



Lytchett Minster School

KS4 Handbook 2018



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 and BTEC 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 and BTEC targets and tracking of progress and the new Grading System
2. The partnership of school, parents and students
3. Controlled Assessment
4. Subject Information
5. Controlled Assessment Letter
6. Key Dates



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.

Agglestone	Mr A Waters	watersa@lytchett.org.uk
Gault	Mrs S McCarthy	mccarthys@lytchett.org.uk
Kimmeridge	Miss S Collingwood	collingwoods@lytchett.org.uk
Portland	Mr M Laishley	laishleym@lytchett.org.uk
Purbeck	Mrs L Hocking	hockingl@lytchett.org.uk
Wealden	Miss V Gladden	gladdenv@lytchett.org.uk

Useful Websites:

www.gcsepod.com
www.samlearning.com
www.bbc.co.uk/schools/gcsebitesize
www.bbc.co.uk/schools/websites/11_16
www.ansbury.co.uk
www.aqa.org.uk - the Assessment and Qualifications Alliance (AQA)
www.edexcel.org.uk

General – support for teenagers

www.projecteducation.co.uk/gcse (offers links to GCSE chat forums)
www.childline.org.uk (Tel: 0800 11111)
www.youthaccess.org.uk

General – parent support

www.ansbury.co.uk/careers_advice_parents
www.familylives.org.uk (Also confidential helpline for parents on 0800 800 2222)



1. Year 10 – GCSE Targets and Tracking of Progress

The GCSE examination results that your children achieve in two years' time are important results that will be with them for life – not just as a record of achievement but also as an indication of their ability and their potential.

As a school we aim to support and encourage every child to achieve their potential and throughout KS4, progress towards academic goals 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 received target grades for each subject they study. These targets are based on their previous attainment with an element of challenge and therefore they should see them as entirely achievable with their hard work and our support.

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, Heads of House and parents, students will understand their personal challenges and will respond positively to clear feedback about their learning and progress.

Throughout Year 10 and 11, work will be marked with reference to GCSE grades in order that students can understand their progress towards their targets. 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, key assessments will be undertaken in each subject. Teachers will use this assessment data to produce a predicted grade. This is the teachers' professional judgement on what they feel your child is likely to achieve in the final exam without further intervention outside of the classroom.

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

5a – very good 5, almost a 6

5b – straight 5

5c – just a grade 5

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 through teachers but in addition, Subject Leaders, Tutors, Heads of House and Senior Leaders 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 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 and 11 than ever before.

New GCSE Grading Structure

The new reformed GCSEs are graded from 9 to 1, instead of A* to G.

A statistical method (using comparable outcomes) is used so that:

- broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above;
- broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above;
- the bottom of grade 1 will be aligned with the bottom of grade G;
- a grade 5 will be awarded to the top third of students gaining the equivalent of a grade C or bottom third of a grade B. The Department for Education has decided that grade 5 will be a 'good pass'.

In addition, the top 20 per cent of those who get a grade 7 or above in each exam will be awarded a grade 9.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE	
9	A*	
8		
7	A	
6	B	
GOOD PASS (DfE)		
5 and above = top of C and above		
5	C	
AWARDING		
4	4 and above = bottom of C and above	
3	D	
2	E	
1	F	
	G	
U	U	

2. The Partnership of School, Parents and Students

Lytchett Minster School has a very good reputation for the quality of its GCSE, BTEC, 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 a range of additional support opportunities to individual students, such as:

- Regular homework – students should have a routine of about 2 hours per night
- The use of superb, library facilities for study at lunch and after school
- Merits, praise postcards, positive referrals
- Revision guides and practice exam questions
- 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
- Homework clubs, booster classes and Masterclasses
- Extension tasks on our VLE
- Additional subject resources
- Share details of useful websites

Parents, please do all you can to encourage students to make the most of these opportunities

What can parents do to help?

‘ASPIRE to Succeed’

- **Attendance** – 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
- **Sleep** – we all know teenagers can become unreasonable if tired and they also can’t learn! Parents, please help each other by reinforcing similar rules. All children need sleep! 10-10.30pm seems to be the usual bed-time – we also know they will try to watch TV/use mobiles, etc. well beyond this time if left to their own devices!
- **Praise** – your children want to please, they like to impress you – praise their good efforts completing homework, revising, preparing for Controlled Assessment. Listen to them talking about their progress and achievements at school – saying ‘well done’ makes a big difference!
- **Interest** – they may not show it but they need your support – show interest in their work. 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
- **Routines** – encourage the development of routines for regular homework, study, revision, leisure and sleep. 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
- **Environment and equipment** – 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”. Help them get systems for organising their work area and please set clear boundaries in terms of using mobiles, TV, social media, games consoles, etc.

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 media) where you can work without interruption
- Set aside a regular period of between 2 and 2 ½ 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 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 favourite/difficult ones

3. Non-Examination Assessment (NEA) at GCSE

There have been significant changes made to the way that students are assessed at GCSE. Coursework has been abolished and replaced with a form of assessment called NEA or Controlled Assessment – but this is very subject dependent.

1. What is NEA?

The amount of NEA is very different in each subject. 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. Further recent changes to GCSE assessment have limited or even removed Controlled Assessments.

2. How can parents help?

Our policy for NEA/Controlled Assessment is on the next page. As parents you will be asked to confirm that you 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). SEE LETTER AT THE BACK OF THIS BOOKLET. 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 GCSEs.

As indicated in the policy, absence from school at any point during Controlled Assessments, 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. Is NEA/Controlled Assessment the same for each subject?

No. Each subject has its own defined process and timeframe. Some courses have significant amounts.

4. What happens if a student fails to comply with the rules that control the conditions for NEA/ 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.

EXAM BOARD WEBSITES:

Edexcel (Pearson): <https://qualifications.pearson.com/en/home.html>
WJEC: <http://www.wjec.co.uk/>
AQA: <http://www.aqa.org.uk/>
OCR: <http://www.ocr.org.uk/>

- **Useful website with tips for exam preparation**

<http://www.theguardian.com/teacher-network/2016/apr/19/students-revise-exams-revision-science>

- **Useful website with more information from the Department for Education about recent changes to GCSE exams**

<https://www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform/get-the-facts-gcse-reform>

- **Completing past exam papers is one of the best ways to build subject knowledge and improve your exam technique. This simple website allows access to GCSE past papers in all subjects:**

<http://www.fastpastpapers.com>

Policy for Controlled Assessment at GCSE and BTEC at Lytchett Minster School

- Controlled Assessments affects many subjects (see the subject specific information at the back of this Handbook.
- 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 rare and 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.**



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 or lecturer.

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 2019.

You may be required to include a bibliography at the end of your piece of written work. Your teacher or lecturer 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: Morrison, A. (2000) 'Mary, Queen of Scots', London: Weston Press.

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.

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 essays from on-line essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive or obscene material.

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 essay 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

AQA	City & Guilds	CCEA	OCR	Pearson	WJEC
-----	---------------	------	-----	---------	------

Information for candidates

For written examinations – effective from 1 September 2018

**This document has been written to help you. Read it carefully and follow the instructions.
If there is anything you do not understand, especially which calculator you may use, ask your teacher.**

A Regulations – Make sure you understand the rules	
•	Be on time for all your exams. If you are late, your work might not be accepted.
•	Do not become involved in any unfair or dishonest practice during the exam.
•	If you try to cheat, or break the rules in any way, you could be disqualified from all your subjects.
•	You must not take into the exam room: notes; potential technological/web enabled sources of information such as an iPod, a mobile phone, a MP3/4 player or similar device, a smartwatch or a wrist watch which has a data storage device. Any pencil cases taken into the exam room must be see-through. Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.
•	If you wear a wrist watch the invigilator will ask you to remove it and place it on your desk.
•	Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
•	Do not talk to or try to communicate with, or disturb other candidates once the exam has started.
•	You must not write inappropriate, obscene or offensive material.
•	If you leave the exam room unaccompanied by an invigilator before the exam has finished, you will not be allowed to return.
•	Do not borrow anything from another candidate during the exam.
B Information – Make sure you attend your exams and bring what you need	
1	Know the dates and times of all your exams. Arrive at least ten minutes before the start of each exam.
2	If you arrive late for an exam, report to the invigilator running the exam.
3	If you arrive more than one hour after the published starting time for the exam, you may not be allowed to take it.
4	Only take into the exam room the pens, pencils, erasers and any other equipment which you need for the exam.
5	You must write clearly and in black ink. Coloured pencils or inks may only be used for diagrams, maps, charts, etc. unless the instructions printed on the front of the question paper state otherwise.
C Calculators, Dictionaries and Computer Spell-checkers	
1 You may use a calculator unless you are told otherwise.	
2 If you use a calculator:	
a)	make sure it works properly; check that the batteries are working properly;
b)	clear anything stored in it;
c)	remove any parts such as cases, lids or covers which have printed instructions or formulas;
d)	do not bring into the exam room any operating instructions or prepared programs.
3	Do not use a dictionary or computer spell checker unless you are told otherwise.
D Instructions during the exam	
1	Always listen to the invigilator. Follow their instructions at all times.
2	Tell the invigilator at once if:
a)	you think you have not been given the right question paper or all of the materials listed on the front of the paper;
b)	the question paper is incomplete or badly printed.
3	Read carefully and follow the instructions printed on the question paper and/or on the answer booklet.
4	Fill in all the details required on the front of the question paper and/or the answer booklet before you start the exam. Make sure you fill these details in on any additional answer sheets that you use.
5	Remember to write your answers within the designated sections of the answer booklet.
6	Do your rough work on the proper exam stationery. Cross it through and hand it in with your answers. Make sure you add your candidate details to any additional answer sheets that you use.
E Advice and assistance	
1	If on the day of the exam you feel that your work may be affected by ill health or any other reason, tell the invigilator.
2	Put up your hand during the exam if:
a)	you have a problem and are in doubt about what you should do;
b)	you do not feel well;
c)	you need more paper.
3	You must not ask for, and will not be given, any explanation of the questions.
F At the end of the exam	
1	If you have used more than one answer booklet and/or any supplementary answer sheets, place them in the correct order. Place any loose additional answer sheets inside your answer booklet. Make sure you add your candidate details to any additional answer sheets that you use.
2	Do not leave the exam room until told to do so by the invigilator.
3	Do not take from the exam room any stationery. This includes the question paper, answer booklets used or unused, rough work or any other materials provided for the exam.

GCSE COURSES: SEPTEMBER 2018-2020

Course Details	Assessment	Other Information
ENGLISH LANGUAGE EDUQAS 601/4505/5	Unit 1: 40% - 1 hour 45 minute written exam: a) 20 th century novel: 'Reading Paper' (20%) b) Narrative writing (20%) Unit 2: 60% - 2 hour written exam: a) 19 th and 21 st century non-fiction (30%) b) Transactional/persuasive writing (30%) Unit 3: Spoken Language Non-exam assessment (unweighted) 1 presentation/speech, including responses to questions and feedback	Achievement in Spoken Language will be reported as part of the qualification, but it will not form part of the final mark and grade

Ways for parents to help their children with English Language GCSE

- Practise writing under timed conditions: you need to be able to plan and write a story of 450-600 words in 45 minutes and 2 pieces of Non-Fiction writing of 300-400 words each in 1 hour.
- Look on *YouTube* for suitable revision video clips
- Investigate suitable smartphone revision apps
- Revise key ingredients of a successful creative writing
- Read passages from novels and newspaper articles that focus on description
- Practise creating a range of non-fiction texts and identifying the audience and purpose of the article, Junk mail can work well here. Read a range of junk mail at home and practise identifying audience/purpose/use of presentational devices/use of language.
- Find editorials in newspapers and use a highlighter to identify key points.
- Revise the key skills for writing, such as topic sentences, paragraphs, planning and rhetorical/descriptive devices.
- Revise how to describe language: first/third person/ emotive/neutral, humorous/serious, biased, informative, persuasive, anecdote, rule of 3, alliteration etc.
- Find two articles on the same topic e.g. The Rugby World Cup and compare them, looking for similarities/differences.
- Revise persuasive writing techniques, for example using the acronym DAFOREST
- Revise the success criteria and skills you learnt when writing your exam practices; the same skills apply to the exams.
- Go to the 'Students' section of the VLE and click on the red button labelled 'Year 11 English Revision'.

GCSE COURSES: SEPTEMBER 2018-2020

Course Details	Assessment	Other Information
ENGLISH LITERATURE EDUQAS 601/5246/1	Unit 1: 40% - 2 hour written exam: a) Shakespeare play (20%) b) Poetry from 1789 to the present day (20%) Unit 2 (60%) - 2 hour 30 minute written exam: a) Post-1914 Prose/Drama (20%) b) 19 th Century Prose c) Unseen 20 th and 21 st century Poetry (20%)	Students are <u>not</u> allowed copies of the set texts/anthologies in either exam

Ways for parents to help their children with English Literature GCSE

- Reread the poems from your poetry anthology and also the 3 set texts for the Lit exam. You should aim to read them again at least twice before the exam in Y11. You need to know the book so well that it can be treated as a mascot on your desk which you only need to check occasionally.
- Learn key quotes on your set texts; the best quotes will be ones that serve to answer more than one question. It is a good idea to make cards with these quotes on and to link each quote to an image. It is also recommended to record quotes so you can play them and listen to them e.g. on your IPOD.
- Become familiar with the characters and what they stand for.
- Ensure you know what techniques writers use.
- Choose an important half page passage from your set text and practise identifying what techniques the writer uses to present his characters.
- Practice exam questions will be on VLE; practise planning answers to them.
- Nearer the time a revision booklet will be given out.
- Remember that key skills such as planning, paragraphing, using topic sentences and reading for key points are all vital here.
- Go to the 'Students' section of the VLE and click on the red button labelled 'Year 11 English Revision'. There are links to Literature revision here.

Use GCSE POD to revise all literature texts.

GCSE COURSES: SEPTEMBER 2018-2020

Course details	Final Examination	Controlled Assessment	Other information
MATHEMATICS Edexcel (9-1) (Pearson)	100% examination. Three papers at the end of year 11. One Non-Calculator and Two Calculator Papers, sat at Higher and Foundation.	There is no controlled assessment.	NB: GCSE assessment objectives are based on fluency, reasoning and problem solving. There has been shift in content from Higher to Foundation tier and new content at both Foundation and Higher tiers Increased Exam time – at least 4½ hours Less formulae available in examinations New Grading system 1-9 (1-lowest 9 Highest) Foundation 1-5 Higher 4-9

Ways for parents to help their children with Mathematics GCSE

- Look in their book and ask them questions about the work they are covering.
- Check they are reading and responding to teacher comments - they will often be asked to work through other examples to practise - encourage them to do so!
- Ask them to explain the maths they are doing to you - if a student can explain their work to you we believe they are more likely to remember it when it comes to exam time.
- Check they are up to date with homework. Are they spending enough time on it?
- If they get stuck on homework, encourage them to look up the topic on website such as www.corbett,aths.co.uk, www.geniemaths.com, www.mrcartermaths.com and www.justmaths.co.uk
- Make sure they have the correct equipment for all their maths lessons: Scientific Calculator (we recommend the CASIO 83GT), protractor, compass, ruler.
- Encourage them to complete exam papers to practise the exam style (all available via the learning gateway)
- Look at future courses and qualifications with your child to plan what grade in maths they will need.

GCSE COURSES: SEPTEMBER 2018-2020

Course details	Final Examination	Controlled Assessment	Other information
<p>SCIENCE TRIPLE AWARD</p> <p>AQA Specification: Biology (8461) Chemistry (8462) Physics (8463)</p> <p>Taken as three separate GCSEs.</p>	<p>In Year 11 students will sit 2 exams in the Summer for each qualification.</p> <p>Each paper will be 1 hour and 45 minutes in length.</p> <p>A student can be entered for different tiers (either Higher or Foundation) in the three different subjects.</p>	<p>Required Practicals:</p> <p>Across the two year course, students will carry out many practical activities to enhance and extend their learning. There are certain practical activities that have been identified by the examination board as 'Required Practicals'. In Biology there are 10, Chemistry 8 and Physics 10. Information associated with these specific practicals can appear on the examination papers, and so it is very important that students are aware of which these practicals are. If for any reason a student is absent when their class carries out one of these practicals, their teachers will make every effort to ensure that the student is not disadvantaged. This <u>may</u> result in students being offered the opportunity to return after school to carry out the task.</p>	<p>Lessons are timetabled as Biology, Chemistry and Physics with separate teachers for each subject.</p> <p>Revision guides will be available to purchase through the Science department in October. Parents will be informed of the exact dates via email. There will be a two week window for ordering books.</p> <p>There are revision resources on the VLE as well as online revision tools.</p>
<p>COMBINED SCIENCE</p> <p>AQA TRILOGY Specification (8464)</p> <p>This is a <u>double award</u> GCSE, so equivalent to two GCSEs.</p>	<p>Six papers will be sat at the end of Year 11. Each paper will be 1 hour and 15 minutes in length.</p> <p>There are two papers from Biology, two from Chemistry and two from Physics.</p> <p>All six papers will be entered at the same tier – either Higher or Foundation.</p>	<p>Required Practicals:</p> <p>Across the two year course, students will carry out many practical activities to enhance and extend their learning. There are 21 practical activities that have been identified by the examination board as 'Required Practicals'. Information associated with these specific practicals can appear on the examination papers, and so it is very important that students are aware of which these practicals are. If for any reason a student is absent when their class carries out one of these practicals, their teachers will make every effort to ensure that the student is not disadvantaged. This <u>may</u> result in students being offered the opportunity to return after school to carry out the task.</p>	<p>Lessons are timetabled so that each group is taught by two teachers.</p> <p>Revision guides will be available to purchase through the Science department in October. Parents will be informed of the exact dates via email. There will be a two week window for ordering books.</p> <p>There are revision resources on the VLE as well as online revision tools.</p>

GCSE COURSES: SEPTEMBER 2018-2020

Course details	Final Examination	Controlled Assessment	Other information
<p>COMPUTER SCIENCE</p> <p>AQA</p> <p>9 to 1 grades</p>	<p>Papers 1 and 2</p> <p>Accounts for 100% of the qualification.</p> <p>Covers the following topics: Subject content 1. Fundamentals of algorithms 2. Programming 3. Fundamentals of data representation 4. Computer systems 5. Fundamentals of computer networks 6. Fundamentals of cyber security 7. Ethical, legal and environmental impacts of digital technology on wider society, including issues of privacy 8. Aspects of software development</p> <p>What's assessed</p> <p>Paper 1: Theoretical knowledge from Subject content 1–4 above</p> <p>Paper 2 Theoretical knowledge from Subject content 3–7 above</p> <p>How it's assessed Written exam: 1 hour 30 minutes 80 marks Each worth 40% of GCSE</p> <p>Questions A mix of multiple choice, short-answer, longer-answer and extended response questions assessing a student's theoretical knowledge.</p>	<p>Unit 3 NEA (Non Examined Assessment):</p> <p>Accounts for 0% of the qualification.</p> <p>What's assessed The non-exam assessment (NEA) assesses a student's ability to use the knowledge and skills gained through the course to solve a practical programming problem. Students will be expected to follow a systematic approach to problem solving, consistent with the skills described in Section 8 of the Subject content above.</p> <p>How it's assessed Written exam: 1 hour 30 minutes 80 marks Each worth 50% of GCSE</p> <p>Tasks The development of a computer program along with the computer programming code itself which has been designed, written and tested by a student to solve a problem. Students will produce an original report outlining this development.</p> <p>Due to plagiarism issues this unit is still compulsory but at present does not count towards the GCSE.</p>	<p>The course is based around computer architecture which was developed by mathematicians. It is therefore suggested that a student wishing to apply should have a minimum of a B target grade in mathematics.</p> <p>Students will be expected to practise and develop their programming/coding skills outside of the classroom setting to enable them to have a full understanding of programming and to achieve well in the practical units</p>

GCSE COURSES: SEPTEMBER 2018-2020

Course details	Final Examination	Controlled Assessment	Other information
FRENCH Edexcel 1FRO Single award GCSE Grades 1-9	Unit 1: Listening and Understanding in French (25% of total mark) Unit 2: Speaking in French (25% of total mark) Unit 3: Reading and Understanding in French (25%) Unit 4: Writing in French (25%)	There is no controlled assessment.	Each paper is available at two different tiers (Higher and Foundation) Students must take all assessments in either the Foundation tier or the Higher tier only. Students will need to develop and use their knowledge and understanding of French grammar progressively through their course of study. The five themes are: ● Identity and culture ● Local area, holiday and travel ● School ● Future aspirations, study and work ● International and global dimension.
SPANISH Edexcel (1SP0) Single award GCSE Grades 1 - 9	Unit 1: Listening and Understanding in Spanish (25% of total mark) Unit 2: Speaking in Spanish (25% of total mark) Unit 3: Reading and Understanding in Spanish (25%) Unit 4: Writing in Spanish (25%)	There is no controlled assessment.	Each paper is available at two different tiers (Higher and Foundation) Students must take all assessments in either the Foundation tier or the Higher tier only. Students will need to develop and use their knowledge and understanding of Spanish grammar progressively through their course of study. The five themes are: ● Identity and culture ● Local area, holiday and travel ● School ● Future aspirations, study and work ● International and global dimension.
MEDIA STUDIES GCSE EDUCAS	Two Written examinations lasting 1 hour 30 minutes each weighting – 70%. These are two distinct examinations, based on two set study components.	Component 3 – 30% Practical creative media assignment set and marked by the teacher.	Single tier entry, mixed ability groups. The course introduces students to the four key concepts of Media: Audiences, Representations, Media Institutions and Media language. These are delivered through 2 set Components compiled of various media case studies. In Component 3 students will demonstrate their learning through creating a practical media product, based on a current issue or debate that interests them. In addition, students are given the chance to learn and apply digital software such as Photoshop and Adobe Premiere video editing skills.

GCSE COURSES: SEPTEMBER 2018-2020

Course details	Final Examination	Controlled Assessment	Other information
ART AND DESIGN FINE ART AQA (8202) Art & Design Single Award GCSE Grade 9-1	<p>Externally Set Assignment 40% of the GCSE grade</p> <p>Takes place between 1st Feb and very early May 2019</p> <p>Students choose a theme to develop from a selection issued by the exam board</p> <p>The practical examination lasts 10 hours and is supervised by the art teacher.</p> <p>10 weeks preparation time beforehand. Preparatory work is assessed together with the examination piece to form a unit of work that is marked as a whole.</p>	<p>Coursework portfolio 60% of the GCSE grade.</p> <p>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 building up to the production of the final piece(s). There will also be extensive research into the work of other artists and designers.</p> <p>These portfolio units are continuously assessed throughout Year 10 and 11</p>	<p>Deadlines:</p> <p>1st Unit of the controlled assessment is completed by February 2019.</p> <p>All Controlled Assessment Portfolio work completed by January 31st 2020.</p> <p>Externally Set Assignment completed by early May 2020.</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 appreciation and critical understanding of Art and Design.</p>
DESIGN TECHNOLOGY EDEXCEL (1DT0) <ul style="list-style-type: none"> • GRAPHICS • RESISTANT MATERIALS GCSE Grades 1-9	<p>Terminal exam 50% (one paper 100 marks)</p> <p>1 hour and 45 minutes</p> <p>Section A (40 marks) Core knowledge</p> <p>Section B (60 marks) Specialist material Paper & board (Graphics) Wood (Resistant Materials)</p>	<p>1 NEA task 50%</p> <p>Approximately 45 in class hours are devoted to this task</p> <p>The NEA consists of a single design folder and a quality practical outcome. The context for possible projects will be published in June 2019. Students will then carry out a range of research and write their own design briefs based on their findings.</p> <p>Deadline March 2020</p>	<p>All GCSE students will study a core of knowledge based on what has been covered at KS3.</p> <p>Students studying Graphics will study paper and boards in much greater detail and this knowledge will be applied in the NEA and tested in section B of the exam paper.</p> <p>Students studying Resistant materials will study woods in much greater detail and this knowledge will be applied in the NEA and tested in section B of the exam paper.</p>

GCSE COURSES: SEPTEMBER 2018-2020

Course details	Final Examination	Controlled Assessment	Other information
<p>DESIGN TECHNOLOGY AQA 8585</p> <p>FOOD PREPARATION AND NUTRITION (4545) GCSE Grades 1-9</p>	<p>Terminal exam 50% (one paper)</p> <p>1 hour 45 minutes</p> <p>Multiple choice questions (20 marks) Five questions each with a number of sub questions (80 marks)</p>	<p>Two non-exam assessments 50%</p> <p>NEA Task 1 15%</p> <p>NEA Task 2 35%</p> <ul style="list-style-type: none"> Non-Exam Assessment (NEA) – Task 1 – Food Investigation – Students will undertake an investigation into the working characteristics, functional and chemical properties of ingredients NEA – Task 2 – Food Preparation Assessment – Students will plan, prepare, cook and present a final menu of three dishes to meet the needs of a specific context students must select appropriate technical skills and processes and create 3-4 dishes to show case their skills. They will produce their final menu within a single period of no more than 3 hours, planning in advance how this will be achieved 	<p>What's assessed</p> <p>Task 1: Food investigation (30 marks) Students' understanding of the working characteristics, functional and chemical properties of ingredients. Practical investigations are a compulsory element of this NEA task.</p> <p>Task 2: Food preparation assessment (70 marks) Students' knowledge, skills and understanding in relation to the planning, preparation, cooking, presentation of food and application of nutrition related to the chosen task. Students will prepare, cook and present a final menu of three dishes within a single period of no more than 3 hours, planning in advance how this will be achieved.</p> <p>How it's assessed:</p> <ul style="list-style-type: none"> Task 1: Written or electronic report (1,500 – 2,000 words) including photographic evidence of the practical investigation. Task 2: Written or electronic portfolio including photographic evidence of the three final dishes
<p>GEOGRAPHY Edexcel GCSE (9-1)</p> <p>Geography B (I GBO)</p>	<p>Final Exam (100%)</p> <p>Component 1: Global Geographical Issues: 1 hour 30 (37.5%)</p> <p>Component 2: UK Geographical Issues: 1 hour 30 (37.5%)</p> <p>Component 3: People and Environment Issues – Making Geographical Decisions: 1 hour 30 (25%)</p>	<p>There is no controlled assessment.</p>	<p>Units covered in the course are:</p> <ul style="list-style-type: none"> Hazardous Earth Development Dynamics Challenges of an urbanising world The UK's evolving landscape Coastal change and conflict River processes and pressures The UK's evolving human landscape Dynamic UK cities People and the biosphere Forests under threat Consuming energy resources <p>Students are expected to attend two days of fieldwork.</p>

GCSE COURSES: SEPTEMBER 2018-2020

Course details	Final Examination	Controlled Assessment	Other information
<p>HISTORY AQA History B (4045)</p> <p>Single Award GCSE Grade 9-1</p>	<p>How will I be assessed?</p> <ul style="list-style-type: none"> ➤ Students will sit two exams (worth 50% each) in June 2019. ➤ Both exams are 1 hour 45 minutes each. • Paper 1 = Topic A & B • Paper 2 = Topic C & D 	<p>There is no controlled assessment.</p>	<p>What periods of History will I study?</p> <p>Topic A: Germany, 1890-1945, Democracy and Dictatorship (including Nazi Germany). Topic B: Conflict and Tension, 1894-1914 (The First World War). Topic C: Britain, Health and the People, c.500-2000 (The History of Medicine). Topic D: Elizabethan England, 1568-1603.</p> <p>What skills will I develop?</p> <p>History is a very well-regarded subject. At the end of the course you should be able to:</p> <ul style="list-style-type: none"> • Think for yourself! Because you will be able to understand, interpret and evaluate a range of sources and information. • Show factual knowledge about Britain, Germany and other European countries across a range of time periods. • Understand some of the key issues which have helped shape the modern world.
<p>PHILOSOPHY, RELIGION AND ETHICS WJEC EDUQAS</p> <p>Religious Studies Route A <u>Full course</u> Award Grade 9-1</p>	<p>Paper 1: 2hrs (50%) Paper 2: 1 hour (25%) Paper 3: 1 hour (25%)</p>	<p>There is no controlled assessment.</p>	<p>Units covered in the course are:</p> <p>Component 1, Religious, Philosophical and Ethical Studies in the world Theme 1: Issues of Relationships Theme 2: Issues of Life and Death Theme 3: Issues of Good and Evil Theme 4: Issues of Human Rights</p> <p>Component 2 A study of Christianity</p> <p>Component 3 A study of Hinduism</p>

GCSE COURSES: SEPTEMBER 2018-2020

Course details	Final Examination	Controlled Assessment	Other information
BUSINESS Edexcel GCSE 9-1 Single Award	Theme 1: 1 hour 30 mins 50% of qualification Theme 2: 1 hour 30 mins 50 % of qualification . The exams will consist of 3 sections, of calculations, multiple choice, short answer and extended writing questions. Two sections will be based on business contexts given in the paper.	There is no controlled assessment or coursework in this GCSE	Year 1 Business start ups and growth. Marketing Business Finance Year 2 Human Resources Business Operations External influences.
CHILD DEVELOPMENT OCR Cambridge National in Child Development Graded Pass, Merit, Distinction	Unit RO18 – Written Paper 1hr 15 mins – 50% of the course.	RO19 25% of the course – This is 3 individual tasks on aspects of the course chosen by the exam board RO20 25% of the course – 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 tasks
DRAMA EDEXCEL Single Award GCSE Grade 9-1	Theatre makers in practice 40% of GCSE. This is a written 1 hour and 30 minute examination. Section A: Bringing Texts to life encourages students to demonstrate their knowledge and understanding of a performance text and how to bring it to life. Section B-Live review Students will complete a live review which analyses a performance they have seen.	Two components which equate to 60% of the GCSE. <ul style="list-style-type: none"> Component one addresses students devising skills and is divided into a performance or design element which results in a performance or realisation of the design (15 marks) followed by a portfolio which documents their process (45 marks) Component two address students' ability to explore and perform two extracts or work as a designer presenting their work to a visiting examiner (48 marks) 	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, analysis and evaluation for all pieces of work. Students will be expected to attend at least two theatre performances for review purposes.

GCSE COURSES: SEPTEMBER 2018-2020

Course details	Final Examination	Controlled Assessment	Other information
<p>DANCE AQA (8236)</p> <p>Single Award GCSE Grade 1-8</p>	<p>Written Paper accounts for 40% of the final assessment.</p> <p>Component 2- Dance appreciation. The examination lasts 1 hour and 30 minutes. Questions are based on students' own practice in performance and choreography and the GCSE Dance Anthology</p>	<p>60% of the course:</p> <p>Component 1 – Performance and Choreography</p> <p>Performance (30%)</p> <ul style="list-style-type: none"> Set phrases are assessed through a solo performance (1 minute) Duo/Trio performances are assessed through performance (3 ½ minutes) <p>Choreography</p> <ul style="list-style-type: none"> Solo or group choreography – a solo (2 ½ minutes) or a group dance for 2-5 dancers (3 ½ minutes) 	<p>As the course is very practical, students are encouraged to take part in extracurricular work to help with ideas and inspiration.</p>
<p>MUSIC EDEXCEL (1MUO)</p> <p>Single Award GCSE Grade 9 - 1</p>	<p>Listening: 40% Written paper</p>	<p>Composing: 30%</p> <p>Two compositions with a combined minimum duration of three minutes. One composition must be completed during year 11 to a brief set by the Board. Both compositions need to be completed by February half-term 2020</p> <p>Performing: 30%</p> <p>Two performances – one solo and one group, with a combined minimum duration of 4 minutes. These will be practised throughout the course, but must be recorded in year 11 and completed by February half-term 2020</p>	<p>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.</p>
<p>PHYSICAL EDUCATION Edexcel 1 PEO Full Course GCSE Grade 9 - 1</p>	<p>60% of final grade</p> <p>Two exam papers</p> <p>Component 1 Fitness and the body systems Written exam 36% of final mark</p> <p>Component 2 Health and Performance Written exam 24% of final mark</p>	<p>40% of final grade</p> <p>Practical performance – three activities 30% of final grade</p> <p>PEP – A personal exercise plan to improve or optimise performance over a 6 week period. 10% of final grade.</p>	<p>Students are expected to have a genuine interest and passion for sport. Students must attend extra-curricular activities and or clubs in order to enhance their practical performance.</p>

BTEC COURSES: SEPTEMBER 2018-2020

Course details	Final Examination	Controlled Assessment	Other information
<p>CAMBRIDGE NATIONALS INFORMATION TECHNOLOGIES</p> <p>Level 1 and 2 Course</p> <ul style="list-style-type: none"> ▪ 2* ▪ D2 ▪ M2 ▪ P2 ▪ D1 ▪ M1 ▪ P1 	<p>Unit 1 (RO12) is an examined unit that discusses the theory elements of ICT and project Management.</p> <p>The examination will be scheduled for the end of Year 10</p>	<p>There is 1 unit: Unit 2 (RO13) is a piece of NEA where students will tackle a board set project that will be marked internally.</p> <p>This will be completed in Year 11.</p>	<p>There are opportunities to retake the examination in Year 11. Coursework is worth 50% so may suit students who prefer this aspect of learning</p> <p>Would suit those that want to continue with ICT but DO NOT wish to learn programming.</p>
<p>BTEC SPORT EdExcel</p> <p>BTEC- Level 1/Level 2 First Award</p> <ul style="list-style-type: none"> • Level 1 Pass • Level 2 Pass • Level 2 Merit • Level 2 Distinction 	<p>Students will need to take 1 online exam over the 2 years accounting for 25% of their overall grade.</p> <p>Unit 1: Fitness for Sport and exercise is an online 1 hr exam to be taken in year 1 which will consist of a variety of multiple choice questions, video analysis questions and up to 6 mark questions.</p>	<p>Coursework 75%</p> <p>The course consists of 4 Units in total. 1 of which is an External online exam 2 of which are assessed through coursework and 1 Internal Synoptic Assessment again through coursework.</p> <p>Unit 2- Practical Performance in Sport. Assessment will involve keeping a logbook of skills and techniques in 2 practical sports such as Rounders and Athletics and recording video evidence of core skills, Tactics and techniques</p> <p>Unit 3- Applying the Principles of Personal Training - Assessment will involve developing a fitness programme for your specific sport.</p> <p>Unit 5 –The Sports Performer in Action. Assessment will be coursework based looking at the short and long-term adaptations of the body systems to exercise And learn about the different energy systems used during sports performance.</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, Health and Fitness Clubs, Stadium Tours.</p> <p>We work closely with Harbour Challenge, AFC Bournemouth and LA Fitness to name a few.</p>



Headmaster: A P Mead MA (Hons) (Oxon)
Deputy Head: K B Catchpole BSc (Hons)

October 2018

Dear Parent/Carer

Re: Controlled Assessments at GCSE and BTEC

I bring to your attention information concerning the "Controlled Assessment", an assessment regime which applies to the GCSEs and BTECs studied by your son/daughter between 2018 and 2020. It is an assessment that contributes towards your child's final grade at GCSE and BTEC.

I ask you to familiarise yourselves with the School Policy entitled "Policy for Controlled Assessment at GCSE and BTEC at Lytchett Minster School" as well as the JCQ (Joint Council for Qualifications) notice on Controlled Assessment (both included in the KS4 Handbook)

Critically, student absence from school will seriously compromise their chances of success at GCSE and BTEC because Controlled Assessments can only be taken in classrooms under teacher supervision. In addition, students are required to work independently on these assessments. Language students will be given a time slot for Oral assessments and must attend at the specified time.

Should you have any queries relating to the attached documents, please contact me at the school.

Please could I ask you to confirm that you have read these policies by signing the reply slip below.

Yours sincerely

Mr K Catchpole
Deputy Headteacher

Lytchett Minster School: Confirmation of Controlled Assessment Policy

Name of Student House

I confirm that I have received and read the documents in the KS4 Handbook in relation to the Controlled Assessment at GCSE and BTEC.

Signed(Student) Date

Signed(Parent) Date

Slip to be returned to the Pastoral Support Assistant by 15th October 2018

Schedule of Key Year 10 Dates

2018-2019

Fri 2 November	Year 10 progress reports home
Fri 18 January	Year 10 progress reports home
Mon 21 & Tue 22 January	Year 10 Mock interviews
Thurs 31 January	Year 10 Parents' Evening
Mon 4 March	Start of Year 10 Work Experience week
Thurs 4 April	Year 10 progress reports home
Thurs 20 June	Start of Year 10 Exams
Sat 29 June	Year 10 Battlefields trip departs
Fri 19 July	Year 10 full reports home