

Introduction to Key Stage 4 Evening

September 2018

WORK EXPERIENCE



We are pleased to be offering work experience this year for our Year 10's. We will be using a company called Shape to run our work experience, as they are fully insured and will ensure that all risk assessments of workplaces are carried out before it takes place.

Work experience week will commence on the 1st April 2018 for the whole week.

We would like to see as many as possible sign up to it as it is a great opportunity for them to experience the workplace environment.

Students will be able to choose the placement they would like to undertake and will be responsible for ensuring that the relevant forms are completed and signed by their parents to enable them to take part and fulfil their work experience.

All students taking part will be asked to complete an application form and there will be a deadline to get these back in. Full support will be offered for students who are struggling to complete the forms, or who cannot find a placement. For example, if a student is looking for a placement in animal care Shape have a list of local placements in the area to choose from and these can be given to the student so that they can make contact with them directly to arrange the placement.

The cost for the work experience placement is £38.00 per student. We think this is a really valuable experience and we urge all parents to encourage their children to take part.

ASSESSMENT IN SUMMER 2018

This summer saw a significant increase in the number of subjects being assessed on the 9-1 scale.

Only a couple of subjects were still graded as A* to G with OCR Nationals graded Dist* - Pass.

We are very proud that 17/25 courses had learners that achieved a grade 9 or a Distinction*.

100% of pupils attending Kings achieved at least 1x 9-1 qualification.

20% of pupils achieved eight or more grades 9-7 with 12% of pupils achieving five or more grades 9-7.

HOW DID THE GOVERNMENT ENSURE FAIRNESS?

To ensure that the new system was fair to those students taking the new exams the government fixed the percentages of students gaining particular grades against the old system of letter grades.

They planned for the same proportion of students that gained an 'A' and above in the old GCSEs to gain a grade 7 and above in the new GCSEs, and so on.

The provisional picture (nationally in Mathematics) looks like this:

Grade Boundary	2016 % Pass rates	2017 % Pass rates	2018 Pass rates
A / 7	19.7	19.9	20.0
C / 4	70.5	70.7	71.0
G / 1	97.0	98.1	98.1

ASSESSMENT IN SUMMER 2020

All subjects that your child is now studying have begun a new specification.

The content in these specifications has been designed to be more challenging.

All GCSE subjects will be graded as 9-1.

There are three points where the old and new GCSEs align:

- The bottom of grade 7 is aligned with the bottom of the old grade A;
- The bottom of grade 4 is aligned with the bottom of the old grade C; and
- The bottom of grade 1 is aligned with the bottom of the old grade G.

TARGET GRADES

Over the coming weeks your child will receive a target grade for each of their subjects.

This target grade has been generated by the Family Fisher Trust (FFT), an educational data analysis tool. FFT uses data from the DfE to help schools to set targets, track pupil progress and to evaluate performance.

Targets can be set at three levels; FFT50, FFT20 and FFT5. The result of a child's Year 6 SATS result contributes heavily to this target.

Kings uses targets at the FFT20 benchmark, an aspirational level aimed at challenging every one of our learners.

KEY ASSESSMENT DATES FOR YEAR 10

7th November – Assessment point 1. Pupils and parents will receive a summary report identifying current progress and describing your child's approach to their learning so far.

3rd April – Assessment point 2. Pupils and parents will receive a second report identifying current progress and describing your child's approach to their learning.

2nd May – Year 10 Parents Evening.

17th – 21st June - Year 10 exam week.

5th July – Assessment point 3. Pupils and parents will receive a report, including Year 10 exam results.

Welcome to the Mathematics Department

MEET THE TEAM



Miss Chung-Penney – Head of Department

Mrs El Kommos – Deputy Head of Department

Mrs Barton

Mrs Deadman

Mrs MacDonald

Mrs Quartey

Mrs Ruck

Accelerated Learning Team

COURSES WITHIN THE MATHEMATICS DEPARTMENT

- Mathematics GCSE Foundation and Higher Level
- Statistics GCSE Foundation and Higher Level
- Functional Skill Level 1 and 2
- AQA Entry Level Exam
- OCR FMSQ Additional Maths

HEADLINE FIGURES

Mathematics Attainment Year 11

Grade 4 or above 76 %

Grade 7 or above 15%

CHANGES TO THE MATHEMATICS GCSE CURRICULUM

GCSE Maths has changed and is getting more demanding for everyone:

- The volume of the content has increased.
- Harder topics are being taught at both foundation and higher level.
- The total time for the examinations has increased from 3½ to 4½ hours.

- There are fewer marks at the lower grades and more marks at the higher grade at both foundation and higher tiers.
- Greater emphasis on problem solving and mathematical reasoning - showing each stage of the calculation is essential to get maximum marks.
- Students will be required to memorise formulae – fewer formulae will be provided in examinations.

ASSESSMENT

The curriculum areas to be assessed are as follows:

- Ratio, Proportion and Rates of Change
- Number
- Algebra
- Statistics and Probability
- Geometry and Measures

EXAMINATIONS

- Three equally weighted written examination papers at either Foundation tier or Higher tier.
- Paper 1 is a non-calculator paper.
- Grading 9 – 1 overall, with questions targeted at 1 – 5 at Foundation tier and at grades 4 – 9 at Higher tier.
- Common questions between tiers: Grades 4 and 5 are the overlap grades between Foundation and Higher tiers.

TOP TIPS TO HELP YOUR CHILDREN WITH MATHS

- Make sure they have the right equipment and they bring it into school every day
- Make sure homework is being completed every week
- Ask them to explain what they have been doing in class and work through examples
- Encourage them to seek help from their teacher if they do not understand something.
- Review and revise work on a regular basis

SUPPORTING YOUR CHILDREN OUTSIDE THE CLASSROOM

- ❖ Catch-up sessions after school on a Monday
- ❖ Tutor sessions after lunch
- ❖ Maths competitions – Inter-House, Inter-School and National Competitions
- ❖ Revision guides and practise books
- ❖ Workshops at Wellington College

USEFUL WEBSITES

- [Maths Watch](#)
- [Mymaths](#)
- [BBC Bitesize](#)
- [NRICH](#)
- [Corbett Maths](#)
- [Mr Barton's Maths](#)
- [Khan Academy](#)
- [Taking Maths further](#)
- [Onmaths.co.uk](#)

GCSE ENGLISH

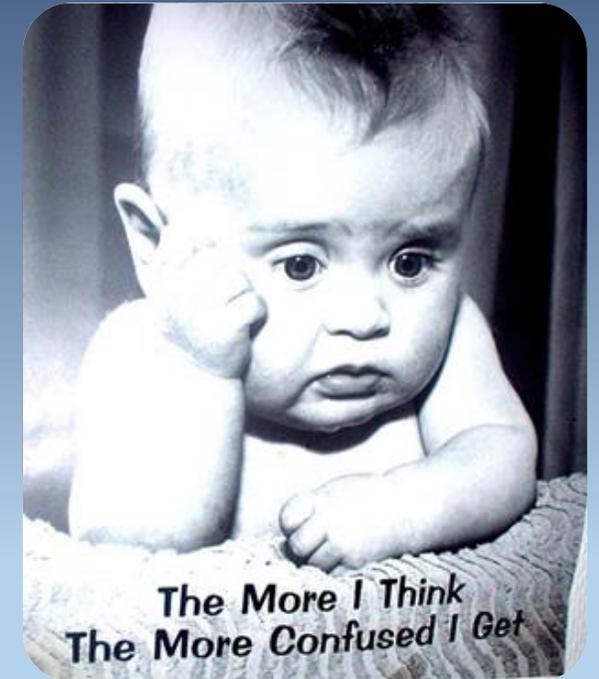
MR EASTON
HEAD OF ENGLISH

GCSE ENGLISH

Kings students study the Edexcel 9-1 GCSE in English Language, English Literature and Spoken English.

Levels are awarded for English and English Literature.

Spoken English will be either be pass, merit or distinction.



The More Confused I Get
The More I Think

ENGLISH LANGUAGE

English Language is the most important GCSE for all students along with Maths. It is a core subject and compulsory for everyone.

70% of entrants achieved a standard pass in either English Language or Literature in both 2017 and 2018 (Level 4/Grade C or higher).

TWO FOR THE PRICE OF ONE- ENGLISH LITERATURE

English Literature is the study of books, plays and poetry.

It is increasingly regarded as equivalent to English Language on students' CVs.



ENGLISH EXAMS AT END OF YEAR 11

English Language

Fiction and Imaginative
Writing 40%

Non Fiction and
transactional writing
60%

English Literature

Shakespeare and Post
1914 Literature 50%

19th Century novel and
Poetry since 1789
50%

WHAT BOOKS WILL BE READ?

A Christmas Carol by Charles Dickens

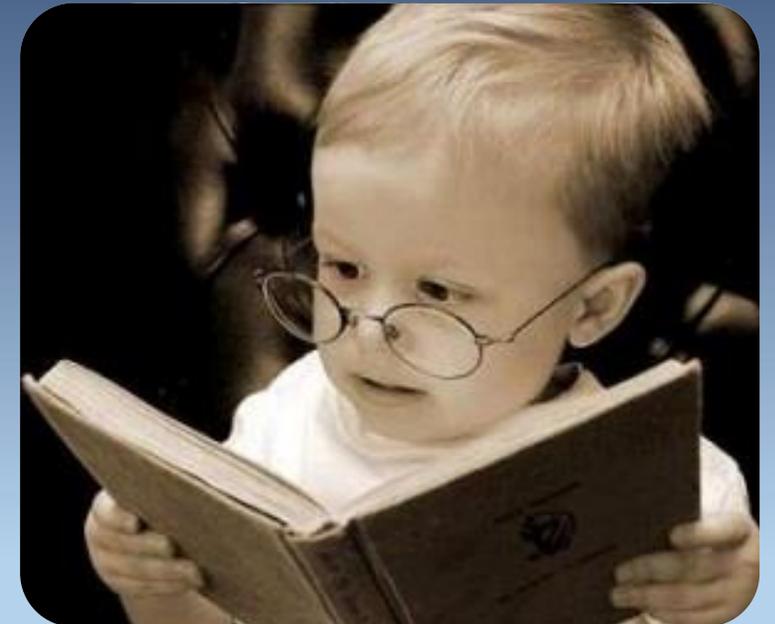
Pride and Prejudice by Jane Austen

An Inspector Calls by JB Priestley

The Woman in Black by Susan Hill

An anthology of poems

A Shakespeare play



TRIPS

When possible, GCSE students are taken on visits to the theatre in order to see stage versions of the texts that they are studying.

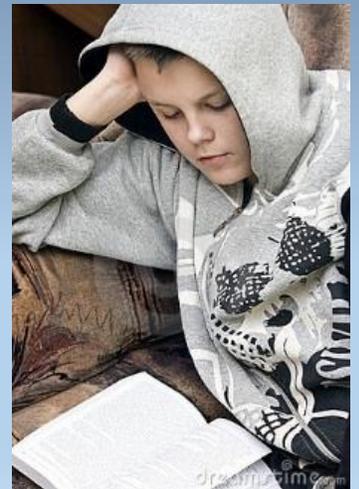


PREPARATION

The best preparation that students can do for GCSE English is to read widely.

Students who read for pleasure are the highest achievers in school, especially in English and Maths: the two most important subjects.

Reading will be set regularly on Show My Homework



HOW TO HELP

Encourage reading: this includes newspapers and magazines.

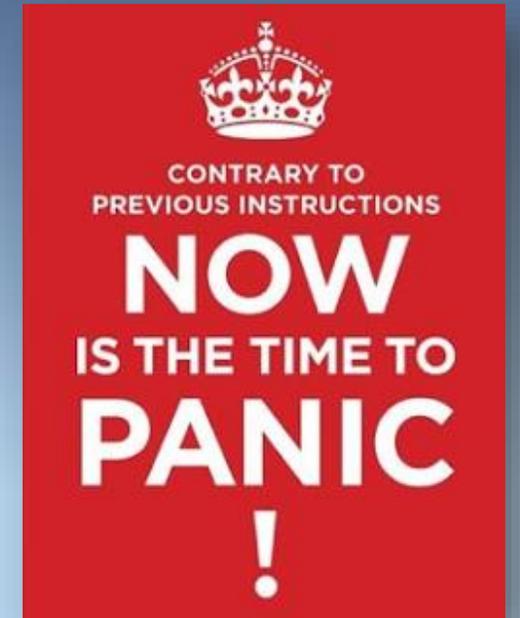
Get your child to read something and then tell you what it's about.

Encourage them to be adventurous in their vocabulary: have a thesaurus handy!

Challenge them to tell you why an author might have chosen to use a particular word or phrase.

Point out spelling errors or comma splices.

Help them see their books as a revision tool.



WHERE TO TURN FOR HELP

BBC Bitesize is a fantastic website for GCSE revision-both language and literature.

BBC Skillswise is helpful if your child's spelling and punctuation are weak.

Free Rice is a great place to brush up on vocabulary.

EnglishBiz is worth a look.

You Tube also features lots of films to help students revise for their GCSES.

BUY A REVISION GUIDE AT A DISCOUNTED PRICE

Look out for letters in the future offering the chance to buy revision guides.

AND OF COURSE...

You can contact your child's English teacher or me at any time.

a.easton@kings-international.co.uk



GCSE SCIENCE

MRS WELMERS
HEAD OF SCIENCE
EXAM BOARD AQA

Year 9, 10 and 11

Biology

- Cell biology
- Organisation
- Infection and response
- Bioenergetics

- Homeostasis and response
- Inheritance, variation and evolution
- Ecology

Chemistry

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes

- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources

Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure

- Forces
- Waves
- Magnetism and electromagnetism

	Monday - LWE	Tues - LWE	Wednesday - LWE	Friday - LWE
period	5	5	4	1
Sept 4th	Energy 1	Energy 2	Energy 3	Energy 4
11th	Energy 5	Energy 6	Energy 7	Energy 8
18th	Energy 9	Energy 10	Energy 11	Revision
25th	Test	Improvements	Chem: Atomic Structure 1	Atomic Structure 2
Oct 2nd	Atomic Structure 3	Atomic Structure 4	Atomic Structure 5	Atomic Structure 6
9th	Atomic Structure 7	Atomic Structure 8	Atomic Structure 9	Atomic Structure 10
16th	Atomic Structure 11	ICT	Test	Improvements
23rd	HALF-TERM			
30th	Cells 1	Cells 2	Cells 3	Cells 4
Nov 6th	Cells 5	Cells 6	Cells 7	Cells 8
13th	Cells 9	Cells 10	ICT	Revision
20th	Test	Improvements	Revise Energy	Revise Atomic Structure
27th	Electricity 1	Electricity 2	Electricity 3	Electricity 4
Dec 4th	Electricity 5	Electricity 6	Electricity 7	Electricity 8

Combined Science:

6 exams 75 minutes 70 marks

Triple Science:

6 exams 105 minutes 100 marks

Foundation Tier papers are made up of:

- low demand questions (aimed at grades 1–3)
- standard demand questions (aimed at grades 4–5).

A greater proportion of questions will be low demand.

Higher Tier papers are made up of:

- standard demand questions (aimed at grades 4–5)
- standard/high demand questions (aimed at grades 6–7)
- high demand questions (aimed at grades 8–9).

HOMWORK AND ASSESSMENT

Homework

- Set every fortnight
- Past papers, mark schemes and PowerPoints all on Studentshared/ Science/ Year 11/ REVISION materials
- Support sessions on Wednesdays until 4.00pm – other days by arrangement

Assessment

doddlelearn.co.uk

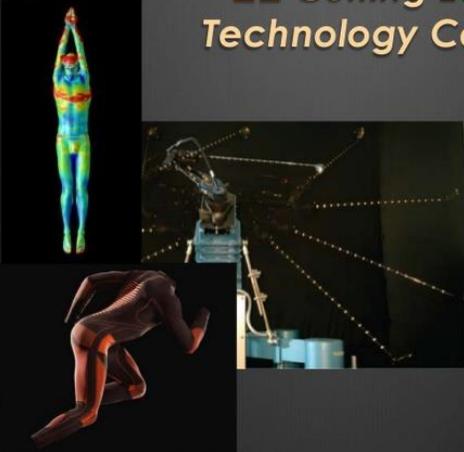
End of topic tests

Mock exams

Comparison to Target grades to measure success

CAMBRIDGE NATIONALS SPORT SCIENCE

22 Cutting Edge Sports
Technology Companies!



WHAT IS IT?

- Vocational course – made up of 4 different units
- 75% coursework made up of 3 units of work. 25% sports injuries exam.

Units	Assessment Method	GLH	Award 60 GLH	Certificate 120 GLH
Mandatory				
R041: Reducing the risk of sports injuries	Written paper 1 hour – 60 marks.	30	M	M
R042: Applying principles of training	Centre assessed task, OCR moderated.	30	M	M
Optional				
R043: The body's response to physical activity	Centre assessed task, OCR moderated.	30	N/A	O
R044: Sport psychology	Centre assessed task, OCR moderated.	30	N/A	O
R045: Sports nutrition	Centre assessed task, OCR moderated.	30	N/A	O
R046: Technology in sport	Centre assessed task, OCR moderated.	30	N/A	O
Key: M = mandatory unit O = optional unit				

WHAT IS EXPECTED.....

- **Students will research information and complete all tasks.**
- Students will complete 11 assignments by July 2018 –
4 x Nutrition in sport by January 2018,
4 x principals of Training by April 2018,
3 x Technology in Sport by July 2018.
- **Students homework each week will be sections of their coursework.**
- If Students are absent they must catch up and do more work at home.
- **Students will work hard and pass the course with the grade they deserve.**

EXAM

- Reducing the risk of sports injuries
- 60 minute exam
- All units marked out of 60

Qualification	Max Uniform Mark	Qualification Grade							
		Distinction ^a at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	U
Certificate	240	216	192	168	144	120	96	72	0

Unit GUH	Max Unit Uniform Mark	Unit Grade							
		Distinction ^a at L2	Distinction at L2	Merit at L2	Pass at L2	Distinction at L1	Merit at L1	Pass at L1	U
30	60	54	48	42	36	30	24	18	0

HOW DO THE GRADES WORK?

- 8 to 9 – Level 2 Distinction*
- 7 – Level 2 Distinction
- 6 – Level 2 Merit
- 5 & High 4 – Level 2 Pass
- 3 – Level 1 Distinction
- 2 – Level 1 Merit
- 1 – Level 1 Pass
- 0 – FAIL



WHAT IS AVAILABLE TO STUDENTS

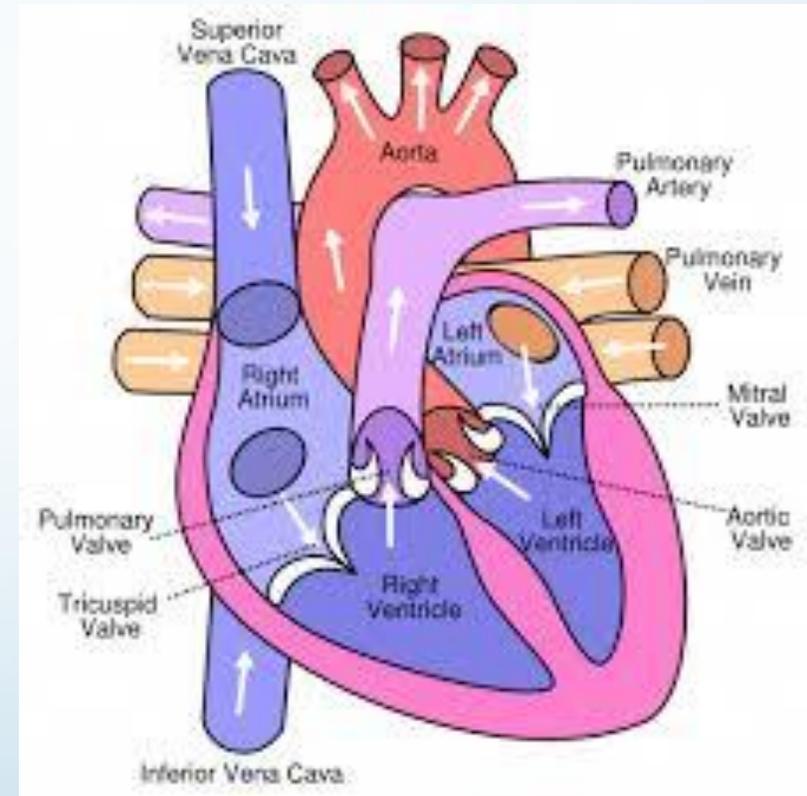
- Folders
- Mark schemes
- Exemplar work
- Update every lesson of where they are and what they are achieving
- Books
- Internet

ADVANTAGES

- Aim to be finished the course By January 2020
- 2 chances to sit the exam January 2020 & June 2020.
- **You work very hard in year 10 for a better year 11**

Welcome to GCSE PE

Year 11 results 9-4 = 75% (5% above national average)



GCSE PE has changed.....

Welcome to OCR GCSE – Physical Education

How will I be assessed?

3 Sports – 10% each:

1 = Individual

2 = Team

3 = *Individual or team*

AEP = 10%:

Must be based on one of your 3 sports.

YOU MUST:

Keep a log of the 3 sports you are being assessed in over the 2 year

Content Overview	Assessment Overview	
Applied anatomy and physiology Physical training	Physical factors affecting performance (01) 60 marks 1 hour written paper	30% of total GCSE
Socio-cultural influences Sports psychology Health, fitness and well-being	Socio-cultural issues and sports psychology (02) 60 marks 1 hour written paper	30% of total GCSE
Practical activity assessment Analysing and Evaluating Performance (AEP)	Performance in physical education (03)* 80 marks non-exam assessment (NEA)	40% of total GCSE



Assessments

Assessment Objectives	
AO1	Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
AO2	Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport.
AO3	Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport.
AO4	<ul style="list-style-type: none"> • Demonstrate and apply relevant skills and techniques in physical activity and sport. • Analyse and evaluate performance.

AEP (coursework)

- 14 hours Controlled assessment – with resources
- Made up of 6 sections:
 - 1. Movement analysis & Classification of skill**
 - 2. Action Plan & SMART targets**
 - 3. Evaluation**
 - 4. Analysis**
 - 5. Overview**
 - 6. Assessment**

Sports I can be assessed in

Team	Individual
Football	Badminton
Basketball	Athletics
Netball	Dance
Dance	Swimming
	Trampolining

OCR Grade descriptors

Practical

	Range of skills	Quality of skills	Physical attributes	Decision making	Best fit
Level 5	✓				
Level 4		✓			✓
Level 3			✓	✓	
Level 2					
Level 1					
0					

AEP

	Evaluation	Analysis	Overview	Assessment	Movement analysis	Action plan	Best fit
Level 5	✓			✓			
Level 4		✓			✓		✓
Level 3			✓			✓	
Level 2							
Level 1							
0							

Keeping on track

- Folders not exercise books
- Personalise learning check lists
- Pod casts
- Revision packs
- Homework
- Record logs
- Text book
- Daydream book (£3.50)

Unit/Skill/Knowledge				
Section 1.1 Applied Anatomy and Physiology	Mini test result			
1.1.a The structure and function of the skeletal system				
1.1.b The structure and function of the muscular system				
1.1.c Movement analysis				
1.1.d The cardiovascular and respiratory systems				
1.1.e The effects of exercise and the body systems				
Unit Exam Result:	Date:			
Section 1.2 Physical Training	Mini test result			
1.2.a Components of fitness				
1.2.b Applying the principles of training				
1.2.c Preventing injury in physical activity and training				
Unit Exam Result:	Date:			
Section 2.1 Socio-cultural Influences	Mini test result			
2.1.a Engagement patterns of different social groups in physical activities and sports				
2.1.b Commercialisations of physical activity and sport				
2.1.c Ethical and socio-cultural issues in physical activity and sport				
Unit Exam Result:	Date:			
Section 2.2 Sports Psychology	Mini test result			
2.2.1/2 Characteristics of skilful movement and classifications of skills				
2.2.3 Goal Setting				
2.2.4 Mental preparation				
2.2.5/6 Types of guidance and feedback				
Unit Exam Result:	Date:			
Section 2.3 Health, Fitness and Well being	Mini test result			
2.3.1 Health fitness and well-being				
2.3.2 Diet and nutrition				
Unit Exam Result:	Date:			



Business Studies

GCSE (9-1) Business Studies

- ▶ This course examines major areas of business activity and provides students with skills and knowledge that will assist them in their future careers.
- ▶ Topics covered include enterprise, business structures, marketing, human resources, financial accounts and production.
- ▶ Business Studies lessons are taught in computer suites giving students the opportunity to develop their ICT, data analysis, research, presentational and entrepreneurial skills.
- ▶ We have links with local and national businesses which enables students to learn from real business examples, and students are able to participate in regional enterprise competitions.
- ▶



Current Programme of Study

Year 10–Investigating small businesses

- ▶ Topic 1.1 Enterprise and entrepreneurship.
- ▶ Topic 1.2 Spotting a business opportunity.
- ▶ Topic 1.3 Putting a business idea into practice.
- ▶ Topic 1.4 Making the business effective.
- ▶ Topic 1.5 Understanding external influences on business.

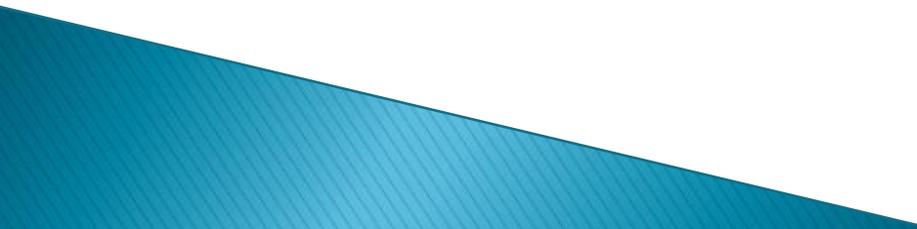
Year 11–Building a business

- ▶ Topic 2.1 Growing the business.
- ▶ Topic 2.2 Making marketing decisions
- ▶ Topic 2.3 Making operational decisions.
- ▶ Topic 2.4 Making financial decisions
- ▶ Topic 2.5 Making human resource decisions

Edexcel 9-1 GCSE

- ▶ Year 10: End of topic tests (mid-year progress checks) and a mock examination in June/July.
- Year 11: End of topic tests (mid-year progress checks) and two formal Summer examinations (50% per paper)
 - Paper 1: Investigating small business. 1 hr 30 mins (90 marks). 50% of overall grade.
 - Paper 2: Building a business. 1 hr 30 mins (90 marks). 50% of overall grade.

Examination Board

- ▶ **Edexcel 9–1 GCSE**
 - ▶ [Business 2017 Syllabus](#)
 - ▶ Link is on shared area of school intranet
- 

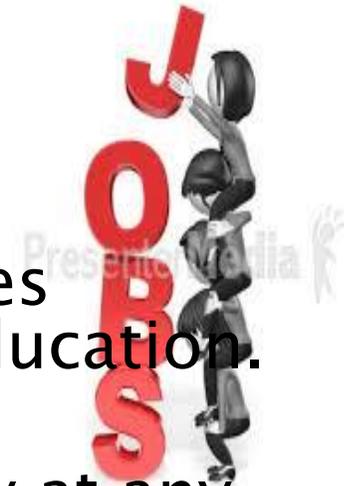
What do students gain from this course...

- ▶ **Business** helps to develop many important skills, such as numeracy, literacy, ICT, problem solving, information collecting, as well as analytical, evaluative and social skills.
- ▶ **Students** take part in a considerable amount of group study, practical activities and project work as well as preparing and giving presentations.



What after GCSE

- ▶ BTEC's level 3 – Vocational and work-related courses which allow students to progress towards higher education.
- ▶ A/AS Levels– A levels can enable you to go on study at any university or go into the world of work.
- ▶ Apprenticeships – Combine study with practical training on the job, Students can undertake an apprenticeship at a number of different levels, leading to A level and Degree equivalents.





BRITONS



Welcome to GCSE Citizenship



Theme 1: Life in Modern Britain

Principles and Values in British Society



The Rights, responsibilities and role of the Media



Press Regulation and Censorship





European Union and Commonwealth





The Role of the United Kingdom within key international organisations



BRITONS



Theme 2 Rights and Responsibilities in the UK

The Fundamental Principles of Law





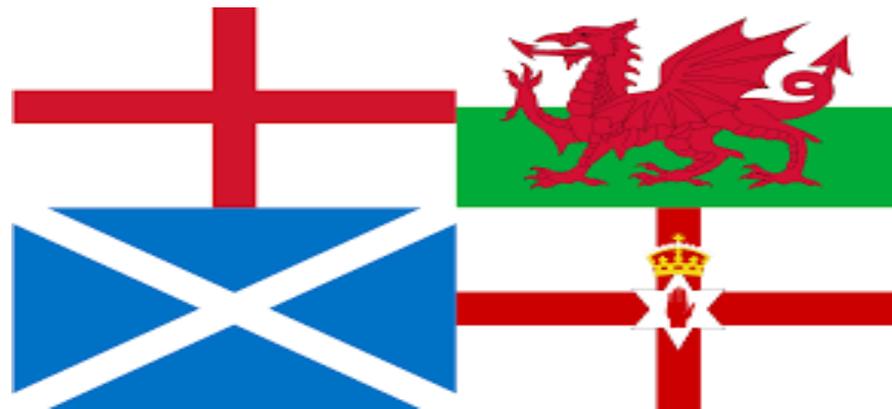
Criminality in the UK



How the Legal Systems differ within the UK

Civil to Criminal

England and Wales to Scotland and Northern
Ireland



Human Rights and Acts that ensure Human Rights



Rights and Responsibility within the Legal System

Police



Rights and Responsibility within the Legal System

Judiciary





The Role of the Citizen within the Legal System

*The Right to Representation and Citizenship
Action to make a difference within Society*





BRITONS



YOU





Theme 3 - Politics and Participation

Political Power in the United Kingdom





The Institutions of the British Constitution

Britain's Green and Pleasant Land

Local and Devolved Government



The Role and Structure of Elected Local Government

British Government



Who can stand for Election and candidate selection



ELECTION 2017

The Voting age and compulsory voting



The image features a quote by John F. Kennedy centered on a sunset background. The quote is in a large, bold, black sans-serif font. Below the quote, the name 'John F. Kennedy' is written in a smaller, black sans-serif font. The background shows a sunset with a gradient from orange to purple. In the foreground, there are silhouettes of two people standing on a pier or beach, and a lifeguard stand is visible on the left side.

**One person can make
a difference, and
everyone should try.**

John F. Kennedy

Citizenship

parliament secondary duties
democratic myspace critical rights Education
REPORT issues citizenship literacy media online skills
action twitter political EDUCATION society
education pupils statutory democracy Teaches
participation pupils explore engagement national citizens
facebook youtube human curriculum thinking



GCSE DRAMA

STAFF

**HEAD OF FACULTY
MISS NELSON**

**STAFF
MRS GODDARD
4X LESSONS (PRACTICAL)**

**MISS NELSON
1X LESSON (THEORY)**

GCSE Drama Headline Figures

GCSE Drama 2018 New Specification

91% 9-4

91% 9-5

67% 9-7

Students achieving or exceeding
aspirational set target

91%

Changes to the Drama GCSE Curriculum

If you know older students who took GCSE dance the course is now very different:-

- ▶ There is now a written exam – 40%
- ▶ There is a set text – Blood Brothers - to study.
- ▶ Compulsory theatre trip to see The Woman in Black with questions asked in the written exam.

Assessment

The curriculum areas to be assessed are as follows:-

- ▶ **Scripted Performance + written portfolio** - coursework
- ▶ **Devised Performance + written portfolio** - coursework
- ▶ **Written exam** – questions on set text and live theatre performance

Units of Work

Presenting & Performing Texts – 30%

▶ **PERFORMER:**

- ▶ You will perform two extracts from one play to a visiting examiner during Year 11.
- ▶ Performance lengths will vary according to the size of the group. The time range is between 2 and 15 minutes per extract.
- ▶ You can work individually, or in a group of up to 6. You must present at least one extract as part of a group.

▶ **DESIGNER:**

- ▶ You will design for one of the groups – either costume, sound, lighting etc. This will then be realised in front of the examiner.

- ▶ **PROFORMA** – 4 questions that need to be answered that outlines your intentions for the performance.

- ▶ 20 marks: Interpretation of the text and creating an intention for performance.
- ▶ 40 marks: For the presentation of theatrical skills in the final performances.

Devising Drama – 30%

▶ **PERFORMER/DESIGNER:**

- ▶ You will create a devised performance in groups.
- ▶ Performances will be between 5 and 15 minutes in length.
- ▶ You will be able to select a starting point from a range of stimuli provided by the exam board.
- ▶ Your performance will be supported by a portfolio which describes and explains your contribution to the devising process.
- ▶ This can be made up of writing, images, observation notes, video and artifacts.
- ▶ 40 marks: For the evidence in the portfolio.
- ▶ 20 marks: For the final performance.

Performance & Response Exam

- ▶ Taken in Year 11 - The exam is 1 ½ hours long.
- ▶ There are two sections (A and B).
- ▶ **Section A (Blood Brothers)**
- ▶ You will be asked about preparing and performing a set text from a list set by the exam board.
- ▶ The questions will focus on the process of creating and developing a performance, working as a director, performer and designer, as well as the performance characteristics of the text.
- ▶ This section is worth 50 marks.
- ▶ **Section B (Live Performance)**
- ▶ You will be asked to analyse and/or evaluate a theatrical performance you have seen.
- ▶ The question will focus on a specific aspect of the performance.
- ▶ This section is worth 30 marks.

Top Tips to Help your Child

- ▶ Help them learn their lines.
- ▶ Do key word tests using their Glossary Booklet.
- ▶ Read over their Portfolio's and Concept Proformas (coursework) to check SPAG, sentence structure or that it makes sense.
- ▶ Ask them to explain what they have been doing in class and work through examples.
- ▶ Encourage them to seek help from their teacher if they do not understand something.
- ▶ Review and revise work on a regular basis.
(Little and often!)
- ▶ Organise a revision timetable with your child.



Support for your children outside the classroom

- ▶ Catch-up sessions after school on a Thursday
- ▶ Drama Studio available – Monday, Tuesday & Thursday
 - ▶ 1-2-1 sessions with NGO/DNE
 - ▶ Revision guides (NGO looking into)
 - ▶ Revision sessions (Term 1 & 2)

Useful Resources

- ▶ Copies of Blood Brothers and Woman in Black scripts so that students can annotate their own copies . Both can be purchased from the school, order forms available this evening.

GCSE Music

HEAD OF FACULTY
MISS NELSON

TEACHERS
MR WICKENDEN
MR BURNS

Course Information

EDUQAS Exam Board

The curriculum areas of study are as follows:-

Four Areas of study

Musical Forms and Devices

Music for Ensemble

Film Music

Popular Music

Assessment

The curriculum areas to be assessed are as follows:-

- ▶ Performance, one solo and one ensemble and score. 30% of grade – coursework
- ▶ Composition – one ‘free’ composition and one responding to a brief set by the board, composition log, score and evaluation. 30% of grade – coursework
- ▶ Appraising, written exam covering the four areas of study and two set works:- ‘Eine Kleine Nachtmusik’: Third Movement : Mozart (1787) and ‘Since You’ve Been Gone’: Rainbow (released 1979)

Top tips to survive year 10 - 11 GCSE's

- ▶ Make sure you can play an instrument
- ▶ Understand how to perform together with your different instruments.
- ▶ Don't worry Theory isn't as bad as you think, you get to listen and play music even if it isn't practical.
- ▶ If you are given a practical task to do at home make sure you rehearse as much as you can, the more practice the better the performance.
- ▶ You might come across a new genre or era of music you'll find out you like a lot.
- ▶ If you are given the chance to perform, take it helps with building confidence independently and also as a band.
- ▶ Challenge yourself, if you don't challenge your self you wont improve on your instrument skills.
- ▶ Do homework, the more you do theory homework the more you will understand come exam in year 11.
- ▶ Help one another, i understand you might get stressed over a piece of music, but with each others help and your teacher's help, you will notice it will become much easier.
- ▶ Have fun, this is the most important tip because if you have a negative attitude, trust me you wont concentrate properly.

Support for your children outside the classroom

- ▶ Music room with computers available for catch – up Monday to Thursday.
- ▶ 1:1 – Monday after school (After Christmas)
- ▶ Inclusion in school performances/productions – this year it is celebrating the arts, all students are expected to take part in at least one performance.
- ▶ We can explore instrument loans if students do not have access to be able to practice at home.

Useful Resources

- ▶ EDUQAS/WJEC revision guide by Jan Richards available to buy from the school for £12.99 – Request a copy from Mrs. Goddard this evening.
- ▶ Kahoot – GCSE music quizzes and questions being added all the time – an excellent revision tool as a phone on the app or on computer

GCSE Dance

HEAD OF FACULTY
MISS NELSON

TEACHERS
MISS NELSON
MRS BATLEY

Course Information

- GCSE Dance – AQA Exam Board

GCSE Dance Headline Figures

GCSE Dance 2018 New Specification

100% 9-4

91% 9-5

55% 9-7

Students achieving aspirational
set target

91%

Changes to the Dance GCSE Curriculum

If you know older students who took GCSE dance the course is now very different:-

- ▶ There is a greater emphasis on the written exam – 40% instead of 20%
- ▶ There are 6 professional works to study instead of 2
- ▶ There are 2 short set phrases to learn instead of one whole set dance
- ▶ There is only one choreography element instead of two
- ▶ The choreography coursework now has 6 briefs set by the exam board, students respond to one.

Assessment

The curriculum areas to be assessed are as follows:-

- ▶ **Performance** – Solo set phrases and trio performance - coursework
- ▶ **Choreography** – Group choreography responding to a question - coursework
- ▶ **Critical Appreciation of Dance** – Six professional works, hypothetical choreography, performance skills, choreographic skills, own performance and choreography analysis – written exam 1 1/2 hours.

Top tips to help your children with Dance

- ▶ Learn the technical, physical, mental and expressive skills ASAP
- ▶ Learn relationship, spacing, choreographic devices etc ASAP
- ▶ Keep watching the set dances, so you know them inside out
- ▶ Don't mess around
- ▶ Focus in practical work and don't be afraid to try different things
- ▶ Always challenge yourself
- ▶ Work with different people as they will always provide new ideas
- ▶ Go over and rehearse the dances in your own time so you don't forget them
- ▶ Listen to the teachers advice as they know what they're talking about!
- ▶ Have fun and enjoy it!

Support for your children outside the classroom

- ▶ Dance studio available for catch –up Monday to Friday
- ▶ Inclusion in school performances/productions – this year it is celebrating the arts, all students are expected to take part in at least one performance.
- ▶ Zambesi Dance Company

Useful Resources

- ▶ School revision guide – all students have been given one to keep at home. (there are no official revision guides or text books that have been produced yet)
- ▶ Kahoot – GCSE dance quizzes and questions being added all the time – an excellent revision tool as a phone on the app or on computer
- ▶ You tube – watching different styles of dance – lots on you tube.
- ▶ GCSE dance anthology videos – These are videos of all of the set works. A link to the videos has been emailed to students and there is also a link in show my homework.

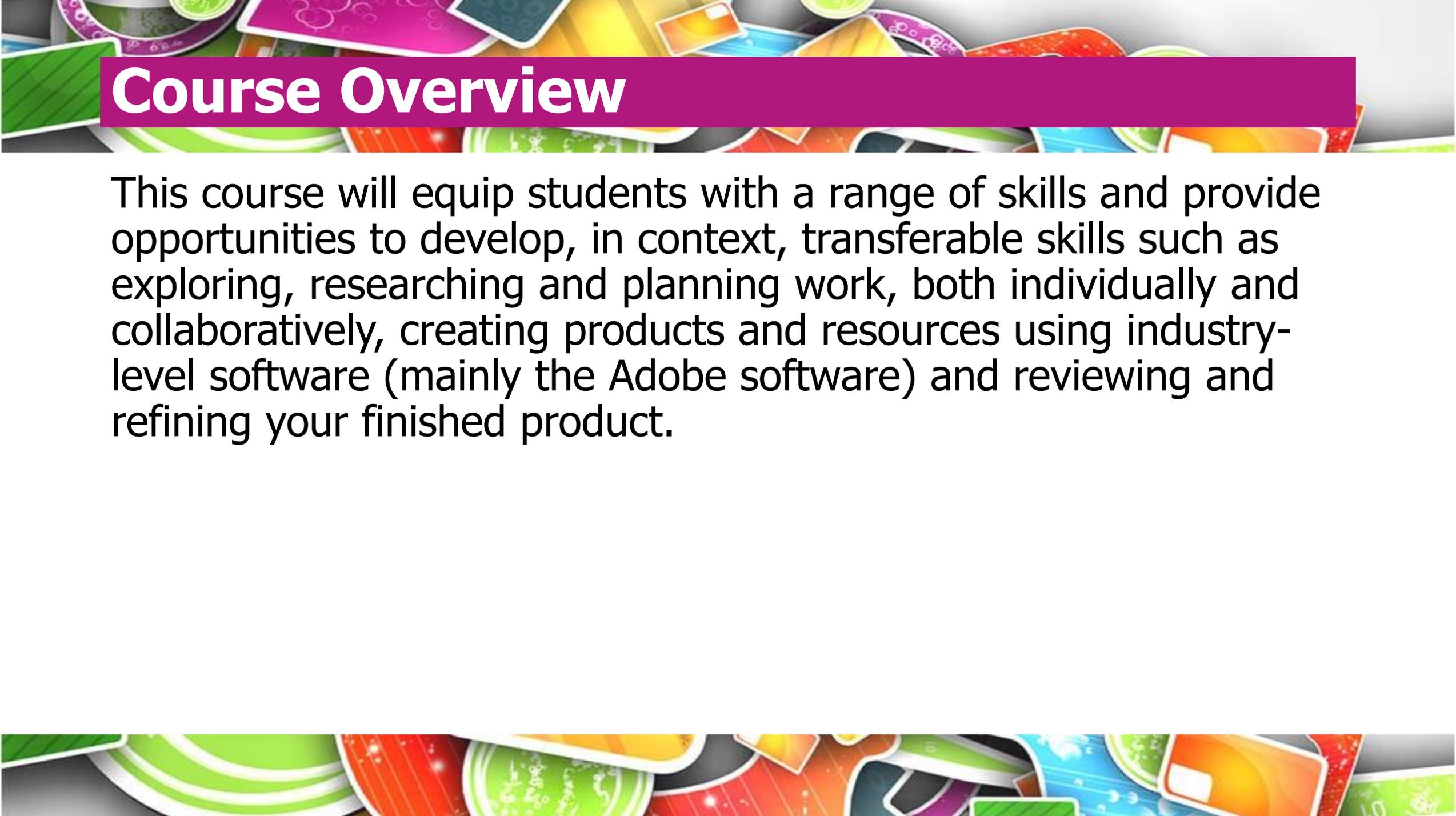


OCR Creative iMedia



Computer based
creative media

Ms Blessett



Course Overview

This course will equip students with a range of skills and provide opportunities to develop, in context, transferable skills such as exploring, researching and planning work, both individually and collaboratively, creating products and resources using industry-level software (mainly the Adobe software) and reviewing and refining your finished product.

Assessment

Units	Method	%	Units	Method	%
* R081: Pre production skills	Written exam (1.25hrs)	25%	R084: Storytelling with a comic strip	Controlled assessment	25%
* R082: Creating digital graphics	Controlled assessment	25%	R090: Digital photography	Controlled assessment	25%
R083: Creating 2D/3D characters	Controlled assessment	25%	R088: Creating sound sequence	Controlled assessment	25%
R085: Creating multipage website	Controlled assessment	25%	R089: Creating digital video sequence	Controlled assessment	25%
R086: Creating animation	Controlled assessment	25%	R091: Design a game concept	Controlled assessment	25%
R087: Creating interactive multimedia product	Controlled assessment	25%	R092: Developing digital games	Controlled assessment	25%

Coursework – exemplar 2 (59 slides)

4 Default section

FESTIVAL MATTERS
ROSO
Fatima Nagri

1

LO1
What are graphics? How are they used?
Bitmaps/Vectors
Resolution, compression and whitespace.
Typefaces
Colour modes
Copyright
File types
Use of colour

2

INTRODUCTION
The scenario is about a digital graphic for the...
The scenario is about a digital graphic for the...
The scenario is about a digital graphic for the...

3

GRAPHICS
These graphics are used to...
The graphics are used to...
The graphics are used to...

4

How are graphics used in advertising products/brands?
The graphics are used to...
The graphics are used to...
The graphics are used to...

5

Purposes of different types of graphics?
The graphics are used to...
The graphics are used to...
The graphics are used to...

6

BITMAPS/VECTORS
Bitmaps
The graphics are used to...
The graphics are used to...
The graphics are used to...

7

LOSSLESS-LOSSY
The graphics are used to...
The graphics are used to...
The graphics are used to...

8

Purposes of different types of graphics?
The graphics are used to...
The graphics are used to...
The graphics are used to...

USE OF COMPOSITION AND COLOUR
The graphics are used to...
The graphics are used to...
The graphics are used to...

BITMAPS/VECTORS
Bitmaps
The graphics are used to...
The graphics are used to...
The graphics are used to...

LOSSLESS-LOSSY
The graphics are used to...
The graphics are used to...
The graphics are used to...

Coursework – exemplar 3 (20 slides)

Film festival

1

Task	Completed	Time (minutes)	Overall time for poster (with individual)
Task 1: Research and create a list of 10 film titles, genres, and directors. (10 min)	Yes	10	2.5 hours
Task 1: Research and create a list of 10 film titles, genres, and directors. (10 min)	Yes	10	
Task 1: Research and create a list of 10 film titles, genres, and directors. (10 min)	Yes	10	
Task 1: Research and create a list of 10 film titles, genres, and directors. (10 min)	Yes	10	
Task 1: Research and create a list of 10 film titles, genres, and directors. (10 min)	Yes	10	
Task 1: Research and create a list of 10 film titles, genres, and directors. (10 min)	Yes	10	
Task 1: Research and create a list of 10 film titles, genres, and directors. (10 min)	Yes	10	
Task 1: Research and create a list of 10 film titles, genres, and directors. (10 min)	Yes	10	
Task 1: Research and create a list of 10 film titles, genres, and directors. (10 min)	Yes	10	
Task 1: Research and create a list of 10 film titles, genres, and directors. (10 min)	Yes	10	
Task 1: Research and create a list of 10 film titles, genres, and directors. (10 min)	Yes	10	
Task 2: Create a poster for one of the films. (15 min)	Yes	15	2.5 hours
Task 2: Create a poster for one of the films. (15 min)	Yes	15	
Task 2: Create a poster for one of the films. (15 min)	Yes	15	
Task 2: Create a poster for one of the films. (15 min)	Yes	15	
Task 3: Write a short review of the film. (10 min)	Yes	10	2 hours
Task 3: Write a short review of the film. (10 min)	Yes	10	
Task 4: Create a poster for the film. (15 min)	Yes	15	2 hours
Task 4: Create a poster for the film. (15 min)	Yes	15	

2

Graphic layout are they and how and why they're used.

A graphic layout is a collection of text and images that are arranged in a way that is visually appealing and easy to read. It is used to present information in a clear and concise manner.

Graphic layout are they and how and why they're used.

A graphic layout is a collection of text and images that are arranged in a way that is visually appealing and easy to read. It is used to present information in a clear and concise manner.

Graphic layout are they and how and why they're used.

A graphic layout is a collection of text and images that are arranged in a way that is visually appealing and easy to read. It is used to present information in a clear and concise manner.

3

Genre	Style	Color palette	Font	Image
Horror	Dark	Red, Black, White	Slab serif	Grainy texture
Action	Bright	Blue, Yellow, Red	Sans-serif	High contrast
Romance	Soft	Pink, Blue, Green	Script	Soft focus
Comedy	Playful	Yellow, Red, Blue	Fun fonts	Cartoonish
Drama	Serious	Black, White, Grey	Classic serif	Black and white

4

Vectors, bitmaps, resolution

Vectors: Scalable, resolution-independent, defined by mathematical equations.

Bitmaps: Pixel-based, resolution-dependent, defined by a grid of colored squares.

Resolution: The number of pixels per inch (DPI) or dots per inch (DPI).

Resolution-independent: Can be scaled to any size without losing quality.

Resolution-dependent: Quality degrades when scaled up.

5

Types of typefaces/History of typefaces

Blackletter: Gothic, Fraktur, Textura.

Modernist: Helvetica, Arial, Futura.

Grotesque: Helvetica, Arial, Futura.

Misfits: Helvetica, Arial, Futura.

CITY: Helvetica, Arial, Futura.

6

Colour and the viewer and white space

Colour: Affects mood, draws attention, creates hierarchy.

White space: Improves readability, creates balance, emphasizes content.

Colour and the viewer and white space.

A color and white space are used to create a visual hierarchy and draw attention to important elements.

7

Analysis of poster examples

Poster 1: High contrast, bold typography, clear message.

Poster 2: Soft colors, elegant typography, sophisticated feel.

Poster 3: Playful colors, fun typography, lighthearted mood.

Poster 4: Dark colors, dramatic typography, mysterious atmosphere.

8

Placemaking, Community, Design and Politics Act 1985

Placemaking: The process of creating a sense of place and community.

Community: A group of people living in the same area and having a sense of belonging.

Design: The process of creating a visual identity for a community.

Politics: The process of making decisions about the future of a community.

Brief and client response

Brief: A document that outlines the goals and objectives of a project.

Client response: A document that outlines the client's feedback and requirements.

Brief and client response.

A brief and client response are used to ensure that the project is on track and meets the client's needs.

What is a poster?

Poster: A large sheet of paper or fabric that is used to display information.

Poster design: The process of creating a visual identity for a poster.

Poster design.

Poster design is a process of creating a visual identity for a poster that is both informative and aesthetically pleasing.

Poster design: layout and visual hierarchy

Layout: The arrangement of text and images on a poster.

Visual hierarchy: The process of creating a visual hierarchy that draws attention to important elements.

Poster design: layout and visual hierarchy.

Poster design is a process of creating a visual identity for a poster that is both informative and aesthetically pleasing.

Coursework – exemplar 4 (32 slides)

COLOUR AND WHITE SPACE

Red
Red is a bright colour that is often used to draw attention to important information. It is often used for call to action buttons and error messages. It is also used for highlighting important information in documents and presentations.

Orange
Orange is a warm, vibrant colour that is often used to draw attention to important information. It is often used for call to action buttons and error messages. It is also used for highlighting important information in documents and presentations.

Yellow
Yellow is a bright, cheerful colour that is often used to draw attention to important information. It is often used for call to action buttons and error messages. It is also used for highlighting important information in documents and presentations.

Green
Green is a fresh, natural colour that is often used to draw attention to important information. It is often used for call to action buttons and error messages. It is also used for highlighting important information in documents and presentations.

Blue
Blue is a calm, professional colour that is often used to draw attention to important information. It is often used for call to action buttons and error messages. It is also used for highlighting important information in documents and presentations.

Purple
Purple is a rich, sophisticated colour that is often used to draw attention to important information. It is often used for call to action buttons and error messages. It is also used for highlighting important information in documents and presentations.

White space
White space is the empty space around and between elements of a design. It is used to create a clean, professional look and to draw attention to important information.

8

TARGET AUDIENCE, COPYRIGHT AND LEGISLATION

Target Audience
The target audience is the group of people who are intended to use the product. It is important to understand the target audience in order to create a product that meets their needs and expectations.

Copyright
Copyright is the legal right to control the use of a creative work. It is important to understand copyright in order to create a product that does not infringe on the rights of others.

Legislation
Legislation is a law or system of laws. It is important to understand legislation in order to create a product that complies with the law.

9

MOOD BOARD

Image 1
A photograph of a person's face, used to represent a mood or emotion.

Image 2
A photograph of a person's face, used to represent a mood or emotion.

Image 3
A photograph of a person's face, used to represent a mood or emotion.

Image 4
A photograph of a person's face, used to represent a mood or emotion.

Image 5
A photograph of a person's face, used to represent a mood or emotion.

10

CLIENT REQUIREMENTS

Client Name
The name of the client who is providing the requirements.

Project Name
The name of the project that the requirements are for.

Project Description
A brief description of the project and the requirements.

Project Goals
The goals that the client wants to achieve through the project.

Project Constraints
The constraints that the client has on the project.

11

ANALYSIS OF GRAPHICS

Image 1
A graphic design for a poster, featuring a central figure and text.

Image 2
A graphic design for a poster, featuring a central figure and text.

Image 3
A graphic design for a poster, featuring a central figure and text.

Image 4
A graphic design for a poster, featuring a central figure and text.

12

ANALYSIS

Image 1
A graphic design for a poster, featuring a central figure and text.

Image 2
A graphic design for a poster, featuring a central figure and text.

Image 3
A graphic design for a poster, featuring a central figure and text.

Image 4
A graphic design for a poster, featuring a central figure and text.

13

ANNOTATION

Image 1
A graphic design for a poster, featuring a central figure and text.

Image 2
A graphic design for a poster, featuring a central figure and text.

Image 3
A graphic design for a poster, featuring a central figure and text.

Image 4
A graphic design for a poster, featuring a central figure and text.

14

MIND MAP

Central Node
The central node of the mind map, representing the main topic.

Background
The background of the mind map, representing the context.

Focus
The focus of the mind map, representing the key points.

Details
The details of the mind map, representing the supporting information.

15

DIFFERENTIATION OF GRAPHICS IN REAL LIFE

Image 1
A graphic design for a poster, featuring a central figure and text.

Image 2
A graphic design for a poster, featuring a central figure and text.

Image 3
A graphic design for a poster, featuring a central figure and text.

Image 4
A graphic design for a poster, featuring a central figure and text.

16

ASSETS

Image 1
A graphic design for a poster, featuring a central figure and text.

Image 2
A graphic design for a poster, featuring a central figure and text.

Image 3
A graphic design for a poster, featuring a central figure and text.

Image 4
A graphic design for a poster, featuring a central figure and text.

17

PERSONAL DIAGRAMS

Image 1
A personal diagram for a poster, featuring a central figure and text.

Image 2
A personal diagram for a poster, featuring a central figure and text.

Image 3
A personal diagram for a poster, featuring a central figure and text.

Image 4
A personal diagram for a poster, featuring a central figure and text.

18

SOFTWARE USAGE

Image 1
A screenshot of a software interface, showing a menu and options.

Image 2
A screenshot of a software interface, showing a menu and options.

Image 3
A screenshot of a software interface, showing a menu and options.

Image 4
A screenshot of a software interface, showing a menu and options.

19

MORE EVIDENCE

Image 1
A graphic design for a poster, featuring a central figure and text.

Image 2
A graphic design for a poster, featuring a central figure and text.

Image 3
A graphic design for a poster, featuring a central figure and text.

Image 4
A graphic design for a poster, featuring a central figure and text.

20

MORE EVIDENCE 2

Image 1
A graphic design for a poster, featuring a central figure and text.

Image 2
A graphic design for a poster, featuring a central figure and text.

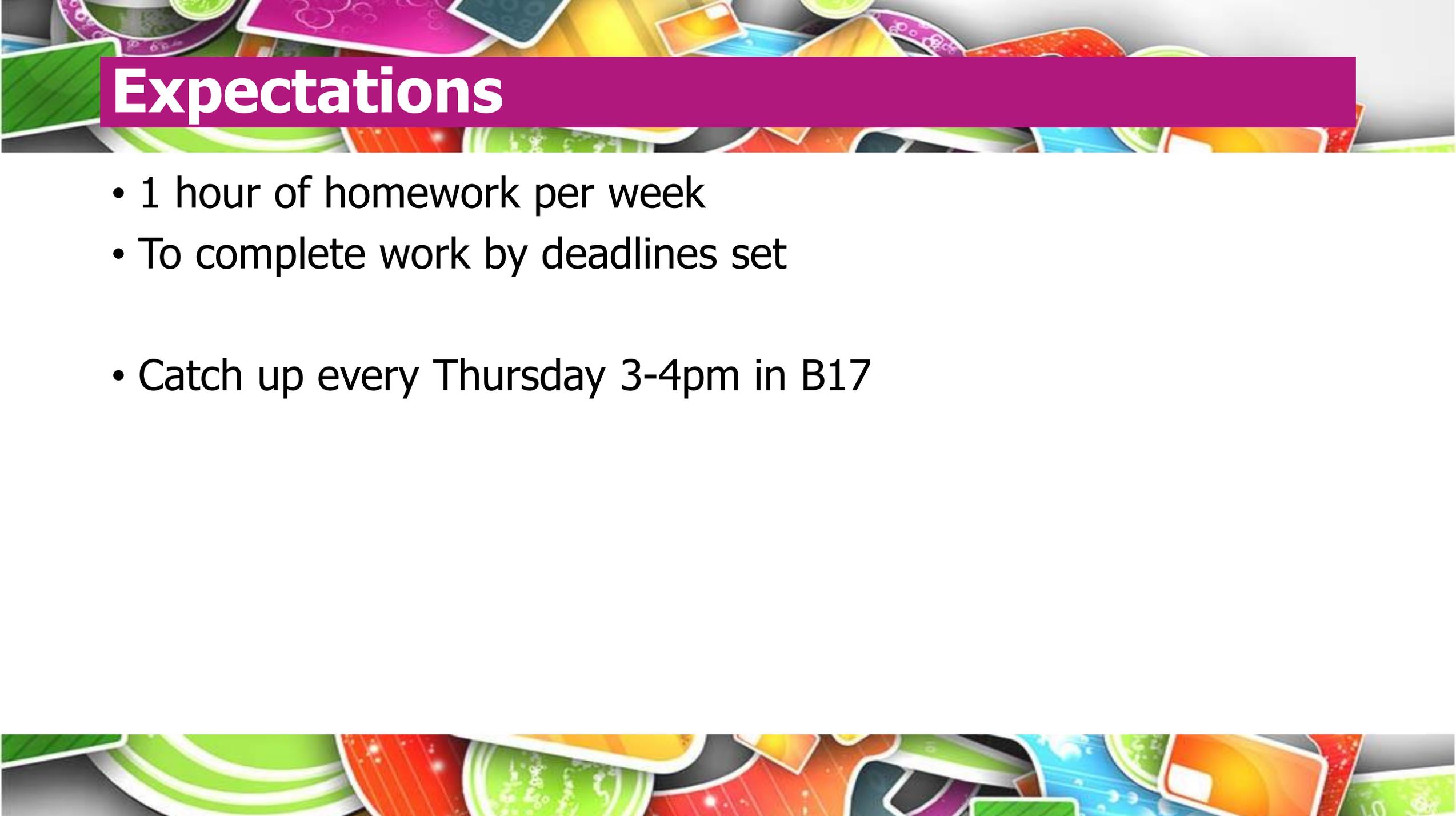
Image 3
A graphic design for a poster, featuring a central figure and text.

Image 4
A graphic design for a poster, featuring a central figure and text.

21

Schedule

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	Learn technical skills and keywords	R082 Mock	R082	Complete R082	R084	Complete R084
11	Finalise R084	R081 Exam revision	Exam beginning January. Start R090	Complete R090	Final Submission all coursework/ EXAM SEASON	EXAM SEASON



Expectations

- 1 hour of homework per week
- To complete work by deadlines set

- Catch up every Thursday 3-4pm in B17