



ARTHUR MELLOWS VILLAGE COLLEGE



Year 10 Information Booklet

2016/17



Delivering Learning for Life within an Aspirational Culture



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Dear Parent/Carer

The information provided in this guide has been compiled by the College’s Heads of Departments to share key information regarding their subject area at GCSE. I hope you are able to find the time to sit with your son/daughter and read through the details for each of the subjects they have chosen to study at GCSE.

Nearly all GCSE subjects have now been reformed and with this have moved to a new grading system. The reformed GCSE’s have been designed to be more rigorous and extend students’ thinking more so than the previous GCSE’s did.

The new grading system will be one of the noticeable differences with a move away from a grading system based on letters (A*-G) to one based on numbers (9-1). The recognised ‘good’ pass has long been known to be a grade C, this will now become a grade 5, however it is worth noting that it will be harder to achieve a grade 5 than the ‘old’ grade C under the new system.

There are some key grades that align between the old and new system:

- The proportion of students achieving a grade 7 or above will be similar to those who traditionally achieved grade A or above.
- The proportion of students achieving a grade 4 or above will be similar to those who traditionally achieved grade C or above.

This makes it clear that the new recognised grade 5 pass will be harder to achieve than the ‘old’ grade C.

Below is an infographic provided by Ofqual to show the rough grade equivalency as the grading system transfers. You will notice the distinction made between an awarding grade and a 'good pass' as more defined equivalents of the current C grade. This information is relevant to GCSE courses only.

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A*
7	A
6	B
5	
4	C
3	
2	D
1	E
U	F
	G
	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Please note

While teachers will try to be as accurate as they can in their assessment of the grade your son/daughter is likely to achieve, you need to bear in mind the following.

- Exam boards will not publish grade boundaries for each of the grades in the new grading system. This means teachers cannot predict what score in an exam paper will be needed to achieve a certain grade; indeed these boundaries will vary year on year.
- Teachers can only give an estimate. This is also true of the legacy specifications except teachers can currently use their experience of past student achievement in order to make reliable predictions.
- As well as changing the GCSE grading system, the government has required examination boards to increase the amount of content and the difficulty of the new specifications. For that reason it is quite difficult to compare legacy and new specifications grades.

- Students will need to 'do more' to achieve a grade 4 than they had to previously to achieve a grade C. There is also less opportunity to earn marks for work produced in class, or at home.
- Most specifications now judge students' attainment entirely, or largely, in their performance in examinations in each subject rather than in controlled conditions or coursework tasks.

If you have any concerns regarding the content of the subjects your son/daughter is studying, then please contact the Head of Department in the first instance, however if you have any further questions, or queries, please do not hesitate to contact myself at the College.

Kind regards

MR N STEELE

Head of Year 10 / Associate Assistant Headteacher

ENGLISH LANGUAGE AND ENGLISH LITERATURE (GCSE)

Exam Board:	AQA
Course Content:	<p>Offering a rich and comprehensive exploration of the written word, students will explore a wide range of texts and have the opportunity to develop and experiment with their own writing style, as they study for two English GCSEs. The English Language and English Literature courses are designed to complement one another and help students to develop critical reading skills with a view to inform and improve their own writing.</p> <p>During the course of their studies, students will have the opportunity to read reflectively, write effectively and communicate fluently through the Spoken Language Endorsement. They will continue to build higher order thinking skills such as analysis and evaluation, whilst developing their understanding of the way in which language works across a range of different genres. Students will be encouraged to develop an academic writing style in their discussions of fiction and non-fiction texts.</p> <p>The English Language and Literature course is designed to provide students with essential skills which will enable them to understand and engage with the world around them.</p>
Assessment / Examinations:	<p><u>GCSE English Language</u></p> <p>Two examinations: Paper 1 – Explorations in creative reading and writing (1 hour 40 minutes) Paper 2 – Writers’ viewpoints and perspectives (1 hour 40 minutes)</p> <p>Spoken Language Endorsement - The Spoken Language endorsement will be reported on as part of the qualification, but it will not form part of the final mark and grade.</p> <p><u>GCSE English Literature</u></p> <p>Two examinations: Paper 1 – Shakespeare and the 19th Century Novel (1 hour 45 minutes) Paper 2 – Modern texts and poetry (2 hour 15 minutes)</p>
Grade conversions:	1-9
Exam weightings:	<p>GCSE English Language Paper 1 – 50% Paper 2 – 50% Spoken Language Endorsement (students are awarded a Pass/ Merit/ Distinction)</p> <p>English Literature Paper 1 – 40% Paper 2 – 60%</p>

ENGLISH LANGUAGE AND ENGLISH LITERATURE (GCSE)

List of Text books which will be used: (where to purchase if needed)	<p>Before purchasing any texts, students are advised to liaise with their class teacher, as different groups and teachers may study different texts.</p> <p>Students will study the following literary texts:</p> <ul style="list-style-type: none"> • a Shakespeare text (likely to be <i>Macbeth</i> or <i>Romeo and Juliet</i>) • a nineteenth century text (likely to be <i>Dr Jekyll and Mr Hyde</i>- Robert Louis Stevenson) • a range of poetry (anthology provided) • a modern novel / play • A wide variety of non-fiction texts.
Useful websites:	<ul style="list-style-type: none"> • Kerboodle (students will be issued with login for this) • Sparknotes.com (including 'No fear Shakespeare which includes 'modern translation' of Shakespearean text • BBC Bitesize • AQA website.
Other recommended resources:	<ul style="list-style-type: none"> • A thesaurus • York Notes on the set texts • The CGP book range – various subjects and texts covered • AQA GCSE English Language Assessment Preparation P1 and 2 Student book 2. Publisher – Oxford – ISBN 978-0-19-834075

Useful information for students and parents or 'How can parents/carers support their son/daughter'

A student's progress in their English studies can be enhanced and supported by establishing a strong reading habit, reading regularly and widely. Reading the texts alongside your son/daughter can really help their understanding; finding time to discuss the texts together, exploring the themes evident and the concerns of the authors, can really help to develop a student's critical voice. Prompting students to think about the crafting of the text and construction of characters can really help too – there are lots of 'reading group' websites which provide discussion points and questions which can be used to stimulate conversation.

When focusing on writing skills, it is always helpful to have somebody 'proof-read' a piece and be a critical friend; when doing so, encourage students to focus on their choices of sentence construction, language, punctuation and structure. Ask them why they have chosen a particular word – what effect were they trying to create? Asking students to explain their structural and language choices really encourages them to think about why they have done something in a particular way or if they could do it differently.

MATHS (GCSE)

Exam Board:	Edexcel
Course Content:	The new reformed Mathematics GCSE has an increased emphasis on problem solving, often requiring multi-step solutions and with less emphasis on rote learning. Questions in assessments will be less clearly structured and more open-ended, frequently set within real-world contexts. There are two tiers of entry; Foundation tier and Higher tier, see the table below for a summary of content for each tier of entry.
Assessment / Examinations:	Three examinations. Paper 1 Non Calculator 1 hour 30 minutes Paper 2 Calculator 1 hour 30 minutes Paper 3 Calculator 1 hour 30 minutes
Exam weightings: (if they have different elements)	The exams all have an equal weighting.

	Foundation tier	Higher tier
Number	25%	15%
Algebra	20%	30%
Ratio, proportion and rates of change	25%	20%
Geometry and measures	15%	20%
Probability	15%	15%
Statistics		

Grade conversions:	Current	G	F	E	D	C	B	A	A*	
	Proposed	1	2	3	4	5	6	7	8	9

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List of Text books which will be used: (where to purchase if needed)	Textbooks will be provided by the department and will not need to be purchased.
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Useful websites:	www.mathswatchvle.com (See teacher for your login) www.mymaths.com (See teacher for your login) www.mrbartonmaths.com www.corbettmaths.com www.studymaths.co.uk
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Other recommended resources:	Revision Guides – these will be offered to your son/daughter to purchase in Year 10, and again in early Year 11.
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Equipment needed:	Pen, Pencil, Ruler, Rubber, Compass, Protractor, Scientific Calculator.
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Useful information for students and parents or 'How can parents/carers support their son/daughter'
<ul style="list-style-type: none"> Parents can help by encouraging their son/daughter to complete some independent work on www.mathswatchvle.com Testing on the formulas required for the examination Encouraging students to revise in the lead up to their written assessments, these are the week before October half term, the week before Christmas, the week before February half term. These assessments take place during their normal Mathematics lessons, with the exact date of these being identified to your son/daughter by their class teacher Encouraging your son/daughter to use real world maths concepts. For example, the concept of loans and interest on banks accounts, what does cash back mean? 12-hour and 24-hour clock, working out percentage discount for items in a sale etc.

COMBINED SCIENCE: TRILOGY (GCSE)

Exam Board:	AQA		
Course Content:	<u>Biology</u> 1 Cell biology 2 Organisation 3 Infection and response 4 Bioenergetics 5 Homeostasis and response 6 Inheritance, variation and evolution 7 Ecology 8 Key ideas	<u>Chemistry</u> 9 Atomic structure and the periodic table 10 Bonding, structure, and the properties of matter 11 Quantitative chemistry 12 Chemical changes 13 Energy changes 14 The rate and extent of chemical change 15 Organic chemistry 16 Chemical analysis 17 Chemistry of the atmosphere 18 Using resources 19 Key ideas	<u>Physics</u> 20 Energy 21 Electricity 22 Particle model of matter 23 Atomic structure 24 Forces 25 Waves 26 Magnetism and electromagnetism 27 Key ideas.
Assessment / Examinations:	2 Papers each for Chemistry, Physics and Biology 1 hour 15 minutes each Multiple choice, structured, closed short answer and open response.		
Exam weightings: (if they have different elements)	50:50		
Grade conversions:	1-9		
List of Text books which will be used: (where to purchase if needed)	Collins AQA GCSE for Combined science- available from Amazon Chemistry (ISBN 978-0-00-817505-4) Physics (ISBN 978-0-00-817506-1) Biology (ISBN 978-0-00-817504-7).		
Useful websites:	<ul style="list-style-type: none"> ➤ bbc.co.uk/education/subjects/zrkw2hv ➤ docbrown.info/gcsebiology.htm ➤ docbrown.info/gcsechemistry.htm ➤ docbrown.info/gcsephysics.htm 		
Other recommended resources:	Revision guides		
Equipment needed:	This equipment is needed for all of the exams and all lessons to ensure students are well prepared. <ul style="list-style-type: none"> • Pens, Pencil, Ruler, Protractor and Calculator. 		
Useful information for students and parents or 'How can parents/carers support their son/daughter'			
<ul style="list-style-type: none"> • Encourage them to read any newspaper / magazine articles on science • Encourage them to watch any programmes on television about science • Practice physics formulae with them and make sure they understand how to use them • Practice writing out chemical equations • Encourage use of the websites above. 			

RELIGIOUS EDUCATION (SHORT COURSE) GCSE

Exam Board:	Edexcel
Course Content:	<p>Christianity:</p> <ul style="list-style-type: none"> • Beliefs • Peace and Conflict <p>Hinduism:</p> <ul style="list-style-type: none"> • Beliefs • Marriage and the Family
Assessment / Examinations:	100% Exam
Exam weightings: (if they have different elements)	Four papers: 25% each
Grade conversions:	1-9
List of Text books which will be used: (where to purchase if needed)	Edexcel GCSE (9-1) Religious Studies B Paper 1: Religion and Ethics - Christianity
Useful websites:	http://www.bbc.co.uk/education/subjects/zb48q6f http://iskconeducationalservices.org/HoH/
Other recommended resources:	All resources used in class will be placed on the student intranet
<p>Useful information for students and parents or <i>'How can parents/carers support their son/daughter'</i></p> <ul style="list-style-type: none"> • Watch the news and relevant documentaries on a regular basis. • A comprehensive revision guide and revision CD will be provided in Year 11 to all students free of charge 	

FRENCH (GCSE)

Exam Board:	AQA
Course Content:	<p>Over the 2 year course the students study all of the following themes on which the assessments are based.</p> <p><u>Theme 1: Identity and culture</u></p> <p>Topic 1: Me, my family and friends</p> <ul style="list-style-type: none"> ➤ Relationships with family and friends ➤ Marriage/partnership <p>Topic 2: Technology in everyday life</p> <ul style="list-style-type: none"> ➤ Social media ➤ Mobile technology <p>Topic 3: Free-time activities</p> <ul style="list-style-type: none"> ➤ Music ➤ Cinema and TV ➤ Food and eating out ➤ Sport <p>Topic 4: Customs and festivals in French-speaking countries / communities</p> <p><u>Theme 2: Local, national, international and global areas of interest</u></p> <p>Topic 1: Home, town, neighbourhood and region</p> <p>Topic 2: Social issues</p> <ul style="list-style-type: none"> ➤ Charity/voluntary work ➤ Healthy/unhealthy living <p>Topic 3: Global issues</p> <ul style="list-style-type: none"> ➤ The environment ➤ Poverty/homelessness <p>Topic 4: Travel and tourism</p> <p><u>Theme 3: Current and future study and employment</u></p> <p>Topic 1: My studies</p> <p>Topic 2: Life at school/college</p> <p>Topic 3: Education post-16</p> <p>Topic 4: Jobs, career choices and ambitions</p>
Assessment / Examinations:	<p>Each skill (listening, speaking, reading and writing) is examined at the end of Year 11</p> <p>Students are entered to do either the Foundation or the Higher tier. They will do the same tier for each skill.</p> <p><u>Paper 1 – Listening</u></p> <ul style="list-style-type: none"> ➤ Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) ➤ 40 marks (Foundation Tier), 50 marks (Higher Tier) <p><u>Paper 2 – Speaking</u></p> <ul style="list-style-type: none"> ➤ Non-exam assessment ➤ 7–9 minutes (Foundation Tier) + preparation time ➤ 10–12 minutes (Higher Tier) + preparation time ➤ 60 marks (for each of Foundation Tier and Higher Tier) <p><u>Foundation Tier and Higher Tier</u></p> <ul style="list-style-type: none"> ➤ The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too: ➤ Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) ➤ Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) ➤ General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

FRENCH (GCSE)

	<p>Paper 3 – Reading</p> <ul style="list-style-type: none"> ➤ Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) ➤ 60 marks (for each of Foundation Tier and Higher Tier) <p>Paper 4– Writing</p> <ul style="list-style-type: none"> ➤ Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) <p>50 marks at Foundation Tier and 60 marks at Higher Tier</p>
Exam weightings: (if they have different elements)	Each skill (listening, speaking, reading & writing) are worth 25% each
List of Text books which will be used: (where to purchase if needed)	Studio (AQA GCSE French Higher) (Pearson) Studio (AQA GCSE French Foundation) (Pearson) Studio (AQA GCSE French Grammar & Translation Workbook) (Pearson) (this would be good to purchase so that pupils can write in their own copy) (From Pearson or Amazon)
Useful websites:	BBC Bitesize www.linguascope.com (see teacher for username & password) www.languagesonline.org.uk www.memrise.com (App is also available) www.quizlet.com
Other recommended resources:	French Verb tables book Revision guide (for the new AQA specification)
Equipment needed:	A small French dictionary for at home
<p>Useful information for students and parents or ‘How can parents/carers support their son/daughter’</p> <ul style="list-style-type: none"> • The speaking exam takes place towards the end of Year 11 and requires being able to speak spontaneously and ask and answer questions. Therefore, students should revise over conversation questions for each topic, practise regularly and keep going back over them. These questions will have been prepared throughout the two years on all topics • Having their own copy of the grammar and translation workbook that they can write in will help with preparation for the written exam • Revise vocab lists that have been provided • Learn vocab on a regular basis, parents can help by testing them • Go on to the websites for additional listening and reading practice • Have a go at watching TV in the target language on the internet / Youtube (put the subtitles on a film) • Attend lunchtime clubs run by the Foreign Language Assistants • Attend booster sessions run by class teachers. 	

GERMAN (GCSE)

Exam Board:	AQA
Course Content:	<p>Over the 2 year course the students study all of the following themes on which the assessments are based.</p> <p><u>Theme 1: Identity and culture</u></p> <p>Topic 1: Me, my family and friends</p> <ul style="list-style-type: none"> ➤ Relationships with family and friends ➤ Marriage/partnership <p>Topic 2: Technology in everyday life</p> <ul style="list-style-type: none"> ➤ Social media ➤ Mobile technology <p>Topic 3: Free-time activities</p> <ul style="list-style-type: none"> ➤ Music ➤ Cinema and TV ➤ Food and eating out ➤ Sport <p>Topic 4: Customs and festivals in German-speaking countries / communities</p> <p><u>Theme 2: Local, national, international and global areas of interest</u></p> <p>Topic 1: Home, town, neighbourhood and region</p> <p>Topic 2: Social issues</p> <ul style="list-style-type: none"> ➤ Charity/voluntary work ➤ Healthy/unhealthy living <p>Topic 3: Global issues</p> <ul style="list-style-type: none"> ➤ The environment ➤ Poverty/homelessness <p>Topic 4: Travel and tourism</p> <p><u>Theme 3: Current and future study and employment</u></p> <p>Topic 1: My studies</p> <p>Topic 2: Life at school/college</p> <p>Topic 3: Education post-16</p> <p>Topic 4: Jobs, career choices and ambitions</p>
Assessment / Examinations:	<p>Each skill (listening, speaking, reading & writing) is examined at the end of Year 11</p> <p>Students are entered to do either the Foundation or the Higher tier. They will do the same tier for each skill.</p> <p><u>Paper 1 – Listening</u></p> <ul style="list-style-type: none"> ➤ Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) ➤ 40 marks (Foundation Tier), 50 marks (Higher Tier) <p><u>Paper 2 – Speaking</u></p> <ul style="list-style-type: none"> ➤ Non-exam assessment ➤ 7–9 minutes (Foundation Tier) + preparation time ➤ 10–12 minutes (Higher Tier) + preparation time ➤ 60 marks (for each of Foundation Tier and Higher Tier) <p><u>Foundation Tier and Higher Tier</u></p> <p>The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:</p> <ul style="list-style-type: none"> ➤ Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier) ➤ Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) ➤ General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier)

GERMAN (GCSE)

	<p>Paper 3 – Reading</p> <ul style="list-style-type: none"> ➤ Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) ➤ 60 marks (for each of Foundation Tier and Higher Tier) <p>Paper 4– Writing</p> <ul style="list-style-type: none"> ➤ Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) 50 marks at Foundation Tier and 60 marks at Higher Tier
Exam weightings: (if they have different elements)	Each skill (listening, speaking, reading & writing) are worth 25% each
List of Text books which will be used: (where to purchase if needed)	<p>Stimmt (AQA GCSE German Higher) (Pearson)</p> <p>Stimmt (AQA GCSE German Foundation) (Pearson)</p> <p>Stimmt (AQA GCSE German Grammar and Translation Workbook) (Pearson) (this would be good to purchase so that pupils can write in their own copy) (From Pearson or Amazon).</p>
Useful websites:	<p>BBC Bitesize</p> <p>www.linguascope.com (see teacher for username & password)</p> <p>www.klar.co.uk (see teacher for username & password)</p> <p>www.languagesonline.org.uk</p> <p>www.memrise.com (App is also available)</p> <p>www.quizlet.com</p>
Other recommended resources:	<p>German Verb tables book</p> <p>Revision guide (for the new AQA specification)</p>
Equipment needed:	A small German dictionary for at home
<p>Useful information for students and parents or ‘How can parents/carers support their son/daughter’</p> <ul style="list-style-type: none"> • The speaking exam takes place towards the end of year 11 and requires being able to speak spontaneously and ask and answer questions. Therefore, students should revise over conversation questions for each topic, practise regularly and keep going back over them. These questions will have been prepared throughout the two years on all topics • Having their own copy of the grammar and translation workbook that they can write in will help with preparation for the written exam • Revise vocab lists that have been provided • Learn vocab on a regular basis, parents can help by testing them • Go on to the websites for additional listening and reading practice • Have a go at watching TV in the target language on the internet / Youtube (put the subtitles on a film) • Attend lunchtime clubs run by the Foreign Language Assistants • Attend booster sessions run by class teachers. 	

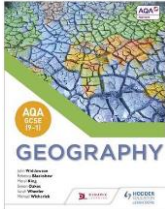
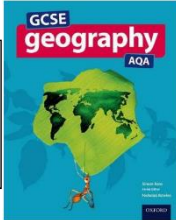
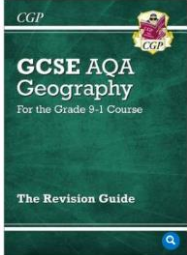
SPANISH (GCSE)

Exam Board:	AQA
Course Content:	<p>Over the 2 year course the students study all of the following themes on which the assessments are based.</p> <p><u>Theme 1: Identity and culture</u></p> <p>Topic 1: Me, my family and friends</p> <ul style="list-style-type: none"> ➤ Relationships with family and friends ➤ Marriage/partnership <p>Topic 2: Technology in everyday life</p> <ul style="list-style-type: none"> ➤ Social media ➤ Mobile technology <p>Topic 3: Free-time activities</p> <ul style="list-style-type: none"> ➤ Music ➤ Cinema and TV ➤ Food and eating out ➤ Sport <p>Topic 4: Customs and festivals in Spanish-speaking countries / communities</p> <p><u>Theme 2: Local, national, international and global areas of interest</u></p> <p>Topic 1: Home, town, neighbourhood and region</p> <p>Topic 2: Social issues</p> <ul style="list-style-type: none"> ➤ Charity/voluntary work ➤ Healthy/unhealthy living <p>Topic 3: Global issues</p> <ul style="list-style-type: none"> ➤ The environment ➤ Poverty/homelessness <p>Topic 4: Travel and tourism</p> <p><u>Theme 3: Current and future study and employment</u></p> <p>Topic 1: My studies</p> <p>Topic 2: Life at school/college</p> <p>Topic 3: Education post-16</p> <p>Topic 4: Jobs, career choices and ambitions</p>
Assessment / Examinations:	<p>Each skill (listening, speaking, reading & writing) is examined at the end of Year 11</p> <p>Students are entered to do either the Foundation or the Higher tier. They will do the same tier for each skill.</p> <p><u>Paper 1 – Listening</u></p> <ul style="list-style-type: none"> ➤ Written exam: 35 minutes (Foundation Tier), 45 minutes (Higher Tier) ➤ 40 marks (Foundation Tier), 50 marks (Higher Tier) <p><u>Paper 2 – Speaking</u></p> <ul style="list-style-type: none"> ➤ Non-exam assessment ➤ 7–9 minutes (Foundation Tier) + preparation time ➤ 10–12 minutes (Higher Tier) + preparation time <p>60 marks (for each of Foundation Tier and Higher Tier)</p> <p><u>Foundation Tier and Higher Tier</u></p> <p>The format is the same at Foundation Tier and Higher Tier, but with different stimulus questions for the Photo card and different stimulus materials for the Role-play. The timings are different too:</p> <ul style="list-style-type: none"> ➤ Role-play – 15 marks (2 minutes at Foundation Tier; 2 minutes at Higher Tier)

SPANISH (GCSE)

	<ul style="list-style-type: none"> ➤ Photo card – 15 marks (2 minutes at Foundation Tier; 3 minutes at Higher Tier) ➤ General conversation – 30 marks (3–5 minutes at Foundation Tier; 5–7 minutes at Higher Tier) <p>Paper 3 – Reading</p> <ul style="list-style-type: none"> ➤ Written exam: 45 minutes (Foundation Tier), 1 hour (Higher Tier) ➤ 60 marks (for each of Foundation Tier and Higher Tier) <p>Paper 4– Writing</p> <ul style="list-style-type: none"> ➤ Written exam: 1 hour (Foundation Tier), 1 hour 15 minutes (Higher Tier) <p>50 marks at Foundation Tier and 60 marks at Higher Tier</p>
Exam weightings: (if they have different elements)	Each skill (listening, speaking, reading & writing) are worth 25% each
List of Text books which will be used: (where to purchase if needed)	Viva (AQA GCSE Spanish Higher) (Pearson) Viva (AQA GCSE Spanish Foundation) (Pearson) Viva (AQA GCSE Spanish Grammar & Translation Workbook) (Pearson) (this would be good to purchase so that pupils can write in their own copy) (From Pearson or Amazon).
Useful websites:	BBC Bitesize www.linguascope.com (see teacher for username & password) www.languagesonline.org.uk www.memrise.com (App is also available) www.quizlet.com
Other recommended resources:	Spanish Verb tables book Revision guide (for the new AQA specification)
Equipment needed:	A small Spanish dictionary for at home
Useful information for students and parents or ‘How can parents/carers support their son/daughter’	
<ul style="list-style-type: none"> ➤ The speaking exam takes place towards the end of Year 11 and requires being able to speak spontaneously and ask and answer questions. Therefore, students should revise over conversation questions for each topic, practise regularly and keep going back over them. These questions will have been prepared throughout the two years on all topics ➤ Having their own copy of the grammar and translation workbook that they can write in will help with preparation for the written exam ➤ Revise vocab lists that have been provided ➤ Learn vocab on a regular basis, parents can help by testing them ➤ Go on to the websites for additional listening and reading practice ➤ Have a go at watching TV in the target language on the internet / Youtube (put the subtitles on a film) ➤ Attend lunchtime clubs run by the Foreign Language Assistants ➤ Attend booster sessions run by class teachers. 	

GEOGRAPHY (GCSE)

Exam Board:	AQA
Course Content:	Paper 1- Section A Challenges of natural hazards Section B The living world Section C Physical landscapes of the UK Paper 2- Section A Urban World Section B The changing economic world Section C The challenge of resource management Paper 3- Geographical applications (in place of coursework)
Assessment / Examinations:	Paper 1 - 1 hour 30 minutes Paper 2 - 1 hour 30 minutes Paper 3 - 1 hour 15 minutes
Exam weightings: (if they have different elements)	Paper 1- 35% Paper 2- 35% Paper 3- 30%
Grade conversions:	9-1
List of Text books which will be used: (where to purchase if needed)	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">  <p>AQA GCSE (9-1) Geography John Widdowson et al ISBN-9781471859922</p> </div> <div style="width: 30%;">  <p>GCSE Geography AQA student book Simon Ross et al ISBN- 9780198366614</p> </div> </div>
Useful websites:	BBC bitesize http://www.geographypods.com/ http://www.coolgeography.co.uk/
Other recommended resources:	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">  </div> <div style="width: 60%;"> <p>GCSE AQA Geography revision guide (9-1) CGP Books ISBN- 9781782946106 Can be bought through the school</p> </div> </div>
Equipment needed:	Pen, pencil, ruler, calculator
Useful information for students and parents or 'How can parents/carers support their son/daughter'	
<p>The new 9-1 specification has more knowledge and skills than ever before. Starting revision early is key to success, as is completing all work and homework set.</p>	

HISTORY (GCSE)

Exam Board:	EDEXCEL
Course Content:	<p>Early Elizabethan England 1558-1588</p> <p>The Cold War 1941-91</p> <p>Crime and Punishment across the ages</p> <p>Germany 1919-1939</p>
Assessment / Examinations:	All examined summer 2018 (3 papers in total-Elizabeth and the Cold War are on the same paper)
Exam weightings: (if they have different elements)	<p>40% Elizabeth and Cold War</p> <p>30% Crime and Punishment</p> <p>30% Germany</p>
Grade conversions:	1 to 9
List of Text books which will be used: (where to purchase if needed)	EDEXCEL have yet to publish books for Crime and Punishment and Germany but they have produced books for early Elizabethan England and the Cold War
Useful websites:	BBC SPARTACUS.
Other recommended resources:	Revision books do exist for these new topics but be careful to buy for the correct exam board and topic. We will provide students with revision resources.
Equipment needed:	Bring your book to every lesson.
<p>Useful information for students and parents or <i>'How can parents/carers help their son/daughter'</i></p> <p>Biggest thing is knowledge. We generally ask students to leave their books in school but when they bring them home for a test they need 100% perfect knowledge.</p> <p>We will also look at sources (photos, diaries, posters etc). Parents can ask students to describe what it is, what does it say, why might it have been produced, the date of production, the author and what other questions might they ask of the source to gain more knowledge.</p>	

SINGLE SCIENCE: BIOLOGY (GCSE)

Exam Board:	AQA
Course Content:	<ol style="list-style-type: none"> 1. Cell biology 2. Organisation 3. Infection and response 4. Bioenergetics 5. Homeostasis and response 6. Inheritance, variation and evolution 7. Ecology 8. Key ideas
Assessment / Examinations:	2 Papers, each 1 hour 45 minutes Multiple choice, structured, closed short answer and open response.
Exam weightings: (if they have different elements)	50:50
Coursework and description:	None
Grade conversions:	1-9
List of Text books which will be used: (where to purchase if needed)	Collins AQA GCSE Biology Available from Amazon (ISBN number 978-0-00-815875-0)
Useful websites:	http://www.bbc.co.uk/education/subjects/zrkw2hv http://www.docbrown.info/gcsebiology.htm
Other recommended resources:	Revision guides
Equipment needed:	This equipment is needed for all of the exams and all lessons to ensure students are well prepared: <ul style="list-style-type: none"> • Pens, Pencil, Ruler, Protractor and Calculator.
Useful information for students and parents or 'How can parents/carers support their son/daughter' <ul style="list-style-type: none"> • Encourage use of the websites above. • Encourage them to read any newspaper/ magazine articles on science. • Encourage them to watch any programmes on television about science. 	

SINGLE SCIENCE: CHEMISTRY (GCSE)

Exam Board:	AQA
Course Content:	<ol style="list-style-type: none"> 1. Atomic structure and the periodic table 2. Bonding, structure, and the properties of matter 3. Quantitative chemistry 4. Chemical changes 5. Energy changes 6. The rate and extent of chemical change 7. Organic chemistry 8. Chemical analysis 9. Chemistry of the atmosphere 10. Using resources 11. Key ideas
Assessment / Examinations:	Two Papers, each 1 hour 45 mins Multiple choice, structured, closed short answer and open response.
Exam weightings: (if they have different elements)	50:50
Grade conversions:	1-9
List of Text books which will be used: (where to purchase if needed)	Collins AQA GCSE chemistry- available from Amazon (ISBN Number 978-0-00-815876-7)
Useful websites:	<ul style="list-style-type: none"> • http://www.docbrown.info/gcsechemistry.htm • http://www.bbc.co.uk/education/subjects/zrkw2hv
Other recommended resources:	Revision guides
Equipment needed:	This equipment is needed for all of the exams and all lessons to ensure students are well prepared. <ul style="list-style-type: none"> • Pens, Pencil, Ruler, Protractor and Calculator.
Useful information for students and parents or 'How can parents/carers support their son/daughter' <ul style="list-style-type: none"> ➤ Encourage them to read any newspaper/ magazine articles on science. ➤ Encourage them to watch any programmes on television about science. ➤ Practice writing out chemical equations. ➤ Encourage use of the websites above. 	

SINGLE SCIENCE - PHYSICS (GCSE)

Exam Board:	AQA
Course Content:	1 Energy 2 Electricity 3 Particle model of matter 4 Atomic structure 5 Forces 6 Waves 7 Magnetism and electromagnetism 8 Space physics 9 Key ideas.
Assessment / Examinations:	2 Papers, each 1 hour 45 minutes Multiple choice, structured, closed short answer and open response.
Exam weightings: (if they have different elements)	50:50
Grade conversions:	1-9
List of Text books which will be used: (where to purchase if needed)	Collins AQA GCSE Physics- available from Amazon (ISBN number 978-0-00-815877-4)
Useful websites:	<ul style="list-style-type: none"> • bbc.co.uk/education/subjects/zrkw2hv • doebrown.info/gcsephysics.htm
Other recommended resources:	Revision guides
Equipment needed:	This equipment is needed for all of the exams and all lessons to ensure students are well prepared. <ul style="list-style-type: none"> • Pens, Pencil, Ruler, Protractor and Calculator.
Useful information for students and parents or 'How can parents/carers support their son/daughter' <ul style="list-style-type: none"> ➤ Encourage them to read any newspaper/ magazine articles on science. ➤ Encourage them to watch any programmes on television about science. ➤ Practice physics formulae with them and make sure they understand how to use them. 	

ART, CRAFT AND DESIGN (GCSE)

Exam Board:	AQA
Course Content:	The Art, craft and design course consists of one large body of coursework (60%) and one external assignment (40%). The coursework is in the form of a portfolio of practical and contextual work covering a wide range of art disciplines and technical skills. The external assignment is set by the exam board and gives students time to develop a personal response to the set question. Students are given from January until April in Year 11 to develop, refine, record and present their ideas in the form of preparation work and then have 10 hours controlled time to complete the outcome.
Assessment / Examinations:	Coursework is worth 60% of the final grade with the externally set assignment worth 40%. Both units are marked using the same 4 assessment objectives.
Coursework and description:	Coursework is in the form of a portfolio of practical and contextual work that covers the four assessment objectives set by the exam board. This consists of one full project and a selection of other work such as mini projects, experimentation, contextual studies and one off pieces of work. Students are marked on how well their portfolio meets the assessment objectives.
Deadlines (coursework)	The final deadline for coursework is January 2018.
Useful websites:	http://www.tate.org.uk/ http://www.nationalgallery.org.uk/ http://www.saatchigallery.com/
Equipment needed:	Equipment for use in school is usually provided by the department.
<p>Useful information for students and parents or <i>'How can parents/carers support their son/daughter'</i></p> <p>Coursework is 60% of the final grade and all work completed from September in Year 10 until January 2018 is coursework. Therefore, it is essential that students keep up to date and put their full effort into all classwork and homework from the very start of the course.</p> <p>The externally set assignment is worth 40% of the final grade and begins in January 2018. Students produce a large project of preparation work before completing the final outcome in the timed examination and the work is marked against the same assessment objectives as the coursework. Therefore, students must understand that the preparation work contains the majority of the potential marks.</p>	

ART TEXTILES (GCSE)

Exam Board:	AQA
Course Content:	The Art Textiles course consists of one large body of coursework (60%) and one external assignment (40%). The coursework is in the form of a portfolio of practical and contextual work covering a wide range of textile design, construction, experimentation and technical skills. The external assignment is set by the exam board and gives students time to develop a personal response to the set question. Students are given from January until April in Year 11 to develop, refine, record and present their ideas in the form of preparation work and then have 10 hours controlled time to complete the outcome.
Assessment / Examinations:	Coursework is worth 60% of the final grade with the externally set assignment worth 40%. Both units are marked using the same 4 assessment objectives.
Coursework and description:	Coursework is in the form of a portfolio of practical and contextual work that covers the 4 assessment objectives set by the exam board. This consists of one full project and a selection of other work such as mini projects, experimentation, contextual studies and one off pieces of work. Students are marked on how well their portfolio meets the assessment objectives.
Deadlines (coursework)	The final deadline for coursework is January 2018.
Useful websites:	www.textileartist.org www.arttextilesmadeinbritain.co.uk
Equipment needed:	Equipment for use in school is usually provided by the department.
<p>Useful information for students and parents or 'How can parents/carers support their son/daughter'</p> <p>Coursework is 60% of the final grade and all work completed from September in Year 10 until January 2018 is coursework. Therefore, it is essential that students keep up to date and put their full effort into all classwork and homework from the very start of the course.</p> <p>The externally set assignment is worth 40% of the final grade and begins in January 2018. Students produce a large project of preparation work before completing the final outcome in the timed examination and the work is marked against the same assessment objectives as the coursework. Therefore students must understand that the preparation work contains the majority of the potential marks.</p>	

BUSINESS (BTEC FIRST AWARD)

Exam Board:	Edexcel																					
Course Content:	<p>Students will complete 4 units of study over the two-year course.</p> <p><u>Enterprise in the Business world</u> – In this unit students consider how economics impacts a business, they plan their own business by creating a business plan and then consider why their business will be a success compared to local competitors.</p> <p><u>Finance for Business</u> – In this unit students look at costs, break-even, profit calculations, cash flow and how to improve these. They also look at different ways a business can source finance.</p> <p><u>Principles of Customer Service</u> – In this unit students consider different types of customer service and the legislation surrounding this. They create customer service scenarios and role play these as part of their assessment. Additionally, they will be required to demonstrate customer service skills through email and letter writing.</p> <p><u>Recruitment, Selection and Employment</u> – In this unit students will learn about different job roles and functions in an organisation, apply for a job through completing a CV, application form and letter. They will then be interviewed for the job and create their own career development plan.</p>																					
Assessment / Examinations:	<p><u>Unit 1 Enterprise in the Business World</u> Three assignments will be completed in Year 11.</p> <p><u>Unit 2 Finance for Business</u> This is an on-line exam which will be completed in Year 11. The exam will be January 2018.</p> <p><u>Unit 4 Principles of Customer Service</u> Two assignments completed in Year 10.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Hand out</th> <th>Hand In</th> </tr> </thead> <tbody> <tr> <td>Assignment 1</td> <td>Monday 31 October 2016</td> <td>Wednesday 21 December 2016</td> </tr> <tr> <td>Assignment 2</td> <td>Monday 6 March 2017</td> <td>Wednesday 12 April 2017</td> </tr> </tbody> </table> <p><u>Unit 8 Recruitment, Selection & Employment</u> Three assignments completed in Year 10.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Hand out</th> <th>Hand In</th> </tr> </thead> <tbody> <tr> <td>Assignment 1</td> <td>Monday 24 October 2016</td> <td>Monday 12 December 2016</td> </tr> <tr> <td>Assignment 2</td> <td>Monday 16 January 2017</td> <td>Monday 6 March 2017</td> </tr> <tr> <td>Assignment 3</td> <td>Monday 6 March 2017</td> <td>Friday 5 May 2017</td> </tr> </tbody> </table>		Hand out	Hand In	Assignment 1	Monday 31 October 2016	Wednesday 21 December 2016	Assignment 2	Monday 6 March 2017	Wednesday 12 April 2017		Hand out	Hand In	Assignment 1	Monday 24 October 2016	Monday 12 December 2016	Assignment 2	Monday 16 January 2017	Monday 6 March 2017	Assignment 3	Monday 6 March 2017	Friday 5 May 2017
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Course weighting:	<p>Each unit is assigned a number of points</p> <ul style="list-style-type: none"> ➤ Level 1 Pass 6 points (D equivalent) ➤ Level 2 Pass 12 points (C equivalent) ➤ Level 2 Merit 18 points (B equivalent) ➤ Level 2 Distinction 24 points (A equivalent) <p>The points for each unit are added together and then an overall grade is given.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Level 1 Pass</th> <th>Level 2 Pass</th> <th>Level 2 Merit</th> <th>Level 2 Distinction</th> <th>Level 2 Distinction *</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">12 – 47</td> <td style="text-align: center;">48 - 65</td> <td style="text-align: center;">66 - 83</td> <td style="text-align: center;">84 - 89</td> <td style="text-align: center;">90 and above</td> </tr> </tbody> </table> <p>Note: 24 points must be scored in Units 1 and 2 to be awarded a Level 2 Pass overall.</p>	Level 1 Pass	Level 2 Pass	Level 2 Merit	Level 2 Distinction	Level 2 Distinction *	12 – 47	48 - 65	66 - 83	84 - 89	90 and above											
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BUSINESS (BTEC First Award)

	<p>To achieve a Pass in a unit all pass level tasks must be completed. To achieve a Merit in a unit all pass and merit level tasks must be completed. To achieve a distinction in a unit all pass, merit and distinction level tasks must be completed.</p>
<p>List of Text books which will be used: (where to purchase if needed)</p>	<p>In Year 11 we encourage students to purchase a revision workbook and revision guide for use in the Finance for Business unit. Letters will be sent out to parents after Easter in Year 10.</p>
<p>Useful information for students and parents or <i>'How can parents/carers support their son/daughter'</i></p> <ul style="list-style-type: none"> ➤ Please encourage to students to listen to the news and to talk to people about their working environments. ➤ It is very important to meet deadlines with BTEC assignments. All assignments form part of the student's final grade. ➤ Before assignments are handed in, take the time to proof read your work. It can make such a difference to your understanding and therefore your final grade. ➤ All assignments include a vocational element so must be related to a business or more than one business. The assignment brief will explain this. 	

COMPUTER SCIENCE (GCSE)

Exam Board:	OCR
Course Content:	The new GCSE in Computer Science course includes a mixture of theory (so you understand the enduring principles and abstract concepts of Computer Science) and computational thinking and practice (so you learn how to solve problems, write efficient code and build working systems). It provides opportunities for students to explore the wider societal and ethical issues associated with Computer Science and to develop as responsible practitioners.
Assessment / Examinations:	The assessment and examinations are one piece of programming course work and two linear Exams. One exam is based on computational thinking and the other exam is based on Computer Systems. The assessment and examinations are linear, (end of Year 11), however, students will be given mock exams in Year 10.
Exam weightings: (if they have different elements)	The Computational Thinking and Computer Systems exams are both equally weighted at 40% so the combined weighting for the examinations is 80% The controlled assessment component is worth 20%
Coursework and description:	Students are given a scenario with a computational problem. They are then given a set number of hours in which to work through the tasks and produce a programming solution.
Deadlines (coursework)	Final deadline for the coursework will be just before the Easter break in Year 11. Actual assessment period will be released nearer the time.
Grade conversions:	This course is in line with the new 9 – 1 GCSE grades.
List of Text books which will be used: (where to purchase if needed)	<ul style="list-style-type: none"> ➤ OCR Computer Science for GCSE Student Book (ISBN-10: 1471866149) ➤ New GCSE Computer Science OCR Revision Guide - for the Grade 9-1 Course (ISBN-10: 1782946020) ➤ New GCSE Computer Science OCR Exam Practice Workbook - for the Grade 9-1 Course (includes Answers), (ISBN- 10: 1782946039)
Useful websites:	http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/ http://my.dynamic-learning.co.uk/Default.aspx (Log in required and will be provided when on the course). http://www.bbc.co.uk/education/subjects/z34k7ty (BBC BITESIZE) https://www.python.org/ http://www.w3schools.com/
Other recommended resources:	Python 3.5 download https://www.python.org/downloads/release/python-350/
Equipment needed:	Access to a computer or laptop that is capable of running Office 365
Useful information for students and parents or 'How can parents/carers support their son/daughter'	
It would be extremely beneficial for students if they develop sound programming skills by downloading Python 3.5 and build on the techniques gained in Key Stage 3. There are many online tutorials	

DANCE (GCSE)

Exam Board:	Edexcel		
Course Content:	<p>Unit 4: Dance skills – students will develop their physical and interpretive skills over the course of the unit. They will be taught two dances in differing styles which they will perform and film for the standards verifier.</p> <p>Unit 2: Preparation, Performance and Production – students will work together to create a dance piece of their choosing. Students will undertake research, document their ideas and choreograph the dance as a group.</p> <p>Unit 1: Individual Showcase – this is set by the exam board and usually consists of students choreographing and performing two solos in response to a dance scenario.</p>		
Assessment / Examinations:	Unit 4 – Dance Skills Unit 2 – Preparation, Performance & Production Unit 1 – Individual Showcase		
Exam weightings: (if they have different elements)	Unit 4 – 50% Unit 2 – 25% Unit 1 – 25 %		
Coursework and description:	The majority of each unit is practical based however students do not to provide formal written evidence to support their practical work.		
Deadlines (coursework)	Unit 4 – Easter 2017 Unit 2 – December 2017 Unit 1 – March 2018		
Grade conversions:	BTEC/OCR Tech	GCSE	
	Level 2 Distinction*	A*/A**	8/9
	Level 2 Distinction	A	7
	Level 2 Merit	B	5/6
	Level 2 Pass	C	4
	Level 1 Pass	E/F	1/2
List of Text books which will be used: (where to purchase if needed)	Nutcracker DVD (Matthew Bourne version)		
Useful websites:	New Adventures		
Equipment needed:	Dance kit.		
Useful information for students and parents or 'How can parents/carers support their son/daughter'			
<p>Students will be working in groups for the majority of the course. If students are absent or injured, then they will need to catch up on any practical work as soon as possible in order for the rest of the group to not be at a disadvantage.</p> <p>Lunchtime rehearsal sessions are available every day in the dance studio.</p>			

DRAMA (GCSE)

Exam Board:	OCR			
Course Content:	Unit (percentage of the GCSE)	DEVISING DRAMA (30%)	PRESENTING AND PERFORMING TEXT (30%)	DRAMA: PERFORMANCE AND RESPONSE (40%)
	How is the unit assessed?	Practical exam (internally assessed) A written portfolio in 3 parts: research, process and evaluation 60 MARKS	Practical exam (visiting examiner) A response to 4 questions: approx. 350 words per question 60 MARKS	Questions on a set text A live theatre evaluation 80 MARKS
	When will it be assessed?	Spring/Summer term of Year 10	Autumn - Spring of Year 11	Summer term of Year 11
Deadlines (coursework)	DEVISING DRAMA: end of Year 10 (interim deadlines will be communicated via email) PRESENTING AND PERFORMING TEXTS: to be confirmed (dependent on the date set by OCR for the examiner to visit)			
Grade conversions:	1 to 9 8/9 A* 7 A 6 B 5 C 4 D 3 E 2 F 1 G			
List of Text books which will be used: (where to purchase if needed)	No specified text books for this course at present. Head of Drama will inform parents when one becomes available. Texts: ➤ Mark Wheeler 'Hard to Swallow' ➤ Willy Russell 'Blood Brothers' ➤ Olwen Wymark 'Find Me'			
Useful websites:	www.ocr.org.uk www.bbc.co.uk/schools/gcsebitesize/ www.youtube.com/user/NationalTheatre			

DRAMA (GCSE)

Equipment needed:	Equipment remains the same as Key Stage 3: ➤ Trainers, socks with grips or barefoot The department has many costumes for students to use for practical work however students may wish to bring in appropriate costume/props from home in addition to these.
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Useful information for students and parents or 'How can parents/carers support their son/daughter'

1. Seeing live theatre

2. Encouraging students to rehearse in front of parents/carers or in front of a mirror

3. Support learning lines for 'Presenting and Performing Text'.

- **The blank paper technique**

Placing a blank piece of paper over the text and learning one line at a time.

- **The cue card technique**

Hand writing lines and separating them into equal sections onto separate cue cards and learning each section one at a time.

- **Testing**

A parent/carer follows the script as the student reads it, they stop the student if they make a mistake and the student starts from the beginning of that scene/section of dialogue.

A parent/carer follows the script as the student reads it, if the student gets stuck, the parent/carer can give a one-word prompt from the sentence.

- **Recording**

Make a recording of the lines and students listen to it back (repetition).

ECONOMICS (GCSE)

Exam Board:	AQA
Course Content:	<p>Unit 11 – Student will consider money, work and the national and global economy. Students use the personal lifecycle as a framework to consider their needs and wants, how these are likely to change over time and how they can manage their personal finances more effectively. They will consider the world of work and the rewards an individual can receive both in monetary and non-monetary terms. Students also consider their role as a citizen in the national and global economy.</p> <p>Unit 12 - Students will consider targets and policies the government may use to achieve its objectives including fiscal, monetary and supply side policies. Students will consider the European Union and its effect on the UK Economy. In addition, two topics will be chosen each year for students to study in depth. One topic will be based on local, UK or EU issues and the other will relate to the global economy.</p>
Assessment / Examinations:	<p>2 exams in June 2018 - unit 11 exam and unit 12 exam 1 hour 15 minutes each exam 70 marks each exam</p>
Exam weightings: (if they have different elements)	Each exam is worth 50%
Coursework and description:	There is no coursework. However, for unit 12 students will be given 2 topics which will require in depth research. The topics have not been issued yet by the exam board.
Useful websites:	<p>www.bbc.co.uk Please encourage students to have this app on their phones with the economy tab. Starting to read the news feeds every day will help to develop students' vocabulary and understanding of issues.</p> <p>www.mrtarnseconomics.weebly.com www.economist.com</p>
Equipment needed:	A calculator
<p>Useful information for students and parents or 'How can parents/carers support their son/daughter' Students need to have an understanding and interest in the world around them. Listening to the news daily and being encouraged to voice their opinions and listen to others' opinions on issues and government policy is important. Students should also be encouraged to talk to people about work and local economic issues that may impact them.</p>	

ENGINEERING (BTEC LEVEL 2)

Exam Board:	Edexcel
Course Content:	<p>You will study manufacturing processes, used to make many modern products, including robotics, machining, welding and lathe turning. You will learn about modern high performance and smart materials such as aluminium, carbon fibre, smart glass and titanium. There will be a series of lessons on lean manufacture such as Kaizen, Just-In-Time, poke yoke that will allow you to understand how modern factories can make so many products so quickly and easily.</p> <p>You will be able to take an engineered product apart and learn about how it was designed, what materials and manufacturing processes were used to make it.</p> <p>You will learn about machining techniques by making your own project using lathes, milling machines and pillar drills. You will also use CNC machinery such as the laser cutter and milling machine.</p> <p>All of the theory that is covered in lessons will be reinforced through practical projects, that you can take home, and class visits to large scale local engineering factories such as Volvo Construction Equipment and Marshall Aerospace.</p>
Assessment / Examinations:	<p>Unit 1: The Engineered World – 1 hour online exam = 25%</p> <p>Unit 2: Investigating an Engineered Product - Coursework = 25%</p> <p>Unit 7: Machining Techniques - Coursework = 50%</p>
Coursework and description:	<p>Unit 2: Investigating an Engineered Product This unit involves bringing in an engineered product and taking it apart to investigate why it was designed as it is, the properties that made the materials used suitable, the manufacturing processes needed to make the various components and how quality assurance played a crucial role in the mass production of the product. A written assignment is completed along with the practical lessons.</p> <p>Unit 7: Machining Techniques This unit involves students understanding and then selecting appropriate machining techniques to make a given product.</p>
Deadlines (coursework)	<p>Unit 7: Machining Techniques will be started after Christmas and will be completed by the first half term in Year 11.</p> <p>Unit 2: Investigating an Engineered Product will be started after the first half term in Year 11 and will be completed by Easter of that year.</p>
Grade conversions:	<p>The following grades are awarded at level 2 and equate to the GCSE grades opposite:</p> <p>Distinction* = A*</p> <p>Distinction = A</p> <p>Merit = B</p> <p>Pass = C</p> <p>Level 1 Pass =</p>
List of Text books which will be used: (where to purchase if needed)	<p>BTEC First in Engineering Student Book (Level 2 BTEC First Engineering) can be bought on Amazon for £19. This book covers all the content, and more, that will be studied over the two. It is a worthwhile for a student to have. ISBN-13: 978-1446902431</p>

ENGINEERING (BTEC Level 2)

Useful websites:	<p>www.Technologystudent.com is also very useful and easy to navigate.</p> <p>http://qualifications.pearson.com/en/qualifications/btec-firsts/engineering-2012-nqf.html this website contains the specification for the subject where all the information about unit content and grading criteria can be found.</p> <p>www.learnengineering.org covers the main engineering areas and explains key terms and concepts.</p> <p>YouTube is a great source of information for engineering students. A great way to continue learning at home is the search specifically for key topics in YouTube and watch the relevant videos. Be sure to check out the Learn Engineering YouTube channel.</p>
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Equipment needed:	<ul style="list-style-type: none"> ➤ HB and 2H pencils ➤ Compass ➤ Set squares ➤ Ruler
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Useful information for students and parents or 'How can parents/carers help their son/daughter'

Students will need to produce 2 typed assignments that require students to explain, analyse and evaluate what practical work they have carried out. Parents and students need to be aware that these assignments, along with the Unit 1 exam are quite demanding. Obviously, there is a large practical element to the course but a lot of theory work and independent study and research is required to achieve merits and distinctions.

Parents can also help by taking an interest in the projects that are being designed and made, checking homework and exercise books regularly.

Lunchtime catch-ups will be offered when assignments are being typed, so any encouragement for students to attend these catch-ups will greatly improve their grade.

EUROPEAN COMPUTER DRIVING LICENCE (EDCL)

Exam Board:	BCS
Course Content:	The new ECDL ICT course includes four exam assessed units, which include Presentation software, Word processing, Spreadsheet software and Improving productivity using IT. It provides opportunities for students to develop as responsible practitioners of common office based applications. Each unit is assessed by an on-line exam at the end of the unit, which are equally weighted towards the final grades of Pass (C), Merit (B), Distinction (A) and Distinction plus (A*). There is no coursework element to the course and no final terminal exam.
Assessment / Examinations:	At the end of learning each unit, students complete several practice tests. When they achieve more than the 75% pass mark (55% for Improving productivity unit) they are entered for the official on-line test. Once they have passed all four on-line tests, the course is complete.
Exam weightings: (if they have different elements)	Each of the four on-line tests are weighted at 25% with the grades added together to provide the final mark.
Coursework and description:	N/A
Deadlines (coursework)	There are no specific deadlines as the tests are completed when the students are prepared.
Grade conversions:	This course uses the following grades: Pass – equivalent to C grade at GCSE Merit – equivalent to B grade at GCSE Distinction – equivalent to A grade at GCSE Distinction plus – equivalent to A* at GCSE
List of Text books which will be used: (where to purchase if needed)	<ul style="list-style-type: none"> • ECDL Presentation Software Using PowerPoint 2013 (BCS ITQ Level 2) ISBN-10: 0857410407 • ECDL Spreadsheet Software Using Excel 2013 (BCS ITQ Level 2) ISBN-10: 0857410385 • ECDL Word Processing Software Using Word 2013 (BCS ITQ Level 2) ISBN-10: 0857410377 • BCS Improving Productivity Using IT Level 2: ISBN-10: 1860058264
Useful websites:	The tutorials are provided on this website: http://ld.enlightks.com/
Other recommended resources:	It would be helpful for students to practice using the Office applications at home, though is not essential.
Equipment needed:	N/A
Useful information for students and parents or 'How can parents/carers support their son/daughter'	
Students can complete the skills tutorials at home, using the website, and can also practice skills learnt by creating documents on the relevant software. Parents could share with students any documents that they have created using Word, PowerPoint or Excel, which will allow the student to see the use of the software for real life situations.	

FOOD PREPARATION AND NUTRITION (GCSE)

Exam Board:	AQA
Course Content:	<p>Five Core topics</p> <ul style="list-style-type: none"> ➤ Food nutrition and health ➤ Food Science ➤ Food safety ➤ Food choice ➤ Food Provenance
Assessment / Examinations:	<p>Exam paper, 1 hour 45 minutes. Food investigation Written portfolio and 3 hour practical examination.</p>
Exam weightings: (if they have different elements)	<p>Paper = 50% Task 1 = Food investigation = 15% 1,500-2000 words Task 2 = Written portfolio = 35% 15 pages of A4, 3 hour practical examination.</p>
Coursework and description:	<p>Exam paper, 1 hour 45 minutes, 20 multiply choice questions worth 1 mark each. 5 other questions worth 80 in total. Task 1 = Food Investigation = Written report 1.500/2000 words. Investigation. Task 2 = Written portfolio showing planning of the three dishes made.</p>
Deadlines (coursework)	May in Year 11
List of Text books which will be used: (where to purchase if needed)	<p>AQA Food Preparation and Nutrition Anita Tull</p>
Useful websites:	<p>Food a fact of life British nutrition foundation BBC bitesize</p>
Other recommended resources:	Jenny Ridgwell Nutrition programe
Equipment needed:	It is useful if parents can purchase a flan/quiche dish and lasagne style ovenproof dish as these can be used for a variety of products we make in Year 10 and 11.
<p>Useful information for students and parents or 'How can parents/carers support their son/daughter' Parents can help by recording when their son/daughter has their food practical lessons after timetables are issued in order to ensure ingredients are in school on the dates required.</p>	

HEALTH AND SOCIAL CARE (BTEC)

Exam Board:	OCR
Course Content:	<ol style="list-style-type: none"> 1. RO21 Essential values of care for use with individuals in care settings (year 10) 2. RO22 Communication and working with health, social care, and early years settings. (Year 10) 3. RO29 Understanding the nutrients needed for good health. (Year 11) 4. RO 30 Using basic first aid procedures. (Year 11).
Assessment / Examinations:	<p>One exam (R021)</p> <p>Three coursework units (RO22, RO29,RO30)</p>
Exam weightings: (if they have different elements)	Each unit has equal rating
Coursework and description:	The coursework is based on an assignment where the student may be asked, for example, to explain the communication skills used by staff in a nursery, or to describe the different nutrients in different food groups, or demonstrate that they understand basic first aid procedures.
Deadlines (coursework)	<p>RO 22 deadline is 27 March 2017</p> <p>RO 29 deadline is end of December Year 11.</p> <p>RO 30 is end of March Year 11.</p>
Grade conversions:	<p>Pass Merit Distinction are the levels that are awarded by this course.</p> <p>A Pass is considered to be equivalent of a C grade at GCSE.</p>
List of Text books which will be used: (where to purchase if needed)	BTEC First Award Health and Social Care. (do not purchase, it does not completely match the specification. We have copies in school).
Useful websites:	<p>OCR</p> <p>nhs.uk</p>
Other recommended resources:	<p>Visits to care settings</p> <p>Talk to professionals</p> <p>Work experience in care settings.</p>
<p>Useful information for students and parents or ‘How can parents/carers support their son/daughter’</p> <p>Students need to develop an awareness of the issues involved in the NHS. They should regularly watch TV documentaries that are about health, or watch dramas such as Casualty to see professionals operating in a health care environment. Any visits to care settings, or meetings with health professionals would bring the course to life. They should also keep in touch with the news and look out for any news items that are connected with health.</p>	

MEDIA (BTEC)

Exam Board:	OCR
Course Content:	<p>This qualification is the equivalent of GCSE in all respects. It is more vocationally accessible than the previous GCSE course, but equally rigorous in its assessment.</p> <p>We firmly believe that this course is not only academically sound and challenging, it also allows students to experience and practice a wide range of creative media skills in an environment that will encourage the necessary creativity and cooperation that is the hallmark of the creative media industry, one that is already large and continues to grow in modern Britain.</p>
Assessment / Examinations:	<p>To achieve the Certificate in Creative iMedia: at level 2, learners must complete the following: Unit R081 (exam): Pre-production skills/ Unit R082: Creating digital graphics/ Unit R089: Creating a digital video sequence/ Unit R090: Digital photography</p> <p>To achieve the Diploma, learners must also complete the following units: Unit R086: Creating a digital animation/ Unit R083: Creating 2D and 3D digital characters/ Unit R084: Storytelling with a comic strip/ Unit R091: Designing a game concept</p>
Exam weightings: (if they have different elements)	<p>Certificate – exam is worth 25%</p> <p>Diploma – exam is worth 12.5%</p>
Coursework and description:	Each module is set in a vocational context and consists of a mix of written and creative tasks working to a set brief with a clear audience.
Deadlines (coursework)	Ongoing through the course starting in Year 10.
Grade conversions:	A Distinction* is equivalent to an A* at GCSE; a Distinction is equivalent to an A; a Merit is equivalent to a B grade; a Pass carries the same value as a C grade at GCSE.
List of Text books which will be used:	All resources will be provided for you
Useful websites:	OCR website for course guidance and exemplar material
Other recommended resources:	You will need your own 16Gb SD card for filming
Equipment needed:	All equipment will be provided but a good camera would be helpful
Useful information for students and parents or ‘How can parents/carers support their son/daughter’	<p>The most useful thing is to take an interest in the different tasks and offer supportive critical feedback as this is a very important part of the course. Filming will usually take place outside school, so offering practical help like lifts is also very helpful.</p>

MUSIC (GCSE)

Exam Board:	AQA
Course Content:	<p>Component 1 focuses on listening and contextual understanding. It has two sections, covering knowledge and understanding and evaluative and critical judgements. This is examined through a 1 hour 30 minute written exam.</p> <p>Component 2: Performance; Students perform a solo piece, and an ensemble piece. This needs to be grade 3-5 in standard.</p> <p>Component 3: Composition; Students compose two compositions – one free composition, and one to a given brief set by the exam board.</p>
Assessment / Examinations:	<ul style="list-style-type: none"> • Coursework assessments in performance and composition (Internally assessed) • Written listening exam 1 hour 30 minutes (Externally assessed)
Exam weightings: (if they have different elements)	<p>Performance – 30%</p> <p>Composition – 30%</p> <p>Written exam – 40%</p>
Coursework and description:	<p>Performance: Students need to prepare two performances ready to perform in the year of examination. They need to practice regularly and seek advice from their instrumental teacher and school teacher to find an appropriate pieces to perform.</p> <p>Composition: Students compose two compositions during the course. One is a free choice composition, one is set from a brief released by the exam board.</p>
Deadlines (coursework)	All coursework is to be completed by the January of the second year.
Grade conversions:	Students will be examined using grades 9-1
List of Text books which will be used: (where to purchase if needed)	Not essential, but very useful: AQA GCSE music complete revision and practice ISBN10 1782946144
Equipment needed:	Students may need to bring instruments to school to practice.
<p>Useful information for students and parents or ‘How can parents/carers support their son/daughter’</p> <p>GCSE music requires students to be very self motivated. Most preparation for the performance exam is completed through instrumental lessons and individual practice. Very little preparation is completed in school time for this area. Students need to listen critically to a wide variety of musicals styles, not just their favourites. Any music theory that students can complete with instrumental teachers will be beneficial to the written exam.</p>	

PHYSICAL EDUCATION (GCSE)

Exam Board:	AQA
Course Content:	<ul style="list-style-type: none"> • Applied Anatomy and Physiology • Movement Analysis • Physical Training • Use of Data • Sports Psychology • Socio-cultural Influences • Health, Fitness and Well-being
Assessment / Examinations:	Paper 1: The human body and movement Paper 2: Socio-cultural influences and well-being: Practical Performance (analysis and evaluation)
Exam weightings: (if they have different elements)	Paper 1: (30%) Paper 2: (30%)
Coursework and description:	(40%) Practical performance in three different physical activities (one in a team, one in an individual sport and 1 choice). With analysis and evaluation of performance to bring about improvement in one activity
Deadlines (coursework)	February Half Term in Year 11
Grade conversions:	9 – 1
List of Text books which will be used: (where to purchase if needed)	Howitt and Murray from Hodder Education 2016
Useful websites:	http://www.aqa.org.uk/subjects/physical-education/gcse/physical-education-8582
Other recommended resources:	GCSE Bitesize Teach PE.
Equipment needed:	PE Kit
Useful information for students and parents or 'How can parents/carers support their son/daughter' Students and parents will be given online access to worksheets, past exam questions and revision sources to help students at home.	

PRODUCT DESIGN (GCSE)

Exam Board:	AQA
Course Content:	<p>GCSE Product Design will take all you have learnt throughout Technology to a more advanced level. You will learn how to identify new scientific and core principles to designing and making.</p> <p>You will learn how designers influence our everyday lives and experiment with as many different materials as possible.</p> <p>You will look at engineering processes and manufacturing techniques through the use of CAD and CAM and identify how to design, make and evaluate new and exciting products.</p>
Assessment / Examinations:	<p>Coursework 60%</p> <p>Examination 40%</p>
Coursework and description:	<p>You will complete a design and make project in Year 10 to identify all key areas of the coursework process, this will then identify all project requirements.</p> <p>Coursework is worth 60% of the final grade. The controlled assessment task is completed between the Easter of Year 10 and the spring of Year 11. This will allow you to complete a project based on a suitable product using a variety of materials, tools and skills.</p> <p>At the end of the coursework you should have completed a 20 project and have a professionally finished product.</p>
Deadlines (coursework)	Coursework will be submitted at the end of April. There will be a breakdown of deadlines throughout the allocated time.
Useful websites:	<p>AQA (Design Technology)</p> <p>Technologystudent.com</p> <p>BBC Bite size</p> <p>Designmuseum.org</p>
Equipment needed:	<p>Basic drawing/designing tools.</p> <p>Materials to make detailed quality end products.</p>
<p>Useful information for students and parents or 'How can parents/carers support their son/daughter'</p> <p>Product design is about understanding people, questioning existing ways of doing things and seeing opportunities for innovative products that will enrich quality of life. Students explore techniques and gain research skills to uncover unique opportunities and develop technical knowledge and skill to turn such opportunities into desirable products to meet real needs.</p> <p>Parents can discuss and encourage their son/daughter to identify everyday products and review how they are used, the materials they are made from and the products function.</p> <p>Our plan is to ensure that your son/daughter develops the necessary creative, technical, thinking and skills to become a designer.</p>	

RELIGIOUS EDUCATION - Full Course (GCSE)

Exam Board:	Edexcel
Course Content:	<p>Christianity:</p> <ul style="list-style-type: none"> • Beliefs • Peace and Conflict • Crime and Punishment • Living the Religious Life <p>Hinduism:</p> <ul style="list-style-type: none"> • Beliefs • Marriage and the Family • Matters of Life and Death • Living the Religious Life
Assessment / Examinations:	100% Exam
Exam weightings: (if they have different elements)	All eight papers have equal weighting
Grade conversions:	1-9
List of Text books which will be used: (where to purchase if needed)	Edexcel GCSE (9-1) Religious Studies B Paper 1: Religion and Ethics - Christianity
Useful websites:	<ul style="list-style-type: none"> • http://www.bbc.co.uk/education/subjects/zb48q6f • http://iskconeducationalservices.org/HoH/
Other recommended resources:	All resources used in class will be placed on the student intranet
Equipment needed:	N/A
Useful information for students and parents or 'How can parents/carers support their son/daughter'	
<ul style="list-style-type: none"> ➤ Watch the news and relevant documentaries on a regular basis. ➤ A comprehensive revision guide and revision CD will be provided in Year 11 to all students free of charge. 	

SPORT (BTEC)

Exam Board:	Edexcel Pearson Firsts
Course Content:	<ul style="list-style-type: none"> • Fitness for Sport and Exercise • Practical Sports Performance • Training for Personal Fitness • Leading Sports Activities
Assessment / Examinations:	Unit 1 – Fitness for Sport and Exercise is externally assessed – online test
Exam weightings: (if they have different elements)	Unit 1 – 25% of overall grade
Coursework and description:	75% Coursework based, teachers launch set and approved assignments to students covering content learnt.
Deadlines (coursework)	Set by classroom teacher – usually an assignment per half term.
Grade conversions:	9 – 1
List of Text books which will be used: (where to purchase if needed)	Oxford – BTEC Level 2 First in Sport second edition by Jan Roscoe Publications
Useful websites:	http://qualifications.pearson.com/content/dam/pdf/BTEC-Firsts/Sport/2012/Specification-and-sample-assessments/9781446936368_BTECFIRST_L12_AWARD_SPORT_Iss3.pdf
Other recommended resources:	GCSE Bitesize Teach PE
Equipment needed:	PE Kit
Useful information for students and parents or ‘How can parents/carers support their son/daughter’ Students and parents will be given online access to worksheets, past exam questions and revision sources to help students at home.	

ADDITIONAL INFORMATION

LIFE SKILLS (NON EXAM SUBJECT)

Course Content:	TOPICS COVERED; <ul style="list-style-type: none"> • Child Sexual Exploitation Domestic abuse • Work experience selection • Diversity, including homophobia, racial tolerance, sexism. • On Line Safety Sexting Pornography • Parenting Foetal Alcohol Syndrome Cost of a baby • Male and female personal hygiene • Sexual Relationship Education - Nurse-contraception dilemmas. • Help signposts • Achievement Files-personal Statements • Achievement Files-CV • Review • Work Experience <p>Collapsed Day- Preparation for the world of work.</p>
Assessment / Examinations:	SELF, PEER AND TEACHER ASSESSMENT
Useful websites:	www.fasttomato.com www.thinkuknow.co.uk www.childline.co.uk www.standoutskills.co.uk or www.theskillsservice.co.uk/stand-out/ live local careers info, especially apprenticeships/jobs/volunteering/post 16 options.
Other recommended resources:	www.eclips-online.co.uk online careers library school access is ArthurMV15 higher ideas - link through student intranet on higher education courses
Useful information for students and parents or 'How can parents/carers support their son/daughter' This is a non-exam course however it has important preparation for life. Please ask your son / daughter about their preparation for Work Experience and complete all paper work supplied. Also discuss their careers exploration on the Fasttomato	

YEAR 10 – WORK EXPERIENCE

During July of Year 10, all students at Arthur Mellows complete **COMPULSORY** 'Work Experience'.

Doing a work experience placement is a great way to find out whether a certain type of career is for you. It gives students the opportunity to learn new skills, build contacts and experience what it is like working in a real 9 to 5 job.

According to a recent survey carried out by one of the biggest online recruitment companies, 90% of employers thought that work experience was essential for anyone applying for jobs in the current climate. The survey found that job applicants with good work experience were seen as more knowledgeable (67%), more confident (44%) and more committed (40%).

WORK EXPERIENCE DATES MONDAY 10 JULY 2017 TO THURSDAY 20 JULY 2017

TIMELINE

1. Students will start to make their choices for work experience placements during Lifeskills lessons from **TUESDAY, 18 OCTOBER 2016 TO FRIDAY, 4 NOVEMBER 2016.**

Students will log on to the Employer database 'learnaboutwork': Using their **UNIQUE PIN** number; this is in their planner on page 21.

Students will complete the following at Arthur Mellows:

- Student intranet
- Personal Development
- Careers
- Work Experience
- Learn About Work

To support your son/daughter from home you can log onto the following website:

<https://pss.learnaboutwork.net>

Students need to consider the following before adding a job to their 'selections':

- check the details on the job description
 - Are the hours suitable?
 - Can they get there?
 - Do they have to work at weekends?

Your son/daughter will need to consider the location where they wish to work. Please note, on the database the areas in Peterborough are split into the following areas:

AREAS OF PETERBOROUGH

- **North** = Werrington / Gunthorpe / Newborough / Deepings / Stamford
- **East** = Eastern Industry / Eastfield / Eye
- **South** = The Ortons / Fletton / Stanground / Woodston
- **West** = Bretton / Netherton / Castor
- **Central** = City Centre / Dogsthope / Fengate

2. Students will make six job choices from the database:
 - Your son/daughter can search by **COMPANY NAME** if there is a particular employer they would like to work with, or by **JOB TITLE** if they know what type of placement they would like to do.
 - When your son/daughter finds a job they would like to do, they must read through the job description, taking into consideration all aspects of the job including,
 - how they will **GET TO THE PLACEMENT**
 - starting and finishing **TIMES** (are they suitable).
 - Your son/daughter can add a job to their selections by clicking on the **ADD TO SELECTIONS' button** at the top right hand side of the job description
 - Please note, for security reasons your son/daughter will be asked to re-enter their PIN NUMBER each time they make a job choice.
3. Once your son/daughter has chosen **SIX** placements they will be asked to prioritise them 1 to 6
 - Please be reminded that even though we will endeavour to get them their first choice, **ALL CHOICES ARE EQUAL** and you must accept any of your choices.
 - Your son/daughter's sixth choice needs to be just as important to them as their first choice as it may be likely that they will be allocated their sixth choice.
4. On **FRIDAY, 11 NOVEMBER 2016** the database will be locked down
5. Mrs Crick, will print off your son/daughter's selection form and hand it back to them for you to sign and give your consent for your son/daughter to attend the placement.
 - **IMPORTANT:** In the unlikely event that any of the **SIX** choices are unsuccessful, your son/daughter will be offered a place from the re-selection criteria, therefore it is very important that you complete, on the work experience form, the section *entitled geographical area's / vocational choices*.
 - **MEDICAL:** You must ensure you complete the medical section of the form. It is very important that the employer is made fully aware of **ALL** medical conditions.
6. Completed Work Experience forms need to be returned to Mrs Crick by **WEDNESDAY, 23 NOVEMBER 2016.**
7. Your son/daughter will be notified as soon as a placement has been secured.

SELF PLACEMENT

If your son/daughter wishes to find their own work experience placement they will need to complete a SELF PLACEMENT form which can be obtained from Mrs Crick.

WHAT DOES WORK EXPERIENCE COST?

Parents will not be charged for a work experience placement, however, an administration charge of £75 will be made if a suitable placement has been secured from the students' selection form and later refused. Please be mindful of this when making choices.

EXAMINATIONS

Arthur Mellows Village College is required to adhere to strict regulations issued by the Joint Council for Qualifications (JCQ) when administering examinations. All examinations are conducted in accordance to the Instructions for Conducting Examinations (ICE) document issued by the JCQ.

Examination timetables are issued to students well in advance of the examination period during registration by their form tutors. They give information such as the date, time, room and seat number for each examination a student has been entered for and should be checked carefully. This information can also be checked on the examination display boards which are situated in the Administration corridor. For real examinations a copy of the timetable will also be emailed home.

Mock examinations are run in exactly the same way as real examinations at Arthur Mellows Village College to ensure continuity and give a real examination experience. This ensures that when the real examinations are taken candidates already have plenty of examination experience. However, please note that for mock examinations no equipment will be issued in the examination room, so it is essential students are organised and have everything they need for their examinations. Minimum stationery requirement for examinations is as follows:

2 black pens, 2 pencils, ruler, rubber, sharpener and protractor. Calculator if allowed.

Mobile phones, ipods, earphones, smartwatches are not allowed into an examination room and should be stored in student lockers beforehand. If a device is brought in to an examination it will need to be handed in to an invigilator until the examination has finished. Please note we cannot be held responsible for personal equipment in our possession.

Our Examinations Handbook is issued to all students in Years 10-13 every year before the main examination season in May/June and gives detailed information of examination rules and regulations. Please ensure that when a copy is received it is read carefully by parents and students. It answers lots of frequently asked questions but if you require any further help please contact the Examinations Office.

- Examinations Officer – Mrs Pickering
- Examinations Assistant – Mrs Jackson
- Located in the Administration Corridor

Produced on behalf of: AQA, City & Guilds, CCEA, OCR, Pearson and WJEC
Information for candidates – Privacy Notice
General and Vocational qualifications
Effective from 1 September 2016



The JCQ awarding bodies will process your personal data in accordance with the Data Protection Act 1998 and the Code of Practice issued by the qualification regulators of England, Wales and Northern Ireland.

Correspondence on any aspect of a candidate's examination or assessment will only be conducted between the awarding body and the head of the centre, a member of the senior leadership team or the examinations officer.

Awarding bodies will undertake the following administrative activities in relation to the processing and exchange of candidates' personal data:

1. Personal data relating to the name(s), date of birth, gender, unique candidate identifier (UCI) and unique learner number (ULN) of an individual candidate will always be collected by an awarding body for the purposes of examining and awarding qualifications. In some cases additional information, which may include sensitive personal data relating to health, will also be collected to support requests for access arrangements and reasonable adjustments and/or special consideration. Such personal data will be supplemented by the results of examinations and assessments undertaken by the respective candidate.
2. A candidate's personal data will only be collected from registered examination centres in the context of examination entries and/or certification claims.
3. Such data collected will not be used by an awarding body other than for the administration of the examinations process, conducting assessments and the certification of results claims.
4. Personal data within candidates' work will be collected and processed by an awarding body for the purposes of marking, issuing of examination results and providing candidates with access to post-results services. Examination results will be retained for a minimum of forty years.

In order for an awarding body to achieve this, some personal information may be transferred to third parties such as examiners, who may in some instances, reside outside the European Economic Area.

5. Awarding bodies may be required to provide a candidate's personal data to educational agencies such as DfE, WG, DENI, The Skills Funding Agency, Ofqual, HESA, UCAS, Local Authorities, EFA and Learning Records Service (LRS). Additionally, candidates' personal data may be provided to a central record of qualifications approved by the awarding bodies for statistical and policy development purposes.
6. Some of the information candidates supply will be used by the Skills Funding Agency to fulfil its statutory functions, issue/verify a candidate's Unique Learner Number (ULN) and update/check a candidate's Personal Learning Record.

The Skills Funding Agency may share a candidate's ULN and Personal Learning Record with other education related organisations, such as a careers service, a candidate's school or college, Government Departments and public bodies responsible for education. Further details of how information is processed and shared can be found at:

<http://www.learningrecordsservice.org.uk/>

7. Awarding bodies are obliged to confirm what personal data is held, what it is held for, to whom the data is to/may be disclosed to, and disclose the information that they hold about data subjects, (e.g. the candidates) within 40 days of receiving a formal request for disclosure, subject to the application of any relevant exemptions under the Data Protection Act 1998.

Candidates should make an application to the appropriate awarding body's data protection officer. Awarding bodies may charge a fee for this service.

8. If you have not reached the age of 16, you may first wish to discuss this Privacy Notice with your parent or legal guardian.

Awarding bodies, schools, Department for Education (DfE), Welsh Government (WG), Department of Education Northern Ireland (DENI), Local Authorities, the Office of the Qualifications and Examinations Regulation (Ofqual), Ofsted, and Skills Funding Agency (SFA) are all 'data controllers' under the Data Protection Act 1998, in that they determine the purpose(s) for which 'personal data' (information about living individuals from which they can be identified) is processed and the way in which that processing is undertaken.

It is a requirement for data controllers to provide data subjects (individuals who are the subject of personal data) with details of who they are, the purposes for which they process the personal data, and any other information that is necessary to make the processing of the personal data secure and accurate, including any third parties to whom it may be passed to

ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS

ACCESS ARRANGEMENTS

Access Arrangements (AA) are pre-examination adjustments for candidates based on evidence of need and normal way of working (NWW). AA allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers.

Access arrangements include;

- Additional time
- Reader (human or computer)
- Word processor
- Scribe
- Prompter
- Practical assistant
- Enlarged papers
- Modified paper (colour, font size, braille, language etc)
- Smaller/individual room
- Read aloud
- Rest breaks

AA can be applied for based on an assessment by a specialist teacher, educational psychologist or via medical evidence for candidates with a known disability. This does not immediately qualify the candidate for an AA and any AA applied for must be the candidates NWW in the classroom e.g. If a student does not require someone to read or scribe in class, they should not have this in exams. Candidates AA can be removed where they have not been used or do not reflect the candidates NWW.

Reasonable Adjustments

A reasonable adjustment for a particular person may be unique to that individual and may not be included in the list of available Access Arrangements.

How reasonable the adjustment is will depend on a number of factors including the needs of the disabled candidate/learner. An adjustment may not be considered reasonable if it involves unreasonable costs, timeframes or affects the security or integrity of the assessment.

For further information, please see;

<http://www.icq.org.uk/exams-office/access-arrangements-and-special-consideration>

Contact: office@arthurmellows.org Subject: Access Arrangements

