



Cohort 11 Course Guides

Autumn Term 2018

Table of Contents

Art.....	1
Business Studies	3
Computer Science.....	4
Dance.....	5
Design & Technology	6
Drama	8
English Language and Literature	9
French.....	10
Geography	11
German.....	13
History.....	14
Maths.....	15
Media Studies	16
Music	17
Physical Education	18
Philosophy and Ethics	19
Science	20
Spanish	21

Art

Course overview

During Cohort 11, learners have three 100 minute sessions of Art each fortnight. Learners are expected to complete at least one hour of Independent Study after each session in order to meet the deadlines for building their coursework portfolio. Learners are encouraged to use the after school support, which runs until 5pm every evening, to help them manage their coursework and exams in Cohort 11. In the summer term of Cohort 10 learners began a unit of work which they continued to build over the summer in preparation for Cohort 11. The title of the unit varies each year; this year it is 'Fish, Boat, Water'. This unit runs for the first half term. During this first half term, Cohort 11 artists are expected to be able to work largely independently on completing the detailed explorations and observations that meet Assessment Objectives 1-3. By half term at the latest learners are expected to have developed ideas for a considered artwork based on detailed research and experimentation around the theme.

By half term learners should be ready to produce a final image, using another 2/3 weeks to do so. In the second half of this half term in Cohort 11 learners begin to select their strongest portfolio units from the previous 2 years and extend their work to build on the assessment objectives. By January, coursework is complete and work on the Cohort 11 exam topic begins.

Assessment Points

Cohort 11 artists are given a guideline grade for their coursework in September. Work continues to be collected approximately monthly until November, and learners are given structured guidance about how well they are meeting the assessment objectives. GCSE scores for the autumn unit are only awarded at the end of the project. In December a full coursework review is carried out and all coursework units are re-assessed in order to award a full GCSE grade for coursework to each candidate.

Nature of Assessment

GCSE Art is assessed via two components:

The portfolio of work: this component is worth 60% of the overall GCSE grade and is made up of at least 2 projects that have been created and developed by learners during their 3-year course. This unit is completed and handed in by January of Cohort 11.

The externally set assignment: This component is worth 40% of the overall GCSE grade and is completed between January and April, culminating in a 2 day 'controlled assessment' where a final piece is usually produced. This unit is in response to a title set by the exam board and released to learners in January.

GCSE 'scores' are given rather than grades at most assessment points including the January coursework deadline and the April externally set unit deadline. These scores (currently out of 24 for each AO) add up to a RAW mark out of 96, and this mark, when combined for both components, equates to a particular GCSE score, depending on where grade boundaries are set by the exam board.

GCSE guideline scores and grades, which have been given at various points throughout the course, are reviewed after the deadline for final submission of work, which is in January. Learners will be made aware of their score and can choose to appeal this if they wish. A second assessment of the portfolio will be carried out by a second teacher if an appeal is lodged. Learners can build on their

Cohort 11 Course Guides Autumn Term 2018

early grades up to this point and should use the September review to help them identify where they can build on their answering of the assessment objectives.

Guidance

Written guidance is offered through feedback sheets in sketchbooks, and can be expected on 2-3 occasions per project. In addition, learners are offered one to one tutorial time with verbal feedback about ongoing projects every session. Independent study forms an integral part of KS4 work and, although work is often a continuation of work in class, it will be set, and a record of all work completed at home will be logged and feedback given.

Business Studies

Course overview

Following their final Practice Paper Assessment which they sat in their final week of c10, c11 learners will be provided with the feedback, work on points and renewed target grades, so that continued revision across all topics can take place. Through sustained and targeted revision sessions, learners will aim to develop and enhance the depth of their contextual knowledge and understanding, and as the term goes on, focus will gradually shift towards improving the effectiveness of their applied knowledge. Individual progress will be monitored across a number of key assessment point: two 'formative' practice paper assessments, which will enhance best practice under exam conditions and also enable revision and support to become far more targeted to individual needs; and two 'summative' assessments, in the form of their c11 mock exams.

Assessment Points

Practice Paper - week 4 (combination of all aspects/topics of the course may be included in the paper)

Practice Paper - week 7 (combination of all aspects/topics of the course may be included in the paper)

Nature of Assessment

2 written exam papers

Unit one – Paper 1: 50% of GCSE.

Unit two – Paper 2: 50% of GCSE.

Guidance

Mock exam revision: Guidance will be provided when marking past papers, so that learners can identify the aspects of their subject knowledge that they are and are not competent in. Verbal guidance will be provided throughout revision sessions, when learners will be revisiting past units of work, so to correct, clarify and confirm subject knowledge.

Computer Science

Course overview

In the Autumn term learners will continue learning to program within the Python programming language with a more focused approach around the non-examined assessment provided by the exam board. A significant part of the non-examined assessment work will be completed during this term.

Assessment Points

Learners will be regularly assessed throughout the course. Books will be checked with feedback given regularly. Learners will also complete mock attempts of a Non-examined assessment style task to act as guidance for the exam board issued task.

Nature of Assessment

Learners will be assessed on the outcomes of their mock non-examined assessment tasks. This will be referenced against the exam board criteria for non-examined assessments.

Guidance

Throughout learning sessions, learners will receive regular verbal feedback from the teacher. Learners' books will be checked with feedback given on a regular basis. This will typically be in the format of additional learning or revision to be completed to secure understanding. Learners will also receive criteria referenced feedback on their programming tasks giving an idea of areas of strength and areas in which to prioritise additional study.

Dance

Course overview

During the Autumn term, learners in Cohort 11 Dance will be working on their solo dances, the two set phrases they have chosen for their final exam. They will also have a theory session once every two weeks, this will focus on the six professional dance works that they need to study for the written exam. They will move onto looking at their duet/group dances that are based on the other two set phrases that are not selected for solo performances.

Assessment Points

There will be a final deadline for every piece of coursework, which will be prior to the Christmas holidays. Learners will be reminded that these are final GCSE assessments, and the deadline is non-negotiable.

Nature of Assessment

Assessment pieces will be marked as per examination board mark schemes. All units will be externally assessed (however they must also be filmed in school on said deadline.) The nature of the first assessment sees the dancers being marked on their Group skills, choreographic ability, safe practice and performance skills. This particular assessment is worth 20% of their GCSE.

Guidance

Throughout the year guidance to each learner will be primarily given through verbal communication. There will be many moments of one-to-one discussion time where feedback and areas for improvement are analysed and put in place. Small and whole group verbal guidance will also be a regular feature from not only the teacher but other learners as well. Learners will also have written guidance through reports and emails and on written work.

Design & Technology

Course overview

Learners have just begun to work on their NEA (non exam assessment), they have planned and investigated their own project based on a given design context using their gained knowledge about different materials and equipment and have all had to identify the need of a product for a particular client.

Assessment Points

NEA work must be completed in session time and a timeline will be shared with the learners with lots of deadlines they must stick to, this will also be available on their class room page.

Nature of Assessment

Learners should already have completed their research (Section A) relating to their subject and will now have to come to conclusions in producing a design brief and design specification (Section B), which will inform them about critical points to consider in their designing and prototyping (Section C) of products. All learners should begin to undertaking their practical element (Section D) of their. The learning review attainment grade is based on the work they have completed on their own individual projects so far. We will also included the Cohort 10 mock exam grade with a weighting of 50%. We have made this decision as their Cohort 11 exam is worth 50% of their GCSE. The Cohort 10 exam is the only full exam condition data we have until their Cohort 11 mock exam in November.

Guidance

When the learners start their NEA we use the AQA mark descriptors to create the allowed guidance for the learners, along with knowing our learners and their strengths and where they will need more support. Generic guidance will be given during each learning session that will link into the task we will be working on and demonstrations on what could be included in their NEA. As a school we report to parents three times throughout the year completing a progress review, a learning review and finally a learning summary.

Food Preparation and Nutrition

Course overview

Learners will be introduced to the actual Food Investigation NEA (non exam assessment) task. They will be expected to work independently to complete a written and photographic report with the focus on understanding the working characteristics, functional and chemical properties of a set ingredient. Learners will complete a portfolio of work within a 10 hour period that is then assessed against the grading system set out by AQA, for the Food Preparation Task.

After the completion of this, learners will start their actual Food Preparation NEA (non exam assessment) task. They will be expected to pick a cuisine of their choice and design a three dish selection. Learners will have 20 hours to practice, prepare and refine their menu before a 3 hour window in which they will have to produce their food. The focus for this assessment task is to demonstrate knowledge, skill and understanding in relation to the planning, preparation, cooking and presentation of food. Learners will need to produce a written documentation of their journey, communicating their decisions and choices along the way.

Assessment Points

Learners are expected to complete the resources and tasks mapped out each session, this will aid and support their final assessment seen in the NEA. Learners will be assessed throughout the unit to ensure all the relevant information has been included.

The Food Investigation NEA task contributes 30 marks towards the total NEA weighting. A combination of the total marks from the Food Preparation Task and the Food Investigation make up 50% of the final GCSE mark. Deadlines will be shared with learners via the project timelines and within learning sessions.

Nature of Assessment

The NEA task will be marked out of 30 and will be made up of marks for both paperwork and practical investigations. Learners must produce a report between 1500 – 2000 words (approximately 6-8 sides of A4) with photographic evidence. The report will include research into “how ingredients work and why” with an ingredient selected by the exam board prior to the start of the task. This portfolio of evidence will be assessed when submitted, however, there will be checkpoints throughout the duration, to ensure every learner is on track.

Breakdown of grades	
Section A: Research	6 marks
Section B: Investigation	15 marks
Section C: Analysis and evaluation	9 marks
	30 marks

Attainment grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

At KS4 we are constantly giving feedback in our learning sessions. Throughout the last 2 years we have been building on learner's skills and knowledge ensuring they are ready to make informed choices when completing their NEA Assessments. All learners have different strengths and areas they need to work on, and we tailor our sessions to support and guide each individual.

Drama

Course overview

During the Autumn term, learners in Cohort 11 Drama will begin their Devised Practical Performance preparation. The learners will be creating a piece of drama based on stimuli given by the exam board. They must base it on either a specific practitioner or style of theatre. Learners are in groups and must keep a diary of their process for controlled assessment which will be invaluable when they come to write their Portfolio of Evidence. In the second term learners will work in pairs on their scripted duologues and prepare for their Component 2 examination. Alongside this, learners will continue to develop their skills for the written element of the course, so that they are ready to complete their Component 3 written exam in the final term.

Assessment Points

They are assessed individually in their groups by their teacher, which represents 40% of their actual GCSE exam and it is recorded and then moderated by the exam board. Learners will complete this exam in December 2018. Learners must follow the practical assessment with a written piece of controlled assessment called their Devised Performance Report, this equates to 20% of the exam and will be completed immediately after the practical exam.

Nature of Assessment

Assessment pieces will be marked as per examination board mark schemes, and then moderated by the examination board. Assessments are practical. Both parts of coursework comprise 60% of the overall GCSE.

Guidance

Learners will be given guidance in their Drama exercise book, as well as feedback during learning sessions. Learners can also book an MLC appointment for personalised guidance with their Component 1 winter exam preparation, Component 2 dialogue performance and Component 3 written exam.

English Language and Literature

English Language

Course overview

Learners will continue studying the new AQA syllabus which, by the end of Cohort 11, will see them equipped to answer two English Language exams: Language Paper 1 – Explorations in Creative Reading and Writing (50%), Language Paper 2 – Writers’ Viewpoints and Perspectives (50%). In addition, by the end of Cohort 11 learners will complete Speaking and Listening assessments. These do not contribute to their GCSE English Language grade but will provide them with a certificate for employers.

For the first half term, they will study Literature, and will revisit English Language later in the term through the unit ‘Setting, Character and Atmosphere’. In this unit, they will analyse and produce non-fiction texts.

Assessment Points

Learners will have mock exams for both Language and Literature during a three week period during November. Learners will complete English Language Paper 1 in formal mock exam conditions.

Nature of Assessment

Learners will also undertake exam and general essay practice throughout the term.

English Literature

Course overview

Learners will study the new AQA syllabus and at the end of Cohort 11 they will sit two examinations. These are: English Literature Paper 1 – Shakespeare and the 19th C novel (40%), English Literature Paper 2 – Modern texts and Poetry.

Learners will be focusing on the study of William Shakespeare’s ‘Macbeth’. This is the fourth literature text they have studied. They have already studied: ‘An Inspector Calls’, ‘A Christmas Carol’ and the poetry anthology titled ‘Power and Conflict’.

Assessment Points

Learners will have mock exams for both Language and Literature during a three week period during November. Learners will complete English Literature Paper 1 in formal mock exam conditions.

Nature of Assessment

Learners will also undertake exam and general essay practice throughout the term.

Guidance

Learners will receive guidance in a variety of ways. These include marked assessments, Cohort 11 mocks, reports, feedback in books and on Google Classroom, 1:1 interaction and MLC appointments.

French

Course overview

The course will follow the new AQA GCSE specification and assessment requirements. The course will reflect the new equal weightings across the four skills of speaking, listening, reading and writing (25% each). During the first term learning will be based upon the themes of Career Choices and Ambitions. During the first half term learners will look at: the world of work, each using and practicing the four different skills. During the second half term, under Ambitions, learners will talk about their future plans. The course will use authentic material as stimulus for the learning across the four skill areas and they will need to keep a well maintained exercise book to keep the resources and to store examples of their learning. The books will be kept for the complete 3 year GCSE course and will be essential for revision for the final exams.

Assessment Points

In November there will be a full set of mock exams across all 4 skill areas of; speaking, listening, reading and writing. Each exam will be equally weighted accounting for 25% each of the final mark and grade.

Nature of Assessment

The assessments for the new GCSE will be assessed across linear exams taken at the end of Cohort 11. There will be a reading paper including questions both in English and French using authentic French texts and there will also be a translation task from French into English. The listening paper will also include questions in both French and English, listening to a range of questions in the target language. The written paper will include a range of short written tasks, including a translation task from English into French. Finally, the speaking exam will be examined in school and learners will have a short amount of preparation time to complete the tasks, such as a role play and talking about a certain image in the target language.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

In Cohort 11 learners are provided with a variety of guidance, including written comments in exercise books, verbal feedback during learning sessions, peer assessment using the success criteria provided and electronic feedback via email. Every half term learners also complete skill assessments in the four skill areas of reading, listening, speaking and writing and following these challenges, learners receive both written and verbal marks alongside feedback and areas for development.

Geography

Course overview

We will begin Cohort 11 by completing and submitting our field work investigations. Learners will complete topic 3 Distinctive Landscapes through learning about the characteristics of a river basin.

Learners will then move on to learning about Topic 7 - UK in the 21st Century. We will investigate what the UK looks like in the 21st century, looking at the geography classics of landscape, population patterns, housing, farming and our economy. This unit is a great way for learners to find out about their home country and to understand how and why it is the way it is today.

This topic then asks some difficult questions about whether the UK is losing its global significance. Learners will need to analyse the idea of 'Great' Britain and how we became a global super power in the first place before thinking about how we interact with other nations in modern times. There will also be a chance to learn about our cultural influences through media, food and fashion.

Learners will then be challenged to assess our part in a global conflict through answering the question 'Why have the UK and her partner nations struggled to solve the problem of conflict in Syria?'

Assessment Point

Topic 3 – Distinctive Landscapes will be assessed with an exam paper given in their learning session during the week beginning the 25th September.

Topic 7.1 – How is the UK changing in the 21st century will be assessed as part of the mock exams in November 2017.

Topic 7.2 – Is the UK losing its global significance will be assessed with an exam paper given in their learning session during the week beginning the 18th December.

Nature of Assessment

Topic 3 Distinctive Landscapes will be assessed through a 'practice' exam paper in the style learners have been used to for previous end of topic assessments. They will have a range of short responses, multiple choice questions and some longer case study answers worth up to 12 marks. Learners will be given a GCSE grade using our estimated boundaries.

In November 2017 all Cohort 11 learners will sit their mock GCSE exams. For Geography there will be 3 papers and they will cover topics 1 – 7.1 (and will not include 7.2 or 8). The exam papers are split into Our Physical World Topics 1-4, Our Human World 5-7.1 and Geographical Exploration that draws questions from across the topics learners have studied. These exams follow the same format that learners had a chance to practise in the spring of Cohort 10 and will be provided by the exam board (OCR). They are being designed by the same team who will write the final exams and this gives us a great chance to practise the style of questions and to see the breadth of geography we will need to learn to be successful in the final exams in June 2018. Learners will be given a GCSE grade using our estimated boundaries.

Topic 7.2 will be assessed through a 'practice' exam paper in the style learners have been used to for previous end of topic assessments. They will have a range of short responses, multiple choice questions and some longer case study answers worth up to 12 marks. Learners will be given a GCSE grade using our estimated boundaries.

Guidance

Learners will be given chances to complete GCSE style questions that will be marked with a numerical score and often have written feedback. It is common in a Geography session for teachers to review exam style answers as a whole class and then give learners the chance to improve on their original responses, this then feeds forwards to their next exam style question where they will have more ideas on how to be successful. Case studies will be given written feedback in exercise books and reacting to this feedback should form part of the revision process. There will also be a lot of verbal feedback and learners are expected to use this to improve their learning outcomes.

Additionally learners will be asked to do presentations and will give and receive peer feedback. Teachers will be looking for frequency and accuracy of geographical key terms as well as location information and that written work flows well through cause, effect and onto solutions. It is important that Geography books are kept up to date and part of the feedback given may be aimed at encouraging good note taking, and helping learners create a great resource for them to revise from before their final exams.

German

Course overview

The course will follow the new AQA GCSE specification and assessment requirements. The course will reflect the new equal weightings across the four skills of speaking, listening, reading and writing (25% each). During the first term learning will be based upon the themes of Career Choices and Ambitions. During the first half term learners will look at: the world of work, each using and practicing the four different skills. During the second half term under Ambitions, learners will talk about their future plans. The course will use authentic material as stimulus for the learning across the four skill areas and they will need to keep a well maintained exercise book to keep the resources and to store examples of their learning. The books will need to be kept for the complete 3 year GCSE course and will be essential for revision for the final exams.

Assessment Points

In November there will be a full set of mock exams across all 4 skill areas of; speaking, listening, reading and writing. Each exam will be equally weighted accounting for 25% each of the final mark and grade.

Nature of Assessment

The assessments for the new GCSE will be assessed across linear exams taken at the end of Cohort 11. There will be a reading paper including questions both in English and German using authentic German texts and there will also be a translation task from German into English. The listening paper will also include questions in both German and English, listening to a range of questions in the target language. The written paper will include a range of short written tasks, including a translation task from English into German. Finally, the speaking exam will be examined in school and learners will have a short amount of preparation time to complete the tasks, such as a role play and talking about a certain image in the target language.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

In Cohort 11 learners are provided with a variety of guidance, including written comments in exercise books and/or folders, verbal feedback during learning sessions, peer assessment using the success criteria provided and electronic feedback via email. Every half term learners also complete skill assessments in the four skill areas of reading, listening, speaking and writing and following these challenges, learners receive both written and verbal marks alongside feedback and areas for development.

History

Course overview

Learners will be spending the part of the term completing their studies for the British depth studies unit including the historic environment: Norman England c1066-c1100. Their time will be spent exploring the Norman Conquest in depth, with particular focus on how the Normans gained and maintained control after their successful invasion as well as exploring what life was like in Norman England. Once this unit has been finished learners will begin their preparations for their mock examinations in December. They will review all of the units of work so that they feel fully prepared for their trial examinations. Learners will sit two mock examinations:

Paper 1: Understanding the modern world

Section A: Period History: Germany, 1890-1945: Democracy and dictatorship.

Section B: Wider world depth study: Conflict and tension in Asia, 1950-1975.

Paper 2: Shaping the nation

Section A: Thematic Studies: Britain: Health and the people c1000 to the present day.

Section B: British depth studies including the historic environment: Norman England c1066-c1100.

Assessment Points

December – Mock Examinations.

Regular practice questions during study period.

Practice Papers (continuously throughout the year)

Nature of Assessment

Past Papers will be used for assessments.

Guidance

Learners will be completing example examination questions and whole past papers on a regular basis during learning sessions, after which the class teacher will give detailed written feedback as to the quality of the written communication. Teachers may also give verbal feedback having marked the questions and learners will have to make a note of this feedback in their book.

Guidance will be given to learners in a written format in their exercise books. Learners will be required to complete source questions throughout the year which they will also receive detailed written feedback on.

Regular revision classes will run after school for those learners that wish to attend. These will be confirmed in the new term. From August 2017 there will be a published revision guide available, learners will be able to purchase these from school. A letter will be sent out to confirm these details.

Maths

Course overview

During the Autumn term of Cohort 11, learners continue to follow the curriculum they started in Cohort 9, a scheme of learning that covers the 6 main areas of maths; number, algebra, ratio and proportion, geometry, statistics and probability. At the start of each unit learners will use a Unit audit to establish their confidence of the topics and where they have gaps in their learning. For each topic there are a variety of challenges, PowerPoints, websites, videos, worksheets and exam questions available on google sites to improve their understanding. At the end of the Unit they will showcase their learning by completing exemplar revision examples of the unanswered questions from the original audit. They will also begin general revision to prepare for the mock exams.

The topics for learners during the Autumn term include:

Foundation

Unit 18 Fractions, indices and standard form
Unit 19 Congruence, similarity and vectors
Unit 20 More algebra

Higher

Unit 18 Vectors and geometric proof
Unit 12 Similarity and Congruence

Assessment for Learning Opportunities

During the sessions teachers assess learners constantly by asking questions to check understanding, by looking at what they have written in their books and by listening to discussions that are taking place.

Formal Assessment

Learners will complete a mock GCSE exam in November which will direct their learning and revision for the Spring Term.

Guidance

Learners will be given feedback which could be verbal, written in books or electronic and they will be expected to respond to it to enable them to improve. After the mock assessment learners will receive an analysis of their results, which will then be used to inform them of their strengths and areas for development.

Media Studies

Course overview

Learners will be focusing on the Non-Exam Assessment (NEA) section of the New Specification GCSE Media Studies course. The examination board have given a number of working briefs for learners to choose from. They will need to write a statement of intent highlighting how they will use media language in order to create a product that meets the needs of a specific audience. Learners will choose from creating a local tabloid front cover and linked background story double page spread; a government funded advertising campaign and a website page with a featured vlogger. Please remember that these are subject to change. Learners will be guided and taught the conventions of these products initially before choosing and creating one.

Assessment Points

The assessment is taken in the form of a statement of intent which should not be longer than a page long. The creation of the product ideally needs to be as professional as possible so a computer or iPad will be necessary. Learners will be given mini interim deadlines to ensure that work is handed in before the main deadline which will be confirmed nearer the time. During the autumn term, learners will be sitting two mocks papers so there will be time scheduled in for revision.

Nature of Assessment

The assessment is worth 30% of the overall GCSE grade. The exam board have allowed only 30 hours in total therefore extended deadlines are non-negotiable.

Guidance

Guidance in Media Studies is given through email dialogue; via verbal feedback in sessions; learning conversations are recorded on paper and written feedback is given on in books or via email. Media Support Sessions are available on Tuesdays with Mrs Stoneman (Subject Leader) and Miss Girling in MS1.

Music

Course overview

During the Autumn term, learners in Cohort 11 Music will be completing the final touches on their coursework. This consists of two performances, two compositions (recording and score/detailed annotation). Alongside portfolio requirements learners will be building on their knowledge of the areas of study in preparation for the listening exam.

Assessment Points

There will be a final deadline for every piece of coursework, which will be prior to the Christmas holidays. Learners will be reminded that these are final GCSE assessments, and the deadline is non-negotiable.

Nature of Assessment

Assessment pieces will be marked as per examination board mark schemes, and then moderated by the examination board. Both portfolios of coursework comprise 60% of the overall GCSE.

These pieces of coursework take place during controlled condition sessions, where learners are to work by themselves under teacher supervision. It is the responsibility of the learners to rehearse their performance and ensemble performances outside of these controlled conditions sessions.

The Integrated Portfolio is worth 30% of the GCSE.

The Practical component is worth 30% of the GCSE.

The Listening Exam which will take place at the end of Cohort 11 is worth 40% of the GCSE.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

Throughout the year guidance to each learner will be primarily given through verbal communication. There will be many moments of one-to-one discussion time where feedback and areas for improvement are analysed and put in place. Small and whole group verbal guidance will also be a regular feature, from not only the teacher, but other learners as well. Learners will also have written guidance through reports, emails and on written work. A Google Doc will be kept up to date for each learner containing their most up to date coursework marks and further guidance.

Physical Education

Course overview

During Cohort 11, learners have three 100 minute sessions of PE each fortnight. This will continue to be split into two theory sessions and one practical session per fortnight. This time will initially be spent completing their Personal Exercise Programme (PEP) write up under controlled conditions. Once this has been completed learners will be working through component 1 and 2, building on last year's knowledge and focusing on exam technique and the depth of their answers, in preparation for their mock exams. There will be a particular focus on AO2 (describing, explaining and applying to practical situations) and AO3 (evaluating and analysing) when answering exam questions and completing Independent Study. Learners are expected to use time outside of learning sessions to continue working on their practical sports. There is a GCSE club afterschool every Friday where learners will be offered support for the practical and theory components of the course. There are also Rugby, Football and Netball practices on Tuesday and Wednesday.

The mock practical exam is to be used to finalise the learners' top 3 practical sports and will give them a combined practical and theory current grade equating to GCSE grade weightings for each. This will then be used as a basis for learning conversations and individual action plans. If learners are being assessed in a summer sport i.e Cricket, Athletics or Tennis the final assessments will take place during this term.

Assessment Points

PEP write up to be completed before September 30th 2018.
Mock Practical exam November 2018.

Nature of Assessment

GCSE 'scores' are given rather than grades for all practical assessments. These scores (currently out of 35 for each sport) add up to a RAW mark out of 105 and this mark will equate to a particular GCSE grade, depending on where grade boundaries are set by the exam board. GCSE grades and percentages will be given for each theory assessment.

Currently the grade boundaries are as follows: 9 = 90%, 8 = 80%, 7 = 72%, 6 = 65%, 5 = 58%, 4 = 50%, 3 = 40%, 2 = 30%, 1 = 20%

Guidance

Throughout practical lessons learners will receive verbal feedback relating to their performance and will be given points for improvement.

Learners will receive written feedback in the form of marking in their books and on their practice/mock exam papers. They will also receive verbal feedback throughout their theory lessons.

Philosophy and Ethics

Course overview

Learners will complete their study of the beliefs, teachings and practices of Islam. This will include Islamic ideas about eschatology (the Day of Judgement, and life after death), and the concept of angels in Islamic thought. As in C10, there will be a focus on the differences in beliefs between different groups of Muslims. The rest of the year, once learners have sat their final mock in November, will focus on revision and preparation for the exam.

Learners will practice their writing to ensure that they are able to write the required amount in the strict examination time constraints. Learners will practice specifically 3, 6 and 15 mark questions during learning sessions under timed conditions.

Assessment Points

Practice Papers (continuously throughout the year).

Nature of Assessment

Past paper practice and extended writing tasks.

Guidance

Written answers – Written feedback and guidance will be provided across 3 aspects:

1. Accurate content.
2. Explanations and justifications.
3. Balanced arguments and concluding paragraphs.

Assessment: Guidance will be provided during a feedback session. This will occur during the session immediately following the completion of the assessment by all learners. During these sessions learners will be taken back through the paper to discuss areas of weakness and areas that were completed well. The aim of this activity is to provide all learners with guidance on how to improve their answer to create the 'perfect' assessment. Learners will then be given the opportunity to act on the guidance and improve their own answers. They will then set targets that are drawn from this experience to encourage progress across the next unit of work.

Independent Study: Guidance will be provided in a written format in learner's exercise books. Any dialogue via email will be printed and attached to the exercise book.

Science

Course overview

Learners will be following their personalised pathway for the new 9-1 GCSE. Learners will be moved into focused classes depending on the option that is best for them, i.e. Triple or Trilogy Science. At the start of this year, learners will finish the final Chemistry units. Those learners following the Triple pathway will focus on covering the additional units from the Triple Science course. Those learners following the Trilogy Pathway will spend the year focusing on recapping content from the previous two years.

Assessment Points

Learners will be regularly assessed during the course. At the end of each unit (Around 10 learning sessions), learners will sit a GCSE end of topic paper which will give staff, learners and parents/carers an idea of progress being made, at this stage we shall be providing learners with a % mark for each test as currently grade boundaries are unclear. All learners will complete a mock after the half term break.

Nature of Assessment

Learners will mainly be assessed via the use of End of Topic tests and regular teacher assessments. We will also be completing a number of mocks both in test conditions and as practice to help prepare them for their real exam. Following on from the GCSE exams in the summer we should have a better idea of what the 9-1 grades look like.

Guidance

Throughout learning sessions, learners will receive regular verbal feedback from the teacher.

After each end of topic test, learners will receive their marked papers back and will have time in sessions or Independent Study to use this feedback to consolidate and go over any areas that need further development.

Any Independent Study which is handed in will be given written or verbal feedback, depending on the teacher and the piece of work concerned.

Spanish

Course overview

The course will follow the new AQA GCSE specification and assessment requirements. The course will reflect the new equal weightings across the four skills of speaking, listening, reading and writing (25% each). During the first term learning will be based upon the themes of Career Choices and Ambitions. During the first half term learners will look at: the world of work, each using and practicing the four different skills. During the second half term under Ambitions, learners will talk about their future plans. The course will use authentic material as stimulus for the learning across the four skill areas and they will need to keep a well maintained exercise book to keep the resources and to store examples of their learning. The books will be kept for the complete 3 year GCSE course and will be essential for revision for the final exams.

Assessment Points

In November there will be a full set of mock exams across all 4 skill areas of; speaking, listening, reading and writing. Each exam will be equally weighted accounting for 25% each of the final mark and grade.

Nature of Assessment

The assessments for the new GCSE will be assessed across linear exams taken at the end of Cohort 11. There will be a reading paper including questions both in English and Spanish using authentic Spanish texts and there will also be a translation task from Spanish into English. The listening paper will also include questions in both English and Spanish, listening to a range of questions in the target language. The written paper will include a range of short written tasks, including a translation task from English into Spanish. Finally, the speaking exam will be examined in school and learners will have a short amount of preparation time to complete the tasks, such as a role play and talking about a certain image in the target language.

Learning review grades during this term will be awarded as follows: Grades 1-3 Lower Tier, Grades 4-6 Middle Tier and Grades 7-9 will be awarded Upper Tier. During this term we shall be awarding learners a grade for overall progress ranging from 1 – Making excellent progress to 4 – Declining progress.

Guidance

In Cohort 11 learners are provided with a variety of guidance, including written comments in exercise books and/or folders, verbal feedback during learning sessions, peer assessment using the success criteria provided and electronic feedback via email. Every half term learners also complete skill assessments in the four skill areas of reading, listening, speaking and writing and following these challenges, learners receive both written and verbal marks alongside feedback and areas for development.