

ROYAL
ALEXANDRA
& ALBERT
SCHOOL



KS4 GCSE & BTEC INDUCTION BOOKLET

For
YEAR 10

INFORMATION
2015-17

INFORMATION

The Royal Alexandra and Albert School



Foreword

Dear Parents/Guardians

Each year at the Royal Alexandra and Albert School, we look to find more ways to help our learners succeed through their level 2 studies (GCSEs and BTECs).

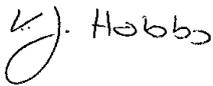
This year we thought a booklet outlining the course details of each subject, along with the breakdown of the course, the coursework deadlines and those all-important exam dates would go some way to preparing our learners, along with yourselves for their forthcoming examination period.

Accompanying these pages we have included the details we thought you and each learner would need to know in order to best prepare themselves, including some revision tips, details of Special Educational Needs procedures and relevant contact details.

This information is available not only as a paper copy but electronically through the school web-site (www.raa-school.org.uk).

We hope you will let us know any areas for improvement within the booklet as we foresee this as a part of the Key Stage 4 induction programme for years to come.

Yours faithfully.



Kathryn Hobbs
Deputy Head

The Royal Alexandra and Albert School



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| Course Title | | | |
|---|---|----------------------------------|--|
| WJEC Art & Design (4000SA) | | | |
| Course Overview | | | |
| <p>During this two year course learners complete two projects and one externally set exam project. Coursework accounts for 60% of the final GCSE grade, leaving 40% for the externally set assignment.</p> <p>In Year 10 pupils complete a year long project based on The Seven Deadly Sins. The Unit is divided into the 4 WJEC Assessment Objectives. The unit is spread out over the year to give pupils ample time to fulfil each of the assessment objectives to their fullest potential. Within Year 10 pupils are introduced to a wide range of artistic skills including drawing and painting, ceramics, glass art and glass fusing, photography, textiles and fashion and printmaking. From the Spring Term, Year 10 pupils use the theme and the skills they have been taught in the Autumn Term to develop their own final piece of work which is hoped shows great understanding of skills taught and confidence in their own development..</p> <p>In the Autumn Term of year 11 pupils are given a Mock exam paper which is set by Art Staff. The aim of this is to give pupils an insight to the final exam. As with the final exam, the Mock paper allows eight weeks to complete preparatory studies in a sketch book and learners will have two days in exam conditions to complete a final design based on their studies.</p> <p>The final exam takes place at the end of the Spring Term in Year 11 and is followed by an exhibition of pupils' artwork over the course of the GCSE is held annually in Gatton Hall.</p> <p>One to one tutorials take place once a week to make sure pupils are on task with their work. The Art Department is also open each evening until 6pm to give pupils access to the department's resources and to take part in extra sessions. Art Staff also present workshops to pupils on Saturday afternoons.</p> | | | |
| Summary of Assessment | | | |
| <p>Coursework (60% of GCSE) Decay Mock Exam Paper.</p> <p>External Exam Paper (40% of GCSE)</p> | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| | GCSE Art and Design: Lonsdale Press Revision ISBN: 9781903068908 | | <p>'ART SHOP' Learners can purchase a 'starter pack' from the school art shop, these contain a number of materials to get learners started in their project work.</p> |
| Exam board website | | | |
| www.wjec.co.uk | | | |
| Coursework Deadlines | | | |
| <u>Year 10</u> | | <u>Year 11</u> | |
| Unit 1 – Decay | | Mock Exam – December 2016 | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| Year 11 | | | |
| Art - 2 day Mock exam | | 2 days | Autumn Term 2016 |
| Art – 2 day conditioned exam | | 2 days | Summer Series 2017 |

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| Course Title | | | |
|---|--|---|--|
| EDEXCEL BTEC Business | | | |
| Course Overview | | | |
| What is the Level1/Level 2 BTEC First Award in Business? | | | |
| The qualification aims to give you a practical understanding of what “being in business” entails and it will help you to develop the knowledge, understanding and competency needed when considering entering employment in this sector. Compared to the GCSE course there is a greater emphasis on researching and assessing specific business’ performance and there is a real emphasis on independent working. | | | |
| Summary of Assessment | | | |
| The course comprises four units: two core and two specialist – see below and you will be assessed on each unit you take. Each unit will focus on teaching of the theory and relevant examples with the assessment coming towards the end of the topic or unit. Due to changes in the BTEC process you will only attempt the <i>assessed task</i> once and it will not be remarked. Each assessment you take is designed by department and is verified by the exam board. | | | |
| The BTEC grading system is different to the traditional GCSE. Grades at Level 2 are: Distinction Starred (A*), Distinction (A), Merit (B), Pass (C) or Level 1 (D). | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| No text book is required for the course, however should you wish to purchase we would recommend: BTEC First Business 2012 - BTEC First Business: Student Book (978-0007479795) | For Unit 2 exam: BTEC First in Business Revision Guide (978-1446906682) and BTEC First in Business Revision Workbook (978-1446906699) | These will be advised during lessons, however BBC Bitesize is useful to review theory: http://www.bbc.co.uk/schools/gcsebitesize/business/ | Students will be given relevant hand-outs throughout the course. |
| Exam board website | | | |
| Edexcel BTEC - http://www.edexcel.com/quals/firsts2012/business/Pages/default.aspx | | | |
| Coursework Deadlines and Unit Information | | | |
| <p>Unit 1,2,3 & 6</p> <p>Unit 3 deadline – February 2016 Unit 6 deadline – June 2016 Unit 2 online exam – January 2017 Unit 1 deadline – May 2017</p> <p><i>Specific deadlines will be given at the start of each unit.</i></p> | <p>Core units:</p> <p>Unit 1 – Enterprise in the Business World This core unit introduces pupils to the language and terminology used in business. It explores what businesses do, trends that affect them, how they operate and the factors that influence their success. Pupils will explore different types of business ownership and how these relate to the size and scale of a business, as well as how the type of ownership impacts on the responsibilities of the owners of a business.</p> <p>Unit 2 – Finance for Business The second core unit focuses on business finance in which pupils will explore the types of costs that businesses incur, from the initial start-up costs involved in setting up a business to the ongoing daily costs of running an organisation. Pupils will also learn about financial planning as well as how to calculate fixed and variable costs, break even and cash flow forecasts. Note: this unit will be externally assessed with an online exam.</p> <p>Two specialist units, these are currently:</p> <p>Unit 3 – Promoting a Brand A successful business promotes itself to customers through its brand and image. This unit investigates what it takes to build a brand and the importance of it to a business. The unit also explores the promotional mix of an organisation.</p> <p>Unit 6 – Introducing Retail Business The retail sector is a large part of the UK economy. This unit explores the structure of the retail industry, the different types of retailing and how the retail sector relates to the wider economy.</p> | | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| Unit 2:Finance for Business | (on screen test) | 60 mins | Summer Series 2017 |
| | | | |

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| Course Title | | | |
|--|---|---|--|
| EDEXCEL GCSE Business (2BS01) | | | |
| Course Overview | | | |
| This course follows the traditional GCSE format and is mainly exams based. The course focuses on many of the theoretical aspects of the course ranging from finance, to advertising, to ethics. This course is helpful to those who wish to run their own business in the future or those wishing to study the topic at a higher level. You will learn about a range of business. If you have an enquiring mind and are interested in learning about the world around you, how businesses are set up and what it is that makes someone a great entrepreneur. | | | |
| Summary of Assessment | | | |
| This is a traditional GCSE course in Business and is mainly exam based with some controlled assessment. Pupils will study 3 units. Unit 1 'Introduction to Small Business' will give pupils an insight into the world of small business and look at what makes someone a successful business person. Pupils will find out how to spot an opportunity and develop an idea and turn it into a successful business over the course of Units 2 and 3. Both Unit 1 and Unit 3 exams will be sat at the end of Year 11 and Controlled Assessment will take place during Year 11. | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| No text book is required for the course, however should you wish to purchase we would recommend: Unit 1 - Edexcel GCSE Introduction to Small Business (9781846904967) Unit 3 - Edexcel GCSE Business: Introduction to Economic Understanding Edexcel 'GCSE Business - Building a Business' (9781846904974) | Revise Edexcel GCSE Business Revision Guide: Units 1, 3 & 5 (978-1446903735) Revise Edexcel GCSE Business Revision Workbook: Units 1, 3 & 5 (978-1446903766) | These will be advised during lessons, however BBC Bitesize is useful to review theory: http://www.bbc.co.uk/schools/gcsebitesize/business/ | Students will be given relevant hand-outs throughout the course. |
| Exam board website | | | |
| http://www.edexcel.com/quals/gcse/gcse09/Business/Business/Pages/default.aspx | | | |
| Coursework Deadlines and Unit Information | | | |
| <p>Unit 2 – Investigating a Small Business (5BS02)</p> <p>The exam board will provide a list of tasks to choose from. Students will be free to choose their task and the small business on which their coursework will be based. The tasks will relate to Unit 1 content and be out of a total of 40 marks.</p> <p>The coursework will be written up under exam conditions, within a timeframe of 3 hours. The preparation for this write up is a maximum of six hours and will be done independently as prep. The task is internally marked by teachers and moderated by Edexcel.</p> <p>A practice controlled assessment will take place in the Summer term of Year 10, with the assessed piece of work taking place in the Spring term of Year 11.</p> | | <p>Unit 1 – Introduction to Small Business (5BS01)</p> <p>This unit contains five topics:</p> <ul style="list-style-type: none"> • spotting a business opportunity • showing enterprise • putting a business idea into practice • making the start-up effective • understanding the economic context. <p>This unit will be assessed externally in a 45 minute exam. This exam is multiple choice.</p> <p>Unit 3 – Building a Business (5BS03)</p> <p>This unit contains five topics:</p> <ul style="list-style-type: none"> • marketing • meeting customer needs • effective financial management • effective people management • the wider world affecting business. <p>This unit will be assessed externally in a 90 minute exam, with full written answers required.</p> | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| U1: Intro to Small Business | 5BS01 | 45 mins | Summer series 2017 |
| U3: Building a Business | 5BS03 | 90 mins | Summer series 2017 |

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| Course Title | | | |
|--|---|--|--------------------|
| EDEXCEL Citizenship Studies (2CS01) | | | |
| Course Overview | | | |
| GCSE Subject Aims | | | |
| <ul style="list-style-type: none"> • To engage with topical citizenship issues and contribute to debates on challenges facing society involving a wide range of political, social and ethical ideas, issues and problems in context (local to global). • To develop and apply understanding of key citizenship concepts (justice, democracy, rights and responsibilities, identities and diversity) to deepen their understanding of society and how communities change over time. • To use an enquiring, critical approach to distinguish facts, opinion and bias, build arguments and make informed judgements. • To develop the skills, knowledge and understanding needed to take action with others, in order to address citizenship issues in their communities. | | | |
| Course Description | | | |
| <ul style="list-style-type: none"> • Over two years pupils will cover work in the following areas: • Political, legal and human rights and freedoms in a range of contexts from local to global. • Civil, criminal law and the justice system – police, youth offending teams, courts, lawyers, prisons and probation. • Democratic and electoral processes and the operation of parliamentary democracy. • The development of, and struggle for, different kinds of rights and freedoms both in the UK and abroad. • The media. • Policies and practices for sustainable development. • The economy in relation to citizenship and the relationship between employers and employees. • Origins and the implications of diversity and the changing nature of society in the UK. • The European Union | | | |
| Summary of Assessment | | | |
| <ul style="list-style-type: none"> • Unit 1: Citizenship Today (externally assessed unit worth 20% - taken at the end of Year 11) • Unit 2: Participating in Society (controlled assessment worth 30% - taken in Spring of Year 10) • Unit 3: Citizenship in Context (externally assessed unit worth 20% - taken at the end of Year 11) • Unit 4 Citizenship Campaign (controlled assessment worth 30% - taken in Autumn of Year 11) | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Other | |
| Citizenship Today Student Book Endorsed by Edexcel by Jenny Wales 978-0-00-731264-1 • May 2009 | Collins Revision: GCSE Citizenship by Jenny Wales | Students should be watching the news and reading a variety of newspapers on a regular basis. Website: The Day: Explaining Matters http://theday.co.uk/ | |
| Exam board website | | | |
| Edexcel: http://www.edexcel.com/quals/gcse/gcse09/citizenship-studies/Pages/default.aspx | | | |
| Coursework Deadlines | | | |
| Unit 2: Participating in Society - Spring 2016 | | Unit 4: Citizenship Campaign - Autumn 2016 | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| Unit 1: Citizenship Today | 5CS01 | 60mins | Summer Series 2017 |
| Unit 3: Citizenship in Context | 5CS03 | 75mins | Summer Series 2017 |

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| Course Title | | | |
|--|--|---|---|
| OCR Computing GCSE (Specification J275) | | | |
| Course Overview | | | |
| The course gives students a real, in-depth understanding of how computer technology works and gives them an insight into what goes on 'behind the scenes', including computer programming, which many students find challenging but absorbing. The course develops critical thinking, analysis and problem-solving skills through the study of computer programming, giving students a fun and interesting way to develop these skills, which can be transferred to other subjects and even applied in day-to-day life. In this respect, the course provides excellent preparation for students who want to study or work in areas that rely on these skills, especially where they are applied to technical problems. These areas include engineering, financial and resource management, science and medicine. | | | |
| Summary of Assessment | | | |
| Unit title and description | Assessment and duration | Weighting | |
| Unit 451: Computer systems and programming | | | |
| This unit covers the body of knowledge about computer systems on which the examination will be based, specifically Computer Systems, Hardware, Representation of Data in Computer Systems, Software, Networks, Databases, and Programming. | 1 hour 30 minutes Written paper 80 marks | 40% | |
| Unit 452: Practical investigation | | | |
| An investigative computing task, chosen from a list provided by OCR, which assesses the following: research, technical understanding, analysis of problem, historical perspective, use of technical writing skills, recommendations/evaluation. | Controlled assessment Investigative task. OCR-set scenario with a choice of research tasks. 45 marks | 30% | |
| Unit 453: Programming project | | | |
| Students will need to: <ul style="list-style-type: none"> • Understand standard programming techniques. • Be able to design a coded solution to a problem including the ability to: <ul style="list-style-type: none"> - Develop suitable algorithms - Design suitable input and output formats - Identify suitable variables and structures - Use test procedures. • Create a coded solution fully annotating the developed code to explain its function • Test their solution: <ul style="list-style-type: none"> - Show its functionality - Show how the developed solution matches the design criteria - Identify successes and any limitations. | Controlled assessment Programming task. Design, develop and test a solution to a problem within the OCR-set scenario. 45 marks | 30% | |
| Assessment objectives: | | | |
| Students are expected to demonstrate the following: <ul style="list-style-type: none"> • AO1 Recall, select and communicate their knowledge and understanding of computer technology • AO2 Apply knowledge, understanding and skills to solve problems by using computer programs • AO3 Analyse and evaluate, make reasoned judgements and present conclusions | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| OCR Computing for GCSE published by Hodder & Stoughton | My Revision Notes OCR Computing for GCSE Computer Systems and Programming published by Hodder Education | http://www.ocr.org.uk/qualifications/gcse-computing-j275-from-2012/ | Teacher Resources include – http://www.teach-ict.com/gcse_computing/ocr/GCSE_A451_topics.html http://www.bbc.co.uk/education/subjects/z34k7ty |
| Exam board website | | | |
| http://www.ocr.org.uk | | | |
| Coursework Deadlines | | | |
| There is no coursework for this course. Assessment is through an examination at the end of the course and two controlled assessments set during Year 11. The controlled assessments are set by the examination board and completed by students under the supervision of their teachers. Each student's work must be submitted in a specified format. Each controlled assessment must be completed within 20 hours. | | | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| Computer systems & Programming | A451 | 90 mins | Summer Series 2017 |

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| Course Title | | | |
|---|----------------|--|--|
| EDEXCEL Land-Based Studies - Countryside & Environment | | | |
| Course Overview | | | |
| <p>In Year 10 students will work towards the Level 2 Certificate in Countryside and Environment by studying the following Core Units: Introduction to Plant Science; Conservation and Improvement of British Habitats.</p> <p>In Year 11 students will either continue with the Level 2 Countryside & Environment Units or progress to the Level 2 Extended Certificate.</p> <p>In addition to the Core Units, students will study a range of Countryside related subjects and skills. These include: Electric and Stock Fencing; Felling Small Trees, Tool Maintenance and Greenwood Crafts.</p> <p>This course will suit those who wish to work in countryside related occupations and provides the opportunities to develop a range of countryside skills. Land-based Studies at Key Stage 4 is an excellent complement for your other GCSEs. We also have good links with Plumpton, Merrist Wood, Sparsholt and Nescott and many of our students continue their studies at one of these colleges.</p> | | | |
| Summary of Assessment | | | |
| Continuous assignment based assessment geared to individual aspirations and abilities. | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| None | None | Various – course booklets and worksheets link to these | Safety boots. All-weather clothing essential. |
| Exam board website | | | |
| http://www.edexcel.org.uk | | | |
| Coursework Deadlines | | | |
| Year 10 - Continuous. | | Year 11 - Continuous (Final deadline end of June). | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| Year 11 – N/A | | | |
| Year 10 – N/A | | | |

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| Course Title | | | |
|---|----------------|-------------------------------------|--------------------|
| WJEC Drama (4150LA) | | | |
| Course Overview | | | |
| <p>During this course, as well as being assessed on performance, design and directing skills and knowledge; pupils will also develop a range of wider transferable skills including leadership, independent study skills, teamwork, communication skills, working to deadlines, self-expression and development of creativity. They will develop a solid understanding of the history of British theatre; a practical understanding of the philosophies and practices of a number of different drama practitioners and will be given the opportunity to learn a range of performance and performance support skills.</p> <p>What you will learn</p> <p>Although this is a largely practical course, candidates should be advised that it is by no means a 'soft subject' and there is a substantial written element including a written exam. The course breaks down into three units: 'Devised Performance' where pupils create, develop, rehearse and perform a piece of original theatre within a specific genre or in the style of a chosen practitioner; 'Performance from a Text' where pupils research, rehearse and perform scenes from a published play text and 'Written Examination' where pupils demonstrate their understanding of the subject through examination on a set text from the point of view of director, performer and designer.</p> <p>How you will learn</p> <p>There is a requirement for pupils to attend extra-curricular rehearsal sessions every Monday 4-6pm in lieu of prep. There is also a requirement for pupils to attend at least one theatre trip with the group in each year of the course. During curricular time, pupils will carry out an induction unit which introduces them to the history of theatre and a range of current and past practitioners through a combination of research tasks, classroom sessions and practical workshops. Following this, they will embark on a full mock examination including a devising unit, performances from a text and a series of written practice papers. Once this has been completed (towards the end of Y10), the examination work will commence as detailed below.</p> | | | |
| Summary of Assessment | | | |
| <p><u>Unit 1: Devised Practical Performance (4151/01) – 60%</u> <u>Controlled Assessment, internally marked, externally moderated</u></p> <p>Task one – 40% Devised Performance (AO1, AO2)</p> <p>Candidates will devise a practical performance based on a theme, linked with a practitioner or genre.</p> <ul style="list-style-type: none"> • Candidates may choose either acting or a theatre design skill; • Internally assessed and externally moderated with task two. <p>Task two – 20% Devised Performance Report (AO3)</p> <p>Candidates will complete a written report on the practical work they completed in Task One, under formal supervision. The planning and preparation of all written work will be done in class and independently but pupils are not permitted to <i>draft</i> their written work in advance of the controlled writing sessions. They will write their coursework at a computer over a number of lessons under exam conditions.</p> <ul style="list-style-type: none"> • The report should include details of live performances candidates have seen, that have influenced their practical work; details on decision making; the inclusion of technical elements, the content of the piece and an evaluation of their own final performance and that of the group; • Internally assessed and externally moderated with task one. <p><u>Unit 2: Performance from a Text (4152/01) – 20%</u> <u>Externally marked</u></p> <p>Candidates will be assessed on either their acting or a theatre design skill, in a scene from a published play.</p> <ul style="list-style-type: none"> • Candidates to work in groups of between 2 to 5 members; • Externally assessed by a visiting examiner in April/May. <p><u>Unit 3: Written Examination (4153/01) – 20%</u></p> <p>Candidates will be assessed on their ability to analyse a set text as an actor, designer and director and to evaluate practical work completed in Unit 2.</p> | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| Texts provided by school | N/A | | |
| Exam board website | | | |
| www.wjec.co.uk | | | |
| Coursework Deadlines | | | |
| Y10: Mock Unit 1 Spring half term 2016 Mock Unit 3 during Assessment Week 2016 | | Y11: Unit 1 end of Autumn term 2016 | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| Unit 3 | 4153/01 | 90 mins | Summer Series 2017 |

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| Course Title | | | |
|--|----------------|--|--|
| AQA GCSE English Language (8700) | | | |
| Course Overview | | | |
| <p>English Language is one of the required GCSEs at grade C that you will need to go onto further education. Unlike Literature, English Language is about studying non-fiction as well as fiction. There are no written controlled assessments/ coursework. Your skills development and exam preparation will cover the study of fiction and non-fiction texts from the 19th, 20th and 21st centuries. English Language is about your own interests, opinions and feelings, and how you can express those most clearly to communicate with other people. You will also perform three speaking and listening activities which, although assessed, are not included in your final grade. However, the level achieved will be shown separately on your GCSE English Language certificate as a Spoken Language grade.</p> | | | |
| Summary of Assessment | | | |
| Speaking and listening Controlled Assessments (Spoken Language) – graded separately | | | |
| 1. Discussion group work task 2. Individual presentation 3. Role play or drama based activity | | | |
| Examinations 100% of final grade | | | |
| Paper 1: Reading and Writing Fiction 50% | | | |
| Paper 2: Reading and Writing Non-fiction 50% | | | |
| Grades Available: 9 – 1 | | | |
| There is no foundation tier available | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| Copies of the relevant texts studied for the exam may be useful, though these will be supplied during the teaching of the specific units. | To be advised | bbcbitessize.co.uk bbc/skillswise/English.co.uk | Please also see resources placed on the school network |
| Exam board website | | | |
| www.aqa.co.uk | | | |
| Assessment Details | | | |
| Assessments in Reading, Writing and Speaking and Listening will be conducted at the end of each unit of work. | | | |
| Exam Dates | | | |
| Title | Duration | Date | |
| Paper 1 Explorations in Creative Reading and Writing | 105 minutes | Summer Series 2017 | |
| Paper 2 Writers' Viewpoints and Perspectives | 105 minutes | Summer Series 2017 | |

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| Course Title | | |
|---|--|--------------------|
| AQA GCSE English Literature (8702) | | |
| Course Overview | | |
| <p>English Literature requires the study of novels, plays and poetry to give you a better understanding of how people have thought and behaved in the past. Literature can make you think about the big questions of life: it can make you laugh or cry. It helps you to recognise what it is to be human.</p> <p>There is no controlled assessment/ coursework for English literature.</p> <p>The GCSE English Literature course requires the study of literature written during the 19th, 20th and 21st centuries. It also requires the study of at least one Shakespeare play. All students will be entered for English Literature.</p> | | |
| Summary of Assessment | | |
| <p>Examinations 100% of final grade</p> <p>Paper 1: Shakespeare and the 19th Century novel - 40 % of final grade</p> <p>Paper 2: Modern texts and poetry – 60%of final grade</p> <p>Grades Available: 9 – 1</p> <p>There is no foundation tier available</p> | | |
| Resources Used | | |
| Text Book | Revision Guide | Websites |
| Copies of the relevant texts studied for the exam may be useful, though these will be supplied during the teaching of the specific units. | There are a variety of revision guides published relating to each novel or play that is studied. These can be found in all good bookshops. | bbcbitessize.co.uk |
| Exam board website | | |
| www.aqa.co.uk | | |
| Assessment Details | | |
| Assessments will be conducted at the end of the study of each text. | | |
| Exam Dates | | |
| Title | Duration | Date |
| Paper 1 | 105 minutes | Summer Series 2017 |
| Paper 2 | 135 minutes | Summer Series 2017 |

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| Course Title | | | |
|--|---|---|-----------------|
| OCR Food Technology (J302) | | | |
| Course Overview | | | |
| <p>The examination is aimed at preparing the learners for participation in tomorrow's rapidly changing technologies in the food industry. Skills involved are problem solving, creative thinking and development of the process from designing of food products to their production, including the techniques used in industry. Practical skills are combined with an understanding of aesthetics, cultural influences, in depth focus on recycling and environmental issues and industrial practices. Learners also reflect upon and evaluate their own work.</p> <p>Learners will also explore the more traditional areas of food and nutrition, looking at: dietary needs of different groups, nutrients and their role within the diet, preservation, pastry, bread, cake and sauce making, commodities etc.</p> <p>Learners will also have to extend their range of practical food skills and presentation.</p> | | | |
| Summary of Assessment | | | |
| <ul style="list-style-type: none"> • Controlled Internal Assessment (units 1 & 3) : Each worth 30% of total mark (20 hours per unit) • Please note: - all work will be submitted at the end of year 11. • External Assessment (unit 5): Worth 40% of total mark • Unit 5 is one hour 30 minutes, focusing on technical aspects of designing and making and nutrition | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| Hodder Education OCR approved: Food Technology ISBN 978 0 340 98197 9 Collins: Food Technology ISBN 0 00 329 490 0 Anita Tull: Food & Nutrition ISBN 0 19 832766 8 Jenny Ridgewell: Examining Food & Nutrition ISBN 0 435 42058 5 | Lonsdale Press Revision Guides: Food Technology | British Nutrient Foundation www.bnf.co.uk Jennyridgewellnutrition Program (to analyse recipes) | |
| Exam board website | | | |
| http://www.ocr.org.uk/qualifications/gcse | | | |
| Coursework Deadlines | | | |
| Year 10 One piece of internal assessment will be completed by April 2016. Unit 1 | | Year 11 Second piece of internal assessment by April 2017. Unit 3 | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Period Dates |
| OCR GCSE in Design and Technology: Food Technology | J302 | | |
| Year 10 - Unit 1 | A521 | 20 hours | Jan2016-Apr2016 |
| Year 11 - Unit 3 | A523 | 20 hours | Nov2016-Apr2017 |
| Year 11 - Unit 5 | A525 | 90 minutes | Sep2015-Jun2017 |

The Royal Alexandra and Albert School

| Course Title | | | |
|--|-------------------------------------|---|---|
| EDEXCEL French (2FR01) | | | |
| Course Overview | | | |
| <p>French GCSE is a two year course. The exam is in four parts Listening, Reading, Speaking and Writing. Reading and Listening represents 40% of the final exam, Writing and Speaking represents 60% of the final exam.</p> <p>The emphasis for the syllabus will be on Speaking and Writing where learners will have to complete coursework throughout Year 10 and Year 11 and the Reading and Listening exam will be in Year 11.</p> | | | |
| Summary of Assessment | | | |
| Listening Exam – 20% Reading Exam – 20% Speaking Exam – 30% Writing Exam – 30% | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| Edexcel French GCSE Pub: Heineman ISBN: 978-1-84690-484-4 | Revise GCSE French LETTTS | BBC Bite-size website www.bbc.co.uk/schools/gcsebite/size/french Active teach on school system | French Dictionary Online dictionaries (The school provide a limited number but it is advised for learners to have their own). |
| Exam board website | | | |
| www.edexcel.org.uk | | | |
| Coursework Deadlines | | | |
| Year 10 Writing coursework 1/2 single assessments No more than 1 hour Speaking 1/ 2 tasks 4-6 minutes Written Assessments – Autumn 2 & Summer 1 Terms Speaking Assessments – Spring 1 & Summer 2 Terms NB Dates will be in the school calendar | | Year 11 Writing coursework 1/ 2 single assessments No more than 1 hour Speaking 1/ 2 tasks 4-6 minutes Written Assessments – Spring 1 Terms Speaking Assessments – Autumn 2 Term NB Dates will be in the school calendar | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| Year 11 | | | |
| French Listening Exam | 5FR01 | 50 minutes | Summer Series 2017 |
| French Reading Exam | 5FR03 | 50 minutes | Summer Series 2017 |
| | | | |

The Royal Alexandra and Albert School

| Course Title | | | |
|---|--|---|---|
| AQA Geography A(9030) | | | |
| Course Overview | | | |
| <p>This is a linear course taken over two years, with the exams during the summer series of Year 11. There are two written papers and one item of Controlled Assessment. Papers 1 and 2 lasts for 90 minutes each and assesses Physical and Human Geography respectively. In addition the Controlled Assessment is worth 25% and should take approximately 12 hours of writing time; this is completed in lesson time and in after school sessions for pupils who are allowed extra time or who have missed lessons. The first part of this is teacher led, the second half is completed under exam conditions with no teacher input. It is planned that this will be completed in the Spring term of Year 10. Pupils are required to attend a GCSE data collection day, and are highly recommended to attend the residential fieldtrip (Swanage) and day visits as these teach the practical fieldwork skills ready for their coursework and provide invaluable case studies while enhancing understanding of key concepts. In addition there may be curriculum enhancement trips in the holidays e.g. Sicily this October (tbc)– but these are in no way compulsory.</p> <p>There are a range optional topics, which have been chosen by staff. Pupils take three physical and three human topics and will answer questions on all six options in their GCSEs. It is likely that the units taught will be:</p> <ul style="list-style-type: none"> • Year 10 – Population Change; The Coastal Zone; Water on the Land and Controlled Assessment. • Year 11 - Tourism; Changing Urban Environments and Restless Earth | | | |
| Summary of Assessment | | | |
| Unit 1 : Physical Geography (37.5%) Unit 2 : Human Geography (37.5%) Unit 3 : Local Fieldwork Investigation (25%) | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| Understanding GCSE Geography (AQA A) | GCSE Geography AQA A workbook GCSE Geography AQA A revision guide | http://www.bbc.co.uk/schools/gcsebitesize/geography/ http://www.geography.learnontheinternet.co.uk/gcse/index.html http://www.s-cool.co.uk/topic_index.asp?subject_id=20 | Calculator Coloured pencils Waterproofs |
| Exam board website | | | |
| http://web.aqa.org.uk/qual/newgcse/geo_landt/new/geography_a_materials.php?tabid=5 | | | |
| Coursework Deadlines | | | |
| Year 10 - Unit 3 – Local Fieldwork Investigation (9030 3) – Summer 1 Term 2016 | | Year 11 - Completed in Year 10 | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| Unit 1 – Physical Geography | 9030 1F / 1H | 90 minutes | Summer Series 2017 |
| Unit 2 – Human Geography | 9030 2F / 2H | 90 minutes | Summer Series 2017 |

The Royal Alexandra and Albert School

| Course Title | | | |
|---|---|--|--------------------|
| EDEXCEL History (2HA01) | | | |
| Course Overview | | | |
| <p>GCSE History provides learners with a wide range of important multi-disciplinary and transferable skills. Skills such as analysis, argument, lateral thinking and logic all form an integral part of the course. The material itself represents a modern approach which also serves as a useful tool for learners' knowledge of current affairs and how events of the twentieth century have shaped contemporary global social, economic and political affairs.</p> <p>This is a two year course where learners study 'The Making of the Modern World (Edexcel A)'. Assessment requirements are:</p> <ul style="list-style-type: none"> - An Outline Study of the Cold War between 1943 and 1991 - One Depth Study focusing on the USA 1919 – 1941 - One Source on War and the Transformation of British Society c1903 – 1928 - One piece of Controlled Assessment focusing on Civil Rights and Protest in the USA 1945 – 1970 <p>This is a linear course where exams are taken in Summer of Year 11. All three papers are 75minutes long.</p> | | | |
| Summary of Assessment | | | |
| <p>Unit 1: Outline Study (25%) Unit 2: Depth Study (25%) Unit 3: Source Enquiry (25%) Unit 4: Controlled Assessment (25%)</p> | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| <p>Edexcel GCSE Modern World History; published for all units.</p> <p>Edexcel A Revision Guide (can be purchased from Head of Department: recommended)</p> | <p>Teacher-issued resource booklets provided for each unit.</p> | <p>www.johndclare.net GCSE Bytesize History</p> | |
| Exam board website | | | |
| <p>http://www.edexcel.com/quals/gcse/gcse09/history/a/Pages/default.aspx</p> | | | |
| Controlled Assessment Deadlines | | | |
| <p>Year 10 - N/A</p> | | <p>Year 11 Civil Rights and Protest in the USA 1945–1970 Autumn Term – 150 minutes (in total over 3 sessions)</p> | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| Unit 1: The Era of the Cold War | 5HA01 | 75 mins | Summer Series 2017 |
| Unit 2: The USA 1919-1941 | 5HA02C | 75 mins | Summer Series 2017 |
| Unit 3: The Transformation of British Society 1951-1979 | 5HA03C | 75 mins | Summer Series 2017 |

The Royal Alexandra and Albert School

| Course Title | | | | |
|--|----------------|--|--|------------|
| BTEC Level 2 Certificate + Level 2 Extended Certificate in Horse Care | | | | |
| Course Overview | | | | |
| <p>Year 10 Unit 2 - Carry out and understand the Principles of Feeding and Watering Horses. Content includes both Practical work preparing and providing feeds and an introduction to the theory of nutrition and calculating diets. Unit 5 - Fit and maintain Horse Tack and Clothing. Content is practical and covers application and use of tack, rugs, boots, and bandages. Riding is included as a preparation for ridden assessments in Year 11.</p> <p>Year 11 Unit 13 - Introduction to Riding on the Flat. Content practical riding and basic theory of equitation. Unit 15 - Understanding the Principles of Horse Biology. Content includes understanding the systems of support, movement, respiration, circulation & digestion.</p> <p>An excellent preparation for those who wish to work with horses and/or have an interest in animal/equine science. The course will help develop horse riding skills and is <u>aimed at the competent rider rather than beginners</u>.</p> <p>Level 3 BTEC Horse Management is available in the 6th form programme. All BTEC Land based courses can be followed through to F.E. College Programmes.</p> | | | | |
| Summary of Assessment | | | | |
| Continuous assessment based on assignments and practical work. The programme is geared to individual aspirations and abilities using a grading range through Pass, Merit and Distinction. | | | | |
| Resources Used | | | | |
| Text Book | Revision Guide | Websites | Other | |
| None compulsory. The Pony Manual of Horsemanship is a good option for those wishing to access a text. | None | Various – on school shared area and dedicated website. | Personal riding equipment essential. | |
| Exam board website | | | | |
| http://www.edexcel.org.uk/quals/first/land | | | | |
| Coursework Deadlines | | | | |
| Year 10 – Continuous.(final deadline end of June). | | | Year 11 - Continuous (final deadline end of June). | |
| Exam Dates | | | | |
| Title | Exam Code | Duration | Date | Start Time |
| Year 11 - N/A | | | | |
| Year 10 - N/A | | | | |

The Royal Alexandra and Albert School

| Course Title | | | |
|---|--|--|-------------|
| Edexcel GCSE (9-1) in Mathematics (1MA1) | | | |
| Course Overview | | | |
| <p>The aims and objectives of this qualification are to enable students to:</p> <ul style="list-style-type: none"> • Develop fluent knowledge, skills and understanding of mathematics methods and concepts • Acquire, select and apply mathematical techniques to solve problems • Reason mathematically, make deductions and inferences, and draw conclusions • Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context. <p>The assessments will cover the following content headings, with allocations per tier.</p> | | | |
| Tier | Topic Area | Weighting (Approx) | |
| Foundation (1-5) | Number | 25% | |
| | Algebra | 20% | |
| | Ratio, Proportion and Rates of Change | 25% | |
| | Geometry and Measures | 15% | |
| | Statistics and Probability | 15% | |
| Higher (4-9) | Number | 15% | |
| | Algebra | 30% | |
| | Ratio, Proportion and Rates of Change | 20% | |
| | Geometry and Measures | 20% | |
| | Statistics and Probability | 15% | |
| Summary of Assessment | | | |
| <p>The qualification consists of three equally-weighted written exam papers at either foundation or higher tier.</p> <ul style="list-style-type: none"> • Paper 1 is a non-calculator assessment. • Paper 2 and 3 are calculator papers. • Each paper is 1 hour and 30 minutes long. • Each paper has 80 marks. • The content outlined for each tier will be assessed across all three papers. | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| Edexcel GCSE Maths (Oxford) Student Book Foundation ISBN 978 0 1983 5150 4 Higher ISBN 978 0 1983 5151 1 | To be confirmed (this is a new GCSE and publishers are yet to release sample materials). | mymaths.co.uk (logon: raas, password: factor) mathswatchvle.com (logon: student name, Password: factor) | |
| Exam board website | | | |
| http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html | | | |
| Coursework Deadlines | | | |
| N/A | | N/A | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| Paper 1 | 1MA1/1 | 90 minutes | Summer 2017 |
| Paper 2 | 1MA1/2 | 90 minutes | Summer 2017 |
| Paper 3 | 1MA1/3 | 90 minutes | Summer 2017 |

The Royal Alexandra and Albert School

| Course Title | |
|---|--|
| EDEXCEL Music (2MU01) | |
| Course Overview and Summary of Assessment | |
| <p>Performing (30%) You will record several solo and ensemble performances during Year 10 and the first term of Year 11, choosing your best solo and ensemble to use for the exam in February of Year 11. You may perform on any instrument (including voice) and in any musical style. However, it is important to choose your repertoire carefully in order to achieve the highest grade possible. It is better to play a simple piece of music correctly than to attempt something too difficult. You will need to practise regularly as part of your prep; support will be available from the music staff and we recommend that you take advantage of this.</p> | |
| <p>Composing (30%) You will develop composing and notating skills (making up your own music and writing it down) during the first half of Year 10, through a variety of group and individual tasks. You will then compose three pieces in different musical styles. Each piece will last for about two minutes, and you will need to submit a recording and a written score. The best two compositions will be externally moderated.</p> | |
| <p>Listening and Appraising (40%) You will study 12 set works from four Areas of Study: Western Classical Music, Twentieth Century Music, Popular Music and World Music. The analysis of these works will support your own performing and composing work. You will need to learn key facts about each piece of music for a 90-minute exam at the end of Year 11. The exam will include listening, history and theory questions about eight of the set works, followed by an essay question about one other set work. It is crucial that you make detailed notes about each set work as we study them, and undertake regular revision over the two years.</p> | |
| <p>Areas of Study timeline – performing and composing tasks are integrated throughout each AOS: Year 10 Autumn = introduction to GCSE skills, Popular Music (AOS3). Year 10 Spring = World Music (AOS4). Year 10 Summer = internal assessments (performing, composing, listening). Composition One. Year 11 Autumn = Western Classical Music (AOS1), Twentieth Century Music (AOS2), Composition Two. Year 11 Spring = Performing exams. Composition Three. AOS3/4 revision. Year 11 Summer = AOS1/2 revision.</p> | |
| Other Information | |
| <p>Whilst it is not essential to read music prior to studying the GCSE course, it does give you a considerable advantage! Pupils who have studied Music Theory, even only to Grade One or Two standard, find composing and listening tasks much easier. Music Theory classes are offered as part of the activities timetable here at RAAS; please email adelebishop@gatton-park.org.uk to be informed of new classes for September 2015.</p> <p>You will need to listen to the 12 set works frequently over Years 10 and 11. It is possible to buy a double CD featuring all of the set works (see below), but it is cheaper to purchase the individual tracks through i-tunes. You will be given detailed information about each track at relevant points throughout the course.</p> | |
| Resources Used | |
| <p>Useful books and CDs include:</p> <p><i>Edexcel GCSE Music</i> by John Arkell and Johnny Martin. Pearson. ISBN 978-1-846904-03-5.</p> <p>Edexcel GCSE Anthology of Music. Ed. Julia Winterson. Pearson. ISBN 978-1-846904-05-9 / 978-1-846904-06-6</p> <p>GCSE Music: Edexcel Specification – Areas of Study. CGP. ISBN 978-1-84762-372-0.</p> | <p style="text-align: center;">Other</p> <p>ABRSM or Trinity Guildhall theory books and exam papers appropriate to each learner.</p> <p>https://www.facebook.com/RAASmusic to find links to online resources that we have found useful, including apps and podcasts.</p> |
| Exam board website | |
| <p>www.edexcel.org.uk</p> | |
| Controlled Assessment Deadlines | |
| <p>Performing - February 2017 Composing - March 2017</p> | |
| Exam Dates | |
| <p>Listening - Summer Series 2017</p> | |

The Royal Alexandra and Albert School

| Course Title | | | |
|---|--|--|--------------------|
| EDEXCEL Physical Education (2PE01) | | | |
| Course Overview | | | |
| <p>This is a two year course which requires learners to develop their knowledge and understanding of physical education and physical activity, in relation to balanced healthy lifestyles. This includes: how and why people take part in physical activity, exercise, fitness, personal health and wellbeing.</p> <p>Pupils focus on training and the factors involved with what makes training effective as well as developing their knowledge and understanding of how a healthy active lifestyle contributes to the growth and development of the body systems (cardiovascular, respiratory, muscular and skeletal) and structures as well as general wellbeing.</p> <p>Learners will develop skills relating to performance in physical activity, including practical performance in roles such as player/participant, official and leader and analysis of performance. The course prepares learners to make informed decisions about further learning opportunities and career choices.</p> | | | |
| Summary of Assessment | | | |
| <ul style="list-style-type: none"> - 60% of the total mark is on performance in physical education and learners must offer four performances in the role of either player/participant, official or leader. At least two of the four performances must be in the role of player/participant. This is assessed in the April of year 11. - 40% of the total mark is on the theory of physical education. The exam is one hour and thirty minutes long and includes multiple choice questions, short/medium answer questions and longer answer questions. | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | |
| Edexcel GCSE Physical Education Student Book. Author: Tony Scott ISBN: 9781846903724 | Edexcel GCSE Physical Education Guide ISBN 978-1-4469-0362-9 This is an excellent revision guide and will be very beneficial to purchase. | http://www.edexcel.com/quals/gcse/gcse09/pe/Pages/default.aspx (past papers, specifications, grading criteria's) http://www.bbc.co.uk/schools/gcsebitesize/pe/ www.teachpe.com | |
| Exam board website | | | |
| http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2009.html | | | |
| Coursework Deadlines | | | |
| Year 10 | Year 11 | | |
| N/A | The completion of a Personal Exercise programme (PEP) This is done in the form of controlled assessment in the Spring1 half term of Year 11 and within lesson time. | | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| The Theory of Physical Education | 5PE01 | 90 Mins | Summer Series 2017 |
| Performance in Physical Education | 5PE02 | 2 Days | April 2017 |
| Theory of Physical Education mock exam | | 90 Mins | Yr11 Mock Period |

The Royal Alexandra and Albert School

| Course Title | | | | | |
|--|----------------------------------|---|--------------------|---|----------|
| AQA Product Design (4555) – (45551) (45552) | | | | | |
| Course Overview | | | | | |
| <p>Design and Technology is a National Curriculum subject and the syllabi that we will be following have been approved under the national GCSE criteria for Design and Technology. The course leads to the award of a GCSE on the scale A* - G. All learners will be entered for the same single-tiered paper.</p> <p>All technology subjects have a sizeable input of control, ICT and theory.</p> <p>DT provides superb foundations for any creativity based career including engineering, marketing, advertising, There are two assessment objectives -</p> <p>EXAM 40% (design question / specification based questions)</p> <p>MAKING 60% (controlled assessment exercise – formerly known as coursework)</p> <p>Learners are assessed on their ability to produce work to a suitable specification by applying their knowledge and understanding of relevant processes, materials and techniques to their skilled use of materials, tools and other equipment. Learners will be asked to choose from a list of 'hypothetical design problems' – a project to undertake.</p> <p>Having made a choice of technologies it would be in the learners' interests to equip themselves with appropriate basic necessities (e.g. drawing equipment, graphics pens etc.) it is also vitally important that they have access to basic internet and Powerpoint software so that they can work outside school time on their coursework.</p> | | | | | |
| Summary of Assessment | | | | | |
| <p>Controlled Assessment 60%</p> <p>Final Exam 40%</p> <p>Sections of folderwork will be marked and assessed as completed by deadline indicated. Deadlines may be subject to change. The controlled assessment (folderwork) will require approximately 20 pages of A3 (completed on computer through Powerpoint presentation) and a manufactured product.</p> | | | | | |
| Resources Used | | | | | |
| Text Book | | Revision Guide | | Websites | |
| AQA GCSE Design and Technology: Product Design by Nelson Thorne | | GCSE D&T: Product Design AQA specification by CGP | | www.Technology Student.com Kerboodle | |
| Other | | | | | |
| Multiple | | | | | |
| Exam board website | | | | | |
| Product design website: http://www.aqa.org.uk/subjects/design-and-technology | | | | | |
| Coursework Deadlines | | | | Year 10 | Year 11 |
| Section 1 | Investigating the design context | Situation and Design Brief, Product Research, Mood Board, Questionnaire, Ergonomics, Social Issues, Specification | 8 weeks | Jan 2016 | |
| Section 2 | Development of design proposals | Initial design sketches, modelling, technical drawing, CAD, photo realistic modelling | 10 weeks | May 2016 | |
| Section 3 | Making | Manufacturing of final design concept in workshops | 12 weeks | | Oct 2016 |
| Section 4 | Testing and evaluating | Pupils test, evaluate and record results | 4 weeks | | Jan 2017 |
| Exam Dates | | | | | |
| Title | Exam Code | Duration | Date | | |
| Year 11: Product Design | 45551 | 120 Mins | Summer Series 2017 | | |

The Royal Alexandra and Albert School

| Course Title | | | |
|---|--|--|--------------------|
| AQA Religious Studies A - Short Course (4050) | | | |
| Christianity: Ethics | | | |
| Course Overview | | | |
| <p>Unit 2A is called Effects of Christianity on Behaviour, Attitudes and Lifestyles. This module is intended to provide an opportunity for learners to look at Christian and, where appropriate, non-religious responses to everyday contemporary issues.</p> <p>These issues include sexual relationships outside marriage (including adultery), marriage, vows, annulment, divorce, remarriage, abortion, euthanasia, environmental conservation, forgiveness, aims of punishment, capital punishment, terrorism, nuclear war, pacifism, disarmament, 'just' war, protest, prejudice and discrimination (in relation to colour, race, gender and disability), Martin Luther King, differences between rich and poor countries, disease, debt, long term aid, emergency aid and Christian Aid.</p> <p>Learners are also expected to make full use of their knowledge and understanding of specified biblical passages linked to these contemporary issues.</p> | | | |
| Summary of Assessment | | | |
| <p>External Exam – 100%</p> <p>There is one exam taken at the end of Year 11 which accounts for 100% of marks. As this is a Short Course exam it is seen to be half a GCSE qualification.</p> | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | |
| Unit 2 Christianity Ethics AQA (A) Author: Sheila Butler ISBN: 978 0 340 98656 1 Religious Studies A Christianity: Ethics Author: Robert Bowie ISBN: 978 1 4085 0456 7 | Revision Guide Unit 2 Christianity: Ethics Author: Sheila Butler ISBN: 978 1 4441 0079 2 | http://www.bbc.co.uk/religion/religions/christianity http://www.bbc.co.uk/schools/gcsebitesize/rs | |
| Exam board website | | | |
| www.aqa.org.uk | | | |
| Coursework Deadlines | | | |
| Year 10 - N/A – course is 100% exam. | | Year 11 - N/A – course is 100% exam. | |
| Exam Dates | | | |
| | Exam Code | Duration | Date |
| AQA Spec A Christianity: Ethics Unit 2 | 405002 | 90 Mins | Summer Series 2017 |

The Royal Alexandra and Albert School

| Course Title | | | |
|--|----------------------------|--|---|
| AQA Science Core A (4405) – 1 GCSE (Double) | | | |
| Course Overview | | | |
| <p>In Year 10 learners will complete 3 units, one for each Science` and an internally assessed practical investigation called an ISA. Each unit comprises 25% of the total GCSE content for year 10. Due to the linear changes, all these exams will now be sat at the end of Year 11 with no opportunity to retake. There will mock examinations throughout the GCSE course to monitor progress.</p> <p>BIOLOGY – BL1</p> <ul style="list-style-type: none"> • Part 1 includes Diet and exercise, hormones, genes and drugs. • Part 2 includes Surviving and changes in the environment. <p>CHEMISTRY – CH1</p> <ul style="list-style-type: none"> • Part 1 – Atoms, rocks, metals and fuels • Part 2 – Polymers, plant oils, the earth and its atmosphere <p>PHYSICS – PH1</p> <ul style="list-style-type: none"> • Part 1 – Energy and efficiency • Part 2 – Electrical energy and waves | | | |
| Summary of Assessment | | | |
| <ul style="list-style-type: none"> • External Exam - Unit 1 (BL1) 25% • External Exam - Unit 2 (CH1) 25% • External Exam - Unit 3 (PH1) 25% • Internal Assessment ISA (SCA4P) 25% | | | |
| <p>ISAs</p> <p>In each Science GCSE pupils must complete one internally assessed ISA (Internally Standardised Assessment). This will be completed in class time and consists of a practical element whereby the student will be assessed on their practical ability and the data they collect. They will also have to sit a written paper under exam conditions on the science behind their experiment. Both these elements will comprise 25% of the students overall GCSE grade. Students will have one opportunity to retake the ISA element.</p> | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| ISBN 9780199135837 | Nelson Thornes AQA Science | www.AQA.org.uk | www.bbc.bitesize.co.uk http://www.docbrown.info/ind ex.htm |
| Exam board website | | | |
| http://www.sciencelab.org.uk/resourcezone/sciencea.php | | | |
| Coursework Deadlines | | | |
| ISA - completed in class by May 2017 | | Submitted June 2017 for GCSE Science A | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| BIOLOGY UNIT 1 | BL1 | 60 Mins | Summer Series 2017 |
| CHEMISTRY UNIT 1 | CH1 | 60 Mins | Summer Series 2017 |
| PHYSICS UNIT 1 | PH1 | 60 Mins | Summer Series 2017 |

The Royal Alexandra and Albert School

| Course Title | | | |
|---|---|--|---|
| AQA Additional Science (4408) – 1 GCSE (Double) | | | |
| Course Overview | | | |
| <p>In Year 11 learners study AQA Additional Science. The students will complete 3 externally assessed units and an internally assessed practical investigation called an ISA. Each unit is worth 25% of the total GCSE grade for Year 10. Due to the linear changes, all these exams will now be sat at the end of Year 11 with no opportunity to retake. There will be mock examinations throughout the GCSE course to monitor progress.</p> <p><u>BIOLOGY – BL2</u> Part 1 includes Cells and the growing plant. Part 2 includes Genes and proteins, inheritance, gene technology and speciation.</p> <p><u>CHEMISTRY – CH2</u> Part 1 – Structures, properties and uses. Part 2 – Rates, energy, salts and electrolysis</p> <p><u>PHYSICS – PH2</u> Part 1 – Forces and motion Part 2 – Electricity and radiation</p> | | | |
| Summary of Assessment | | | |
| <ul style="list-style-type: none"> • External Exam - Unit 4 (BLY2) 25% • External Exam - Unit 5 (CHY2) 25% • External Exam - Unit 6 (PHY2) 25% • Internal Assessment ISA (ASP4) 25% | | | |
| <u>ISA's</u> | | | |
| <p>In each Science GCSE pupils must complete one internally assessed ISA (Internally Standardised Assessment). This will be completed in class time and consists of a practical element whereby the student will be assessed on their practical ability and the data they collect. They will also have to sit a written paper under exam conditions on the science behind their experiment. Both these elements will comprise 25% of the students overall GCSE grade. Students will have one opportunity to retake the ISA element.</p> | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| ISBN 9780199135882 | <i>CGP Additional Science</i> AQA <i>Nelson and Thornes</i> AQA Science A Additional | www.AQA.org.uk | www.bbc.bitesize.co.uk http://www.docbrown.info/index.htm |
| Exam board website | | | |
| http://www.sciencelab.org.uk/resourcezone/additional.php | | | |
| Coursework Deadlines | | | |
| ISA - completed in class May 2017 | | Submission June 2017 | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| BIOLOGY UNIT 2 | BL2 | 60 Mins | Summer Series 2017 |
| CHEMISTRY UNIT 2 | CH2 | 60 Mins | Summer Series 2017 |
| PHYSICS UNIT 2 | PH2 | 60 Mins | Summer Series 2017 |

The Royal Alexandra and Albert School

| Course Title | | | |
|--|--|--|--|
| AQA - Triple Science Biology A(4401), Chemistry A(4402), Physics A(4403) | | | |
| Course Overview | | | |
| <p>Learners studying Triple Science undertake a separate GCSE in Biology, Chemistry and Physics. This course takes two years to complete. Due to the change to linear exams this year, the students will take all NINE separate assessments at the end of Year 11 which means retakes will no longer be possible, however, there will be mock examinations throughout the GCSE courses to monitor progress.</p> <p>Each Unit constitutes 25% of the total independent Science GCSE. Learners study the following modules throughout the two year period:</p> | | | |
| <p><u>BIOLOGY 4401 – BL1</u> Part 1 includes Diet and exercise, hormones, genes and drugs Part 2 includes Surviving and changes in the environment <u>BIOLOGY 4401 - BL2</u> Part 1 includes Cells and the growing plant Part 2 includes Genes and proteins, inheritance, gene technology and speciation <u>BIOLOGY 4401 BL3</u> Part 1 - Movement of molecules in and out of cells Part 2 - Transport systems in plants and animals Part 3 - Homeostasis Part 4 - Humans and their environment</p> | <p><u>CHEMISTRY 4402 – CH1</u> Part 1 – Atoms, rocks, metals and fuels Part 2 – Polymers, plant oils, the earth and its atmosphere <u>CHEMISTRY 4402 – CH2</u> Part 1 – Structures, properties and uses Part 2 – Rates, energy, salts and electrolysis <u>CHEMISTRY 4402 - CH3</u> Part 1 – The periodic table Part 2 – water Part 3 – Calculating and explaining energy changes Part 4 – Further analysis and quantitative chemistry Part 5 – The production of Ammonia Part 6 – Alcohols, carboxylic acid and esters.</p> | <p><u>PHYSICS 4403 – PH1</u> Part 1 – Energy and efficiency Part 2 – Electrical energy and waves <u>PHYSICS 4403– PH2</u> Part 1 – Forces and motion Part 2 – Electricity and radiation <u>PHYSICS 4403 – PH3</u> Part 1 – Energy transfer and the factors which affect energy transfer. Part 2 – Energy and efficiency Part 3 – The usefulness of electrical appliances Part 4 – Methods we use to generate electricity Part 5 – The use of waves for communication and to prove the universe is expanding</p> | |
| Summary of Assessment | | | |
| <p>BIOLOGY</p> <ul style="list-style-type: none"> • External Exam (BL1) 25% • External Exam (BL2) 25% • External Exam (BL3) 25% • Internal ISA (BL4) 25% | <p>CHEMISTRY</p> <ul style="list-style-type: none"> • External Exam (CH1) 25% • External Exam (CH2) 25% • External Exam (CH3) 25% • Internal ISA (CH4) 25% | <p>PHYSICS</p> <ul style="list-style-type: none"> • External Exam (PH1) 25% • External Exam (PH2) 25% • External Exam (PH3) 25% • Internal ISA (PH4) 25% | |
| <p>ISAs In each Science GCSE, pupils must complete one internally assessed ISA (Internally Standardised Assessment). This will be completed in class time and consists of a practical element whereby the student will be assessed on their practical ability and the data they collect. They will also have to sit a written paper under exam conditions on the science behind their experiment. Both these elements will comprise 25% of the students overall GCSE grade. Students will have one opportunity to retake the ISA element.</p> | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| ISBN 9780199135837 ISBN 9780199135882 ISBN 9780199135936 | <i>Nelson and Thornes</i> separate sciences AQA | See below | GCSE Bite size Dr Brown Chemistry Lab |
| Exam board website | | | |
| <p>http://www.sciencelab.org.uk/resourcezone/additional.php http://www.sciencelab.org.uk/resourcezone/sciencea.php http://www.sciencelab.org.uk/resourcezone/biology.php http://www.sciencelab.org.uk/resourcezone/chemistry.php http://www.sciencelab.org.uk/resourcezone/physics.php</p> | | | |
| Coursework Deadlines | | | |
| ISAs completed in class by May 2017 – Submission June 2017 | | | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| BIOLOGY UNIT 1 / UNIT 2 / UNIT 3 | BL1 /BL2 /BL3 | 60 /60 /60 Mins | Summer Series 2017 |
| CHEMISTRY UNIT 1 / UNIT 2 / UNIT 3 | CH1 /CH2 /CH3 | 60 /60 /60 Mins | Summer Series 2017 |
| PHYSICS UNIT 1 / UNIT 2 / UNIT 3 | PH1 /PH2 /PH3 | 60 /60 /60 Mins | Summer Series 2017 |

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| Course Title | | | |
|---|-------------------------------------|--|--|
| EDEXCEL Spanish(2SP01) | | | |
| Course Overview | | | |
| <p>Spanish GCSE is a two year course. The exam is in four parts listening, reading, speaking and writing. Reading and Listening represents 40% of the final exam, Writing and Speaking represents 60% of the final exam.</p> <p>The emphasis for the syllabus will be on Speaking and Writing where learners will have to complete coursework throughout Year 10 and Year 11 and the Reading and Listening exam will be in Year 11.</p> | | | |
| Summary of Assessment | | | |
| Listening Exam – 20% Reading Exam – 20% Speaking Exam – 30% Writing Exam – 30% | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| Edexcel Spanish GCSE Pub: Pearson ISBN: 978-1-846903-92-2 | Revise GCSE Spanish LETTS | BBC Bite-size website www.bbc.co.uk/schools/gcs ebitesize/Spanish Active teach on school system | Spanish Dictionary Online dictionaries (The school provide a limited number but it is advised for learners to have their own). |
| Exam board website | | | |
| www.edexcel.org.uk | | | |
| Coursework Deadlines | | | |
| Year 10 Writing coursework 1/2 single assessments No more than 1 hour Speaking 1/ 2 tasks 4-6 minutes Written Assessments – Autumn 1 Term Speaking Assessments – Spring 1 & Summer 1 Terms NB Dates will be in the school calendar | | Year 11 Writing coursework 1/ 2 single assessments No more than 1 hour Speaking 1/ 2 tasks 4-6 minutes Written Assessments – Autumn 1 & Spring 2 Terms Speaking Assessments – Autumn 2 Term NB Dates will be in the school calendar | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| YEAR 11 | | | |
| Spanish Listening Exam | 5SP01 | 50 minutes | Summer Series 2017 |
| Spanish Reading Exam | 5SP03 | 50 minutes | Summer Series 2017 |
| | | | |

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Learning Support

The role of the Learning Support Department changes slightly once learners reach Key Stage 4. It is no longer felt appropriate for learners to be withdrawn for literacy or numeracy group support. Instead the support required is constructed around the needs of the individual, the year group and suggestions made by Heads of Department.

Parents of learners who have a statement of educational need will have already discussed with the SENCO, at the Year 9 review, how best to use the support available to meet their child's needs. The SENCO will then implement any support changes in readiness for Year 10.

Support available

- This year we are piloting a Learning Mentor Scheme in which learners, targeted by the Key Stage Co-ordinator and SENCO as requiring individual support will meet a designated LSA on a weekly basis. The use of time spent will be according to the needs of the individual learner.
- In class support continues to be a key mechanism of support at KS4. Areas of English and Maths are supported but we also endeavour to cover as many of the other subject choices as we can.
- The SENCO also runs a prep support club as part of the 4pm to 5pm activity scheme.

Examination Support

At KS4 the greatest concern for parents and learners alike is what exams will be taken and "passed" in the final two years at school. Obviously exams taken will be decided by individual departments but the Learning Support Department makes every effort to support learners in order to achieve their potential. The Department takes a watching brief over the learners to gain insight into how learners cope under exam stresses. In some cases it soon becomes apparent that some learners will need extra support.

(For further information please refer to following document on Examination Access Arrangements).

Monitoring to ensure learners have the support they need

- All learners complete reading and spelling assessments
- Learners with scores at levels significantly below their chronological age will then be referred to the LSA team for more in-depth assessment.
- Information gathered from LSAs, teachers, parents etc. with regard to learners struggling with the increased work load.
- In consultation with Key Stage Co-ordinator support may be put in place for times of controlled assessment demands.
- Should the need arise, using assessment results as evidence of need, the SENCO will apply to the examination boards for concessions to be granted. These may include: extra time, prompts, readers and/or scribes etc.

Above all our aim is to support learners through their GCSEs

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Access Arrangements for Examinations - Parental Guidance

The school receives a number of requests each year regarding Access Arrangements for students in public examinations. Over the last few years the Joint Council for Qualifications has changed both the requirements for, and the evidence needed in order that Access Arrangements can be granted. We have created this document in order to try to give parents a useful brief outline as to what is required for Access Arrangements to be granted and the evidence the school needs to provide to the Examination boards in order to support this claim.

Access Arrangements

Access Arrangements are non-standard arrangements approved before the examinations take place in order to enable candidates with special educational needs, disabilities or temporary injuries to access assessments. The Equality Act 2010 requires awarding bodies to make reasonable adjustments where a candidate would be at a **substantial** disadvantage in comparison to someone who is not disabled.

The examination boards will **not** consider applications in respect of long-term conditions that are submitted only weeks before the exams. It is essential therefore, that we are informed of existing circumstances that might justify Access Arrangements as soon as possible, preferably on joining the school. Arrangements can then be made to accommodate the particular needs of students in internal exams. This will allow us to test the effectiveness of such arrangements, and will provide grounds for their implementation at GCSE and A Level.

When applying for Access Arrangements we are obliged to work within the framework laid down by the Joint Council for Qualifications (JCQ).

These regulations are very complex, and there have been major changes for this academic year. The current guidance for 2014 to 2015 can be viewed on the [JCQ website](#).

In particular, some parents choose to provide the school with either a private report from an educational psychologist or/and a letter from a GP.

It should be noted that neither of these on their own is a guarantee that a student will receive the Access Arrangements requested.

In particular when looking at any student's needs the school must always consider granting supervised rest breaks before making a request for extra time, as the former will often be a more appropriate response. Extra time can never be given if there is any possibility that the student would thereby be given an unfair advantage over other students.

An outline of evidence needed for the most common request of Extra Time

As extra time is the Access Arrangement requested most often we will look at some of the associated regulations. JCQ lay down similar guidance for each of the other possible arrangements.

In order to maintain the credibility of GCSE and GCE qualifications, the JCQ [Joint Council for Qualifications] defines the parameters as to what constitutes a 'substantial disadvantage'. To this end they have defined eligibility for up to 25% extra time as follows.

The special assessor's report must confirm that the student has:

At least one 'below average' standardised score of 84 or less relating to speed of processing which has a **substantial** adverse effect on speed of working.

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In exceptional cases, up to 25% extra time may be awarded to students where the assessment confirms that the candidate has at least two 'low average' standardised scores between 85 and 89 relating to processing speed.

In very rare and exceptional cases, students with a cluster of scores within the 'average' range of 90 to 94 may be considered if the awarding body deems there is sufficient compelling evidence for eligibility.

In all cases, supplementary compelling evidence will be required for inspection by the awarding bodies.

A recommendation from an Educational Psychologist alone does not guarantee eligibility for extra time. In the past, a large disparity between Verbal and Performance IQ could be used as an indicator for eligibility for extra time. This is no longer the case. Students must meet the above criteria before applications can be made to the awarding bodies.

Furthermore, the JCQ has also advised that where a student has been awarded extra time for his or her GCSEs, there is not an automatic right for eligibility to continue to GCE. New applications for GCE examinations must be made to the awarding bodies and standardised scores must meet the above criteria in order to be approved. This will mean that some students who were awarded extra time in Year 11 may not now qualify for extra time in the Lower Sixth.

It is not normally appropriate to grant more than 25% extra time in examinations. In exceptional cases, the awarding bodies may allow additional time where speed of processing is **substantially below average i.e. a score of 69 or less** may be considered, or where a candidate has multi-sensory impairment that **substantially** hinders speed of processing. In such circumstances, an up to date assessment will be required immediately before GCSE examinations and GCE examinations.

Extra time with a private report

The school has to present a '**compelling**' case that the student's learning difficulty has '**a substantial and adverse effect**' on the student's performance in exams. Any private report will only form part of the school's evidence and the school will still have to carry out testing on the student. It is the results of the testing carried out by the school that will be used in the application with reference made to the scores within the private report that has been submitted. In addition to the testing the two paragraphs below will also need to be considered.

Applications for extra time will generally require statements/feedback from subject staff that a student is underperforming in classroom tests, as well as evidence in the form of incomplete mock examinations or similar.

The student must also have made use of extra time over a substantial period of time in both classroom tests and mock examinations before the arrangement can be used in external examinations.

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Extra time with a letter from a GP

In order for a student to be granted extra time on medical grounds, the school has to:

- Show that a student has an impairment which has a substantial and long term adverse effect on his/her speed of processing
- Confirm that he or she has persistent and significant difficulties when accessing and processing information
- Show evidence of how the disability/difficulty has impacted on teaching and learning in the classroom
- Show the involvement of teaching staff in determining the need for extra time of up to 25%
- Confirm that without the application of extra time of up to 25% the candidate would be at a substantial disadvantage
- Confirm that extra time of up to 25% is the candidate's normal way of working within the centre as a direct consequence of their disability.

A letter from a GP on its own is not sufficient

In addition to the evidence listed above, the school must also be able to show at least one of the following:

- A letter from CAMHS, a clinical psychologist, a hospital consultant or a psychiatrist
- A letter from the Local Authority Educational Psychology Service or Local Authority Sensory Impairment Service
- A letter from a Speech and Language Therapist (SaLT)
- A Statement of Special Educational Needs relating to the candidate's secondary education which confirms the candidate's disability

The second most common request is for the use of a word processor.

An outline of evidence needed for the use of a word processor (netbook/laptop)

Under certain circumstances a student may be allowed to use a word processor in exams. This will normally be a laptop with Spellcheck disabled.

The principal criteria when the school is deciding whether to grant the use of a word processor are that it should be the candidate's normal way of working and that it should be appropriate to their needs.

In assessing the latter, the school will need to have observed that the candidate has, for example:

- a learning difficulty which has a substantial and long term adverse effect on their ability to write legibly
- a medical condition
- a physical disability
- a sensory impairment
- poor handwriting
- planning and organisational problems when writing by hand

In all cases the school's decision will be final.

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What does the School do to provide evidence for such claims?

Access Arrangements Testing

The Pupil Services Department carries out testing of students in all year groups in consideration for Access Arrangements. Testing is carried out on admission as well as at the start of each academic year. The testing comprises literacy based tests, this is then used as a baseline for the students and the information shared with staff.

Year 9

Following assessments that are carried out in the Summer term the Year 9 students will sit a test which will provide the school with an indication as to whether further testing may be necessary for specific students. This will also involve the gathering of information from teaching staff to check the student's normal ways of working in lessons. When making an application the school utilises all previous years' testing as evidence of the student's difficulties as well as being able to demonstrate the normal way of working within the classroom and during test situations, which is a JCQ requirement. Any application we make requesting Access Arrangements needs to include school based evidence of need.

Once students have been tested and it is deemed that they are entitled to Access Arrangements then the school will post a letter home to notify parents before the end of the Summer Term.

Other testing opportunities within the school

The Pupil Services department will also carry out testing at planned points in the year as a result of students either being referred by teaching staff based on their concerns over performance in class/test situations over an extended period or through concerns raised by parents.

This testing again includes literacy tests as well as other specific tests, depending on the need which can include working memory, phonological processing and others.

JCQ set specific guidelines regarding the standard scores that enable a student to be eligible for Access Arrangements; these are not set by the Pupil Services Department. A student may find, for example, completing tests in a fixed time period difficult but without the appropriate evidence or scores below a certain level, they will not be eligible for Access Arrangements.

Private Educational Psychologist Reports

If under the schools testing system, as we are only able to carry out certain tests within school, a student does not qualify for Access Arrangements parents can, if they wish, obtain a Private Educational Psychologist (EP) Assessment.

If parents wish to submit an EP report as part of their request for the school to consider their child for Access Arrangements parents should be aware that the school will require to see:

A full copy of the report and Original copies of all the tests completed. This will enable the School (who under JCQ guidelines, can be the sole referrer for Access Arrangements) to have full confidence in the testing that has been undertaken and ensure that testing has been robust and valid and fits the testing interval criteria. Even in this instance the report will only form part of the school's evidence when applying for Access Arrangements and may not guarantee that concessions will be awarded.

There are recognised intervals of time which need to be adhered to between testing opportunities, as 'a procedure would introduce practice effects' and 'there is a danger that an artificially high reliability will be obtained'. (Educational Testing, J Boyle & S Fisher).

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Careers and Work Experience

Our role within the school is to provide careers information and support for all students in Years 10 and 11 and to organise the World of Work programme which is provided for all Year 10 students.

Work Related Learning – World of Work

Pupils in Year 10 will have a 5 day World of Work experience. This will include the development of Key Skills such as Working with Others, Improving own learning and Performance and Problem Solving, within a variety of contexts and with different people. This takes place during the last week of summer term.

The programme will include: Dragons Den type workshops, Employer/Interview workshops, visit to a University and an RAF team building day.

Careers interviews and advice

Ongoing support, guidance and follow up will be provided by our internal career advisors, Helen Bryant (helenbryant@gatton-park.org.uk) and Lorelle Faife (lorellefaife@gatton-park.org.uk).

All pupils in Years 10 & 11 can request an individual careers interview with our external careers advisor. Priority will be given throughout the year to Sixth formers looking to apply for paid employment. Priority is then given to Year 11 pupils in the Autumn term, Year 9 pupils in the Spring term and Year 10 in the Summer term.

Drop in sessions will be provided at lunchtime on a weekly basis.

Careers IAG

Careers IAG is part of the Citizenship/ PSHE curriculum within Key Stages 3 & 4. Various aspects of work related learning are considered from Year 8 onwards. Full advantage is taken of the opportunities to take pupils in Year 9 & 10 to careers and university events – all pupils will have the opportunity to attend at least one event in each year.

In addition the external careers advisor will be in attendance at key events throughout the year such as parental consultation evenings and option events.

Careers Evening

An annual careers event will be held for pupils in Year 10 upwards to allow them to meet with and discuss careers with a wide variety of professionals. This will take place during February.

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Contact Details

Should you have any queries concerning any of the information in this booklet then please do not hesitate to contact the following:

Key Stage 4 Co-ordinator

Mrs A Danaee

anniedanaee@gatton-park.org.uk

If you wish to make any comments about this booklet, then we would be happy to hear your views. Please email the following:

Deputy Head - Curriculum

Mrs K Hobbs

kathrynhobbs@gatton-park.org.uk

The above members of staff can also be contacted by telephone. Please call the main school office and ask to be connected.

Main School Office

01737 649000

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Glossary

These are some of the terms you might come across over the next two years

| Term | Definition |
|---------------------------------|---|
| Controlled assessment | Work that is completed under supervised conditions and are set by exam boards and marked by teachers. This work counts towards GCSE courses. |
| Moderation | All assessment that counts towards a course that is assessed inside of school is firstly moderated by other teachers in school to check the grades given. Finally the exam board will ask for a sample of pupils work and will moderate them to check they are happy with the schools assessment of the work. |
| External Assessment | Assessment set by an exam board. |
| Portfolio | A portfolio is a collection of work from a student to demonstrate their working grade at various tasks. |
| Higher / Foundation Tier | On exam papers students are entered for a tier either Higher or Foundation. The higher covers grades A* - D and the foundation C – G. It should be noted that if a pupil achieves slightly lower than a C grade on the higher tier a D can be given but there is a very slim boundary for this grade. If a student drops slightly lower than this a U grade will be awarded. |
| Linear | A course that test students with exams at the end of the course. |
| Set Piece | A selection of extracts / exemplar work chosen by the exam board, on which pupils must be able to <u>answer detailed questions</u> . |
| Modular | Modular refers to a course that has end of unit exams that count towards the final GCSE grade. |
| UMS | Unified Mark Scheme, this is a score that is give to show a result in an exam. It is set so that students can compare both foundation and higher scores. |
| QWC | Quality of Written Communication. This is when pupils must consider the way they structure, present and communicate their information. Most commonly taken in to account in exam papers. |
| Documentary response | Documentary response is a written record, produced under controlled conditions, in which candidates carry out an evaluation of the work undertaken in assessed practical workshops. This can take the form of a structured essay but the format is not prescribed; it can also contain annotated images, diagrams, extracts of text etc. |
| English Baccalaureate | The English Baccalaureate was introduced as a performance measure in the 2010 performance tables. It is not a qualification in itself. The measure recognises where pupils have secured a C grade or better across a core of academic subjects – English, mathematics, history or geography, the sciences and a language. |
| SPG | A new element of mark schemes, Spelling, Punctuation and Grammar. |
| Special consideration | A special consideration is a process that allows candidates who suffer from temporary illness, injury or indisposition at the time of an exam, test or assessment to demonstrate the achievement they are capable of. The special consideration will be applied for by the school or college explaining the circumstances to the awarding body. The awarding body will then, while marking the assessment, take into consideration how the circumstance may have affected the performance of the candidate. |

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Revision Tips

1. The secret is planning

- Make a timetable - plan your revision
Find more time - use any spare minutes
- Practise regularly - daily is better than once a week
- Plan for success - get an overview of the course
- Use your best work - play to your own strengths
- Get extra marks - here's a simple trick
- Get an overview - how the parts fit together
- Sample timetable - print it and use it

2. Revision techniques

- Make a timetable - plan your work in advance
- Manage your time - use regular work slots
- How to concentrate - avoid distractions
- Take short breaks - you can have fun too!
- Use your best time - revise at a time which suits you
- Feeling tired? - don't push yourself to the limit
- Quick tips - even short periods can be useful
- Use prompt cards - revision notes in your pocket!

3. Create good conditions

- Get the conditions right - three things you need
- Work in the library - a perfect place to study
- Good lighting helps - give your eyes a treat
- Background noise - make it helpful
- Study materials - the basics you need
- Check progress - help to boost your confidence

4. Get the right materials

- Tools of the trade - the minimum for success
- Coursework - learn from your mistakes
- Making notes - revision should be active
- Other materials - use everything available
- Plug that gap! - catching up on lost work
- What should you buy? - cheap and cheerful is OK

5. Mock exams anyone?

- They're useful practice - learn from your mistakes
- Make it easy - start with a short exercise
- Try different ways - write rough drafts and plans
- Mocks can help you - overcome writer's block
- What's expected? - it's easier than you think
- Self-help groups - work with your pals

6. Choosing revision topics

- Make your choices - get the best results
- Use your coursework - get an overview
- Read your homework - learn from what you've done
- Read teachers' comments - follow the advice
- Learn the main ideas - and the key terms
- Read course handouts - fill in the picture
- Use past papers - know what's coming
- Guessing questions - study question types
- Memorising information - learn the basics