



# LYTCHETT MINSTER SCHOOL

## GCSE Handbook

September 2010



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## **KS4 Curriculum Information**

We are pleased to provide parents with important curriculum information to help support your children through these two important years of GCSE study. We value the partnership between school and parents and recognise the positive impact we have together on the success of students at school in terms of their personal development and examination outcomes.

This booklet outlines a number of key areas

1. GCSE targets and tracking of progress
2. The partnership of school, parents and students
3. Controlled Assessment
4. Key Dates
5. Subject Information
6. Useful Websites

We hope you find this information useful and would encourage you to keep in touch with the school via Heads of House if you have any questions, concerns, or information you believe we would find helpful in supporting your child.



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## Year 10 – GCSE Targets and Tracking of Progress

The GCSE examination results that your children achieve in two years' time provide an important national measurement of their ability. These grades will be with them for life — not just as a record of achievement but also as an indication of their ability, their potential.

As a school we aim to support and encourage every child to achieve their potential and throughout KS4, progress towards academic goals in the form of GCSE targets is an important focus for us.

Parents will already be familiar with target setting processes in schools and understand that we aim to use targets as a way of building ambition and making students aware of their capabilities. Year 10 students will shortly receive target grades for each subject they study. These targets are based on their previous attainment and the grades are considered to be targets that children at successful schools such as Lytchett should aim for.

As ever, there will be students who are determined to exceed their targets from the outset, and those who may feel somewhat daunted, but we hope that with the support of teachers, tutors and Heads of House, students will understand their personal challenges and will respond positively to clear feedback about their learning and progress.

Throughout Y10/11, work will be marked with reference to GCSE grades in order that students can understand their progress. They will also have plenty of access to practice papers, mark schemes and exemplars as well as appropriate guidance on completion of controlled assessments.

In addition, during November, January and July of Year 10 and December and April of Y11, key assessments will be undertaken in each subject and reported to parents. These assessments will each comprise two grades.

- ❑ Assessment Grade – the GCSE grade for the assessed piece
- ❑ Operating Grade – the GCSE grade at which the student operating across all aspects of the work.

Each of the grades will be 'sub-levelled', e.g.

C1 – very good C, almost a B

C2 – straight C

C3 – just a grade C

For BTEC courses

P1 – very good pass almost a merit

P2 - straight pass

P3 – just a pass

W – working towards

Through this tracking system, we are able to quickly identify students who are performing at or beyond their target grade in each subject and indeed, those students who are struggling or not making the progress we would expect. We can then target our responses, giving praise, encouragement, appropriate support and Subject specific advice, instruction and support is available through teachers but in addition, Subject Leaders, Tutors, Heads of House and Senior Managers analyse pupil progress data closely in order to pick up on any patterns – in this way we can quickly spot any individuals who seem to be struggling with

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study skills, revision, organisation, attendance, motivation, behaviour etc and put a plan in place to support improvement.

Contrary, sometimes, to their claims, students *do* feel the pressure of their studies and the pressure to do well. The amount and seriousness of the work is significantly greater in Years 10 & 11 than ever before.

### **How does the school help?**

Lytchett Minster School has a very good reputation for the quality of its GCSE, Vocational, AS level and A level results. This is partly because of the quality and focus of the teaching and also partly because of the pastoral support given at each stage of the course.

We utilise many different strategies to provide appropriate additional support to individual students, such as:

- ❑ The use of library facilities for study at lunch and after school
- ❑ Homework clubs
- ❑ Revision guides
- ❑ Regular homework – students should have a routine of about 2 hours per night
- ❑ Extra sessions after school with subject teachers
- ❑ Student and staff ‘Coaches’
- ❑ Support with revision skills and exam techniques
- ❑ Peer support/study groups
- ❑ Controlled assessment guidance
- ❑ Guidance interviews with Heads of House
- ❑ 1:1 discussions with teachers and tutors
- ❑ Extension tasks on our VLE
- ❑ Additional subject resources
- ❑ Share details of useful websites

### **What can parents do to help?**

- ❑ Look at your child’s planner, books and folders both to see how they are doing and to check that they are getting work in to their teachers on time
- ❑ Encourage the development of routines for regular homework, leisure and sleep
- ❑ Make sure they have as good work facilities as possible — a workspace which is quiet and away from TV, music and uninterrupted by “social networking”
- ❑ Keep family holidays to holiday time. Time missed is almost never fully made up and evidence collected nationally has proved a strong correlation between low attendance rates and underachievement.
- ❑ Parents, help each other by reinforcing similar rules! All children need sleep! (10 to 10.30 seems to be the usual bed-time)
- ❑ Part-time jobs are very attractive to students but it is very important that excessive hours are avoided. Their long-term earning potential will be compromised if studies are neglected.

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## How Can Students Help Themselves?

Develop a good routine for every day and it will make your GCSE courses easier to handle and much more successful. When you are working, work! When you have finished work for the evening, switch off completely! Develop other interests: clubs, societies, spend time with friends and family. Get to bed at a reasonable time!

**Most importantly, avoid absence from school as much as possible**

Some other tips!

- ❑ Find somewhere quiet (away from music, TV, mobiles, "social networking") where you can work without interruption
- ❑ Set aside a regular period of between 2 and 2½ hours that is your work period each day – give yourself a ten minute break in the middle of this to keep yourself fresh
- ❑ Use your homework planner well, to record exactly what it is you have been asked to do
- ❑ Don't leave work to the last minute and don't hand in work late. If you get into this bad habit, you will really struggle in Year 11 when the pressures are much greater
- ❑ Get into the habit of presenting all of your work neatly – neat controlled assessment impresses examiners and untidy notes are completely useless when it comes to revision
- ❑ Spread your time as equally between subjects as possible. You have to get good grades in all subjects not just a few favourites/difficult ones.

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## Controlled Assessment at GCSE

When was it introduced?

In September 2009, there were significant changes made to the way that students are assessed at GCSE. Coursework has been abolished and replaced with a new form of assessment called Controlled Assessment.

### 1. What's the biggest difference compared to coursework?

Coursework was a key assessment task that was planned in class and completed over a period of time in class and at home. In some subjects, students were able to draft and redraft their work guided by teacher comments and guidance.

Controlled Assessment is very different and while there are variations between subjects, essentially much of the work has to be completed in class under strict teacher supervision. Students cannot take it home and be given additional help by a third party.

### 2. How can parents help?

Our policy for Controlled Assessment is attached to this booklet. In due course parents will be asked to confirm that they have read and understood the policy as well as the Notice to Examination Candidates from the Joint Council for Qualifications about plagiarism (a form of cheating). This process is designed to enable all parents to fully understand the importance of and the way that Controlled Assessments work. This knowledge should enable parents to support their children at key pressure points during the two year period of GCSE's.

As indicated in the policy below, absence from school at any point during Controlled Assessment, be it at the research, planning, analysis or write up stage can seriously disadvantage students' prospects of success on the course. If a student is absent, the teacher is unable to replicate the learning scheme to suit an individual's predicament because there are strict conditions set out by the awarding bodies about supervision, use of ICT and access to additional resources. While the school centrally will provide for 'catch up' in genuinely needy cases, this is unlikely to be covered by a Subject Specialist teacher and may be a good time later than when the learning scheme was followed in class. Ensuring that attendance is exemplary and avoiding taking any time out for holidays will be a critical aspect of parental support.

### 3. How long are the Controlled Assessments and when will they be taking place?

The schedule attached provides as best a picture as possible at this stage. It would be helpful if this were pinned to a central place at home as a reminder of key school dates.

### 4. Is Controlled Assessment the same for each subject?

No. Each subject has its own defined process and timeframe. Some courses have significant amounts. The range is 20% to 60% as shown on the schedule below.

### 5. Does Controlled Assessment apply to the Btec courses?

No. However, the Btec courses are 100% continuous assessment, some of which is for practical applications. The attendance issue described above fully applies.

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**6. What happens if a student fails to comply with the rules that control the conditions for Controlled Assessment (for example break the Absolute Silence rule)?**

In order to protect the learning environment of other students, a student in breach of the rules will be removed, thus compromising their chances of completing the assessment and thereby jeopardising a successful outcome on the course.

**Policy for Controlled Assessment at GCSE at Lytchett Minster School**

- Controlled Assessments replaced coursework in 2009. It affects most subjects with exception of Mathematics and RE (which are assessed via examinations only)
- The biggest difference to this form of assessment is that it involves considerably higher levels of supervision by teachers. The 'writing up' stage cannot be undertaken at home; but within 'controlled' conditions in class where students work independently and where their work can be authenticated as their own. Limited access to resources is allowed at this stage.
- It is important to note that while each subject has its own specific assessment regime, the common theme running through all subjects is as follows:

Stage 1	Research	Low Control	Student can work unsupervised and can have full access to resources
Stage 2	Analysis	Medium Control	Student can work under informal supervision within the classroom
Stage 3	Write Up	High Control	Students work within a supervised classroom environment to write up, perform or produce their assessment. Access to resources is limited

- Students on the Special Needs Register can apply for access arrangements, but must do so well in advance.
- It is vital that students familiarise themselves with the specific arrangements for each subject as explained and guided through by teachers.
- In most subjects the 'high' level part of the controlled assessment will be carried out in circumstances similar to examinations. These conditions are likely to be formal and where Absolute Silence must be kept. In the unfortunate circumstance where a student fails to comply; then in order to protect the learning environment of other students, the student in breach of the rules will be removed from the assessment and thereby forfeit their chance of completing the task. This will inevitably result in the downgrading of their potential grade.
- Absence from the Controlled test has serious implications, especially in the Research and Analysis stage where teachers are able to offer help and guidance. If a student is absent or excluded during the 'high' level stage, there will be some opportunity to complete during a centralised "catch up" session. However, this should be treated as a last resort because they could be scheduled in at a time far removed from the Research and Analysis stage when the work will be fresh in the minds of students.
- **It is vital that family holidays are not scheduled into Years 10 and 11 as there is very limited opportunity for students to 'catch up' at home and limited opportunities to make special arrangements for students to be supervised in 'high control' scenarios as required by the Awarding Bodies.**

**Schedule of Key Dates 2010/2011: GCSE**

<b>AUTUMN TERM 2010</b>	
23 <sup>rd</sup> September	Year 10 Information Evening
18 <sup>th</sup> – 22 <sup>nd</sup> October	English Literature Controlled Assessments
9 <sup>th</sup> November	Year 10 Mathematics Module Examination (8 out of 10 classes)
11 <sup>th</sup> November	Science Module Examinations (3, 2, 1)
15 <sup>th</sup> November	Year 10 Mathematics Module Examinations (10 Edinburgh, 10 Carlisle)
15 <sup>th</sup> – 19 <sup>th</sup> November	Year 10 Assessments (Tracking)
22 <sup>nd</sup> – 26 <sup>th</sup> November	English Spoken Language Controlled Assessments
7 <sup>th</sup> December	Parent/Teacher Consultation Evening
<b>SPRING TERM 2011</b>	
January	Start of Child Development Controlled Assessment 1
10 <sup>th</sup> – 14 <sup>th</sup> January	Mock Interviews for Year 10
24 <sup>th</sup> – 28 <sup>th</sup> January	In Class Revision Sessions
24 <sup>th</sup> – 28 <sup>th</sup> January	English Language Controlled Assessments
31 <sup>st</sup> January – 4 <sup>th</sup> February	Year 10 Tests
14 <sup>th</sup> – 18 <sup>th</sup> February	English Language Controlled Assessments
28 <sup>th</sup> February – 4 <sup>th</sup> March	Year 10 Assessments (Tracking)
3 <sup>rd</sup> March	Science Module Examinations (3, 2, 1)
14 <sup>th</sup> – 25 <sup>th</sup> March inclusive	Year 10 Work Experience
<b>SUMMER TERM 2011</b>	
23 <sup>rd</sup> – 27 <sup>th</sup> May	In Class Revision Sessions
27 <sup>th</sup> May	Year 10 Reports Home
6 <sup>th</sup> June	Mathematics Module Examination
13 <sup>th</sup> – 17 <sup>th</sup> June	Year 10 Examinations
22 <sup>nd</sup> June	Year 10 Art & Design/Textiles Examinations (all day)
4 <sup>th</sup> – 8 <sup>th</sup> July	Year 10 Assessments (Tracking)
22 <sup>nd</sup> July	Year 10 Examination Results reported to parents

Please note that most Controlled Assessments will be carried out in the Autumn and Spring Terms of 2011/2012 (Year 11). The key pressure points for these will be November, December, January and February. Year 11 Mock Examinations will be taking place in March 2012. The Year 11 Parents/Teachers Evening will be taking place before October half-term (2011) and reports will be completed and brought home to parents by early February 2012.

<b>MODULE EXAMINATIONS (EXTERNALLY SET) OUTLINE GUIDE</b>	
November 2010	Science - 3 Modules for Triple; 2 Modules for Additional and 1 Module for Single Science students Mathematics – 1 Module
March 2011	Science - 3 Modules for Triple; 2 Modules for Additional and 1 Module for Single Science students
June 2011	Science – 2 Modules for Additional and 1 Module for Single Science students (none for Triple) Mathematics – 1 Module
November 2011	1 Module for Single Science students 1 Module for Top Set Mathematics students
January 2012	3 Modules for Triple Science students 2 Modules for Additional Science students
March 2012	1 Module for Single Science students
May/June 2012	Remaining Science and Mathematics Modules as well as the bulk of terminal examinations for the majority of other subjects.

(Please note that in some instances re-sitting examinations will be appropriate for students. Consistent with the school's charging policy, parents are expected to pay the entry fees for Resit Examinations)

**GCSE COURSES: SEPTEMBER 2010-2012**

<b>Course details</b>	<b>Final or Module Examination</b>	<b>Controlled Assessment</b>	<b>Other information</b>
<b>ENGLISH LANGUAGE AQA A (4705)</b>	Unit 1 (40%)  Paper 1 1) Questions on non-fiction/media texts 2) Continuous writing (i) shorter writing task (ii) longer writing task.	Written assignments for : 1) Spoken Language Investigation 2) Extended Text Study 3) Creative Writing  3 spoken assessments for Speaking and Listening.  All controlled assessments are kept in school in one folder.  Reading and Writing – 40%  Speaking and Listening – 20%	It is imperative that your child is in school for the following dates:  Spoken Language – 22-26 November 2010  Extended Text Study – 2011-2012  Creative Writing – 24-28 January 2011 14-18 February 2011  Foundation – C-G Higher – A*-D
<b>ENGLISH LITERATURE AQA A (4710)</b>	<u>Paper 1</u> : 40% Modern Prose and Drama Exploring Cultures  <u>Paper 2</u> : 35% Poetry Across Time (Relationships Cluster)	Written assignments for:  Shakespeare and Literary Heritage (controlled assessment)  Controlled assessment is kept in school in one folder.  Written Assessment on Shakespeare – 25%	It is imperative that your child is in school for the following dates: 18-22 October 2010

**GCSE COURSES: SEPTEMBER 2010-2012**

<b>Course details</b>	<b>Final or Module Examination</b>	<b>Controlled Assessment</b>	<b>Other information</b>
<b>MATHEMATICS Edexcel 2MB01</b>	<p>Module 1 – Data Handling taken in <b>November of Year 10</b>. 30% of final mark. Calculator paper. 1 hour 15 mins.</p> <p>Module 2 – Number, Algebra, Shape and Space taken in June of Year 10. 30% of final mark. Non-calculator paper. 1 hour 15 mins.</p> <p>Module 3 – Number, Algebra, Shape and Space taken in June of Year 11. 30% of final mark. Calculator paper. 1 hour 30 for Foundation; 1 hour 45 mins for Higher.</p>	No coursework required	<p><b>NB</b> The focus of assessment has changed for Mathematics. 50% of the papers will now assess pupils' ability to recall, select and apply their knowledge of maths and analyse, interpret and solve problems. Elements of Functional Maths have been embedded into the assessments.</p> <p>Foundation C – G Higher A* - D</p> <p>TOP SETS are following the same mathematical topics but will sit exams in November and June of Year 10 and will be entered early in November of year 11 for their final GCSE.</p>
FREE STANDING MATHEMATICS QUALIFICATION (ADVANCED) ADDITIONAL MATHS OCR 6993	2 hour paper. Grades A,B,C,D,E available. Subject content ; Algebra, Coordinate Geometry, Calculus and Trigonometry.	No coursework required	<p>Level 3 course providing excellent preparation for A level maths or Science courses. Attracts UCAS points.</p> <p>Top sets only.</p>
<b>SCIENCE TRIPLE AWARD Biology (4411) Chemistry (4421) Physics (4451)</b> Taken as three separate GCSEs.	<p>In Year 10 students will sit 6 Multiple Choice tests – 3 in November in each of the 3 subjects and 3 in March in each of the 3 subjects.</p> <p>In Year 11, 6 written papers are sat in total. 3 In January and 3 in June. Each paper lasts for 45 minutes.</p>	<p>Investigative Skills Assignment (ISA) which is 25% of each award.</p> <p>Practical investigation followed by a 45 minute (high control) written paper undertaken under examination conditions during lessons. There are 9 taken across Years 10 and 11.</p>	<p>Lessons are timetabled as Biology, Chemistry and Physics with separate teachers for each subject.</p> <p>Revision guides will be provided leading up to Module examinations.</p>
<b>SCIENCE DOUBLE AWARD Core Science (4461)</b> taken in year 10. <b>Additional science (4463)</b> taken in year 11.	Core science – 6 x 30 minute multiple choice tests taken in November, March and June of year 10 Additional Science - 2 x 45 minute written papers taken in the June of year 11	<p>Investigative Skills Assignment (ISA) which is 25% of each award</p> <p>Practical investigation followed by a 45 minute (high control) written paper undertaken under examination conditions during lessons. There are 7 taken across Years 10 and 11.</p>	<p>Lessons are timetabled so that each group is taught by two teachers.</p> <p>Revision guides will be provided leading up to Module examinations.</p>

## GCSE COURSES: SEPTEMBER 2010-2012

Course details	Final or Module Examination	Controlled Assessment	Other information
<p><b>SCIENCE SINGLE AWARD</b>  <b>Core Science (4461)</b> taken over year's 10 and 11.</p>	<p>Core science – 6 x 30 minute multiple choice tests taken in November, March and June of year's 10 and 11.</p> <p>Students will sit a total of 6 Multiple Choice tests; 1 in November, March and June of Years 10 and 11.</p>	<p>Investigative Skills Assignment (ISA) which is 25% of the award.</p> <p>Practical investigation followed by a 45 minute (high control) written paper undertaken under examination conditions during lessons. There are 3 taken across Years 10 and 11.</p>	<p>One teacher delivers the course to each group.</p> <p>This option is aimed at students studying vocational courses.</p> <p>Revision guides will be provided leading up to Module examinations.</p>
<p><b>INFORMATION TECHNOLOGY</b>  <b>OCR (1994)</b></p> <p><b>LONG COURSE</b>            Combined Higher and Foundation Tiers            GCSE Grades A*-G</p>	<p>B061            1-hour written paper (20% of marks)</p> <p>B063            1-hour written paper (20% of marks)</p>	<p>Two compulsory controlled assessment units – 60%</p> <p>B062 - One compulsory controlled assessment unit testing depth of knowledge and understanding. This is worth 30% of the total mark.</p> <p>B064 - A second controlled assessment unit worth 30% of the total mark. You'll choose one unit from two different options.</p>	<p>The GCSE Full course will be completed and examined in Year 11.</p> <p>Students will complete some coursework tasks as part of homework.</p> <p>A home computer is not required.</p>

**GCSE COURSES: SEPTEMBER 2010-2012**

Course details	Final or Module Examination	Controlled Assessment	Other information
<p><b>SPANISH AQA (4695)</b></p> <p>Single award GCSE Grades A* - G</p> <p><b>FRENCH AQA (4655)</b></p> <p>Single award GCSE Grades A* - G</p>	<p><i>Unit 1: Listening (20% of total mark)</i></p> <p><i>Unit 2: Reading (20% of total mark)</i></p> <p><i>Unit3: Speaking – controlled assessments (30% of total mark)</i></p> <p><i>Unit 4: Writing – controlled assessments (30% of total mark)</i></p>	<p>All controlled assessments will take place in Year 11 and will start before Christmas and continue until Easter.</p> <p>Students undertake two spoken and two written controlled assessment tasks. These may be prepared in class with dictionaries and other reference materials for up to six hours. Dictionaries and other reference materials are not allowed in the production stage of the assessments, although students may refer to brief notes which they have used in the preparation stage. The spoken tasks last for up to 6 minutes each and the written tasks may take up to an hour each. Students will submit, for their written tasks, a total of 400 - 600 words across the two pieces.</p>	<p>Each listening and reading paper is available at two different tiers. Higher Tier targets Grades A*-D and Foundation targets Grades C-G. Candidates may attempt different tiers in different skills according to their individual strengths and weaknesses.</p> <p>Spoken and written assessment tasks are marked on a single scale, but the criteria closely match the tiering arrangements of the other papers.</p>
<p><b>MEDIA STUDIES AQA</b></p>	<p>An externally assessed test lasting 2 hours with a 40% weighting. The topic is set in advance by AQA with specific theoretical and practical tasks to complete.</p>	<p>60% weighting Assignments set and marked by the teacher.</p> <p>Deadline: February 2012</p> <p>The 3 Assignments are: 1) Introduction to the Media 2) Cross- media assignment 3) Practical Production and Supporting Account Group or individual practical work with individual supporting account (of about 1000 words)</p>	<p>Single tier entry</p>

## GCSE COURSES: SEPTEMBER 2010-2012

Course details	Final or Module Examination	Controlled Assessment	Other information
<b>DESIGN TECHNOLOGY AQA</b> <ul style="list-style-type: none"> <li>• <b>GRAPHICS PRODUCTS (4552)</b></li> <li>• <b>RESISTANT MATERIALS (4560)</b></li> </ul> GCSE Grade A*-G	<i>Terminal exam 40% (one paper)</i>  2 hours  Written exam is based on a theme set annually by the exam board. A preparation sheet will be published prior to the examination.	Design and making controlled assessment is 60% of the course.  Approximately 45 in class hours is devoted to this assessment.  Deadline February 2012.	The controlled assessment consists of a single design folder and a quality practical outcome. A wide range of possible project outlines are presented to the students from which they select the one that they feel will best demonstrate their capabilities. The controlled assessment is started in June after the Year 10 examinations.
<b>DESIGN &amp; TECHNOLOGY AQA</b> <b>FOOD TECHNOLOGY (4545)</b> GCSE Grades A*-G	<i>Terminal exam 40%</i> <i>All candidates will be entered for the same two hour paper</i>	Controlled assessment is worth 60% of the final GCSE grade. The controlled assessment is started after Year 10 exams usually in the summer term. The deadline will be February 2012.	The controlled assessment produced in mainly in year 11, will consist of one project where students will be expected to design and make a quality food product. It is expected that coursework will be completed in around 45 hours class work and homework. Students are required to demonstrate a variety of practical skills during practical lessons. To be successful they must always produce a product in a double lesson. It is important students meet the interim deadlines in order to manage the project. Please refer to the booklets that are issued to the students undertaking this course.

**GCSE COURSES: SEPTEMBER 2010-2012**

Course details	Final or Module Examination	Controlled Assessment	Other information
<p><b>GEOGRAPHY</b> Edexcel B (2GB01)</p> <p>Single award:</p> <p>GCSE Grades A*-G</p>	<p><i>Exams (75%)</i></p> <p><i>Paper 1 (Dynamic Planet): 1 hour (25%)</i></p> <p><i>Paper 2 (People and the Planet): 1 hour. (25%)</i></p> <p><i>Paper 3 Decision Making Exercise: 1 hour (25%)</i></p>	<p>One investigative enquiry worth 25% of total assessment.</p> <p>Deadline: December 2011</p> <p>Students will collect data on a field trip to the coast. That data is then processed, graphically presented and analysed. Students shall demonstrate geographical skills of enquiry, literacy, numeracy, ICT and graphical representation of data in the coursework write-up.</p>	<p>Two tiers of entry; Higher (A*-E) Foundation (C-G)</p> <p>Units covered in the course are: Restless Earth, Climate and Change, Battle for the Biosphere, Water World, Changing Coasts, Oceans on the Edge; Population, Consuming Resources, Living Spaces, Making a Living, Changing Cities, Development Dilemmas.</p>

**GCSE COURSES: SEPTEMBER 2010-2012**

Course details	Final or Module Examination	Controlled Assessment	Other information
<p><b>HISTORY</b>  <b>AQA History B</b>  <b>(4045)</b></p> <p>Single Award                      GCSE Grade A*-G</p>	<p><i>Paper 1: 1 hr 45 min 37.5%</i></p> <p><i>Paper 2: 1 hr 45 min 37.5%</i></p>	<p>One piece undertaken under controlled conditions in the winter term of Year 11.</p> <p>Deadline: December 2011</p> <p>Candidates answer two questions. The first requires them to comment critically on 5 sources of information. The second asks them to evaluate, analyse and use their own knowledge to answer an interpretation question.</p>	<p>Units covered in the course are:</p> <ul style="list-style-type: none"> <li>a) The Modern World 1900-1949.</li> <li>b) Germany 1933-1939.</li> <li>c) The USA 1919-1941.</li> <li>d) The nature of fighting in the First and Second World Wars</li> </ul>
<p><b>RELIGIOUS STUDIES</b></p> <p><b>OCR (J621)</b>                      Religious Studies Philosophy &amp; Ethics                      Full course Award                      Grade A*-G</p>	<p>Paper 1: 1 hr (25%)</p> <p>Paper 2: 1 hr (25%)</p> <p>Paper 3: 1 hr (25%)</p> <p>Paper 4: 1 hr (25%)</p>	<p>There is no controlled assessment.</p>	<p>Units covered in the course are:</p> <ul style="list-style-type: none"> <li>a) Religion and science – has science made it impossible to believe in God (Christianity)</li> <li>b) Belief about deity (Hinduism)</li> <li>c) Religious and Spiritual experience (Hinduism)</li> <li>d) The end of life (Christianity)</li> <li>e) Good and Evil (Christianity)</li> <li>f) Wealth and Poverty (Christianity)</li> </ul>

**GCSE COURSES: SEPTEMBER 2010-2012**

<b>Course details</b>	<b>Final or Module Examination</b>	<b>Controlled Assessment</b>	<b>Other information</b>
<b>RELIGIOUS STUDIES</b>  <b>OCR (J121)</b>  Religious Studies  Philosophy & Ethics  Short Course Award  Grade A*-G	Paper 1: 1hr (50%)  Paper 2: 1hr (50%)	There is no controlled assessment.	Units covered in the course are: a) Medical Ethics (Christianity) b) Wealth and Poverty (Christianity) c) Equality (Hinduism) d) Peace and Justice (Hinduism)
<b>BUSINESS STUDIES</b> <b>AQA (4133)</b>  Single Award GCSE A*-G	Paper 1: 1 hour (40%)  Paper 2: 1 hour (35%)	Controlled Assessment (25%) based on an assessment task set by the examination board.  Deadline: October 2011.  The controlled assessment is based on a scenario set by the exam board. Students will be required to carry out 5 – 8 hours of business research, during which time, they will receive support and guidance. Students will then have 3 hours supervised time to write this up independently in school. They must be able to apply, analyse and evaluate their findings in line with the task set. Work will be marked by the teacher.	Unit 1 – Setting up a Business (study in year 10) Includes: a) starting a business enterprise b) marketing c) finance d) people in business e) operations management  Unit 2 – Growing as a Business ((study in year 11) The above aspects of business covered in year 10 will be revisited and covered in more depth.  Unit 3 – Investigating Business (Controlled Assessment)  There is only one tier of entry A* - G

**GCSE COURSES: SEPTEMBER 2010-2012**

Course details	Final or Module Examination	Controlled Assessment	Other information
<p><b>ART AND DESIGN</b>  <b>AQA (4201)</b>                      Art &amp; Design                      Single Award                      GCSE Grade A*-G</p>	<p>Controlled Examination: 40%</p> <p>Takes place in April 2012</p> <p>10 weeks preparation time beforehand (approximately).</p> <p>Students choose a theme to develop from a selection issued by the exam board</p> <p>The examination lasts 10 hours and is supervised by the teacher.</p>	<p>60% of the GCSE grade. A portfolio of practical work comprising of a least two units of practical work. Each unit should contain sketchbooks and preparatory work in a broad range of different media relating to the final piece(s) as well as extensive research into the work of other artist and designers.</p> <p>Continuous assessment of work units and sketchbooks in relation to: Formal elements, media range, process of development, critical and contextual understanding and analysis.</p>	<p>Deadlines:</p> <p>1<sup>st</sup> Unit of the controlled assessment is completed by March 2011.</p> <p>All portfolio work completed by mid February 2012                      Examination completed in April 2012</p> <p>Various trips to local and national galleries are organised as part of the course and students are encouraged to attend to enhance their critical and contextual awareness of the Arts.</p>

**GCSE COURSES: SEPTEMBER 2010-2012**

<b>Course details</b>	<b>Final or Module Examination</b>	<b>Controlled Assessment</b>	<b>Other information</b>
<b>MUSIC EDEXCEL (2MU01)</b>  Single Award GCSE Grade A*-G	Listening: 40% Written paper	Composing: 30% March 2012  Performing: 30% March 2012  1. Two compositions are selected from a range of assignments carried out over 4 terms. 2. Two performances – one solo and one group are selected from a range of assignments carried out over 4 terms	Students are encouraged to take part in extra-curricular groups and to join trips to concerts in order to support their study of this subject.
<b>CHILD DEVELOPMENT AQA (4582)</b> Single Award GCSE Grade A*-G	<i>Unit 1 – Written Paper</i> 1hr 30 Mins – 100 marks – 40% of the course.	Unit 2: Research Task –30 marks - 20% of the course – 7 hours of controlled supervision. This is an individual task on an aspect of the course chosen by the exam board  Unit 3: Child Study – 60 marks – 40% of the course – 20 hours of controlled supervision. This is an individual task which includes an in-depth study on a child aged 1-5 years.	Student must have regular access to child for study purposes. This is a compulsory part of the course. Students need to be prepared to work independently, particularly with regards to their individual task.
<b>PHYSICAL EDUCATION AQA 4892</b>  Full Course GCSE Grade A* - G	Knowledge and Understanding for the Active Participant One written paper 80 marks - 40% of the course. Multiple choice, short answer questions and scenario based question	The Active Participant Practical Work 90 marks - 60% of the course. Four practical assessments are undertaken which are assessed by the teacher and are externally moderated.	Students are expected to have a genuine interest and passion for sport. Students <b>must</b> attend extra-curricular activities and or clubs in order to enhance their practical performance.
<b>DRAMA EDEXCEL (5210)</b>  Single Award GCSE Grade A*-G	Practical exam worth 40% which is externally examined. This can be scripted or devised performance, or performance support discipline.	The course is assessed through two periods of practical work, supported by written evidence and an evaluation of live theatre. Unit 1: Drama Exploration – <b>30%</b> . Unit 2: Exploring Play Texts, which includes evaluation of live theatre – <b>30%</b> . Deadline for coursework completion – end of term 2, in Year 11.	Students are encouraged to take part in extra-curricular areas to develop and extend performance skills. Students develop their performance and written skills through reflection and evaluation for all pieces of work. Students will be expected to attend at least two theatre performances for review purposes.

**GCSE COURSES: SEPTEMBER 2010-2012**

Course details	Final or Module Examination	Controlled Assessment	Other information
<p><b>DANCE AQA (4230)</b></p> <p>Single Award GCSE Grade A*-G</p>	<p>Written Paper accounts for 20% of the final assessment.</p> <p>The topic is Unit 1; Critical Appreciation of Dance. The examination lasts 1 hour and explores different aspect of professional work.</p>	<p>80% of the course:</p> <p>Unit 2 – Set Dance – Practical examination – 20% . Externally assessed in March 2011.</p> <p>Unit 3 – Performance in a duo/group dance – 20%. Assessed in March 2011.</p> <p>Unit 4 - Choreography – Task 1; Solo Composition 15% . Assessed in March 2012.</p> <p>Task 2 – Choreography – solo/duo/group – 25%. Assessed in March 2012.</p> <p>Unit 2 - The set dance is produced by the exam board and is the same for every student.                      Unit 3 - The performance in a duo/group dance is a choreographic collaboration between the teacher and students and is performed in groups of 2-5. It is based on a professional set work.                      Unit 4 - The choreography is split into two tasks.                      Task 1 is a solo composition based on 3 motifs taken from a prescribed set professional dance work.                      Task 2 is a composition entirely created by the student and can be either a solo, duo or group piece</p>	<p>As the course is very practical, students are encouraged to take part in extra curricular work to help with ideas and inspiration.</p>

### Btec COURSES: SEPTEMBER 2010-2012

Course details	Final Examination	Controlled Assessment	Other information
<p><b>INFORMATION TECHNOLOGY EdExcel</b></p> <p><b>BTec - Level 2 Certificate (Single Award)</b></p> <ul style="list-style-type: none"> <li>• Pass</li> <li>• Merit</li> <li>• Distinction</li> <li>• Distinction+</li> </ul>	<p>There is no final examination for this qualification.</p> <p>The course is formally assessed through the creation and presentation of a folder of evidence which is produced during the 2-year programme of study.</p>	<p>Creation of a portfolio of evidence - 100%</p> <p>Two assignment units chosen from:</p> <ol style="list-style-type: none"> <li>1. Communicating in the IT Industry (compulsory)</li> <li>2. Computer systems</li> <li>3. Website Development</li> </ol>	<p>Students will complete a wide range of coursework tasks as part of their homework.</p> <p>A home computer is not a requirement.</p> <p>Due to the practical nature of this course, students should show an interest in developing their use of ICT within the daily workplace.</p>
<p><b>INFORMATION TECHNOLOGY EdExcel</b></p> <p><b>BTec - Level 2 Extended Certificate (Double Award)</b></p> <ul style="list-style-type: none"> <li>• Pass</li> <li>• Merit</li> <li>• Distinction</li> <li>• Distinction+</li> </ul>	<p>There is no final examination for this qualification.</p> <p>The course is formally assessed through the creation and presentation of a folder of evidence which is produced during the 2-year programme of study.</p>	<p>Creation of a portfolio of evidence - 100%</p> <p>Four assignment units chosen from:</p> <ol style="list-style-type: none"> <li>1. Communicating in the IT Industry (compulsory)</li> <li>2. Working in the IT Industry (compulsory)</li> <li>3. Computer systems</li> <li>4. Website Development</li> <li>5. Presenting information using IT</li> </ol>	<p>Students will complete a wide range of coursework tasks as part of their homework.</p> <p>A home computer is not a requirement.</p> <p>Due to the practical nature of this course, students should show an interest in developing their use of ICT within the daily workplace.</p>

## Btec COURSES: SEPTEMBER 2010-2012

Course details	Final Examination	Controlled Assessment	Other information
<p><b>BTEC SPORT</b> EdExcel</p> <p><b>BTEC- Level 2 First Certificate</b></p> <ul style="list-style-type: none"> <li>• Pass</li> <li>• Merit</li> <li>• Distinction</li> </ul>	<p>There is no final examination for this qualification.</p> <p>The course is formally assessed through the creation and presentation of a folder of evidence which is produced during the 2-year programme of study.</p>	<p>Coursework 100%</p> <p>Three assignment units</p> <ol style="list-style-type: none"> <li>1.Health and safety in Sport</li> <li>2.Preparation for sport</li> <li>3.Outdoor and Adventurous activities</li> </ol> <p><b>Unit 1-</b> assessment will involve first aid and completing risk assessments for your specific sport.</p> <p><b>Unit 2-</b> assessment will involve developing a fitness programme for your specific sport.</p> <p><b>Unit 3-</b> assessment will involve keeping a logbook of skills and techniques in 2 Outdoor and Adventurous Activities such as Kayaking and sailing and also looking at the impacts on the environment.</p>	<p>Students will complete a wide range of coursework tasks as part of their homework and in class.</p> <p>Due to the practical nature of this course, students should show a passion for sport, through participation, coaching, officiating etc...</p> <p>Possible visits to local water sports clubs/sporting clubs.</p> <p>For Unit 3 we use Rockley Water Sports at Poole Park.</p>
<p><b>HEALTH &amp; SOCIAL CARE</b> Edexcel</p> <p><b>BTEC-Level 2 Extended Certificate</b></p>	<p>There is no final examination for this qualification.</p> <p>The course is formally assessed through the creation and presentation of a folder of evidence which is produced during the 2-year programme of study.</p>	<p>Coursework 100%</p> <p>Five assignment units:</p> <ol style="list-style-type: none"> <li>1. Communication in Health &amp; Social Care</li> <li>2. Individual rights in Health &amp; Social Care</li> <li>3. Individual needs in Health &amp; Social Care</li> <li>4. Ensuring safe environments in Health &amp; Social Care</li> <li>5. Creative and Therapeutic Activities in Health &amp; Social Care</li> </ol>	<p>Students need to be interested in the area of Health and Social Care to enjoy this course.</p>

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**Btec COURSES: SEPTEMBER 2010-2012**

<b>Course details</b>	<b>Final Examination</b>	<b>Controlled Assessment</b>	<b>Other information</b>
<b>HORTICULTURE</b> <b>Edexcel</b>  <b>BTec - Level 2 Extended</b> <b>Certificate</b>	<p>There is no final examination for this qualification.</p> <p>The course is formally assessed through the creation and presentation of a folder of evidence which is produced during the 2-year programme of study.</p>	<p>Coursework 100%</p> <p>A combination of written and practical assessments</p> <p>Four assignment units:</p> <ol style="list-style-type: none"><li>1. Plant Science</li><li>2. Soil Science</li><li>3. Establishing and Maintaining plans outdoors</li><li>4. Participate in Horticultural crop production outdoors</li></ol>	<p>It would be helpful if students wore sturdy footwear, preferably steel toecaps. Students change into casual workwear in order to keep their uniform tidy.</p>

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## USEFUL WEBSITES

[www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize)

[www.bbc.co.uk/schools/websites/11\\_16](http://www.bbc.co.uk/schools/websites/11_16)

[www.learnthings.co.uk](http://www.learnthings.co.uk)

[www.connexions-bdp.co.uk](http://www.connexions-bdp.co.uk)

[www.aqa.org.uk](http://www.aqa.org.uk) - the Assessment and Qualifications Alliance (AQA)

[www.edexcel.org.uk](http://www.edexcel.org.uk)

### **General – support for teenagers**

[www.projecteducation.co.uk/gcse](http://www.projecteducation.co.uk/gcse) (offers links to GCSE chat forums)

[www.childline.org.uk](http://www.childline.org.uk) (Tel: 0800 11111)

[www.youthaccess.org.uk/](http://www.youthaccess.org.uk/)

### **General – parent support**

[www.parentscentre.gov.uk/](http://www.parentscentre.gov.uk/)

[www.connexions-direct.com/parentcarer](http://www.connexions-direct.com/parentcarer)

[www.projecteducation.co.uk](http://www.projecteducation.co.uk)

[www.parentlineplus.org.uk](http://www.parentlineplus.org.uk) (Also confidential helpline for parents on 0800 800 2222)

[www.bbc.co.uk/parenting/support\\_for\\_you/](http://www.bbc.co.uk/parenting/support_for_you/)

