



ROYAL
ALEXANDRA
& ALBERT
SCHOOL



KS4 GCSE & BTEC INDUCTION BOOKLET

For
YEAR 10

INFORMATION
2016-18

INFORMATION

The Royal Alexandra and Albert School



Foreword

Dear Parents/Guardians

As your son/daughter begins Year 10 so they embark on an important stage of their school career. They will now begin their Key Stage 4 curriculum (Years 10 and 11) and start to study their chosen GCSE and BTEC courses.

We are therefore sending you the enclosed booklet. Within this booklet you will find key information regarding the courses your son/daughter is studying, this includes an overview of the course content, a summary of the assessment and examination details. The booklet also provides you with advice on good working practice when undertaking examined courses, revision tips and contact information for relevant members of staff. It is hoped that the information provided will be of help at this important time. Current access arrangements information can be found on the school website.

I would also like to take this opportunity to remind you of some important changes that have taken place to GCSEs. From September of this year all GCSE courses, apart from Business Studies and Design Technology, will have newly reformed subject specifications. This, for most subjects, sees an increase in both the level and challenge of content taught. The assessment for GCSE courses has also changed recently. Some students may have older brothers or sisters who completed 'modular' GCSE courses; these are no longer available. All GCSEs are now assessed by exams taken at the end of the course. (These are sometimes referred to as 'linear' courses and 'terminal' exams.) Also for most subjects students will be assessed by these formal exams rather than controlled assessment.

There will also be a change in the grading system for the GCSEs your son/daughter will take, with the familiar A*-G being replaced by numerical levels from 1-9. Please see the below link for an explanation of the new system and a comparison of the old and new grading structures:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/460142/new_gcse_grading_structure.pdf

BTEC qualifications are also undergoing change. Although BTEC courses will still be assessed via a significant non-examination element, a formal examination has now been added that will contribute to the final grade awarded.

Finally, I wish to stress that, as a school we are committed to ensuring that your son/daughter is fully prepared for the new GCSEs and BTECs, and is supported as they progress through the next two years. In addition, I would like to highlight the importance of your role in ensuring that students realise the value of adopting a positive approach to this new phase in their studies, and to thank you in advance for your support.

Yours faithfully

Kate Ross
Acting Deputy Head - Curriculum

The Royal Alexandra and Albert School



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| Course Title | | | |
|--|---|----------------------------------|--|
| WJEC Art & Design (C650QS) | | | |
| 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 and 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>Portfolio (60% of GCSE) Decay Mock Exam Paper.</p> <p>External Set Assignment (40% of GCSE)</p> | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| | GCSE Art and Design: Lonsdale Press Revision ISBN: 9781903068908 | | 'ART SHOP' Learners can purchase a 'starter pack' from the school art shop, this contains a number of materials to get learners started on their project work. |
| Exam board website | | | |
| www.wjec.co.uk | | | |
| Coursework Deadlines | | | |
| <u>Year 10</u> | | <u>Year 11</u> | |
| Unit 1 – Decay | | Mock Exam – December 2017 | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| Year 11 | | | |
| Art - 2 day Mock exam | | 2 days | Autumn Term 2017 |
| Art – 2 day conditioned exam | TBA | 2 days | Summer Series 2018 |

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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 every unit. 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 | | | |
| Unit 1,2,3 & 6 Unit 3 deadline – February 2017 Unit 6 deadline – June 2017 Unit 2 online exam – Summer Series 2018 Unit 1 deadline – May 2018 <i>Specific deadlines will be given at the start of each unit.</i> | Core units: 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. 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. Two specialist units, these are currently: 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. 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. | | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| Unit 2:Finance for Business | (on screen test) | 60 minutes | Summer Series 2018 |
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| Course Title | | | |
|--|--|---|---|
| EDEXCEL GCSE Business Studies (2BS01) | | | |
| Course Overview | | | |
| <p>This course follows the traditional GCSE format and is mainly exams based, focussing on many of the theoretical aspects 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, then this is the course for you.</p> | | | |
| Summary of Assessment | | | |
| <p>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.</p> | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| <p>No text book is required for the course, however should you wish to purchase we would recommend:</p> <p>Unit 1 - Edexcel GCSE Introduction to Small Business (9781846904967)</p> <p>Unit 3 - Edexcel GCSE Business: Introduction to Economic Understanding Edexcel 'GCSE Business - Building a Business' (9781846904974)</p> | <p>Revise Edexcel GCSE Business Revision Guide: Units 1, 3 & 5 (978-1446903735)</p> <p>Revise Edexcel GCSE Business Revision Workbook: Units 1, 3 & 5 (978-1446903766)</p> | <p>These will be advised during lessons, however BBC Bitesize is useful to review theory: http://www.bbc.co.uk/schools/gcsebitesize/business/</p> | <p>Students will be given relevant hand-outs throughout the course.</p> |
| 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) – 25%</p> <p>The exam board will provide a list of tasks from which to choose. 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) - 25%</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 multiple choice exam.</p> <p>Unit 3 – Building a Business (5BS03) – 50%</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 minutes | Summer series 2018 |
| U3: Building a Business | 5BS03 | 90 minutes | Summer series 2018 |

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| Course Title | | |
| AQA Citizenship Studies (8100) | | |
| Course Overview | | |
| GCSE Subject Aims | | |
| <p>GCSE Citizenship Studies has the power to motivate and enable young people to become thoughtful, active citizens. Students gain a deeper knowledge of democracy, government and law, and develop skills to create sustained and reasoned arguments, present various viewpoints and plan practical citizenship actions to benefit society. They will also gain the ability to recognise bias, critically evaluate argument, weigh evidence and look for alternative interpretations and sources of evidence, all of which are essential skills valued by higher education and employers.</p> | | |
| The Themes | | |
| <p>The overarching theme of the GCSE is 'How citizens can try to make a difference'. This aim is supported by three content themes: Life in modern Britain, Rights and responsibilities and Politics and participation.</p> | | |
| <p>The first theme, Life in modern Britain, looks at the make-up and dynamics of contemporary society, what it means to be British, as well as the role of the media and the United Kingdom's (UK's) role on the world stage.</p> | | |
| <p>The second theme, Rights and responsibilities, looks at the nature of laws, rights and responsibilities within the UK and has a global aspect due to the nature of international laws, treaties and agreements by which the UK abides.</p> | | |
| <p>The third theme, Politics and participation, aims to give the student, through an understanding of the political process, the knowledge and skills necessary to understand how to resolve issues, bring about change, and how the empowered citizen is at the heart of our society.</p> | | |
| Summary of Assessment | | |
| Paper 1 | | |
| <ul style="list-style-type: none"> • Written exam – 1 hour 45 minutes • 80 marks • 50% of GCSE • Section A – Active Citizenship • Section B – Politics and participation • Question types: multiple-choice, short answer, source-based questions, extended answer | | |
| Paper 2 | | |
| <ul style="list-style-type: none"> • Written exam – 1 hour 45 minutes • 80 marks • 50% of GCSE • Section A – Life in modern Britain • Section B – Rights and responsibilities • Question types: multiple-choice, short answer, source-based questions, extended answer | | |
| Resources Used | | |
| <p>Citizenship Studies is about contemporary society, as such text books are quickly out-dated and only give specific case studies. Therefore, it is important that students watch a variety of news programmes and read a variety of newspapers on a regular basis.</p> | | |
| Exam board website | | |
| <p>AQA: http://www.aqa.org.uk/subjects/citizenship/gcse/citizenship-studies-8100</p> | | |
| Exam Dates | | |
| Title | Duration | Date |
| Paper 1 | 105 minutes | Summer Series 2018 |
| Paper 2 | 105 minutes | Summer Series 2018 |

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Course Title

OCR Computing GCSE (Specification J276)

Course Overview

Computer Science is a discipline that spans theory and practice. The practical side of Computing can be seen everywhere. Nowadays, practically everyone is a computer user, and many people are even computer programmers. Computer Science can be seen as a science of problem solving. A Computer Scientist must be able to design solutions and verify that they are correct. Problem solving requires precision, creativity, and careful reasoning. Computer Science students learn logical reasoning, algorithmic thinking, design and structured problem solving; all concepts and skills that are valuable well beyond the Computing classroom. This is a discipline that requires commitment and the willingness to work hard, not only during lesson time but also in the student's own time.

“What kind of person, then, would be a good match for Computer Science?”

The subject requires a high level of mathematical aptitude and the ability to organize and think both creatively and logically. Someone who enjoys solving problems, and who can think analytically can do very well at Computer Science.

Summary of Assessment

| Unit title and description | Assessment and duration | Weighting |
|----------------------------|-------------------------|-----------|
|----------------------------|-------------------------|-----------|

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| J276/01 Computer Systems | | |
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| <ul style="list-style-type: none"> • Systems Architecture • Memory • Storage • Wired and wireless networks • Network topologies, protocols and layers • System security • System software • Ethical, legal, cultural and environmental concerns | | |
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| | 80 marks 1 hour and 30 minutes Written paper (no calculators allowed) | 40% of total GCSE |
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| J276/02 Computational thinking, algorithms and programming | | |
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|--------------|--|--|
| Algorithms * | | |
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| <ul style="list-style-type: none"> • Programming techniques • Producing robust programs • Computational logic • Translators and facilities of languages • • Data representation | | |
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| | 80 marks 1 hour and 30 minutes Written paper (no calculators allowed) | 40% of total GCSE |
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| J276 03/04 Programming project | | |
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| Programming techniques | | |
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| <ul style="list-style-type: none"> • Analysis • Design • Development • • Testing and evaluation and conclusions. | | |
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| | 40 marks Totalling 20 hours Non-Exam Assessment (NEA) | 20% of total GCSE |
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Assessment objectives:

Students are expected to demonstrate the following:

- 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 |
|--|----------------|---|-------------------------|
| GCSE Computer Science for OCR Student Book Cambridge University Press | TBC | http://www.ocr.org.uk/qualifications/gcse-computer-science-j276-from-2016/ | Online Elevate Platform |

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 one non-exam assessment in Year 11. That assessment is 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. The assessment must be completed within 20 hours.

Exam Dates

| Title | Exam Code | Duration | Date |
|--|-----------|------------|--------------------|
| Computer systems & Programming | J276/01 | 90 minutes | Summer Series 2018 |
| Computational thinking, algorithms and programming | J276/02 | 90 minutes | Summer Series 2018 |

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| Course Title | | | |
|---|----------------|--|--------------------|
| WJEC Drama (4150LA) | | | |
| Course Overview | | | |
| <p>During this course, pupils will develop a solid understanding of the history of the theatre and a practical understanding of the philosophies and practices of a number of different drama practitioners. They will be given the opportunity to learn a range of performance and performance support skills and through this, they will be able to develop a range of wider transferable skills including leadership, collaboration and mutual responsibility (including delivering project work to a deadline), independent study skills, critical thinking, communication skills and reflectiveness.</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': 70% of the final mark is generated through written content, including a 90 minute written exam. The course breaks down into three units: 'Devising Theatre' where pupils create, develop, rehearse and perform a piece of original theatre within a specific genre or in the style of a chosen practitioner; 'Performing from a Text' where pupils study, rehearse and perform scenes from a published play text and 'Interpreting Theatre' where pupils demonstrate their understanding of the subject through a written examination on a set text from the point of view of director, performer and designer, and write an analysis of a live theatre production they have seen.</p> <p>How you will learn</p> <p>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 practise papers. Once this has been completed (towards the end of Y10), the examination content will commence as detailed above.</p> | | | |
| Summary of Assessment | | | |
| <p>Unit 1: Devising Theatre – 40% Controlled Assessment, internally marked, externally moderated TASK ONE Devising (AO1) – 20% Candidates will devise a practical performance based on a theme, linked with a practitioner or genre. They will create a portfolio of supporting evidence as they go through the devising process.</p> <ul style="list-style-type: none"> • Internally assessed through portfolio of supporting evidence. Externally moderated. <p>TASK TWO Realising (AO2) – 10% Candidates will be assessed on their practical performance skills or realisation of their design skill in performance.</p> <ul style="list-style-type: none"> • Internally assessed through performance of devised work. Externally moderated. <p>TASK THREE Evaluating (AO4) – 10% Candidates will complete a written evaluation of the practical work they completed in Task Two, under formal supervision.</p> <ul style="list-style-type: none"> • Internally assessed and externally moderated. <p>Unit 2: Performance from a Text – 20% Externally marked Candidates will be assessed on either their acting or a theatre design skill, in a performance of two key scenes or extracts from a published play.</p> <ul style="list-style-type: none"> • Externally assessed by a visiting examiner in April/May. <p>Unit 3: Written Examination – 40% Candidates will be assessed on their ability to analyse one set text as an actor, designer and director and to evaluate a live performance they have seen as part of the course. It is expected that candidates attend at least two performances over the duration of the course, however it is recommended that they attend the theatre as often as they can.</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 component 1 December 2016 Mock component 2 Spring 2017 Mock component 3 during Assessment Week 2017 | | Y11: Unit 1 end of Autumn term 2017 | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| Unit 3 | 4153/01 | 90 minutes | Summer Series 2018 |

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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(4) 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.</p> <p>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 | | | |
| <i>There is no foundation tier available</i> | | | |
| 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 2018 | |
| Paper 2 Writers' Viewpoints and Perspectives | 105 minutes | Summer Series 2018 | |

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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 unseen poetry – 60% of final grade</p> <p>Grades Available: 9 – 1</p> <p><i>There is no foundation tier available</i></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. | bbcbitesize.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 2018 |
| Paper 2 | 135 minutes | Summer Series 2018 |

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| Course Title | | | |
|---|--|---|--------------------|
| EDUQAS(WJEC) GCSE Food Preparation and Nutrition (C560P1) | | | |
| Course Overview | | | |
| <p>The WJEC Eduqas GCSE in Food Preparation and Nutrition equips learners with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and in later life.</p> <p>What you will learn - Areas of Content</p> <ol style="list-style-type: none"> 1. Food Commodities e.g. Cereals, fruit and vegetables, sugars, dairy, fats, meat/fish and vegetarian alternatives. The course will look at their value in the diet, their working characteristics, experiments to understand changes occurring during cooking and also current recommended guidelines for a healthy diet 2. Principles of Nutrition - the role of the main nutrients in the diet, their sources, function and deficiency diseases 3. Diet and Good Health 4. The Science of Food 5. Where Food Comes From 6. Cooking and Food Preparation | | | |
| Summary of Assessment | | | |
| <p>Component 1: Principles of Food Preparation and Nutrition Written examination: 50% of qualification This component will consist of two sections both containing compulsory questions and will assess the six areas of content as listed in the specified GCSE content. Section A: questions based on stimulus material. Section B: structured, short and extended response questions to assess content related to food preparation and nutrition.</p> <p>Component 2: Food Preparation and Nutrition in Action Non-examination assessment: internally assessed, externally moderated - 50% of qualification Assessment 1: The Food Investigation Assessment (8 hours) A scientific food investigation which will assess the learner's knowledge, skills and understanding in relation to scientific principles underlying the preparation and cooking of food. A report of 1500 words will be produced Assessment 2: The Food Preparation Assessment (12 hours) Prepare, cook and present a menu which assesses the learner's knowledge, skills and understanding in relation to the planning, preparation, cooking and presentation of food. A report will be produced of 15 sides. These assessments will be based on a choice of tasks released by WJEC annually.</p> | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| Eduqas GCSE Food Preparation and Nutrition: Student Book ISBN 978-1-908682-85-7 http://illuminatepublishing.com/index.php?main_page=product_info&products_id=105 Hodder Education WJEC Eduqas GCSE Food Preparation and Nutrition ISBN 97814718675 http://www.hoddereducation.co.uk/Product?Product=9781471867507 | Eduqas GCSE Food Preparation and Nutrition Revision guide ISBN 978-1-908682-87-1 http://illuminatepublishing.com/index.php?main_page=product_info&cPath=27&products_id=107 ISBN 97814718675 | Jenny Ridgwell https://www.nutritionprogram.co.uk/login (to analyse recipes) Digital Resources http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/ | |
| Exam board website | | | |
| http://www.eduqas.co.uk/qualifications/food-preparation-and-nutrition/ | | | |
| Assessment Details | | | |
| NEA Deadlines for students - Submission of marks and administration Centres need to submit marks for non-examination assessed work online in May of the year when the work is to be submitted for moderation. | | | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Period Dates |
| Year 11 - Component 2 Assessment 1 NEA | | 8 hours | Sep 2017-Dec 2017 |
| Year 11 - Component 2 Assessment 2 NEA | | 12 hours | Jan 2018-Mar 2018 |
| Year 11 - Component 1 Exam | TBA | 105 minutes | Summer Series 2018 |

The Royal Alexandra and Albert School

| Course Title | | | |
|---|---------------------------|---|--|
| AQA French (8658) | | | |
| Course Overview | | | |
| <p>French GCSE is a two year course. Students will learn 3 topics and the topics are:</p> <ul style="list-style-type: none"> • Identity and culture (me, my family, technology in everyday life and free time and activities) • Local, international and global areas of interest (home town and neighbourhood, social issues. Global issues, travel and tourism) • Current and future studies and employment (studies, life at school and education post 16) | | | |
| Summary of Assessment | | | |
| <p>The exam is in four equally weighted final assessments - Listening, Speaking Reading and Writing:</p> <p style="margin-left: 20px;">Listening Exam – 25%</p> <p style="margin-left: 20px;">Speaking Exam – 25%</p> <p style="margin-left: 20px;">Reading Exam – 25%</p> <p style="margin-left: 20px;">Writing Exam – 25%</p> | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| AQA French GCSE Pub: Oxford | Revise GCSE French | BBC Bite-size website www.bbc.co.uk/schools/gcsebite/size/french Kerboodle on school system | French Dictionary Online dictionaries (School provides a limited number but it is advisable for learners to have their own). |
| Exam board website | | | |
| www.aqa.org.uk | | | |
| Exam Dates | | | |
| <p>All exams (4 skills) will be taken during the summer series exams- <i>no more controlled assessments or coursework.</i></p> <p>There will be 2 translation sections. French to English and English to French.</p> <p>Each student will be entered at either Foundation tier or Higher tier for the 4 skills.</p> <p>Students will be tested regularly on vocabulary, grammar and given end of unit tests to ensure they are able to retain information up to their year 11 summer exams.</p> <p>Mock speaking exams are held to give students experience with this part of the exam.</p> | | | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| YEAR 11 | | | |
| Paper 1 - French Listening Exam | 01 | 35/45 minutes | Summer Series 2018 |
| Paper 2 - French Speaking Exam | 02 | 10-12 minutes | Summer Series 2018 |
| Paper 3 - French Reading Exam | 03 | 45/60 minutes | Summer Series 2018 |
| Paper 4 - French Writing exam | 04 | 60/75 minutes | Summer Series 2018 |

The Royal Alexandra and Albert School

| Course Title | | | |
|---|---|------------|---|
| OCR Geography A - Geographical Themes (J383) 9 to 1 | | | |
| Course Overview | | | |
| <p>This specification includes exciting content exploring both the geography of the UK and the wider world, with study structured through themes to allow synoptic links to be developed across components. This is a linear course taken over two years, with the exams during the summer series of Year 11. There are THREE written papers.</p> <p>A range of topics – physical, human and environmental will be covered within located areas – we will study both the UK and further afield.</p> <p>Living in the UK today: We will study a river from source to mouth (tbc) and a stretch of coastline (the Jurassic Coast); people including those who live in cities and impact on others (London); and environmental issues such as fracking and flooding.</p> <p>The World Around Us: Ecosystems – focusing on coral reefs and tropical rainforests will make up the physical component of this unit. We will compare and contrast people’s lives in LEDC (probably Mumbai) and compare this to London while our environmental issues are climate change and drought.</p> <p>Geographical Skills: This is the biggest change to our course as we will be examined on our fieldwork rather than complete a Controlled Assessment. Pupils must be offered at least 2 days of fieldwork – one human and one physical. Students who choose not to take advantage of this will be disadvantaged. There are two elements – geographical skills and fieldwork.</p> <p>In addition to the Swanage fieldtrip where we will focus on case study material and a range of fieldwork skills, there will be two day trips offered. It is likely that one will be comparing areas within London while the other will be a river study. The charges for these two day trips will be purely to cover transport costs.</p> <p>Please note this is a new course, Text books are not yet available and students cannot purchase any resources at this stage.</p> | | | |
| Summary of Assessment | | | |
| <p>There are three papers, all with a combination of shorts answers and extended responses – each paper is also assessed for SPaG.</p> <p>Living in the UK today. (30%) All questions to be answered and questions based around the three themes, Landscapes of the UK; People of the UK; Environmental Challenges.</p> <p>The World around us (30%) All questions to be answered and questions based around the three themes, Ecosystems of the Planet; People of the Planet and Environmental Threats to our Planet.</p> <p>Geographical Skills (40%) Section A covers geographical skills and the synoptic elements linked to the above papers; while Section B covers both the student’s own fieldwork experiences and unfamiliar contexts.</p> | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| GCSE Geography for OCR A by OUP (tbc) | OCR A GCSE Geography practice workbook by CJP (tbc) | tbc | Calculator Coloured pencils Waterproofs |
| Exam board website | | | |
| http://www.ocr.org.uk/qualifications/gcse-geography-a-geographical-themes-j383-from-2016/ | | | |
| Coursework Deadlines | | | |
| N/A | | | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| 1 – Living in the UK today | 01 | 60 minutes | Summer Series 2018 |
| 2 – The World Around us | 02 | 60 minutes | Summer Series 2018 |
| 3 – Geographical Skills | 03 | 90 minutes | Summer Series 2018 |

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| Course Title | | | |
|---|---|---|--------------------|
| EDEXCEL History (1HI0) | | | |
| 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 both thematic and in-depth approaches, which also serve as a useful tool for learners' knowledge of current affairs and how events of the past have shaped contemporary global social, economic and political affairs.</p> <p>This is a two year course where learners study the following units:</p> <ul style="list-style-type: none"> - Thematic Study: Crime and Punishment, c.1000–present, incl. a case study of Whitechapel, c.1870–1900 - British Depth Study: Henry VIII and his Ministers, 1509 – 1540 - Period Study: Superpower Relations and the Cold War, 1941 – 1991 - Modern Depth Study: The USA: conflict at home and abroad, 1954 – 1975 <p>This is a linear course where exams are taken in Summer of Year 11.</p> | | | |
| Summary of Assessment | | | |
| <p>Paper 1: Thematic Study and the Historical Environment (30%) Paper 2: British Depth Study / Period Study (20% per unit = 40%) Paper 3: Modern Depth Study (30%)</p> | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| <p>Edexcel GCSE History; published for all units.</p> <p>Edexcel 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://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html</p> | | | |
| Controlled Assessment Deadlines | | | |
| Year 10 - N/A | | Year 11 – N/A | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| Paper 1: Thematic Study and the Historic Environment: Crime and Punishment c.1000 – present, Whitechapel, c.1870 – 1900. | 1HI0/10 | 75 minutes | Summer Series 2018 |
| Paper 2: British Depth Study (Henry VIII 1509 – 1540) and Period Study (Cold War 1941 – 1991) | 1HI0/27 | 105 minutes | Summer Series 2018 |
| Paper 3: Modern Depth Study: The USA 1954 – 1975. | 1HI0/33 | 80 minutes | Summer Series 2018 |

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| 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 mathematical 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 mathswatchvle.com | logon: raas, password: factor 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 2018 |
| Paper 2 | 1MA1/2 | 90 minutes | Summer 2018 |
| Paper 3 | 1MA1/3 | 90 minutes | Summer 2018 |

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| Course Title | | | |
|---|-----------|--|--------------------|
| OCR Music (J536) | | | |
| Course Overview and Summary of Assessment | | | |
| <p>Unit 1 (30%) Solo performance and a Composition You will perform on your chosen instrument or voice You will compose a piece of music of your choice, in any genre and on any instrument.</p> <p>Unit 2 (30%) Ensemble performance and a Composition You will be recorded performing an independent part in an ensemble. You will compose from a choice of briefs given by the exam board. This could be a chord sequence, rhythmic phrase, a short story, a melody, a picture or words.</p> <p>Unit 3 (40%) Listening and Appraising Written Paper You will answer questions on all the topics you have covered throughout the course. Topics are: Rhythms of the World, Film Music, Concert through time and Conventions of Pop.</p> <p>Year 10 Autumn = My Music. The Concerto. Ensemble playing Year 10 Spring = Conventions of Pop. Composing with own ideas (AOS1) Year 10 Summer = Film Music. Internal assessments (performing, composing, listening). Year 11 Autumn = Rhythms of the World. Composition Two. (AOS2) Year 11 Spring = Performing exams. Composition 1 redraft (AOS1) Year 11 Summer = Unit 3 revision.</p> | | | |
| Other Information | | | |
| 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 2016. | | | |
| Resources Used | | | |
| We will use the OCR GCSE study book, and one will be given to each student at the start of the course. Suggested listening: Concerto's: Genre from all periods of Music, including Vivaldi four seasons Rhythms of the World: Palestinian Folk Music; Greek Music; African Drumming; Rhythms of Americas; Bhangra Film Music by: John Barry; Hans Zimmer; John Williams; Fratianni Game Music: Halo; Assassins Creed Conventions of pop: Elvis; The Beatles; The Beach Boys; Queen; Bon Jovi; Guns and Roses; Elton John; Bob Dylan; Michael Jackson; Adele | | Other . ABRSM or Trinity Guildhall theory books and exam papers appropriate to each learner | |
| Exam board website | | | |
| www.music@ocr.org.uk | | | |
| Controlled Assessment Deadlines | | | |
| Performing – January & February 2018 Composing - March 2018 | | | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| Unit 3 – Listening & Appraising | J536/05 | 90 minutes | Summer Series 2018 |

The Royal Alexandra and Albert School

| Course Title | | | |
|---|--|--|-------------------------|
| EDEXCEL Physical Education (1PE0) | | | |
| Course Overview | | | |
| <p>This is a two year course which encourages students to contextualise theory and develop and apply their knowledge, understanding and quality of performances in practical assessments.</p> <p>The theory aspect of the subject will engage with key issues and themes relating to contemporary global influences on PE and Sport as well as allowing each student to receive a well-rounded and full introduction to the world of PE and Sport Science. Students will study units including: Applied Anatomy and Physiology (of the main body systems), Movement Analysis, Physical Training, Sport Psychology, Socio-Cultural Influences and Health, Fitness and Well-Being.</p> <p>Learners will develop skills relating to performance in a number of physical activities, including practical performance in the role of player/performer for individual and team sports.</p> <p>The course prepares learners to make informed decisions about further learning opportunities and career choices. It supports progression to A-Level and equivalent courses.</p> | | | |
| Summary of Assessment | | | |
| <p>40% of the total mark is on performance in physical education and learners must offer 3 performances in the role of player/participant. Students must choose and perform 3 activities from the following list.</p> <ul style="list-style-type: none"> • One team activity • One individual activity • One activity of their choice, either an individual or team activity. <p>60% of the total mark is on the theory of physical education. There are 2 exams:</p> <ul style="list-style-type: none"> • Paper One (90 marks) is on Fitness and The Body Systems units. • Paper Two (70 marks) is on Health and Performance units. <p>The assessment consists of multiple-choice, short-answer, and extended writing questions</p> | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | |
| Edexcel GCSE (9-1) Physical Education Student Book. Author: Tony Scott ISBN: 978-1-292-12988-4 | Edexcel GCSE PE Revision Guide ISBN 978-1-29213-512-0 Edexcel GCSE PE Revision Workbook ISBN 978-1-29213-512-0 These are excellent revision guide and will be very beneficial to purchase. | http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html (past papers, specifications, grading criteria's) | |
| Exam board website | | | |
| http://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.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 within lesson time (during the Autumn Term of Year 11 – 1PE0/04). | | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| The Theory of Physical Education: Paper One | (1PE0/01) | 105 minutes | Summer Series 2018 |
| The Theory of Physical Education: Paper Two | (1PE0/02) | 75 minutes | Summer Series 2018 |
| Performance in Physical Education | (1PE0/03) | NEA | Non examined Assessment |

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| Course Title | | | | | |
|--|---|---|--------------------------------|------------|-----------|
| AQA Product Design (4555) | | | | | |
| 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 materials, control, ICT and theory.</p> <p>DT provides superb foundations for any creativity based career including architecture, engineering, marketing, advertising, games design, and media.</p> <p>There are two assessment objectives:</p> <p style="padding-left: 20px;">EXAM - 40% (design question / specification based questions)</p> <p style="padding-left: 20px;">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 the Internet and Powerpoint software so that they can work outside school time on their coursework.</p> | | | | | |
| Summary of Assessment | | | | | |
| Controlled Assessment - 60% Final Exam - 40% Sections of Coursework will be marked, assessed and completed by the deadline indicated usually in April. Deadlines may be subject to change. The controlled assessment (coursework) will require approximately 20 pages of A3 (completed on computer through Powerpoint 365 presentation) and a manufactured product. | | | | | |
| Resources Used | | | | | |
| Text Book | Revision Guide | Websites | Other | | |
| AQA GCSE Design and Technology: Product Design by Nelson Thornes | GCSE D&T: Product Design AQA specification by Collins | www.Technology Student.com GCSEBitsize Kahoot.it – GCSE Techer designed quizzes | TinkerCAD Autodesk Inventor | | |
| 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 2017 | |
| Section 2 | Development of Design Proposals | Initial design sketches, modelling, technical drawing, CAD, photo realistic modelling | 10 weeks | April 2017 | |
| Section 3 | Making | Manufacturing of final design concept in workshops | 12 weeks | | Sept 2017 |
| Section 4 | Testing and Evaluating | Pupils test, evaluate and record results | 4 weeks | | Dec 2017 |
| Exam Dates | | | | | |
| Title | Exam Code | Duration | Date | | |
| Product Design Technology | 45551 | 120 Minutes | Summer Series 2018 | | |

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| Course Title | | | |
|--|----------------|--|--------------------|
| Edexcel Religious Studies Short Course B (3RB0) | | | |
| Beliefs in Action | | | |
| Course Overview | | | |
| <p>The aims and objectives of this qualification are to enable students to:</p> <ul style="list-style-type: none"> • develop their knowledge and understanding of religions and non-religious beliefs, • develop their knowledge and understanding of religious beliefs, teachings, and sources of wisdom and authority • develop their ability to construct well-argued, well-informed, balanced and structured written arguments, demonstrating their depth and breadth of understanding of the subject • provide opportunities for them to engage with questions of belief, value, meaning, purpose, truth, and their influence on human life • challenge them to reflect on and develop their own values, beliefs and attitudes in the light of what they have learnt and contribute to their preparation for adult life in a pluralistic society and global community • demonstrate knowledge and understanding of two religions • understand the influence of religion on individuals, communities and societies • understand significant common and divergent views between and/or within religions and beliefs • apply knowledge and understanding in order to analyse questions related to religious beliefs and values • construct well-informed and balanced arguments on matters concerned with religious beliefs and values. | | | |
| Summary of Assessment | | | |
| <p>Paper 1: Area of Study 1 - Religion and Ethics</p> <ul style="list-style-type: none"> • Written examination: 50% of the qualification, 59 marks • Students answer questions regarding the religious beliefs of one world religion in relation to Religious Belief and Marriage and the Family <p>Paper 2: Area of Study 2-Religion, Peace and Conflict</p> <ul style="list-style-type: none"> • Written examination: 50% of the qualification, 59 marks • Students answer questions regarding the religious beliefs of a second world religion in relation to Religious Belief, Peace and Conflict | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | |
| Due to this being a new GCSE we are currently assessing the most suitable textbooks. | | http://www.bbc.co.uk/religion/religions/christianity http://www.bbc.co.uk/schools/gcsebitesize/rs | |
| Exam board website | | | |
| www.aqa.org.uk | | | |
| Exam Dates | | | |
| | Exam Code | Duration | Date |
| Paper 1: Religion and Ethics | 3RB0/1A – 1G | 50 Minutes | Summer Series 2018 |
| Paper 2: Religion, Peace & Conflict | 3RB0/2A – 2G | 50 Minutes | Summer Series 2018 |

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| Course Title | | |
|--|--|--|
| GCSE Combined Science: Trilogy (8464) | | |
| Course Overview | | |
| This will be the course completed by the majority of students (not Set 1). There is a large amount of content in the new course and the students should find it suitably enjoyable and challenging. It is a combined course in which the students will study a mixture of Biology, Chemistry and Physics taught by specialist teachers. This course is the similar to the core and additional, or double science course and will give students 2 GCSE's in combined science. | | |
| <u>BIOLOGY</u> Cell biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology | <u>CHEMISTRY</u> Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources | <u>PHYSICS</u> Energy Electricity Particle model of matter Atomic structure Forces Waves Magnetism and electromagnetism |
| Summary of Assessment | | |
| BIOLOGY Paper 1 – 16.7% Cell Biology; Organisation; Infection and response; Bioenergetics BIOLOGY Paper 2 – 16.7% Homeostasis and response; Inheritance; variation and evolution; and Ecology | CHEMISTRY Paper 1 – 16.7% Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes. 16.7% CHEMISTRY Paper 2 – 16.7% The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources. 16.7% | PHYSICS Paper 1– 16.7% Energy; Electricity; Particle model of matter; and Atomic structure. PHYSICS Paper 2– 16.7% Forces; Waves; and Magnetism and electromagnetism. |
| How it is assessed: All papers are a mixture of multiple choice, structured, closed short answer and open response. Each paper is 1 hour 15 minutes and can be taken at either Foundation or Higher Tier and the total of 70 marks. | | |
| Required practicals There is no longer coursework (ISAs) in science but the emphasis on Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities. These questions will count for at least 15% of the overall marks for the qualification. Many of the questions will also focus on investigative skills and how well students can apply what they know to practical situations often in novel contexts. | | |
| Resources Used | | |
| Text Books | | |
| Biology: Collins GCSE Science - AQA GCSE (9-1) Biology for Combined Science: Trilogy: Student Book - ISBN: 9780008175047 Chemistry: Collins GCSE Science - AQA GCSE (9-1) Chemistry for Combined Science: Trilogy: Student Book - ISBN: 9780008175054 Physics: Collins GCSE Science - AQA GCSE (9-1) Physics for Combined Science: Trilogy: Student Book - ISBN: 9780008175061 | | |
| Exam board website | | |
| http://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464 | | |
| Exam Dates | | |
| Title (Exam Code) | Duration | Date |
| Biology Paper 1 | 75 minutes | Summer Series 2018 |
| Biology Paper 2 | 75 minutes | Summer Series 2018 |
| Chemistry Paper 1 | 75 minutes | Summer Series 2018 |
| Chemistry Paper 2 | 75 minutes | Summer Series 2018 |
| Physics Paper 1 | 75 minutes | Summer Series 2018 |
| Physics Paper 2 | 75 minutes | Summer Series 2018 |

The Royal Alexandra and Albert School

| Course Title | | |
|--|--|--|
| GCSE Biology (8461); GCSE Chemistry (8462) & GCSE Physics (8463) | | |
| Course Overview | | |
| <p>This is the Accelerated Route and will only be available to those students in top set science. Although the topics are similar to those in Route 1 there is a large amount of additional content in this course hence students gain 3 GCSE grades, one in each of the sciences. This is a rigorous course and has been designed by the exam board to be highly academic. For this reason, if students are not performing at a high enough level, in order to support them we do have the flexibility to move them to the combined science route if we feel this is more appropriate. The separate science route is for students who have shown consistent dedication to the subject and have aspirations to study one or more of the sciences at A Level.</p> | | |
| BIOLOGY Cell biology Organisation Infection and response Bioenergetics Homeostasis and response Inheritance, variation and evolution Ecology Key ideas | CHEMISTRY Atomic structure and the periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes The rate and extent of chemical change Organic chemistry Chemical analysis Chemistry of the atmosphere Using resources | PHYSICS Energy Electricity Particle model of matter Atomic structure Forces Waves Magnetism and electromagnetism Space physics |
| Summary of Assessment | | |
| BIOLOGY Paper 1 – 50% Cell Biology; Organisation; Infection and response; Bioenergetics BIOLOGY Paper 2 – 50% Homeostasis and response; Inheritance; variation and evolution; and Ecology | CHEMISTRY Paper 1 – 50% Atomic structure and the periodic table; Bonding, structure and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes. CHEMISTRY Paper 2 – 50% The rate and extent of chemical change; Organic chemistry; Chemical analysis; Chemistry of the atmosphere; and Using resources. | PHYSICS Paper 1 - 50% Energy; Electricity; Particle model of matter; and Atomic structure. PHYSICS Paper 2 - 50% Forces; Waves; and Magnetism and electromagnetism and Space physics. |
| How it is assessed: All papers are a mixture of multiple choice, structured, closed short answer and open response. Each paper is 100 marks and can be taken at Foundation or Higher Tier. | | |
| Required practicals There is no longer coursework (ISAs) in science but the emphasis on Questions in the written exams will draw on the knowledge and understanding students have gained by carrying out the practical activities. These questions will count for at least 15% of the overall marks of the qualification. Many of the questions will also focus on investigative skills and how well students can apply what they know to practical situations often in novel contexts. | | |
| Resources Used | | |
| Text Books | | |
| Biology: Collins GCSE Science - AQA GCSE (9-1) Biology: Student Book - ISBN: 9780008158750 Chemistry: Collins GCSE Science - AQA GCSE (9-1) Chemistry: Student Book - ISBN: 9780008158767 Physics: Collins GCSE Science - AQA GCSE (9-1) Physics: Student Book - ISBN: 9780008158774 | | |
| Exam board website | | |
| http://www.aqa.org.uk/subjects/science/gcse/ | | |
| Exam Dates | | |
| Title (Exam Code) | Duration | Date |
| Biology Paper 1 | 105 minutes | Summer Series 2018 |
| Biology Paper 2 | 105 minutes | Summer Series 2018 |
| Chemistry Paper 1 | 105 minutes | Summer Series 2018 |
| Chemistry Paper 2 | 105 minutes | Summer Series 2018 |
| Physics Paper 1 | 105 minutes | Summer Series 2018 |
| Physics Paper 2 | 105 minutes | Summer Series 2018 |

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| Course Title | | | |
|---|------------------------------------|---|--|
| AQA Spanish (8698) | | | |
| Course Overview | | | |
| <p>Spanish GCSE is a two year course. The exam is in four parts listening, reading, speaking and writing. All the exam parts are equally weighted (25% each)</p> <p>Students will learn 3 topics and the topics are:</p> <ul style="list-style-type: none"> • Identity and culture (me, my family, technology in everyday life and free time and activities) • Local, international and global areas of interest (home town and neighbourhood, social issues. Global issues, travel and tourism) • Current and future studies and employment (studies, life at school and education post 16) <p>The emphasis for the syllabus will also be on the use of translation skills (a new element to the GCSE) and continual revision of previous units through example speaking questions/writing tasks.</p> | | | |
| Summary of Assessment | | | |
| <p>Listening Exam – 25%</p> <p>Speaking Exam – 25%</p> <p>Reading Exam – 25%</p> <p>Writing Exam – 25%</p> | | | |
| Resources Used | | | |
| Text Book | Revision Guide | Websites | Other |
| AQA Spanish GCSE Pub: OXFORD | Revise GCSE French (Oxford) | BBC Bite-size website www.bbc.co.uk/schools/gcsebitesize/Spanish Active teach on school system using kerboodle.com | Collins Spanish Dictionary or Online dictionaries such as wordreference (School provides a limited number but it is advisable for learners to have their own). |
| Exam board website | | | |
| www.aqa.org.uk or www.kerboodle.com (for interactive book and resources) | | | |
| Coursework Deadlines | | | |
| <p>All exams (4 skills) will be taken during the summer series exams- <i>no more controlled assessments or coursework</i>.</p> <p>There will be 2 translation sections. Spanish language to English and English to Spanish language. Each student will be entered at either Foundation tier or Higher tier for the 4 skills.</p> <p>Students will be tested regularly on vocabulary, grammar and given end of unit tests to ensure they are able to retain information up to the end of their year 11 exams.</p> <p>Mock speaking exams are held to give students experience with this part of the exam.</p> | | | |
| Exam Dates | | | |
| Title | Exam Code | Duration | Date |
| YEAR 11 | | | |
| Paper 1 - Spanish Listening Exam | 01 | 35/45 minutes | Summer Series 2018 |
| Paper 2 - Spanish Speaking Exam | 02 | 10-12 minutes | Summer Series 2018 |
| Paper 3 - Spanish Reading Exam | 03 | 45/60 minutes | Summer Series 2018 |
| Paper 4 - Spanish Writing exam | 04 | 60/75 minutes | Summer Series 2018 |

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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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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 guidance for year 9 students choosing their options.

Work Related Learning

With an overview of creating a holistic approach to careers education and work related learning which will encompass Year 8 through to Year 13. There will be an integrated approach to ongoing development in order to prepare pupils for Further and Higher Education / employment.

Careers Interviews and Advice

Ongoing support, guidance and follow up will be provided by our internal careers team, 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 in line with their applications for further Education, Year 9 pupils in the Spring term to help with option choices and Year 10 in the summer term.

Drop in sessions are available during lunchtime on a weekly basis.

Careers IAG

Careers IAG is part of the Citizenship/PSHE curriculum within Key Stages 3 & 4. Various aspects for work related learning are considered from Year 8 onwards.

Full advantage is taken of the opportunities to take pupils in Years 9, 10 & 11 to careers and university events. The Chamber of Commerce are offering a newly organised Careers Fair in The Harlequin Theatre in Redhill during October. This event will be open to all Year 11 and Sixth Form students, allowing them to meet a wide variety of local companies first hand.

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

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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

Acting Deputy Head - Curriculum

Mrs K Ross kateross@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> . |
| 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. |
| NEA | Non-examination assessment. |

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Study and Revision Tips

Revision is not something that should happen just before the exams, it should be a yearlong process of consolidation and study, that way a lot of the stress of exams can be reduced as you'll know most of it already.

The hardest thing about revision is motivation. You need to be realistic, settling down to work for 25 minutes is easier than settling down for 4 hours. But if you take regular breaks and work for three to four 25 minutes slots that's easier. At the start of each slot, make sure you have a target you want to achieve, then test yourself when you're done.

STUDY DO's AND DON'Ts

| DO's | DON'TS |
|---|--|
| <p>Be Prepared</p> <ul style="list-style-type: none"> • Have the right equipment, pens & paper • Have the right text books & guides • Have the exam spec and past papers | <p>Have the wrong Stuff</p> <ul style="list-style-type: none"> • Don't be on the wrong topics • Don't use the wrong books • Don't have the wrong equipment |
| <p>Take Good Notes</p> <ul style="list-style-type: none"> • Get all you need down • Get the key information • Try using Cornel Notes | <p>Have notes you can't follow</p> <ul style="list-style-type: none"> • Don't write so you can't read • Don't just copy the PPT or book • Don't leave out key details |
| <p>Be Prepared BEFORE the lesson</p> <ul style="list-style-type: none"> • Read your notes/ text book the night or morning before for each lesson | <p>Leave it to the last minute</p> <ul style="list-style-type: none"> • Don't wait till the lesson to know what you're doing, review all year |
| <p>Use Your Teacher</p> <ul style="list-style-type: none"> • Ask questions, and then more • Keep asking until you understand • Ask how to do better • Ask about your reports | <p>Waste your opportunities</p> <ul style="list-style-type: none"> • Don't not ask your teacher questions • Don't just look at the marks, look at the comments! • Don't keep making the same mistakes |
| <p>Get Organised</p> <ul style="list-style-type: none"> • Make a realistic plan • Have a target each time you sit down to study | <p>Work long into the night</p> <ul style="list-style-type: none"> • Don't have to do things just before they're due • Don't be unrealistic • Don't set yourself task you'll never motivate yourself to do |
| <p>Get in a Routine- work smart not long</p> <ul style="list-style-type: none"> • Stick to your plan • Get motivated • Work for 25 min, 10 min break X 4 • Test yourself regularly | <p>Make revision and endurance task</p> <ul style="list-style-type: none"> • Don't work for hours on end, work around 2 per night all year, but make every minute count! • Don't count 30 mins including tea breaks as 30 mins of work... |
| <p>Avoid Distraction</p> <ul style="list-style-type: none"> • Work alone (if you can't use headphones) • Know your distractions- Avoid them | <p>Be distracted</p> <ul style="list-style-type: none"> • Don't use the internet if you don't need it • Don't work with friends • Don't check your phone |