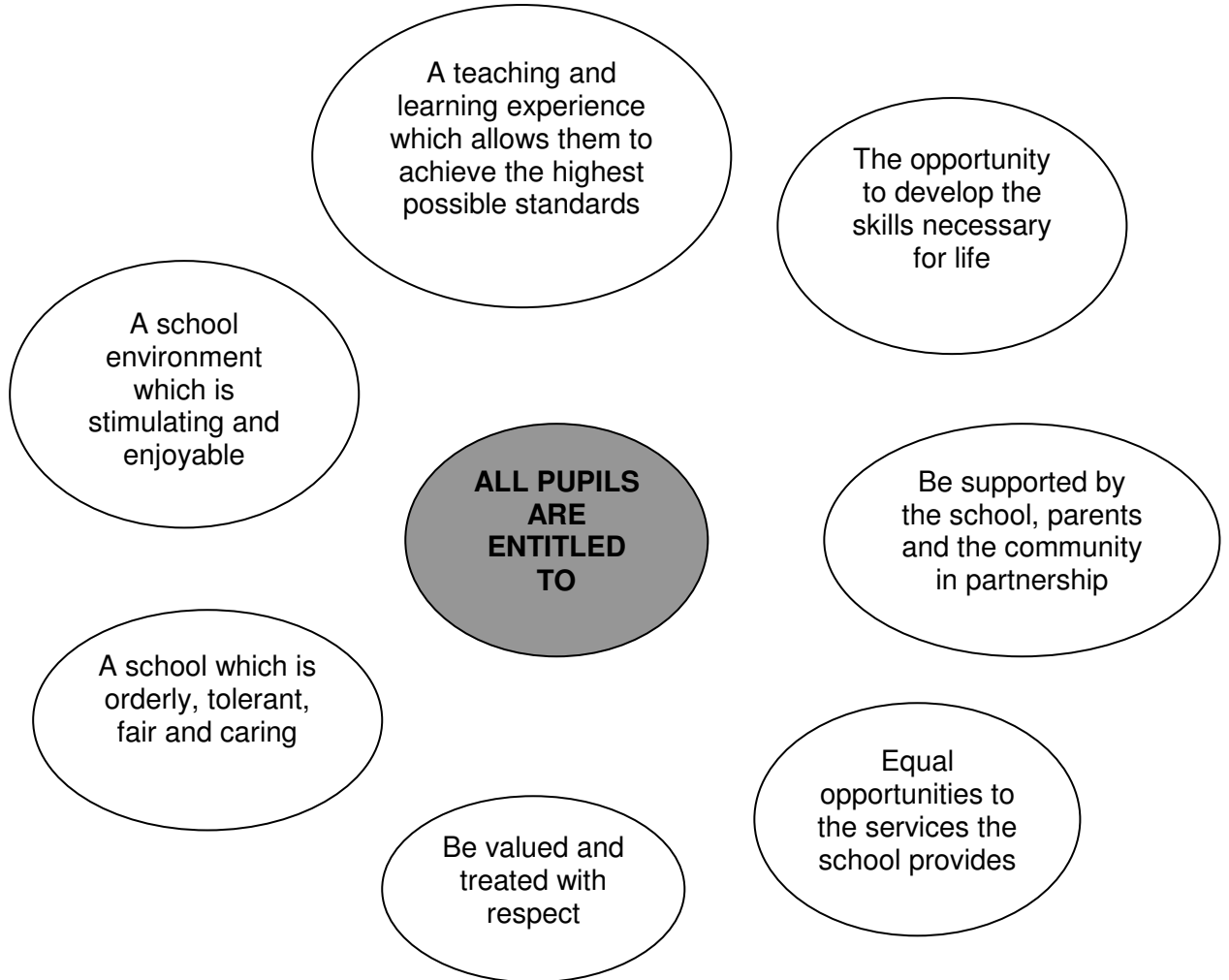


KEY STAGE 4 OBJECTIVES



School Aims

We strive for excellence by:

- Providing each student with the skills, knowledge and understanding which allow the widest possible choice for the next step in their lives
- Making learning accessible, effective and enjoyable so that students value their education and want to learn throughout their lives
- Building the confidence of all students by developing their strengths and celebrating their achievements
- Encouraging students to take responsibility for their own learning and behaviour
- Showing respect for others and our school environment
- Promoting a strong link between home and school
- Helping students to value, support and participate in a variety of school and wider communities

STUDY SKILLS ADVICE SHEET

Organisation is the key. Students should:

1. **STORE NOTES** currently in use at school in a ring binder folder which has subject dividers. Plastic wallets are essential.

When a new area of study begins for a subject, notes already made will be needed again. These should be kept at home in ring binder folders, which are clearly labelled. Students need these notes for the Year 10 exam in June. They need to revise from them for the GCSE Mock Examinations in December and they need to revise from them for the FINAL EXAMINATIONS IN MAY/JUNE .

2. Notes should not be placed in planners or blazer pockets. They become tatty, torn, muddled and even lost.
3. **WRITE NOTES** which can be easily read and understood in a few months time. This means taking care with presentation:
 - Write neatly
 - Use headings and subheadings
 - Underline important words and phrases
 - Use point form and bullet points to identify key points
 - Use different colours to identify key points NOT to decorate work and add patterns
 - Use highlighters to group key ideas together.
3. **PREPARE FOR THE YEAR 10 AND 11 EXAMINATIONS BY:**
 - Reading over their subject notes at home and writing further brief notes to test whether they have remembered and understood them
 - Setting targets such as the amount of time which will be taken to complete revision of a section of notes
 - Revising from exam papers and practice questions
 - Using study guides recommended by departments
 - Making additional notes from relevant text books
 - Writing down areas of concern and seeking assistance from teachers at school. Use the reading lists and texts suggested. Ask for more practice sheets.
 - Learning key terms, equations and words.
 - Using websites which offer advice and answer queries.
4. **EFFECTIVELY ORGANISE HOMEWORK AND INDEPENDENT STUDY**

It is our expectation that students should be able to work independently at home on tasks set for homework. We welcome the support of our parents in monitoring this. Coursework deadlines are set in advance and students must ensure that they spend quality time on it, pacing themselves and not waiting until the night before to complete a task that should have taken several hours. They must ask for extra help and explanations prior to a deadline.

GCSE EXAMINATION BOARDS FOR EXAMS TO BE TAKEN

It is useful for parents and students to have the GCSE Examination Boards for each subject. Parents/students should ask departments for advice on buying suitable revision texts. Many departments will be able to sell revision texts at reduced prices because when large quantities are ordered, discounts are available; parents and students will be notified by individual departments. Syllabuses can be located on exam board websites; search using the board name, for example AQA. Websites are useful for examination tips and subject information.

<i>Subject</i>	<i>Examination Board</i>	<i>Examination Tiers</i>
Art and Design	AQA 3201 Art Unendorsed	
Business Studies	EDEXCEL 1503	Foundation, Higher
Dance	AQA Performing Arts Dance 3231	
Drama	EDEXCEL Drama 1699	
Engineering	EDEXCEL DIPLOMA (Engineering)	Foundation, Higher
English	AQA A 3702	Foundation, Higher
English Literature	AQA A 3712	Foundation, Higher
French	EDEXCEL 1226 C	Foundation, Higher
Geography	OCR Syllabus C (Bristol Project) 1988	Foundation, Higher
German	EDEXCEL 1231 C	Foundation, Higher
History	OCR Syllabus B 1937C (Modern World)	
Home Economics – Child Development	OCR 1972	Foundation, Higher
ICT (Short Course)	OCR 1095	Foundation, Higher
Mathematics	AQA 4306	Foundation, Higher
Media Studies	AQA 3571	Foundation, Higher
Music	AQA 3271	
PE (Full Course)	AQA A 3581 (Physical Education), AQA 3583 (Games)	
Religious Studies (Short Course)	OCR Syllabus B 1931 (Philosophy and Ethics) J121	
Science (Dual Award)	AQA 4462 and 4463	
Science (Triple Award)	AQA – Biology 4411, Chemistry 4421, Physics 4451	
Science (Single Award)	AQA 4462	
Spanish	EDEXCEL 1246 C	Foundation, Higher
Technology	Food - OCR 1956, Resistant Materials - OCR 1954, Graphics – AQA 3543, Textiles – AQA 3547	Foundation, Higher

Generally the decision to enter a student for foundation, intermediate or higher examination tier will be taken after the evaluation of the mock GCSE examinations taken in Year 11.

USEFUL WEBSITES

The following websites are very useful. Using them leads to further linked sites. Departments will also be able to provide students with websites which will help them with research and study. There is also a Year 11 Revision area on the school's website which includes useful links to subject and specific websites and past examination papers.

General

www.bbc.co.uk/schools

www.bbc.co.uk/education/gcsebitesize

www.nc.uk.net (For National curriculum information including individual subject information)

www.topmarks.co.uk (This leads you to a number of further websites.
For example, www.englishbiz.co.uk)

www.learn.co.uk

www.revise.it

www.teach-ict.co.uk

Examination Boards

www.ocr.org.uk

www.edexcel.org.uk

www.aqa.org.uk

Subjects

www.schoolhistory.co.uk

www.mymaths.co.uk

www.bbc.co.uk/schools/gcsebitesize/pe

Hinchley Wood Intranet

Students should check the intranet for each of their subjects

IMPORTANT DATES

IMPORTANT DATES

Year 10

- End of November Progress Reports
- 2-6 Feb Work Experience Begins
- End of March Progress Reports
- 7 May Parents' Evening
- 20 April Year 10 Exams Begin
- Early July Full Reports

Year 11

- *1st December* Mocks Begin

ART AND DESIGN

The GCSE art course is made up of 3 coursework units - Natural Forms, Portraiture and Adorn, Decorate & Embellish. All 3 projects carry equal weighting and all contribute to the final GCSE coursework mark / grade. The combined 3 units make up 60% of the overall GCSE Grade. The other 40% is the Terminal Exam.

Natural Forms

Start date – Autumn Term Year 10

Completion date – End of December Term

Timescale – 1 term

- 10/12 pages of work in sketchbooks to be completed over the summer holiday, before the start of the Year 10 GCSE course.
- Additional sketchbook tasks to be completed throughout the Natural Forms project.
- An A1 resource board with research on Natural Forms based artists.
- Various drawing tasks showing a variety of materials and processes.
- A final piece of coursework 2D or 3D (inspired by the work of relevant artists).

Portraiture

Start date – Spring/Summer Term Year 10

Completion date – July

Timescale – 2 terms

- 10/12 pages of initial artist and portrait research in sketchbook.
- Additional sketchbook tasks to be completed throughout the Self Portrait project.
- An A1 resource board with research on portrait artists.
- A 15 page contextual study based on artists or art movement.
- Various portrait drawing tasks showing a variety of materials and processes.
- 2 or 3 pieces of coursework 2D or 3D.

Adorn, Decorate & Embellish

Start date – Autumn Term Year 11

Completion date – End of December term

Timescale – 1 term

- 12/15 Pages of work in sketchbook to be completed over the summer holiday.
- 2 x A1 resource boards (1 x general research, 1 x specific research).
- Additional sketchbook tasks to be completed throughout the A, D & E project.
- Supporting studies.
- 2 or 3 pieces of coursework 2D or 3D.

Five Ways to Boost Your Grade in Art

- Go through the task checklists provided (both coursework and exam units) with your son/daughter to check every task has been completed by the relevant deadline and to a high standard. (Your son/daughter will have homework task sheets and lesson tasks).
- Provide your son/daughter with opportunities to see a wide variety of art by visiting art galleries, museums, sculpture parks etc.
- Ensure your son/daughter is able to attend the GCSE Catch Up sessions. They are held after school on Wednesday and Thursday from 3-4pm and your son/daughter's Art Teacher will request him/her to stay when necessary.
- Buy basic art equipment for your son/daughter to work at home, eg small range of acrylic paints and set aside a space for him/her to work.
- For quality control you can look at your son/daughter's homework and check it has not been rushed or under-worked.

BUSINESS STUDIES

The Business Studies GCSE Course consists of 75% examination and 25% coursework. The exam will cover everything you have learnt in Years 10 and 11, whilst the coursework is marketing based.

Course Outline

Year 10

- Business Activity
- External Environment
- Marketing
- Human Resources

Year 11

- Finance
- Production
- Revision

Coursework

Start – Summer term – Year 10

Completion date - Christmas – Year 11

For their coursework, students will investigate marketing strategies needed for a new retail business to be successful in an area of their choice. Investigation will include:

- Factors affecting location of business
- Market research – primary and secondary, and analysis of results.
- Pricing strategies available
- Promotional activities
- Completion of a business plan

Ways to boost your grade in business studies

- Buy a GCSE revision guide. Available from the Business Studies department.
- Leave plenty of time to revise. By doing a little revision, often, you will remember much more.
- Go through your notes and highlight key terms, definitions and formulae. You may not remember everything, but at least you will remember the main points
- Log onto www.edexcel.org.co. This is the website for the examining body. They have copies of past papers(with the answers), so you can practise your exam techniques and grade yourself.
- Attend revision sessions and do not be afraid to ask for guidance when you need it.

CHILD DEVELOPMENT

This GCSE suits individuals who can envisage a career working around small children. All students that sit this GCSE must know a child under the age of 5 years old that they can study for their individual task coursework.

You will study

- Parenthood and pregnancy
- Physical development
- Nutrition and health
- Intellectual, social and emotional development
- The role of the family

You will learn how to

- Observe and interact with children
- Carry out individual research
- Explore and investigate the needs of a young child
- Apply the skills learnt in coursework into the examination paper

Assessment

- You will be able to study this GCSE at either a higher or a foundation level

Coursework:

- You will complete one individual task that lasts 12-14 hours and two resource tasks that last 2-3 hours.

Examination

- You will either sit a 2 hour (higher) paper or a 1 hour 30 (foundation) paper. Both papers are provided through the OCR examinations board.

Five Ways to Boost Your Grade in Child Development

- Keep yourself up to date with any baby or young children stories that will help your knowledge of the subject.
- When your resource tasks or individual tasks have been marked, discuss with your teacher what you could do to improve the grade and change.
- Practice exam papers and know all key facts!
- Buy a revision guide to supplement your class notes.
- Always ask if you do not grasp any of the key areas.

DANCE

In Year 10 students study aspects of choreography, performance and dance appreciation. This is in preparation for their coursework and written exam in Year 11.

The course breakdown is as follows:

- Performance 20%
- Choreography 40%
- Set study (performance) 20%
- Written exam 20%

Year 10 course outline

Technique and Performance

Start Date – Autumn Term Year 10

Completion Date – October 2006

Timescale – 4 weeks

- Students will develop their dance technique and work towards creating a performance.
- Students will also begin to understand the choreographic process.
- Students will start to describe the dance they are doing – warm-up exercises and choreography.
- An evaluation is set based on the performance..

Swansong, Cross Channel and Swan Lake

Start Date – Autumn Term Year 10

Completion Date – October 2006

Timescale – 10-12 weeks

- Students will study Swansong by Christopher Bruce, Cross Channel by Lea Anderson and Swan Lake by Matthew Bourne.
- They will develop their understanding of how to analyse a dance whilst comparing and contrasting the works.
- Assessment of practical work will involve students answering essay questions, performing and choreographing.

Birdsong – Preparation for the written exam

Start Date – Spring Term Year 10

Completion Date – April/May 2007

Timescale – 4-5 weeks

- Students will start to study the elements of the set work ‘Birdsong’ by Siobhan Davies through theory and practical.
- Homework will be set throughout.

Performance

Start Date – Spring/Summer Term Year 10

Completion Date –

Timescale – 3-4 weeks

- Start exploring performance piece for Year 11.
- Assessment will be based on their performance.

Mock Choreographic Task – Solo

Start Date – Summer Term Year 10

Completion Date – June 2007
Timescale – 5 weeks

- Students work on their own to create their own choreography (stimulus and music provided by teacher).
- Homework will consist of programme notes as outlined in the syllabus.

Year 11 course outline

Chorography 40%

Start date – Autumn Term One
6-7 weeks

- Students create their own choreography (stimulus provided by teacher).
- Students will compile a set of programme notes to support their dance, these are worth 10% of the mark.

Performance 20%

Start date – Autumn Term One
5 weeks

- Complete performance piece started in Year 10 for Year 11.
- Assessment will be based on their performance.

Set Study 20%

Start date – Spring Term Two
6 weeks

- Students will learn a set dance which is taught by the teacher.
- Assessment will be based on their performance.

Revision

Start date Spring/Summer
6 weeks

- Students will revise the elements of the set work 'Birdsong' by Siobhan Davies through theory and practical.
- Homework will be set throughout.

5 Ways to Boost Your Grade in Dance

- Visit the theatre and see as much dance as possible. For your written exam, you are required to write about and compare several dance works.
- Use your own time at home or after school to practise performance pieces we do in class.
- Read the arts section of the newspaper and any articles on dance. This will help you get used to the vocabulary you can use whilst writing about dance. It will also help you understand how to write about dance.
- Attend choreography sessions after school.
- If you are working with others on your choreography, make sure they are hard working and reliable.

DESIGN TECHNOLOGY

Students have the option to study one of four areas of Design Technology - Resistant Materials, Graphics, Food Technology or Textile Technology.

In all four areas, the GCSE syllabus consists of a coursework project which makes up 60% of their final grade. Students will produce a design and make task equivalent to 40 hours of work and will spend the initial part of the course learning the skills required for completing the coursework. The 40% of final grade is made up through the examination.

Who should opt for GCSE Design Technology?

Students should opt for this subject if they are creative and enjoy designing and making products. It is more important for a student to really enjoy the area they are opting for than to be skilled as this can be taught through the GCSE course. Anyone who opts for GCSE Design Technology must be aware that they will be required to buy materials and folders to assist them in their projects.

About Resistant Materials

Resistant materials is the study of products made through wood, metal or plastics. Students will have the opportunity in Year 10 to make products made of the different materials. They will complete a variety of design and make projects. Students will then, in the summer term of Year 10, start their coursework; they will produce a concise portfolio of design work and a 3D product. They will have a free choice of topics for what they would like to make. Projects that have been made in previous years range from pool tables to goal posts! Students will also sit two examinations through OCR in the summer of Year 11.

About Food Technology

Food technology is the study of products made through food commodities. Students will have the opportunity in Year 10 to make a range of different food products. They will complete a variety of design and make projects. Students will then, in the summer term of Year 10, start their coursework; they will produce a concise portfolio of design work and a range of dishes. They will have a free choice of topics for what they would like to make. Projects that have been made in previous years range from diets for diabetics to vegetarian ready meals! Students will also sit two examinations through OCR in the summer of Year 11.

About Graphics

Graphics is the study of products made through paper and card and also the study of typography, website designs and advertisements. Students will have the opportunity in Year 10 to make products made of the different materials. They will complete a variety of design and make projects. Students will then, in the summer term of Year 10, start their coursework; they will produce a concise portfolio of design work and a 3D product. They will have a free choice of topics for what they would like to make. Projects that have been made in previous years range from interiors of shops to an advertising campaign for a famous company!! Students will also sit one examination through AQA in the summer in Year 11.

About Textiles

Textiles is the study of products made through fabrics. Students will have the opportunity in Year 10 to make products suitable for fashion and interiors, students also make fabrics. They will complete a variety of design and make projects. Students will then, in the summer term of Year 10, start their coursework; they will produce a concise portfolio of design work and a 3D product. They will have a free choice of topics for what they would like to make. Projects that have been made in previous years range from ball gowns to a child's play mat! Students will also sit one examination through AQA in the summer of Year 11.

Five Ways to Boost Your Grade in Design Technology

- Read through the assessment criteria by which your coursework will be marked.
- Start practical work early and put a lot of effort into the finish of the product, ensure it matches the design specification and the designs; this often carries lots of marks.
- Do not work on a project that is too hard for you, choose a topic you are comfortable with and do not expect your teacher or parent to spoon-feed you – be independent!!
- Buy revision books for your subject area, identify your weakest areas, revise these regularly and ask if you are at all unsure.
- Use the KS4 catch up and revision sessions; these are an excellent opportunity to go into much more detail with work you need help on with your teacher.

DRAMA

The Drama GCSE course is made up of six coursework units. The combined coursework units make up 60% of the overall GCSE grade. Students will develop their understanding of explorative strategies through a variety of topics in Year 10. They will become more accomplished in performance and understand more about the medium of drama. This is in preparation for their coursework in Year 11

Drama Exploration

Start Date – Autumn Term

Completion Date – October

Timescale – 3-4 weeks

- Students will explore a range of stimuli through improvisation.
- They will learn about the elements of drama using a variety of texts and explorative strategies.
- In preparation for their coursework in Year 11, students will write up and evaluate the work done in class.

Cults (Example of Paper 1, Unit 1)

Start Date – Autumn Term

Completion Date – November

Timescale – 4 weeks

- Students will explore the theme based issue of ‘cults’ and develop further skills such as ‘cross cutting’ and ‘mark the moment’.
- Students will keep a record of each lesson and complete an evaluation at the end of the scheme – an example of the ‘evaluative phase’.

Theatre in Education

Start Date – Autumn Term

Completion Date – December

Timescale – 6-7 weeks

- Students will learn about Theatre in Education – its purpose and place in schools, examples of work and play texts.
- Students will research Theatre in Education companies and plays to share with the group.
- The work will culminate in a prepared devised piece on bullying which will be shown to primary school students. Year 10 will also take part in a workshop with the students to create their own bullying piece.
- Students will complete a flyer poster and press release for the devised piece we create – these may be used to advertise the piece to primary schools.

Mock Paper 1 – Unit 2

Start Date – Spring Term

Completion Date – March

Timescale – 6 weeks

- Blood Brothers – students will study issues and perform scenes from the play.
- Students will write a portfolio in practice for their coursework in year 11.

Mock Paper 2- Devised

Start Date – Summer

Completion – May

Timescale – 6 weeks

- Students devise their own piece of drama in groups
- This is based on given stimulus. They will be assessed on how they work in a group to develop their ideas and performance.

Physical Theatre

Start Date – Summer Term

Completion – July

Timescale - 4-5 weeks

- Students develop Physical Theatre skills throughout various workshops. These skills push students to devise original and creative drama

In Year 11, the breakdown of the course is as follows:

- Paper 1 – Unit 1 ‘At 3am’ – Responding to a stimulus 30%
- Paper 1 – Unit 2 ‘Teachers’ – Responding to a text 30%
- Paper 2 – Performance 40%

Five Ways to Boost Your Grade in Drama

- Visit the theatre as much as possible.
- Practise writing in detail about the work we do in class.
- Rehearse after school on your performance piece.
- Evaluate your own performance and note down what you find challenging about performing.
- Focus on working well in and contributing to any group situation.

ENGINEERING

The Diploma in Engineering is a new, innovative and ground-breaking qualification for all young people, which has been designed and developed by employers.

The approach of this Diploma is fresh and original. By immersing young people in the excitement and potential of working in the real world of engineering, it will blend together the best of academic and applied learning.

It will create a new generation of individuals with many of the skills that businesses need in their new recruits, and be taught by local consortia of schools, colleges, businesses and others.

The Diploma in Engineering consists of three areas of learning: principal, additional / specialist and generic.

Principal learning

This includes:

- The Engineered World: the importance and impact of engineering on our lives.
- Discovering Engineering Technology: basic engineering principles
- Engineering the Future: what makes innovations succeed, how new materials contribute to design, how to develop and launch new ideas

Students also do a minimum of 10 days' engineering work experience and get the chance to learn from professionals.

Additional/specialist learning

Learners can choose other additional or specialist learning options to meet their personal interests and career goals. They could possibly choose engineering topics like robotics, medical engineering, aerospace, and others. Or they can widen their learning by studying another subject such as a language, humanities or arts.

Students also complete a project to demonstrate the skills and knowledge they have acquired, for example;

- What part could Engineering play in reducing energy bills?
- How can Engineering improve the lives of people with disabilities?

Generic learning

English, Maths and ICT are also taught, with these subjects related to engineering.

Students also learn teamwork and self-management skills, learn how to express themselves confidently, and how to apply their knowledge and skills creatively in a business environment.

The Diploma is designed to broaden a young person's horizons and give them a wide range of next-step options.

There are three different levels of Diploma:

- Foundation (equivalent to 5 GCSEs at grades D to G)
- Higher (equivalent to 7 GCSEs at grades A* to C)
- Advanced (equivalent to 3.5 A Levels, worth 420 UCAS points)

ENGLISH

Media Coursework

Start Date – Autumn Term Year 10

Completion Date – October

- Students focus on media texts, analysis of film or of news websites and students write a formal essay
- This is English coursework and is marked for 'Writing'.

Prose Text

Start Date – Spring Term Year 10 – January

Completion Date – At teacher's discretion but within 5 weeks of starting

- Students read a pre-Twentieth Century text if they are studying English and Literature or a Twentieth Century text for students studying English only. They write a formal Literature essay.
- This is English and Literature coursework.

Original Writing

Start Date – Summer Term Year 10 – June

Completion Date – June

- A range of topics is possible; short story, autobiographical writing and poetry. Students will be advised by their teachers.
- This is English coursework marked for 'Writing'.

Shakespeare Play

Start Date – Autumn Term Year 11

Completion Date – October

- A choice of play.
- Students can be orally assessed or write a formal essay.
- This is English and Literature coursework.

Modern Drama

Start Date – Spring Term Year 11

Completion Date – February

- Students study a play from a range of choices.
- They analyse character, stagecraft and themes.
- This formal essay is Literature coursework.

Speaking and Listening

- Speaking and listening opportunities arise throughout the course.
- Three activities count for 20% of the final English coursework mark.

Five Ways to Boost Your Grade in English

Parents

- Encourage your child to read quality texts including quality newspapers, fiction and non-fiction.
- Encourage looking up the meaning of words in dictionaries and use a thesaurus when completing written work to extend vocabulary.

- Encourage them to consider presentational devices used and target audience in advertisements.
- Look through your child's anthology and discuss with them poems from different cultures which they will write about in their English GCSE Paper 2.
- Ensure your child is up to date with coursework.

Students

- When you see examples of non-fiction including leaflets, brochures and adverts in your day to day life, consider how it has been presented and the target audience.
- Ensure all your written work is fully checked and edited before handing in to your teacher. Check – paragraph, sentence construction, grammar, spelling (use a dictionary to check!), vocabulary choices (don't always write the most basic – widen your knowledge by checking in a thesaurus).
- When revising Poems from Different Cultures consolidate your knowledge by pairing up poems. Consider the theme, poetic devices, language and structure.
- Ask your teacher for example questions for Paper 2 Poems from Different Cultures.
- If you are unsure, always speak to your English Teacher!

Five Ways to Boost Your Grade in English Literature

Parents

- Find out which set text your child is studying (students are required to buy their own texts). Read this or at least ask them about this novel so a conversation may take place.
- Purchase any available notes or guides, eg York Study Notes, so your child can revise at home.
- Find out which poets your child is studying from the literature section of their anthology (Duffy and Armitage or Heaney and Clarke as well as the pre-1914 poems). Read these poems and ask your child to explain the poem.
- Encourage your child to compare these poems – in the literature exam they will be asked to compare four poems. In class these poems will have been taught comparatively.
- Ask your child how he/she has done in their coursework including speaking and listening assessments. (All students are given a course guideline sheet at the start of Year 10 – ask to see this).

Students

- Ask your teacher which set text you will be studying, buy it and read it before the class do in preparation.
- Read over York Notes or other revision guides about your set text. This can be used as part of your revision.
- Ensure you choose key quotations from the set text and can quickly locate and write about them as part of an essay.
- Ensure you have detailed annotations and notes in your literature poets and pre-1914 poems.
- Always revise this poetry comparatively remembering you will be asked to compare four poems in your exam, one of which must be pre-1914. Ask your teacher for example questions to help.

GEOGRAPHY

There is one piece of coursework in the geography GCSE syllabus which forms 20% of the final mark.

Man and the Coastal Environment

Start Date – April/May

Completion Date – End of July

- This comprises a study of coastal processes along the South Coast of the UK.
- The project will involve a day visit to Newhaven and Seaford in May 2009 where primary data will be collected and the erosional and depositional processes of the sea will be studied.
- All students should take part in this visit as it is essential that on site observations are recorded and the features actually seen.
- Prior to the visit to Newhaven and Seaford, there will be an opportunity for 30 Year 10 students to attend a three day residential visit to Swanage in March 2009 where there will be an excellent introduction to Coastal Environments as well as other topics related to the GCSE course being studied.
- This trip is recommended but not essential and further details will be available before half term

Five Ways to Boost Your Grade in Geography

- Make a set of key terms and definitions, matching pairs.
- Write up a clear list of case studies.
- Product a summary sheet for each case study with only essential information on it. Use this for quick revision and your notes for a deeper understanding.
- Practise drawing annotated diagrams that would be suitable for an exam. These can be used in an exam instead of producing loads of written work.
- Ask for practice questions or past exam papers and use past mark schemes to check how the examiner would award marks for each question. How well would you have done?

HISTORY

A Brief Outline of GCSE Course

- Students study an OCR course called Modern World History, specification 1937 B.
- Contents Include: America 1919, Liberal Britain, Treaty of Versailles, League of Nations, Appeasement, Cold war and Vietnam.
- The final result is based on 25% coursework and 75% exam. There are two exam papers, both of which are untiered.

Coursework

Starting – Autumn Term Year 11

- There are **two** elements of this, both of which focus on Nazi Germany.
- **Part one** is based on three questions, the last of which is an essay
 1. What was the nature and purpose of the Hitler Youth?
 2. Explain Nazi policies towards women.
 3. 'The most important reason why there was little opposition in Germany towards the Nazi regime was its use of propaganda'. Explain how far you agree.
- **Part Two** is based on sources on the subject of Kristallnacht.

Other

- There is a yearly trip to Berlin which takes place at the beginning of May half term holiday

Five Ways to Boost Your Grade in History

- Make sure you ARGUE and ANALYSE. Do not, whatever you do, tell a story.
- Make sure essays are STRUCTURED with clear INTRODUCTIONS, ARGUMENTS and CONCLUSIONS.
- Remember it is frequently crucial to consider where a source comes from and why it was made. Remember to consider its PROVENANCE before making a JUDGMENT.
- Review topics by completing big mind maps or timelines. Stick these up in your room when it's time for revision.
- Make revision cards that condense the key points before all tests and exams.

INFORMATION COMMUNICATION TECHNOLOGY

The GCSE ICT short course is made up of two coursework units. These units make up 60% of the overall GCSE grade/mark.

ICT in Travel

Start date – Autumn Term Year 10

Completion date – December

The scenario for the coursework is ICT in travel and tasks to be completed include:

- Introduction and analysis of the project
- Design and creating of the travel company logo.
- A database of holiday/flights
- An E-ticket
- Use of mail merge to create standardised E-tickets
- Detailed write up and building the system.

ICT in Travel

Start date – Spring Term Year 10

Completion date – March

- The creation of a graph to show improvement in rate of individuals.
- Students write a report on the hardware and software used
- They must compare input and output methods and devices
- Students produce a user guide which must be tested and evaluated
- They will show how ICT benefited the system
- They must show an understanding of the social, economic, legal and moral effects of ICT

Five Ways to Boost Your Grade in ICT

- When you have completed all your coursework put it in the correct order and page number it in pencil.
- Visit the GCSE Bitesize section for ICT on the BBC website. Revise all topics listed on your syllabus and take the summary tests for these.
- Familiarise yourself with spreadsheets – what they are for and how to use them.
- Be aware of ways IT is being used in society. Keep your eyes open when at the shops, sports centre etc.
- Read the IT/New Technology sections of newspapers.

MATHEMATICS

The coursework for mathematics has now been removed from all examination boards. Students will be graded on the two examinations only. The coursework has not been replaced with any other work.

Eight Ways to Boost Your Grade in Maths

- Buy a scientific calculator and bring the correct equipment to every lesson.
- Go through homework corrections and test corrections with your parents.
- Buy a revision guide as soon as possible – not just before Easter! When you have very little homework you should pick a topic you find difficult and work through the exercises in the revision guide.
- Regularly practise your maths by doing as many past exam papers as possible. These are available from your teachers and on the maths page of the school website.
- Explaining new topics and concepts to your parents is an important method of improving your understanding. Try to do this once every week for 20 minutes.
- Always ask your teacher to go over questions again if you have not understood the answer 100%.
- Visit the links from the maths page of the school website.
- Make sure that you complete the “revise it” section of the mymaths homework before your attempt the “test it” section.

MEDIA STUDIES

Coursework is worth 50% of the marks and is divided up as follows:

- Section A – three pieces of coursework – 25%
- Section B – Practical production and a supporting account – 25%

There is a Controlled Test which is externally set and marked by AQA – 50%.

Outline of units for GCSE Media Studies

Unit 1: Film

Film and trailers analysis. Students learn storyboarding techniques and the terminology needed to understand what a director is trying to achieve in a film. Students will produce and evaluate their own storyboard for an original film concept.

Unit 2: News

Students study the ways websites, TV and, in particular, newspapers produce news. You will look at how different stories are presented and will write your own news stories. Students will use Microsoft Publisher and digital cameras to integrate their own writing and photography into mock-up newspaper pages.

Unit 3: Internet

Students will analyse a range of commercial and amateur websites and develop their understanding of key Media concepts such as Audiences and Institutions to work out why websites are designed in different ways. Students will design a blueprint for a new website

Unit 4: Comics and graphic art

A wide range of comics, cartoons and graphic novels are studied in terms of art style, representations of reality and the use of stereotypes. Students will have to write an analysis of a comic's narrative before producing their own cover and sample page.

Unit 5: Radio

Here, students will learn about the significance of timeslots, target audiences and genres. They will go on to design and script part of a radio show, going on to record this as a real show or podcast for their Practical Production.

Unit 6: The Music Industry

When studying the music industry, students will investigate the production processes behind hit records, paying particular attention to marketing, Public Relations and the way record companies drum up interest. Students will individually to create a Press Pack.

The Controlled Test

Finally, in Year 11, students will complete their coursework folder by handing in three of their written assignments and finishing their full Practical Production from the Radio Unit. Students will then be guided by their teacher on the exam board's chosen topic for The Controlled Test. The next two topics are **Quiz Shows (current Year 11)** and **The Popular Press (current Year 10)**.

Four Ways to Boost Your Grade in Media Studies

- Students show a high level of competence when using media terminology.
- Supporting accounts are detailed and describe the key concepts.
- Students are aware of how the conditions of production impact on the form, content and style of the product.
- Responses are carefully and logically organised, ensuring effective communication.

MODERN FOREIGN LANGUAGES: French, German, Spanish

The four skills of listening, speaking, reading and writing are assessed equally and each constitutes 25% of the GCSE. Coursework is used to assess writing in the target language. Students complete five short pieces of coursework, one for each of the five topic areas, and the best three are submitted.

House, Home and Daily Routine

Start date – Sept

Completion date – November

Social Activities, Fitness and Health

Start date – December

Completion date – February

Education, Training and Employment

Start date – March

Completion date – April

At Home and Abroad

Start date – May

Completion Date – End of June

Media Entertainment and Youth Culture

Start date – June

Completion Date – End of July

- Students are given a range of suggested titles for each piece of coursework to better suit their interests
- The writing can be imaginative or discursive
- Each piece of work should be approximately 200 words long.
- Two pieces of coursework are completed under controlled (exam) conditions, however dictionaries are allowed.
- The three pieces of coursework with the highest mark are submitted and equate to 25% of the course. The controlled conditions coursework must be one of the three pieces submitted.

Five Ways to Boost Your Grade in Languages

- Study the GCSE booklet you have been given and learn ALL the vocabulary.
- Work through all the role-plays. Test yourself by covering up the written part and only looking at the picture side of the page.
- Work through all the oral questions. Get someone to ask you them to see if you can answer.
- Your chosen oral topic – make a really good prompt card or mind map – you can take this into the exam.
- Work on your past, present, future and conditional tenses so you are confident when speaking and writing.

MUSIC

The scheme of assessment for GCSE Music is as follows:

Composing (coursework): 25%

One composition based on Music for Special Event, which is begun in the summer term of Year 10 and completed in October of Year 11. It must be a minimum of two minutes and the candidate should try to show a knowledge of the instruments they are writing for, a sense of structure, and write in a style appropriate to the brief. The composition must be recorded and a score produced (if this is not possible then a detailed annotation will suffice). The composition is center-assessed and moderated by AQA.

Performing (coursework): 25%

One solo performance and one ensemble performance, assessed in March of Year 11. The pieces are the candidates' choice; as a guide, a Grade 3 piece and above would receive the highest mark for difficulty. Pieces are also assessed on accuracy, interpretation and expression, and sense of ensemble. They are centre-assessed and moderated by AQA. Advice is, if in doubt, candidates should choose an easier piece that they know they can play well.

Integrated Assignment (coursework and exam): 25%

The integrated assignment is in three parts:

1. A composition that must be completed to a brief set by AQA, started in November and finished by Spring Half Term.
2. A performance of the composition, in which the candidate must show understanding of issues relating to the performance of their work whether on live instruments or computer.
3. A written exam in which the candidate is asked how they met the brief and how the piece might have been improved.

Listening and Appraising Test (exam): 25%

An exam of 1.5 hrs in which the candidate is asked questions relating to all five areas of study on the course; Music for Special Event, Music for Dance, Orchestral Landmarks, Film Music and Popular Music.

Five Ways to Boost Your Grade in Music

- Make use of the coursework catch up club on Mondays after school. Also, you can book other times with music staff if you feel you need extra support.
- Start practising for your solo and ensemble performances as soon as possible; Year 10 or beginning of Year 11 at the latest.
- Revise for the listening paper using GCSE Bitesize, and borrow listening papers and CDs from the music department to practise past papers at home.
- Be aware of, and use, the assessment criteria for performing and composing.
- Attend extra-curriculum musical activities; these will help with general musicianship, ensemble and sight-reading.

PHYSICAL EDUCATION

The Physical Education GCSE course comprises theory which makes up 40% of the overall exam grade and practical assessment which makes up 60% of the overall grade. Coursework makes up 10% of the practical grade

Theory

Students will study a range of topics from the following areas:

- Health, Fitness and Factors Affecting Performance.
- Principles of Training.
- Factors Affecting Individual Performance and Participation.
- Social and Cultural Factors Affecting Performance.

Practical

Students are assessed in 4 practical activities during Years 10 and 11. Each activity is worth 15%. During lesson time students will study a variety of practical activities. They can also be assessed in sports that they participate in outside of school, eg Judo, Horse Riding etc.

Each practical assessment is based upon:

- Acquiring and developing individual and group skills.
- Selection and application of skills in the game/activity situation.
- Understanding, observing and applying rules.
- Analysis and observation of their own and others performance.
- Adopting different roles in the activity.

Coursework

Start date – second half of Summer Term Year 10

Completion date – Autumn Term Year 11

- Students plan, implement and evaluate their own training schedule.
- The theory preparation is completed during term time.
- Students are expected to implement the actual schedule during the Summer Holidays.
- The written schedule is due in the second week of the Autumn Term of Year 11.

Five Ways to Boost Your Grade in PE

- Attend as many extra-curricular activities as possible to improve practical performance – including out of school clubs.
- During practical lessons, try and relate the theory work to the practical activity, eg bones you are using when kicking a football.
- Attend 'GCSE Catch Up Club'. This is every Tuesday in Room 29A from 3-4pm. It is an opportunity to revise and gain help with homework.
- Use the Internet and other resources, e.g. BBC Bitesize.
- Do as many past papers/exam questions as possible.

RELIGIOUS STUDIES

The Religious Studies GCSE short course is a popular subject which is taught in two lessons over the two week timetable. Students will cover six units through Year 10 and 11 and the course is 100% exam.

Course Outline

Year 10

- Religion, Peace and Justice
- Good and Evil
- Medical Ethics

Year 11

- Religion, Wealth and Poverty
- Death and the Afterlife
- Human Relationships

Six Ways to Boost Your Grade in Religious Studies

- Always bring your book to the lessons to ensure that you have a complete set of notes.
- Do not just give your opinions without an explanation. Practise justifying your views with supported reasons.
- Revise each topic well and test your knowledge and understanding with a friend.
- Practise exam answers by completing for past papers.
- Catch up on missed work so that you do not have any 'gaps'.
- Revise through mind-maps, diagrams and summarised information sheets.

SCIENCE

CAU (Centre Assessed Unit)

These will be out of 40 marks per CAU and will form 25% of the final GCSE grade.

There will be opportunities to carry out three CAU tasks in Year 10, one for each science subject and three opportunities in Year 11.

- Students taking Triple Award Science will require three CAUs to be entered.
- Students taking Dual Award will require two CAUs to be entered.
- Single Award students will require one CAU to be sent to the board.

Each CAU will follow a similar procedure.

Students carry out a practical in class to collect some reliable data which they will put in table form and draw a relevant graph. These will be collected by the class teacher. The students will then use their collected data to answer questions relating to the practical investigation carried out and the data achieved. Students will also evaluate data given by the board. This section will be carried out in exam conditions and all questions will be set by AQA.

Examples of possible CAUs

Biology 1 ISA – Reaction Times

This ISA relates to Unit B1, section 11.1

Area of investigation:

This work should be carried out during the teaching of the section relating to:
How do human bodies respond to changes inside them and to their environment?

Chemistry 1 ISA – Unsaturation of Oil

ISA related to Unit C1, section 12.5

Area of investigation:

This work should be carried out during the teaching of the section relating to:
How plant oils can be used.

Physics 1 ISA – Wind Turbines

ISA relates to Unit P1, section 13.4

Area of investigation:

This work should be carried out during the teaching of the section relating to:
How should we generate the electricity we need?

Five Ways to Boost Your Grade In Science

- List all the key words for each module and write the definition beside them.
- Condense each module onto one A3 sized mind map.
- Make sure you can understand and interpret graphs.
- Learn the correct units for each quantity eg speed = m/s.
- Go through the exam papers at home.