have copied from!
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

- If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:
- the piece of work will be awarded zero marks;
- you will be disqualified from that component for the examination series in question; you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

The awarding body will decide which penalty is appropriate.

REMEMBER – IT’S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK

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Information for candidates

Using social media and examinations/assessments

This document has been written to help you stay within examination regulations. Please read it carefully.

We all like to share our experiences when taking examinations. However, it is important to consider what you say and to think about what information is being shared.

Sharing ideas with others online could be helpful when you're studying or revising.

However, there are limits to the amount of information you can share and you need to be careful not to break the rules. We'd like to ask you to act responsibly when discussing online. If you're in doubt about what you can and can't discuss online regarding your exams, it's always best to check with your teacher.

If you receive what is or what looks to be assessment related information through social media, or any other means, you must tell your teacher or another member of staff. You must show them what you have received (if available). They will then report the matter to the awarding body and it will be investigated.

Where candidates breach the rules for examinations, controlled assessments, coursework or non-examination assessments, awarding bodies have an obligation to investigate and may apply penalties.

You should be aware that the following might constitute malpractice:

- copying or allowing work to be copied – i.e. posting written work on social networking sites prior to an examination/assessment;
- collusion: working collaboratively with other candidates beyond what is permitted;
- allowing others to help produce your work or helping others with theirs;
- being in possession of confidential assessment related information in advance of the examination;
- exchanging, obtaining, receiving (even if not requested) or passing on assessment related information by any means of communication (even if just attempting to);
- failing to report to your centre assessment related information being shared online; or
- passing on rumours of exam content.

Penalties that awarding bodies apply include:

- a written warning;
- the loss of marks for a section, component or unit;
- disqualification from a unit, all units or qualifications; or
- a ban from taking assessments or exams for a set period of time.

Please take the time to familiarise yourself with the JCQ rules:

<http://www.jcq.org.uk/exams-office/information-for-candidates-documents>

Don't Panic! Resilience for Learning

Resilience: "The capacity to recover quickly from difficulties; toughness"

Key questions

- Happy or sad?
- Apathy or activity?
- Pass blame or take responsibility?

Strategies to build resilience

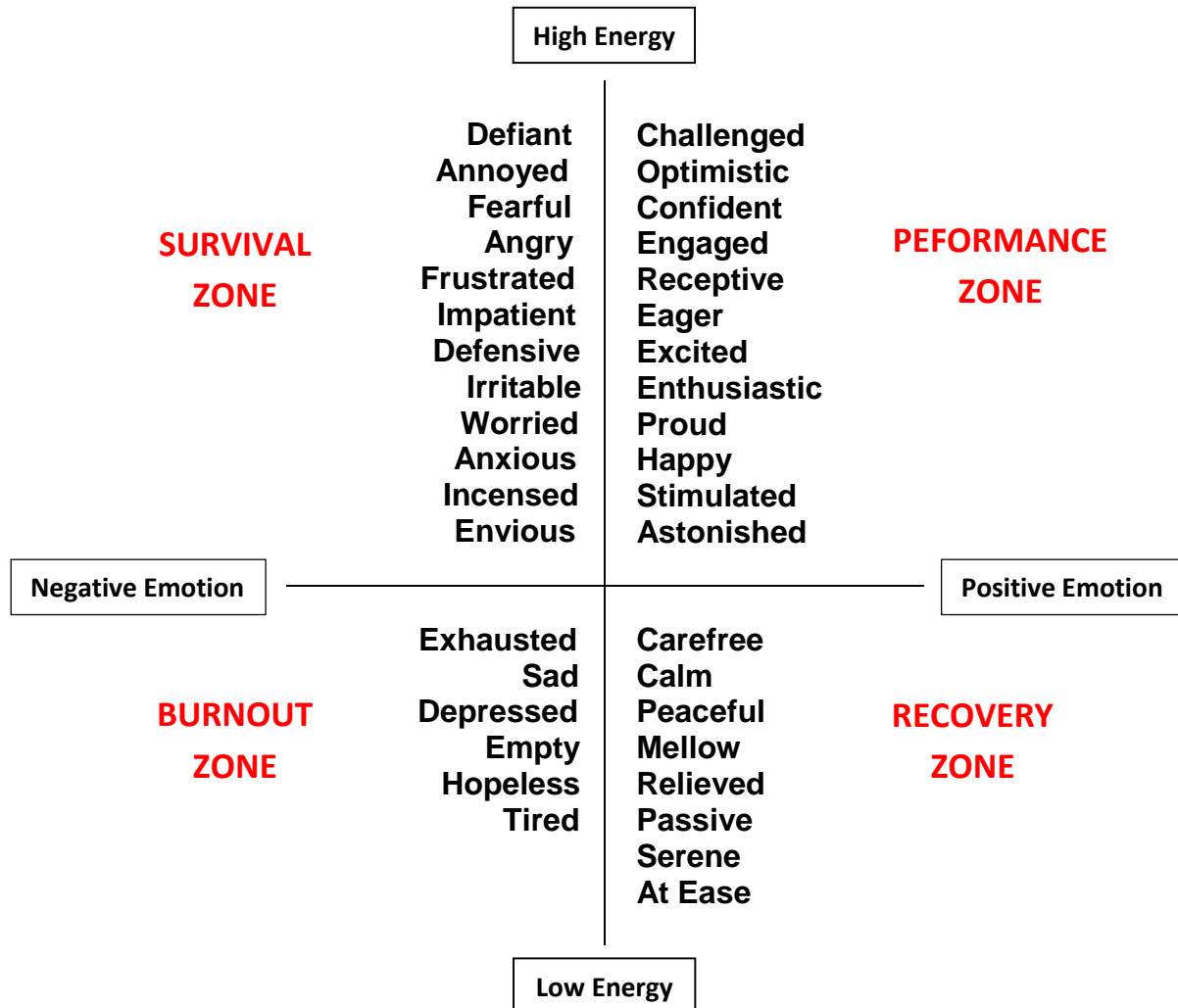
1. **Place:** People often put themselves in a place of comfort and security – this could be with school, work or in social time, sticking to the same routine and activities. Yet to develop confidence and resilience, you have to take risks and step outside of your comfort zone.
2. **Passion:** Passion 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.
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.
4. **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. You can choose what you accept from others and you can also decide whether to let their actions or behaviours affect you.
5. **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; (i) your personal attitude and (ii) where you focus your time and energy. Resilient people only focus on those things that they can control.
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. We need to have internal dialogue (self-talk) in a ratio of at least 3:1 positive to negative in order to build self-belief and create resilience. Let 'yet' into your thinking
7. **Physical Activity:** 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.

Get a sense of perspective - do not catastrophise!

Understand that being happy and sad are normal emotions

Resilience: Emotional Zones

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



To do well in our studies (or indeed anything) we need to be in the 'Performance' zone - feeling receptive, engaged, stimulated and challenged. But we cannot survive in that zone all the time - it takes a lot of energy and positive emotion. **We need to spend time in 'Recovery'** before being ready to go back to 'Performance'. If we don't, we will soon find ourselves in 'Burnout' and it is very hard to move back to 'Performance' from there. Sleep and rest being two of the most important things we can do to recover. Time away from electronic devices helps here too!

Time in 'Survival' zone happens to us all from time to time and, as long as we do something about it, we can stop ourselves slipping to 'Burnout'. If we find ourselves in 'Survival' we will need some strategies to take us back to 'Recovery' and from there to 'Performance'.

Real Time Resilience Strategies

TAGLINES

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 or PIIP (P) - **The most likely implication is ... and I can...**

Describe the 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. Everyone 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 outcome 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.		✓	

Revision and Study Skills

‘The truth about exams’

- Exams are not designed to catch you out
- They provide an opportunity for you to demonstrate your knowledge and understanding
- 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’ve already been to lessons, read the books, done the homework and now you’re looking at it again.

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

- Organisation - have you got all your notes?
- Create a revision timetable
- Do not just revise the subjects you enjoy the most
- Be specific – do not just put Maths, identify a topic e.g. algebra
- Have you decided how you are going to revise? You need a strategy!
- Include breaks in your plan

Do you know the topics you are going to revise?

- Revision checklists
- Textbook
- Exam board details / syllabus
- Ask your teacher

Visual Learners - possible revision techniques:

- Use pictures, 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 - possible revision techniques:

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

Kinaesthetic Learners - possible revision techniques:

- Key word cards
- Put notes on cards or “post-its” and sequence them (e.g. order of importance / 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
- Be the teacher – teach your parents!
- Squeeze a sponge or stress release ball while working

How are you going to revise?

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

General guidance

- You can't rewrite all of the notes from your 2 year course - summaries needed
- Use a variety of revision techniques – your memory will be more efficient
- Highlight key parts or ones that are more difficult to remember
- Keep persevering with the more difficult work
- Don't spend too long revising - after about 10 minutes the amount your brain can recall starts to decrease so revise in short bursts

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.

FINALLY...

- 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

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EVALUATION FORM

YEAR 10 CURRICULUM EVENING: OCTOBER 2019

We hope that you have found this evening's presentations and the information booklet informative and that they have highlighted some of key issues regarding transition to Key Stage 4.

We would be grateful for your feedback on the evening and the booklet. Please complete the table below adding any comments, feedback or suggestions regarding the topics presented.

Changes to GCSEs	
Non-examination assessment explained	
Revision & Study Skills	
Don't Panic! Resilience for Learning	
Please list any other topics that you think it would be helpful to have had further information about:	

Thank you for your support and feedback.

Fold and tear here