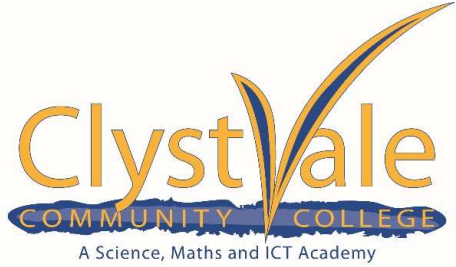




# Welcome to Year 10 Parents' Information Evening

10th October 2019

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# Outline of Evening

- Key differences from KS3 & KS4 overview
  - Key Stage 4 courses
  - Subject specific information for English & Maths
  - Keys to success
-



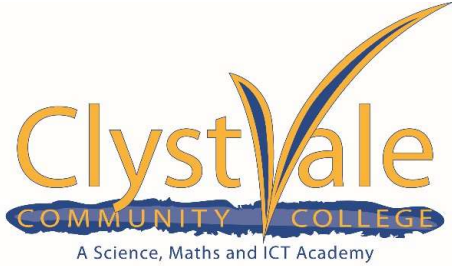
## Key Differences from KS3

- Fewer subjects, but more lessons
  - Courses end in public examinations
  - GCSE-level work starts immediately
  - Exam “build-up” spread over a minimum of two years
  - Variety between students’ programmes
  - Inform future pathways
-



## Key Stage 4 Overview

- Year 10: 39 weeks
    - Mock exams week before Easter
    - Work Experience July
  - Year 11: 29 weeks (to start of GCSEs)
    - Mock exams December and Core in March
    - Exams begin in May of Year 11
  - Year 10: **60 %**
  - Year 11: 40 %
-



## Key Stage 4 overview

### Year 10

- Oct: TPR
- Jan: Parents evening (11/01)
- March: Y10 Mocks
- April: TPR
- July: full report
- Work Experience & P16 Tasters

### Year 11

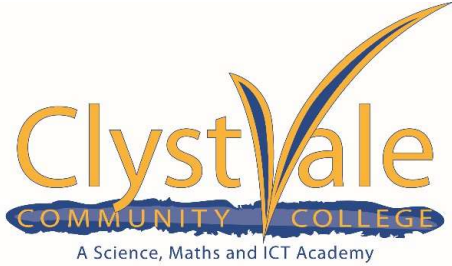
- Oct: TPR
- Dec: Mocks
- Jan: Full report
- Feb: Parents' Evening
- Feb: final exam entries
- March: Mocks 2, TPR
- Exams start 11<sup>th</sup> May



## Key Stage 4 courses

Students will be either studying:

- GCSE qualifications
  - BTEC qualifications
  - Cambridge Nationals
  - ASDAN qualifications
-



## Reformed GCSEs

These have been gradually replacing all GCSEs over the last 4 years. All GCSEs have now been 'reformed'

- GCSE content is more challenging but still suitable for all abilities
  - All exams are taken at the end of the course
  - Assessment is mainly by exam, non exam assessment only when necessary
  - Tiering now only exists in Maths, Science and MFL
  - GCSEs are now graded on a scale of 9 to 1 (rather than A\* to G), with 9 the highest grade, to distinguish clearly between the reformed and unreformed qualifications
-



## 2019 National Results

4.7% of students achieved a grade 9

21.9% of students gained a grade 7 or above

New grading structure – 'Reformed' GCSEs	Former grading structure – 'Unreformed' GCSEs
-----9-----	A**
	A*
-----8-----	A*-
-----7-----	A
	A-
-----6-----	B+
	B
<i>(Strong Pass)</i> -----5-----	C+
<i>(Standard Pass)</i> -----4-----	C
-----3-----	D
-----2-----	E
	F
-----1-----	G





# Vocational Qualifications

## Outcomes

<b>Grade</b>
Level 2 Distinction *
Level 2 Distinction
Level 2 Merit
Level 2 Pass
Level 1 Distinction
Level 1 Merit
Level 1 Pass
U



## Non-Exam Assessments (NEAs)

- Vital to the final grade
  - Tend to be extended, open ended tasks
  - Conducted under ‘controlled conditions’ –  
*low, medium or high level depending on the course*
  - Time limited
  - Cannot be repeated!!
-



## Subjects with NEAs

- PE GCSE
  - Level 2 BTEC Sport
  - Design & Technology GCSE
  - Drama GCSE
  - Computing GCSE
  - Creative Media Production BTEC Level 1 / 2
  - Fine Art GCSE
  - Art Photography GCSE
  - Design & Technology GCSE
  - Child Development
-



Exam Board	Subject	Non Exam Assessment	% of final grade
AQA	Computer Science	Programming Project	50%
	Design Technology	NEA Technology briefs are given to students (current year 10) on the 1st of June 2020. Deadline for completion is end of Spring term 2021, just before Easter. Interim deadlines will be set by teachers eg complete design ideas by October half term.  Three briefs / contexts will be set of which they choose one. eg Design a product for a developing company	50%
	Drama 8261	NEA Assignment / Project: Devising Drama Date when the NEA will start: Start of Summer term year 10 Deadline for completion: End of summer term year 10 % of final mark: 40% Practical exam performance Autumn Term Year 11 which is 20% of final mark	60%
	PE 8582	The GCSE PE coursework is titled: Analysis of Strengths, Weaknesses and Corrective Measures in Sport. Y10 will run a practice series from 7th Jan to 23rd Jan. Final NEA will be completed in January of Year 11. Practical performances throughout the year, with fortnightly after school assessments on a Weds.	40%
BTEC Pearson Edexcel	BTEC L2 Sport	Ongoing assessment throughout Year 10 & 11. Exam unit taken at the end of Year 10	75%
	BTEC Creative Media Production	1. Exploring media products Nov 2019 - Feb 2020 (30%) 2. Developing digital media production skills Feb 2020 - Jan 2021 (30%)	60%
	Art & Design - Fine Art	Foundation project/Fears and Phobias Sept 2019 - Jan 2020	60%
	Art & Design - Photography	Eden Project/Music/Structures Sept 2019 - Jan 2020	60%
OCR	Child Development	Equipment & nutritional needs - birth to 5 years (25%) Development - birth to 5 years (25%) Exam unit taken at end of Year 10	50%

# English Language 9-1

Students must:			% in GCSE
READING	A01	<ul style="list-style-type: none"> <li>Identify and <u>interpret</u> explicit and implicit information and ideas</li> <li>Select and synthesise evidence from different texts</li> </ul>	7.5
	A02	Explain, comment on and <u>analyse how writers use language and structure to achieve effects and influence readers</u> , using relevant subject terminology to support their views	15
	A03	Compare writers' ideas and perspectives, as well as how <u>these are conveyed</u> , across two or more texts	8.75
	A04	Evaluate texts critically and <u>support this with appropriate textual references</u>	18.75
WRITING	A05	<ul style="list-style-type: none"> <li><u>Communicate</u> clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences</li> <li><u>Organise</u> information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul>	30
	A06	Candidates must use a range of <u>vocabulary</u> and sentence structures for clarity, purpose and effect, with <u>accurate spelling and punctuation</u>	20
SPOKEN LANGUAGE	*A07	Demonstrate <u>presentation skills</u> in a formal setting	n/a
	*A08	Listen and <u>respond appropriately</u> to spoken language, including to questions and feedback to presentations	n/a
	*A09	Use spoken Standard English <u>effectively</u> in speeches and presentations	n/a
<b>Total</b>			<b>100%</b>

# Paper 1 1h45min 40% (64 marks)

**Paper 1** **1hr 45 mins (40%)**

**Section A:**  
**Unseen 19th century fiction**

- Extract will be **approximately 650 words** in length.
- Shorter response questions will focus on **close reading** of the text; longer response questions will ask students to show their understanding of the whole text.

**Section B:**  
**Creative writing**

- Choice of two tasks linked to the theme of the 19th century fiction.
- One task will include images as an optional stimulus for learners.
- Assessing writing for audience and purpose, tone, style and register as well as grammatical and structural features, vocabulary, sentence structure, spelling and punctuation.

**SECTION B – Imaginative Writing**  
**Answer ONE question. You should spend about 45 minutes on this section.**  
**Write your answer in the space provided.**

**EITHER**

**\*5** Write about a time when you, or someone you know, tried to hide something.  
 Your response could be real or imagined.  
*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 5 = 40 marks)**

---

**\*OR**

**6** Look at the images provided.  
 Write about a frightening experience.  
 Your response could be real or imagined. You may wish to base your response on one of the images.  
*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 6 = 40 marks)**

Students will have a choice of two creative writing tasks linked to the theme of the 19th century fiction. They can EITHER respond to a straightforward written task OR respond to a task which is linked to some images. Students are also reminded that their responses will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.



(Source © Marcus Lindstrom/Getty Images)

**14** Sample Assessment



These images are linked to question 6. Students can use them to help kick start their imaginations or they can simply answer the question without using the images.



# Paper 2      2 hours      60% (96 marks)

**Paper 2** **2hrs (60%)**

**Section A:**  
**Comparison of two unseen texts from the 20th and 21st century**

- One will be non-fiction; the other literary non-fiction.
- Extracts will be **up to 1000 words** in total.
- Shorter response questions will focus on the **close reading** of the individual texts; a longer response question will ask students to compare the writers' use of language.

**Section B:**  
**Transactional writing**

- Choice of two tasks linked to the theme of the comparison texts.
- Newspaper articles, letters etc.
- Assessing writing for audience and purpose, tone, style and register as well as grammatical and structural features, vocabulary, sentence structure, spelling and punctuation.

**SECTION B – Transactional Writing**

**Answer ONE question. You should spend about 45 minutes on this section.**

**Write your answer in the space provided.**

**EITHER**

**\*8** Write a letter to MI6, applying for a position as an Intelligence Officer.

In your letter you could:

- state why you are interested in the position
- describe the experience and skills that make you a good candidate
- explain the difference you can make to your country

as well as any other ideas you might have.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 8 = 40 marks)**

---

**OR**

**\*9** Write an article for a newspaper, exploring how technology can track our movements.

You could write about:

- the ways we are tracked, e.g. phones, computers, CCTV, supermarket scanners
- who tracks us, e.g. the police, large businesses, the government
- what the benefits are and/or what the problems could be

as well as any other ideas you might have.

*\*Your response will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.*

**(Total for Question 9 = 40 marks)**

Students will have a choice of two transactional tasks linked to the theme of the reading section.

Students are also reminded that their responses will be marked for the accurate and appropriate use of vocabulary, spelling, punctuation and grammar.

# English Literature

## 9-1 Assessment Objectives and weightings

Students must:		% in GCSE
<b>AO1</b>	Read, understand and respond to texts Students should be able to: <ul style="list-style-type: none"><li>• maintain a critical style and develop an informed personal response</li><li>• use textual references, including quotations, to support and illustrate interpretations</li></ul>	37
<b>AO2</b>	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	42
<b>AO3</b>	Show understanding of the relationships between texts and the contexts in which they were written	16
<b>AO4</b>	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	5
<b>Total</b>		<b>100%</b>



# Paper 1 1h45

# 50% (80 marks)

**Paper 1** **1hr 45 mins (50%)**

**Section A: Shakespeare**

**Language** **Theme**

- **Two questions** – one based on an extract of approximately 30 lines and one on the whole play.

**Section B: Post-1914 British Drama or Fiction**

- Students study EITHER drama or fiction.
- Choice of essay questions.
- Vocabulary, sentence structure, spelling and punctuation are assessed.

**Animal Farm**

**An Inspector Calls**

**SECTION B – Post-1914 Literature – British Play OR British Novel**

Answer ONE question from this section, on EITHER a British Play OR a British Novel.

You should spend about 50 minutes on this section.

**BRITISH PLAY**

**An Inspector Calls: J B Priestley**

Your response will be marked for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation.

**EITHER**

**7 Sybil Birling: I must say, we are learning something tonight.**

Explore how learning from experience is important in the play.

You **must** refer to the context of the play in your answer.

**(Total for Question 7 = 40 marks (includes 8 marks for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation))**

---

**OR**

**8 Sheila Birling: But these girls aren't cheap labour – they're people.**

In what ways is Eva Smith exploited in the play?

You **must** refer to the context of the play in your answer.

**(Total for Question 8 = 40 marks (includes 8 marks for the range of appropriate vocabulary and sentence structures, and accurate use of spelling and punctuation))**

# Paper 2 2h15

50% (80 marks)

## Paper 2

2hrs 15 mins  
(50%)

### Section A:

#### 19th Century fiction

- Two questions – one based on an extract of approximately 400 words (provided for students) and one based on the whole novel.

The Strange Case of Dr Jekyll and Mr Hyde

### Section B:

#### Poetry

- One question **comparing** one named poem from the chosen anthology collection, and another anthology poem of the students' choice from the same collection.
- One question asking students to **compare two unseen contemporary poems**.

1789- present Relationships

### Paper 2: Section B Unseen poetry

Students will be asked to compare two unseen modern poems which are linked by a theme.

They will be asked to read the two poems and write a critical response comparing the writer's use of language and ideas.

Students will be given bullet points to help shape their comparisons.

#### SECTION B, Part 2 – Unseen Poetry

Read the two poems and answer Question 11.

You should spend about 45 minutes on this section.

##### Great-grandfather

Great-grandfather would sit in the back parlour  
For hours listening to the gramophone\*.  
I have no photograph of him doing this,  
So the picture I see of him sitting alone

With his head inclined towards the trumpeting  
Green lily is colourful and unfaded.  
The handkerchief, with which he blots the tears  
Schubert serenades from him, is distinctly red

And the gramophone's tin horn grows steadily  
More greenly lily-like and rare,  
Grows into antiquity – and soon will be found  
Surviving only behind glass in conditioned air.

Great-grandfather knows nothing of this, but  
Such an instrument will be treasured as though  
It were a silver trumpet once discovered  
Lying in the tomb of some young Egyptian Pharaoh;

And only on certain occasions will it be taken  
From its case and played with careful ceremony –  
When thinnest sound will summon the ready armies  
Of imagination to salute the music lovers of history.

And great-grandfather will be one of those.

Freda Downie

**Glossary:** gramophone\* – an early (twentieth century) machine for listening to recorded music. It had a turntable, with a needle that went into the grooves of the record placed on it. The sound came out through a 'horn' or 'trumpet', often shaped like a flower.

##### On the Verge

The skin is wrinkled and speaks of age,  
I watch it change from year to following year  
As hurrying life turns yet another page,  
And feel it as it drops another gear.

It's not that bits have started to fall off,  
Though annual checks will monitor decline,  
Occasional wheeze is now a chronic cough,  
Leg muscles wither though the brain seems fine.

The three score years and ten\* are long-term past,  
And dreams of action close as I can get.  
The body has mislaid that key word 'fast':  
And 'slow' or 'creeping' are a better bet.

It's no good worrying at this lack of urge  
For life's still sweet here resting on the verge.

Michael Ware

**Glossary:** three score years and ten\*: 70 years

11 Compare the ways the writers present an old person in *Great-grandfather* and *On the Verge*.

In your answer you should compare:

- the ideas in the poems
- the poets' use of language
- the poets' use of form and structure.

Use evidence from the poems to support your comparison.

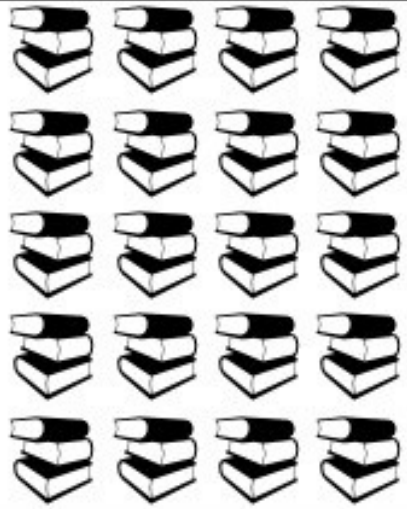


(Total for Question 11 = 20 marks)

(Total for Question 2 = 40 marks)

# How can I support my child?

- Create time, peace and space
- Read the set texts
- Watch TV programmes/ DVDs of set texts
- Ensure regular reading of quality broadsheet newspapers
- Encourage reading for enjoyment
- Check homework has been completed
- Buy revision guides to support Literature texts
- Encourage students to access 'Moodle 2' for resources
- Don't do the work for them. We learn best from mistakes and working out how to put things right.

# WHY READ 20 MINUTES AT HOME?

❖ Student A reads an average of 20 minutes per day.	❖ Student B reads an average of 5 minutes per day.	❖ Student C reads an average of 1 minute per day
❖ 3,600 minutes per school year.	❖ 900 minutes per school year.	❖ 180 minutes per school year
❖ 1,800,000 words per year.	❖ 282,000 words per year.	❖ 8,000 words per year.
❖ Scores in the 90 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 50 <sup>th</sup> percentile on standardized tests.	❖ Scores in the 10 <sup>th</sup> percentile on standardized tests.
		

If they start reading for 20 minutes per night in Kindergarten, by the end of 6<sup>th</sup> grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 schooldays, and Student C will have read for 3.

**WANT TO BE A BETTER READER? SIMPLY READ.**



Go  
home  
and  
prepare  
for  
GCSE!





# Maths

Teacher	Maths set	Tier	E mail
Dr Turl	1	Higher	turlg@clystvale.org
Mrs Adie	2	Higher	adieb@clystvale.org
Mr Turnock	3	Higher	turnocka@clystvale.org
Miss Barratt	mixed	Higher	barrattm@clystvale.org
Miss Mann	5	Foundation	mannt@clystvale.org
Ms Prance	6	Foundation	prancem@clystvale.org
Mr Kumar	7	Foundation	kumard@clystvale.org



# Keys to Success

Commitment, Motivation & Resilience

Even more important than ability in  
determining achievement

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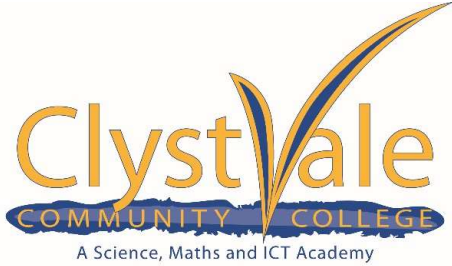


## Keys to Success

### Students must:

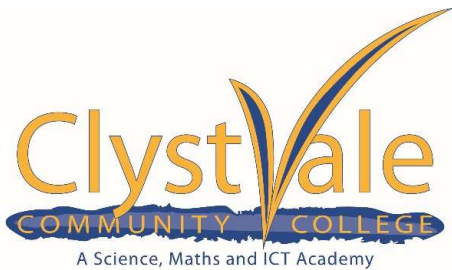
- 'understand' the work
  - be able to retrieve their knowledge (i.e. they must have everything they've learnt for 2-years at their finger tips)
  - be able to use and apply their knowledge to different contexts and to solve problems
  - be able to write well in exam situations
-



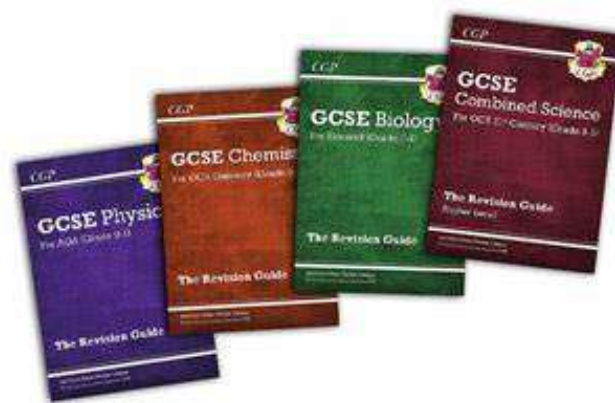


## Keys to Success

- Good attendance
  - Focused and engaged in lessons
  - Prepared to ask questions to clarify their understanding
  - Complete all set tasks to the best of their ability
  - Self quiz / test to check their understanding
  - Addresses gaps in their knowledge or understanding
  - Undertakes independent learning
  - Ongoing revision
  - Practises exam style questions
-



# Independent Study



## SUPPORT YOUR CHILD ON THE PATH TO SUCCESS

Your child's academy has invested in the award winning resource, GCSEPod, to help your child reach their goals! Join the thousands of parents encouraging their children to use GCSEPod to support learning, homework and revision.

“ I found GCSEPod especially useful to compliment my knowledge and I'm certain it helped me secure the grades that I have been so happy to receive. ”  
Student

“ My daughter used GCSEPod for her GCSEs and was very successful with her results, she absolutely loved your Pods and this style of revising. ”  
Parent

“ The correlation between success and failure was made almost 100% clear by the use of GCSEPod. ”  
Head of MFL, Yateley School

- ✓ Proven to increase results
- ✓ 25+ exam mapped subjects
- ✓ Available online and offline
- ✓ Audio visual content
- ✓ Builds confidence
- ✓ Use on the go, anytime, anywhere



For more information please visit [www.gcsepod.com/parents](http://www.gcsepod.com/parents)

SENECA

Join class Free teaching resources Login Sign up

### Exam Scores

**Proven to make you learn 2x faster**

Our smart learning algorithms are proven to make you **remember topics better**. If you get a question wrong, we'll show you the content again but in a different format. We'll even do it at a time when it's optimal for you to learn it. We've also hand-selected the best GIFs and memes on the internet so revision **makes you laugh instead of stressed**.

Get started free

Resource	Performance
Revision Guides	Low
Seneca	High (2x faster)



# Welcome to GCSEPod

# The Power of Pod

We have invested in an award-winning **digital content and learning provider**, called GCSEPod.

## Pod Credentials:

- Supporting students at KS4 for over 10 years
- Used in over 1,300 schools worldwide
- Recommended by the Association of School and College Leaders
- Winner of multiple educational technology awards:



## AWARDS



LOG ON NOW @  
[www.gcsepod.com](http://www.gcsepod.com)



# GCSEPod helps your child to:



**gcsepod**  
education on demand

Accelerate progress  
and raise results.



Consolidate subject knowledge  
and improve recall.



Improve engagement and encourage  
independent learning.



# When used effectively, GCSEPod can have a BIG impact on final grades



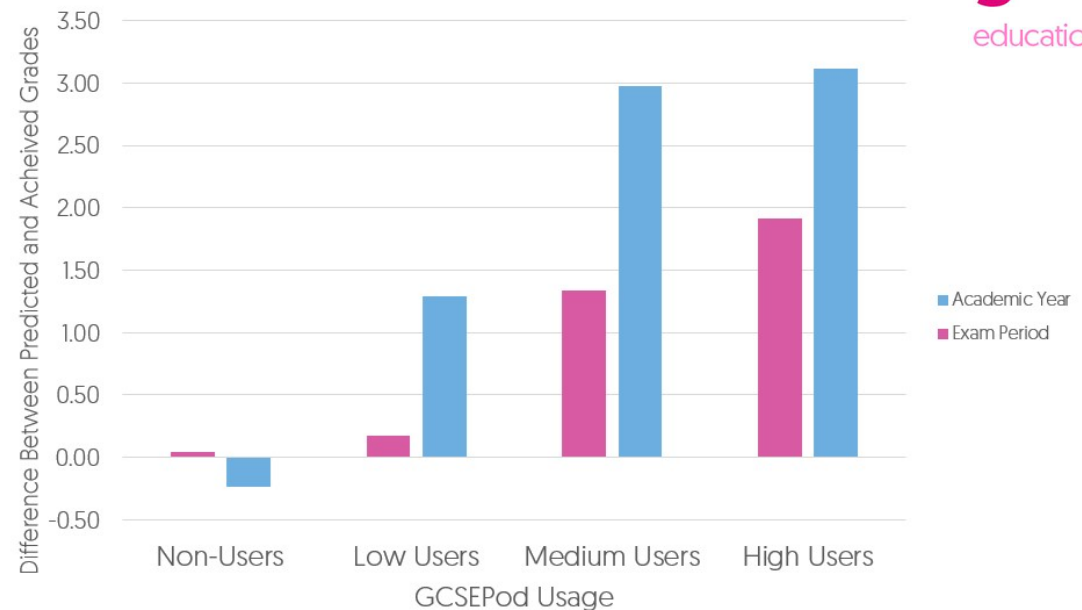
**gcsepod**  
education on demand

Data from over 2,200 students shows that higher GCSEPod users are more likely to exceed their predicted grades by a larger margin than those who don't use GCSEPod.

High academic year usage yielded a greater impact than high usage in just the exam period.

On average, highest users received 3 grades higher across their subjects than predicted.

Average Predicted versus Achieved Attainment 8 by Category of GCSEPod User



High Users = average 122 Pods watched in academic year  
Medium = average 34 Pods watched in academic year  
Low = average 6 Pods watched in academic year  
Non Users = 0 Pods watched in academic year



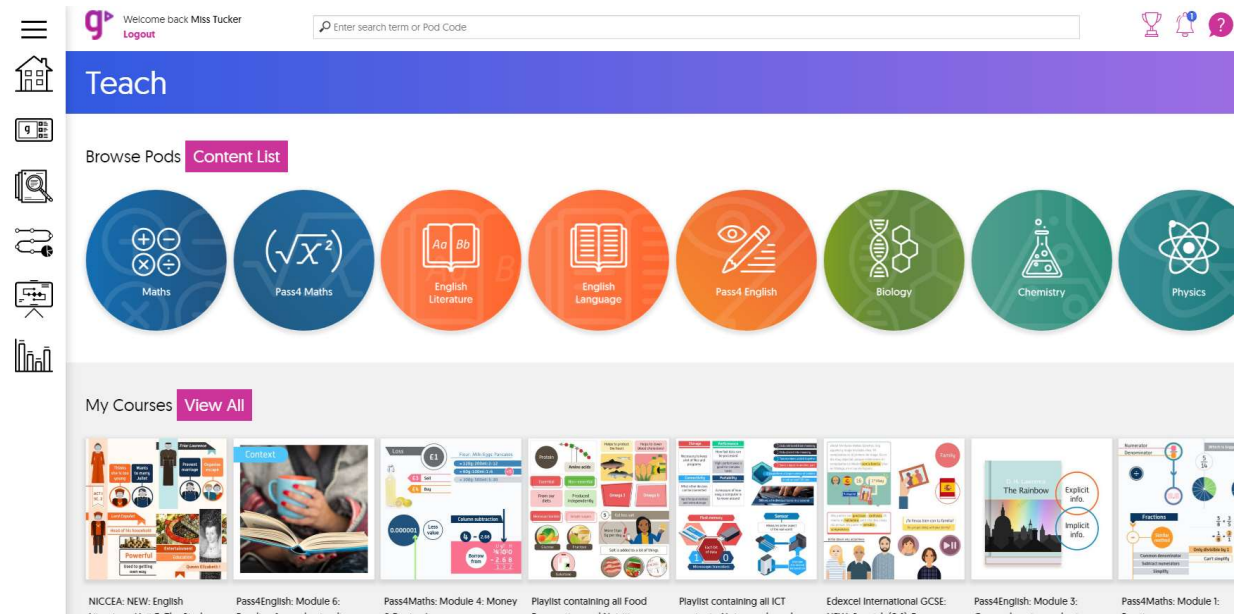


# What's included?



Independent learning and revision materials:

- 27 GCSE subjects.
- Exam board specific playlists.
- Available on computer, phone or tablet.
- Apps available for Android and Apple.



# What's included?



**gcsepod**  
education on demand

Independent learning and revision materials:

- Each topic contains a playlist of 3-5 minute videos called “Pods.”
- Pods contain all key words, facts, quotes and labelled diagrams for full understanding.
- Can be watched online or downloaded for offline viewing (like BBC iPlayer).
- Students can organise Pods into playlists and favourite Pods to return to (like YouTube or Spotify).





# Let's watch an example Pod



<https://www.gcsepod.com/our-pods/>



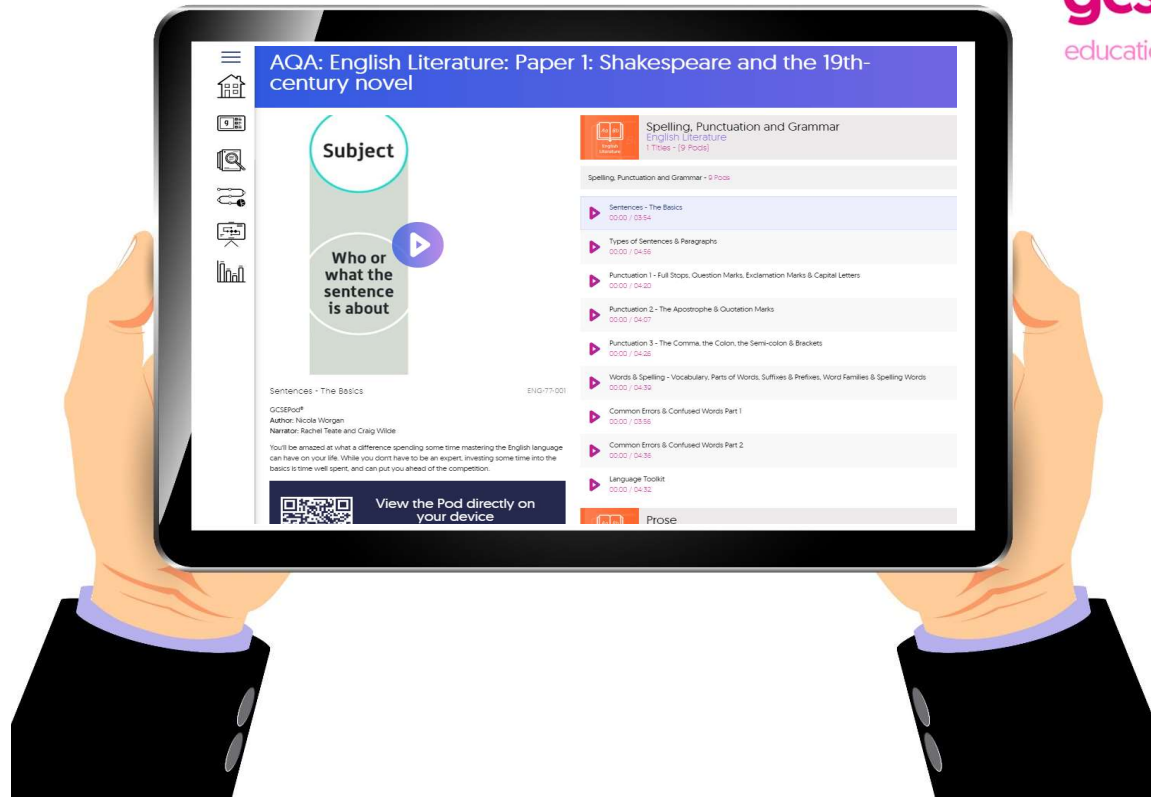
# What's included?



**gcsepod**  
education on demand

## Exam specific revision:

- Each upcoming exam has a corresponding playlist.
- Exam playlists contain all the Pods relevant to that specific paper.
- An exam timetable includes the exam dates.



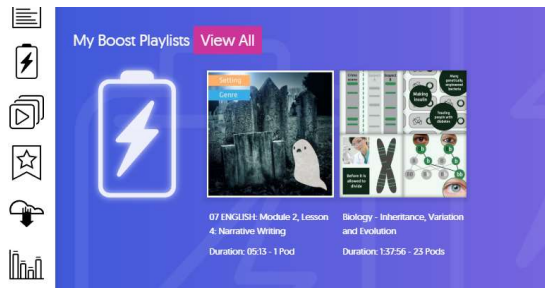
# What's included?



**gcsepod**  
education on demand

## Assessment and homework:

- Assessment and homework can be set on GCSEPod.
- Assignments can be completed on any device and students receive instant results (unless free text questions are included).
- If students do not achieve 100% in an assignment, a **BOOST PLAYLIST** will be automatically generated containing videos to help fill the identified knowledge gaps.



Narrative Writing: The Basics

ENG-152-003

Questions:

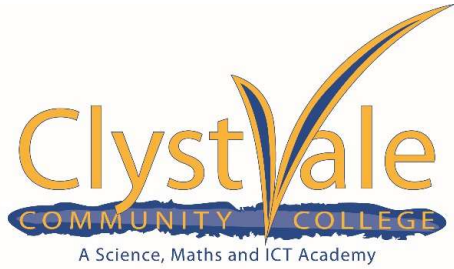
**01** Which of the following statements is not true?

Select One

A: It's a good idea to plan in advance and decide what type of story you want to write.	B: You should decide if you want to write in 1st, 2nd or 3rd person.
C: You should introduce your main character and set the scene in the opening paragraphs.	D: The more complicated the structure and story, the better.

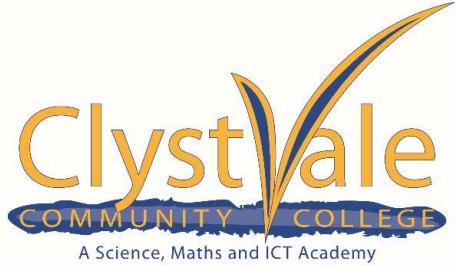
[Save](#) [Next](#) [Overview](#) [Submit](#)





# Independent Study

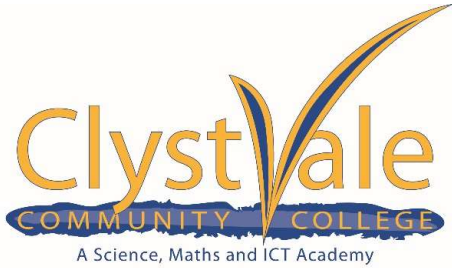
	Mon	Tues	Weds	Thurs	Fri	Sat	Sun
a.m.						Work	Match
p.m.						Work	
4.00				School Match		Work	
7.00		Train					



## Keeping a balance.....

School provides a vast range of experiences to help students develop holistically:

- Duke of Edinburgh Award
  - Ten Tors etc.
  - Sports teams/coaching
  - Art/Drama/Music groups, productions and events
  - House Competitions
-



# Support & Guidance

## In school

- High quality lessons
- Revision techniques
- 5 experienced tutors
  - Wealth of knowledge
  - Approachable
  - Care
- ATHOS and HoS
- Careers Guidance
- Extra Revision Classes
- Mentoring/Coaching

## At Home

- Support network
  - A quiet place to work
  - Enthusiasm for school
  - Interest in what's going on
  - Sympathy when it gets too much
  - "Strength" when they get lazy
  - Helping to get the balance right



## Importance of Communication

- If you have concerns, please speak to us!
  - Work with us – we work in partnership with you to help your child achieve their potential
-