

**BRANSTON
COMMUNITY
ACADEMY**

**KEY STAGE 4
HANDBOOK**

**Academic Year
2017-2018**

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SECTION 1: INTRODUCTION

At the Academy we are committed to helping our young people achieve as well as they possibly can. To do that we all need to be as aware as possible about the challenges, requirements and opportunities of the next eight months.

This document brings together important pieces of information in one booklet. We hope that students and parents will find it useful.

You might use it to:

- ◆ plan ahead
- ◆ as a reference for questions/queries
- ◆ to help you access learning materials
- ◆ to help you become more aware of how all the different pieces of the learning 'jigsaw' fit together

We are fortunate at Branston to have many parents playing very active roles to support the achievement of our students. The evidence suggests that this nearly always impacts positively on the progress of students.

SECTION 2: COMPUTING LEARNING SUPPORT

Computing based learning resources offer students the opportunity to:

- ◆ Work independently
- ◆ Work at their own pace
- ◆ Use interactive learning materials
- ◆ Access a large amount of high quality learning materials from a single point (PC)
- ◆ Access past paper questions with mark schemes
- ◆ Catch up on missing work
- ◆ See work in the context of a whole module/section/course

All students have access to a wide range of electronic learning resources located on the Academy Intranet or 'Learning Web'. These resources can also be reached from outside of the Academy via the 'Remote Access' button on the homepage of the Academy website (www.branstonca.co.uk). By request this whole resource could be made available on a DVD rom.



Figure 1: www.branstoncc.co.uk



Figure 2: Branston Community Academy Intranet or 'Learning Web'

Notable resources include:

- Lesson resources – these resources include interactive PowerPoint presentations and other e-learning materials, in-house generated work sheets, examination papers and answers as well as samples of work etc.

- Access to the BCC Revision Guide – this is a central store of examination papers, mark sheets and exemplar work for a number of departments. This can be made available on a CDROM if required
- Direct links to SAM learning – an online resource of learning materials containing interactive revision exercises and past papers that are automatically marked with instant feedback provided.
- Direct links to My Maths – an excellent Maths resource that students have access to using a specific username and password
- Direct links to other useful websites such as GCSE Bitesize and S-Cool as well as links to specific areas of these websites in the department areas of the 'Learning Web'

This remote access to the Academy network also provided access to the following:

- Academy email
- Home folders – enabling work to be put onto the Academy network from a home computer
- Access to the 'Get Homework here' area of the Academy network from a home computer
- Links to various subject specific discussion forums

Sensible and responsible use of these resources is covered by the Home – Academy agreement that all parents and students were asked to agree to in Year 7.

Year 11 Online Revision Resources

Resource	Details	Further Information
Sam Learning	A revision site covering all subject areas at key stage 3 and 4. Self marking examination questions are particularly useful as revision material.	www.samlearning.co.uk Centre id: In4bc2 Username: date of birth in ddmmy format followed by first and last initial e.g. 110789FB Password: date of birth in ddmmy format followed by first and last initial e.g. 110789FB (you may change this once logged in)
BBC Bitesize	BBC GCSE revision site. Covers all subject areas.	www.bbc.co.uk/schools/gcsebitesize No login required
My Maths	Specialist maths site covering all key stages.	www.mymaths.co.uk Username: branston Password: omega
Skillswise	BBC skills site covering maths and English.	www.bbc.co.uk/skillswise No login required
Emaths	Specialist site with resources to help students studying maths.	www.emaths.co.uk No login required
Flashy Maths	Some interesting maths games to help improve tricky topics	www.flashymaths.co.uk No login required
Nrich	Maths resources written by the University of Cambridge	www.nrich.maths.org/public No login required
Skool	Resources covering many subjects	www.skool.ie No login required

SECTION 3: TARGET-SETTING

Your son/daughter will have a set of target grades for each course. **An example is shown below.** These target grades depend on how well students have done in tests and previous work.

Knowing the target grade is useful because you can see how estimated grades from teachers match against target grades. This then lets everyone know how well things are going.

More important though is for students to know how to progress from one grade to another and achieve more. **This is the key challenge for us all.** Important features and events that help with discussions about how to progress are:-

- ◆ Parents' Evening discussions with subjects teachers (*see Section 11*)
- ◆ Progress Indicator attainment and Effort Grades (*see Section 12*)
- ◆ Reports with targets for improvement (*see Section 12*)
- ◆ Discussions between student and teacher
- ◆ Written assessment of students' work
- ◆ Student assessment trackers/Traffic Light systems
- ◆ Computing Learning Support (*see Section 2*)

SUBJECT	STUDENT TARGET GRADE	YEAR 10 NOVEMBER TEACHER PREDICTION	YEAR 10 JUNE TEACHER PREDICTION	YEAR 11 JANUARY TEACHER PREDICTION
English	B	C	C	B
Maths	B	B	B	B
Double Science (2 GCSEs)	B	B	A	A
DT	B	D	D	C
English Lit	B	D	C	B
Geography	B	C	C	B
German	B	B	B	A

These next three sheets try to help with the key question of how to meet target grades.

These are about the learning steps that will take you from an estimated grade B to grade A, from a grade E to D and so on.

Sheets 1 and 2 are about setting these learning targets.

Sheet 3 is about keeping track of these targets.

For each possible target, consider HOW you would achieve it - what would you need to do differently?

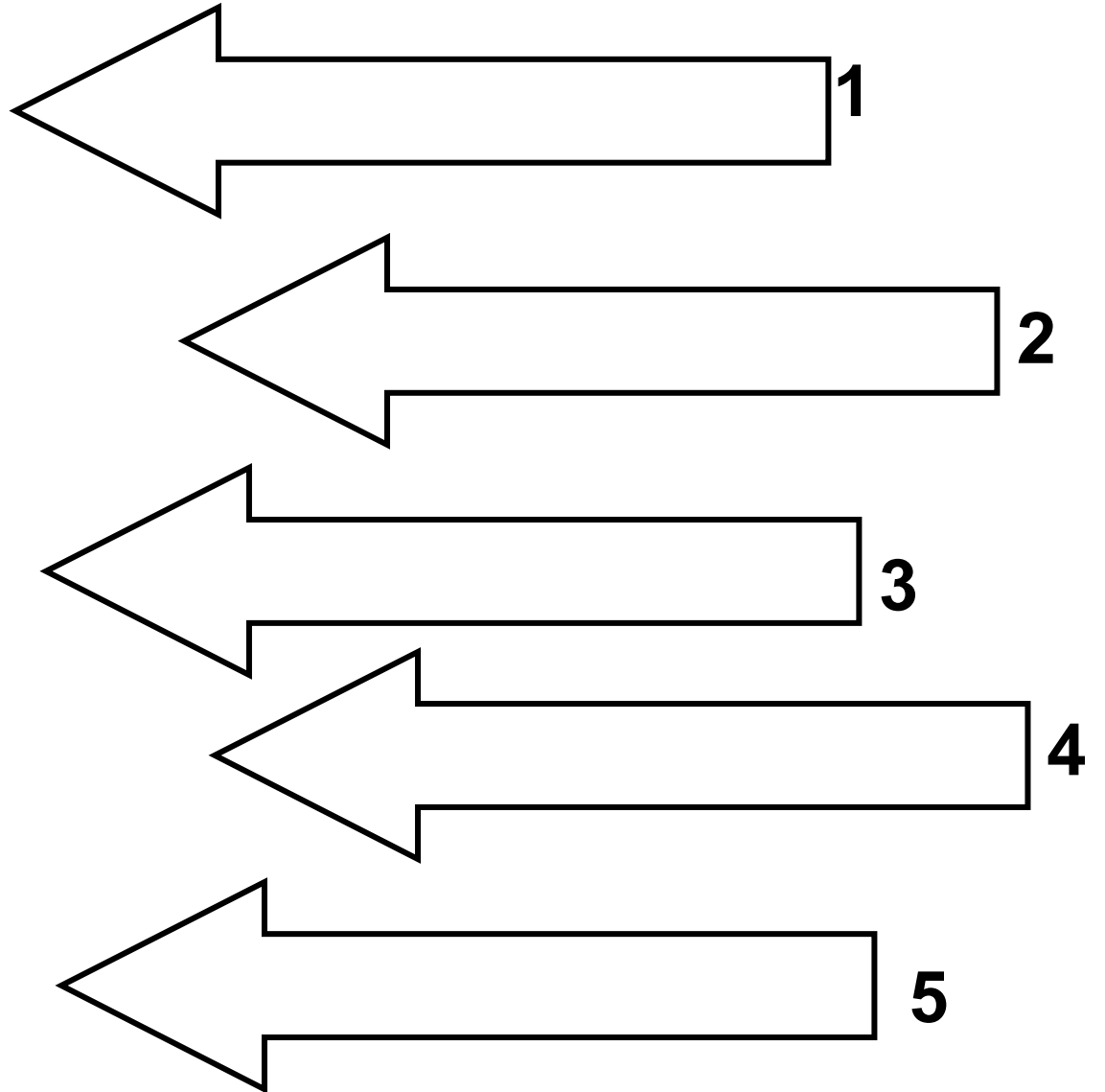
POSSIBLE TARGET	WHAT YOU WOULD NEED TO DO DIFFERENTLY - LIST UP TO FIVE CHANGES OR STEPS
Example: Maths To improve my understanding of Algebra	1. Attend revision sessions on Algebra 2. Use SAM Learning website: Algebra 1 and Algebra 2 3. Create a Mindmap including all of my notes on Algebra
	4. Look again at questions from homeworks on Algebra that I got wrong and try and learn from those mistakes 5. Use past paper questions and mark schemes on Algebra questions (Revision CD-Rom)

The example shown is for a student who has identified that s/he is less strong in the Algebra strand of Maths GCSE. You could take this information and fill in the following 'target and arrows' sheet to present it in a way you might find more helpful..

MAKING ARROWS TO HIT YOUR TARGETS



TARGET:



ACADEMIC MENTORING 2017/18

TARGET MONITORING

Name: _____ Mentor: _____

KEY TARGET	ARROWS (What will you do to 'hit' your target)	PROGRESS
	1.	Date:
	2.	Date:
	3.	Date:
	4.	Date:
	5.	Date:

SECTION 4: LEARNING SKILLS/ EXAMINATION PREPARATION

How students learn most efficiently and how they best prepare for examinations are really important issues.

Too often students prepare for exams by just reading notes/exercise books. This is an important feature but also worth considering are:

- ◆ using past paper questions and mark schemes;
- ◆ answering questions verbally - revising with a member of the family/friend;
- ◆ using Computing revision sites (*see section on Computing learning support*).
- ◆ creating mind maps

Making Your Learning Smarter

The next page shows lots of examples of different ways of learning.

- ◆ Highlight TEN learning techniques that you use/will use from these lists (please add others if you can).
- ◆ Number them from 1 to 10, 1 = most preferred.

Mind Map Sheet

Research shows this is one of the most powerful learning techniques there is. The sheet that follows 'Making Your Learning Smarter' explains why.

Chunking

Similar to a Mind map - dividing up work into 'chunks' helps manage and define the problems involved with revision.

MAKING YOUR LEARNING SMARTER

INTERPERSONAL

- ◆ Ask people to question you on what you have studied
- ◆ Form 'study buddy' partnerships or groups
- ◆ Make tests for each other
- ◆ Discuss your learning
- ◆ Talk during breaks

INTRAPERSONAL

- ◆ Find useful ways to memorise effectively
- ◆ Use well-chosen revision strategies
- ◆ Gather useful resources
- ◆ Ensure quiet conditions for work
- ◆ Work steadily, pace yourself

VERBAL/LINGUISTIC

- ◆ Discuss what has been learnt
- ◆ Display key words and subject glossaries
- ◆ Ask people whether you can teach them
- ◆ Reading
- ◆ Note-making, including condensing each time

LOGICAL/ MATHEMATICAL

- ◆ Use post-it notes to sequence ideas/facts
- ◆ Turn content into questions
- ◆ Carry out similarities and differences exercises
- ◆ Use flowcharts as one way of making notes
- ◆ Find patterns or structures

Multiple Intelligences

VISUAL/SPATIAL

- ◆ Use mind maps
- ◆ Charts and posters
- ◆ Highlighters
- ◆ 3-D models
- ◆ CD-Roms, video, revision, website
- ◆ Colour
- ◆ Design attractive notes

BODILY/ KINAESTHETIC

- ◆ Use post-it notes - move them around
- ◆ Learn different subjects in different rooms
- ◆ Take frequent breaks and move during them
- ◆ Have Water
- ◆ Move during learning
- ◆ Make learning active

MUSICAL/RHYTHMIC

- ◆ Use different styles of music for different activities
- ◆ Create rhymes or chants
- ◆ Create tapes
- ◆ Mnemonics
- ◆ Use rhythm
- ◆ Put subject content into favourite songs/tunes
- ◆ Relax to music during breaks

NATURALIST

- ◆ Create an organised environment
- ◆ Create a stimulating learning environment
- ◆ Light, sound, warmth
- ◆ Charts, posters
- ◆ Fresh air
- ◆ Nutrition
- ◆ Work in the garden

Then connect related ideas to the main branch, and so on

CONNECT MAIN BRANCHES TO CENTRAL IMAGE

START IN THE CENTRE

Landscape paper

Allows your brain to work by association, connecting ideas

Sparks off further thought

Continues a basic structure

Branch out

Radiant

Creative

MAKE BRANCHES CURVED

Interest

Straight can be boring

USE A CENTRAL IMAGE

Creative

Attractive visually

Focus for attention

USE MINIMAL WORDS

Words and images spark new thoughts

USE IMAGES THROUGHOUT

Images and symbols

Easy to remember

Stimulate new, creative connections/ideas

USE COLOUR

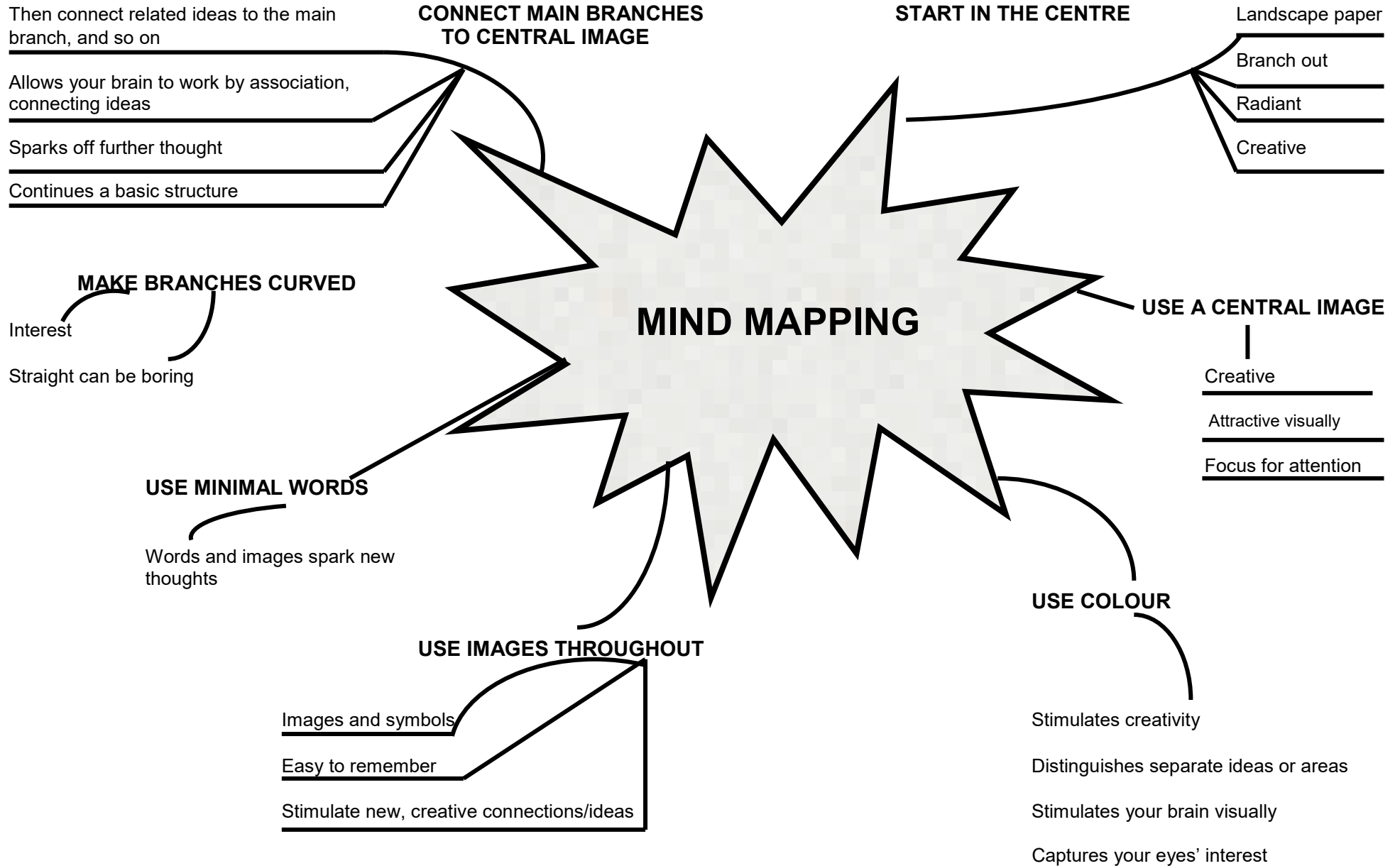
Stimulates creativity

Distinguishes separate ideas or areas

Stimulates your brain visually

Captures your eyes' interest

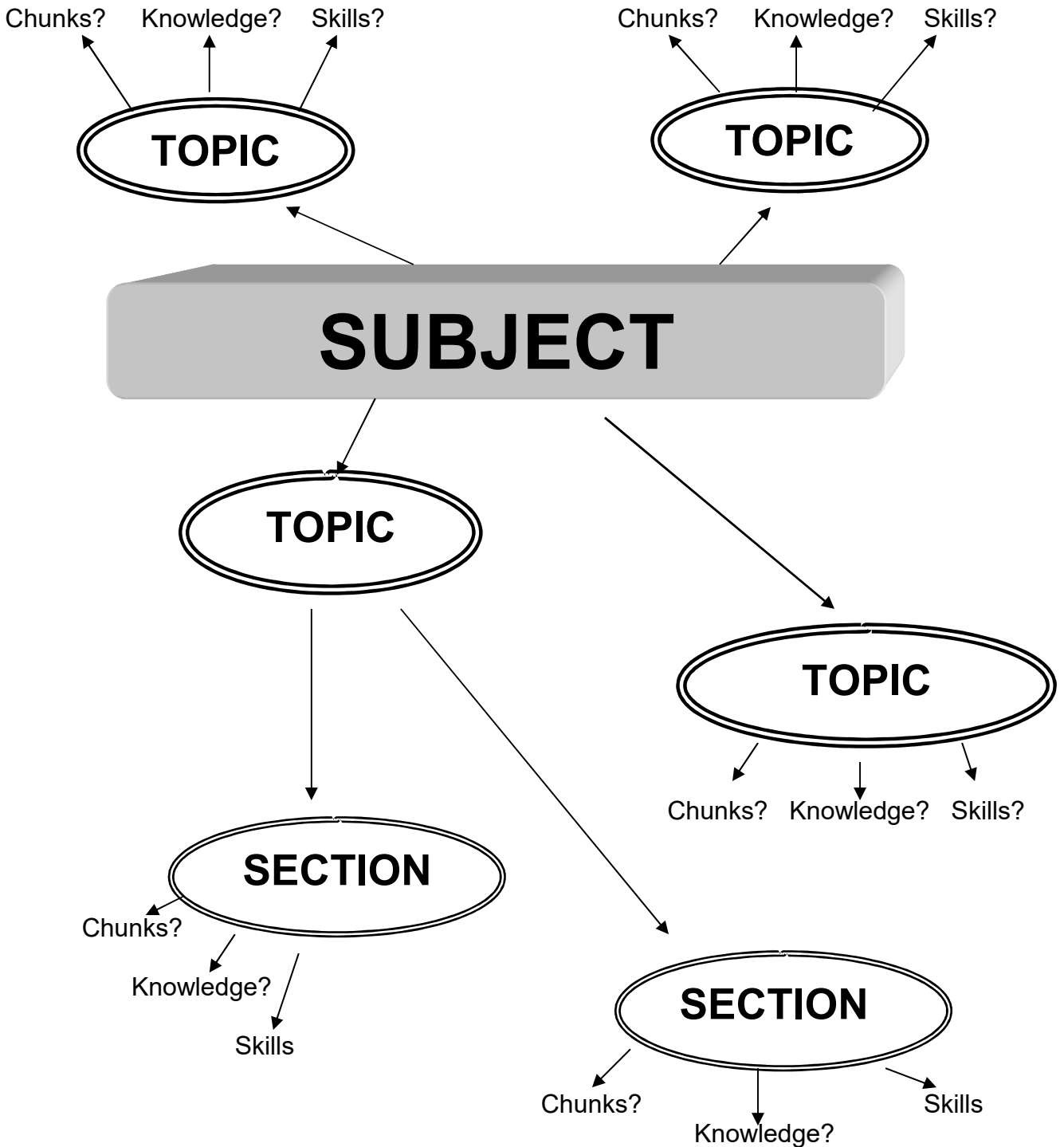
MIND MAPPING



PLANNING YOUR REVISION

Name: _____ Tutor Group: _____

OVERVIEW and CHUNK your subjects. For example:



ORGANISING YOUR TIME

Revision Plans

- ◆ If grids like the example below aren't your thing, then do this differently!! Don't be put off. What is the best approach for you?
- ◆ Make this planning work for you; don't become a slave to it.
- ◆ Plan time off as well as time working!
- ◆ Enjoy ticking off each session as you complete it.
- ◆ Use your key intelligences to help you decide how to approach each activity.
- ◆ Be creative and colourful!
- ◆ Know what you aim to achieve, how and by when.
- ◆ You will need separate timings for weekends, holidays and study leave, compared with school days.
- ◆ Know your patterns; aim to work hardest when you are usually most alert during the day.
- ◆ Make each work session somewhere between half an hour and an hour generally.

So make an exam preparation plan. For example:

<i>Timings</i>	<i>start</i> → <i>finish</i>	<i>start</i> → <i>finish</i>	<i>start</i> → <i>finish</i>	<i>start</i> → <i>finish</i>
MONDAY	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?
TUESDAY	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?
WEDNESDAY	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?
THURSDAY	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?
FRIDAY	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?
SATURDAY	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?
SUNDAY	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?	Subject? Topic/Chunk? How?

SECTION 5: OUT OF ACADEMY HOURS LEARNING PROGRAMMES

The Academy offers additional coursework and revision sessions with a focus on Year 11 students. Timetables for the term -time programme will be sent home early in Year 11. These involve lunchtime and after-Academy sessions.

Programmes for the Easter and May half-term holidays will be received at the appropriate time. These sessions are generally open to all students following a particular course, but where there is a particular need, letters inviting your son/daughter to a session/series of sessions will be sent.

A recent example is shown below. This was the Easter revision programme.

DATE	SUBJECT	YEAR	TIME	ROOM
Monday 10 th and Tuesday 11 th April	<i>Science - Physics</i>	11	9.00 am - 12.00 pm	S5
Monday 10 th and Wednesday 12 th April	<i>Science - Biology</i>	11	9.00 am - 12.00 pm	S4
Tuesday 11 th and Wednesday 12 th April	<i>Science - Chemistry</i>	11	9.00 am - 12.00 pm	S6
Monday 10 th April	<i>Religious Education</i>	11	10.00 am - 3.00 pm	S32
Monday 10 th April	<i>Music</i>	Sixth Form and Y11	10.00 am - 3.00 pm	Music Block
Monday 10 th April and Tuesday 11 th April	<i>Art and Design</i>	11		7, 8 & 24
Monday 10 th April	<i>Food Technology</i>	11	9.00 - 3.30 pm	ICT 1 & A22
Tuesday 11 th April	<i>French</i>	11	10.00 am - 12.30 pm	S8
	<i>German</i>	11	1.00 pm - 3.30 pm	S8
Tuesday 11 th April	<i>Maths</i>	9	9.30 am - 3.30 pm	Maths Rooms
Tuesday 18 th April	<i>Design and Technology</i>	Sixth Form	9.30 am - 3.30 pm	DT Block
Tuesday 18 th April	<i>Religious Education</i>	11	9.00 am - 1.00 pm	S32
Tuesday 18 th April	<i>History</i>	Sixth Form and Y11	10.00 am - 2.00 pm	28 (or A22/ICT 1)
Wednesday 19 th April and Thursday 20 th April	<i>English</i>	11	10.30 am - 2.30 pm	English Block & B & E Block
Thursday 20 th April	<i>Geography</i>	12/13	9.15 am - 3.30 pm	S29, S30, S22

SECTION 6: STUDY LEAVE

Like most schools we offer learning and revision support right up to the examinations. Most schools are very confident that these sort of programmes have helped their students prepare more thoroughly for examinations and hence achieve better.

Below is an example of part of last year's Study Leave Timetable. Exams start in the two weeks before the half-term holiday at the end of May. Students will follow their normal timetable until that holiday.

After the holiday, the Academy then offers revision sessions in different courses. Students are expected to attend all relevant sessions. It is organised so that sessions are offered shortly before the exam in that subject.

It is our view that in the vast majority of circumstances it is in the students' interests to attend these sessions.

Date	Period 1-3 9.20 - 11.00	Period 4-5 11.10 - 12.20	LUNCH	Period 6-7 1.20 - 2.30	Period 8-9 2.40 - 3.45
Monday 6 th June	Exam: History <i>Food Technology Revision</i>	 <i>Food Technology Revision</i>		Exam: Food Technology <i>English Revision</i>	Exam: Food Technology <i>English Revision</i>
Tuesday 7 th June	Exam: English	Exam: English <i>Religious Education Revision</i>		Exam: Religious Education	Exam: Religious Education
Wednesday 4 th June	Exam: iMedia and German <i>Maths Revision</i>	 <i>Geography Revision</i> <i>Maths Revision</i>		Exam: Geography <i>Maths Revision</i>	Exam: <i>Maths Revision</i>
Thursday 5 th June	Exam: Maths	Exam: <i>Music Revision</i>		Exam: <i>Biology Revision</i>	Exam: English <i>Biology Revision</i>
Friday 6 th June	Exam: Biology 2 and 3	 <i>Business Studies Revision</i> <i>Music Revision</i>		Exam: Business Studies and Music	Exam: Business Studies and Music

SECTION 7: INTERNAL EXAMS

Students have two opportunities to formally practise sitting for external examinations in the Academy examination centre:

Year 10
Year 11

May
December

An example of the latest timetable is shown below.

We feel it is very important that our students recognise how important it is to develop good habits about preparing for examinations and we would ask for your support in emphasising the benefits from consistent preparation.

YEAR 11 MOCK EXAM TIMETABLE NOVEMBER 2015

	1	2	3	4	5	6	7	8	9
MON	History Paper 1 9.30am – 10.45am			Biology 11.15am – 12.15pm		RE 1.30pm – 3.15pm			

TUES	Maths Paper 1 (non-calculator) 9.15 – 11.00am			Geography Paper 11.15 – 12.15am		English (Non-Fiction) AQA 1.30 – 3.45pm English WJEC Paper1: 1.30 – 2.30pm, Paper 2: 2.45 – 3.45pm			

WED	iMedia 9.30am – 10.45am ECDL: 9.30 – 10.30am in ICT1			Chemistry 11.15 – am – 12.15pm		DT Food 1.30 – 3.30pm Electronics 1.30 – 3.00pm Product Design 1.30 – 3.00pm Graphics 1.30 – 3.00pm			

THURS	Business Studies 9.30 – 11.00am BTEC Business 9.30-10.30am			Reading Exams French: 11.15am – 12.15pm German: 11.15am – 12.15pm		Maths Paper 1 (Calculator) 1.30 – 3.15pm			

FRI	History Paper 2 9.30 – 10.45am			Geography paper 2: 11.15am – 12.15pm		PE 1.30 – 3.30pm			
MON	History Paper 3 9.30 – 10.45am			Physics 11.15am – 12.15pm		Performing Arts: 1.30 – 3.30pm			

SECTION 8: COURSE INFORMATION

This section gives information about each course available to students at Branston Community Academy in Years 10 and 11.

For each course there is information about:

- ◆ Title of course and Examination Board
- ◆ Tiers of entry for exams and the access to grades
- ◆ Assessment framework: i.e. how many marks come from the final exam, from coursework, from module tests
- ◆ Coursework: basic information about what it is and deadlines (*see also section on Coursework*)

ART & DESIGN GCSE

SUBJECT CODE: **8202**

EXAMINATION BOARD: **AQA**

ACCESS TO GRADES: **ALL GRADES 9 - 1**

SCHEMES OF ASSESSMENT:

Component 1: Portfolio (Coursework)	Component 2: Externally set Assignment (Exam)
<p>What's assessed</p> <p>A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study</p>	<p>What's assessed</p> <p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives</p>
<p>How its assessed</p> <ul style="list-style-type: none"> • No time limit • 96 marks • 60% of GCSE 	<p>How its assessed</p> <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE
<p>Non exam assessment (NEA) set and marked by the Academy and moderated by AQA during a visit. Moderation will normally take place in June</p>	<p>Non-exam assessment (NEA) set by AQA; marked by the Academy and moderated by AQA during a visit. Moderation will normally take place in June</p>

ART & DESIGN GCSE (GRAPHICS)

SUBJECT CODE: **8203**

EXAMINATION BOARD: **AQA**

ACCESS TO GRADES: **ALL GRADES 1 - 9**

SCHEMES OF ASSESSMENT:

Component 1: Portfolio (Coursework)	Component 2: Externally set Assignment (Exam)
<p>What's assessed</p> <p>A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study</p>	<p>What's assessed</p> <p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives</p>
<p>How its assessed</p> <ul style="list-style-type: none"> • No time limit • 96 marks • 60% of GCSE 	<p>How its assessed</p> <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE
<p>Non exam assessment (NEA) set and marked by the Academy and moderated by AQA during a visit. Moderation will normally take place in June</p>	<p>Non-exam assessment (NEA) set by AQA; marked by the Academy and moderated by AQA during a visit. Moderation will normally take place in June</p>

ART & DESIGN GCSE (PHOTOGRAPHY)

SUBJECT CODE: **8206**

EXAMINATION BOARD: **AQA**

ACCESS TO GRADES: **ALL GRADES 1 - 9**

SCHEMES OF ASSESSMENT:

Component 1: Portfolio (Coursework)	Component 2: Externally set Assignment (Exam)
<p>What's assessed</p> <p>A portfolio that in total shows explicit coverage of the four assessment objectives. It must include a sustained project evidencing the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study</p>	<p>What's assessed</p> <p>Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives</p>
<p>How its assessed</p> <ul style="list-style-type: none"> • No time limit • 96 marks • 60% of GCSE 	<p>How its assessed</p> <ul style="list-style-type: none"> • Preparatory period followed by 10 hours of supervised time • 96 marks • 40% of GCSE
<p>Non exam assessment (NEA) set and marked by the Academy and moderated by AQA during a visit. Moderation will normally take place in June</p>	<p>Non-exam assessment (NEA) set by AQA; marked by the Academy and moderated by AQA during a visit. Moderation will normally take place in June</p>

BUSINESS STUDIES GCSE

SUBJECT CODE: **2BS01**

EXAMINATION BOARD: **EDEXCEL**

ACCESS TO GRADES: **A* - G**

SCHEMES OF ASSESSMENT:

Component Number	Component Title	Duration	% Weighting
5BS01	Multiple Choice Exam	45 minutes	25%
5BS02	Coursework completed under controlled conditions	3 hours maximum with 6 hours research	25%
5BS03	Written Exam	1 hour 30 minutes	50%

Coursework is completed during November/December 2017.

BUSINESS COURSEWORK OPTION

SUBJECT CODE: **BTEC**

EXAMINATION BOARD: **EDEXCEL**

ACCESS TO GRADES: **PASS/MERIT/DISTINCTION**
Worth the equivalent of GCSE grades A-C

SCHEMES OF ASSESSMENT:

Component Number	Component Title	Assessment	% Weighting
Unit 1	Enterprise in the Business World	Coursework	25%
Unit 2	Finance for Business	Examination	25%
Unit 3	Promoting a Brand	Coursework	25%
Unit 8	Recruitment, Selection and Employment	Coursework	25%

Deadlines are set for coursework hand in dates. It is essential that your son/daughter meets these to ensure they achieve their potential on this course. The exam will take place in December 2016.

DESIGN & TECHNOLOGY GCSE GRAPHIC/PRODUCTS

SUBJECT CODE: **2GR01**

EXAMINATION BOARD: **EDEXCEL**

ACCESS TO GRADES: **A* - G**

SCHEMES OF ASSESSMENT:

Component Number	Component Title	Duration	% Weighting
5GR01	Controlled Assessment	40 hours	60%
5GR02	Written Paper	1½ hours	40%

Coursework: The major product which contributes all of the 60% coursework component begins in the Summer term of Year 10. Students work on this throughout Year 11 with a deadline of Easter of Year 11.

FINAL COURSEWORK DEADLINE: *Easter 2018*

BTEC FIRST LEVEL 2 ENGINEERING

SUBJECT CODE: **600/4788/4**

EXAMINATION BOARD: **EDEXCEL**

QUALIFICATION: **BTEC First Level 2 (1 GCSE Equivalent)**

Unit	Component Title	Assessment
UNIT 1	The Engineered World	EXAM
UNIT 2	Investigating an Engineering Product	Coursework
UNIT 7	Machining Techniques	Coursework

GCSE FOOD PREPARATION AND NUTRITION

EXAMINATION BOARD: **Eduqas**

ACCESS TO GRADES: **9 - 1**

Component Title	Duration	% Weighting
Non – exam Assessment (NEA) (15% Food Investigation and 35% Food Preparation)	25 hours	50%
Exam	1¾ hours	50%

DESIGN & TECHNOLOGY GCSE ELECTRONIC PRODUCTS

SUBJECT CODE: **2EP01**

EXAMINATION BOARD: **EDEXCEL**

ACCESS TO GRADES: **A* - G**

SCHEMES OF ASSESSMENT:

Component Number	Component Title	Duration	% Weighting
5EP01	Controlled Assessment	40 Hours	60%
5EP02	Exam	1½ Hours	40%

Coursework: The major product which contributes all of the 60% coursework component begins in Year 10. Students work on this throughout Year 11 with a deadline of Easter of Year 11.

FINAL COURSEWORK DEADLINE: *Easter 2018*

DESIGN & TECHNOLOGY GCSE RESISTANT MATERIALS (PRODUCT DESIGN)

SUBJECT CODE: **2RM01**

EXAMINATION BOARD: **EDEXCEL**

ACCESS TO GRADES: **HIGHER: A* - G**

Component Number	Component Title	Duration	% Weighting
5GR01	Controlled Assessment	40 hours	60%
5GR02	Written Paper	1½ hours	40%

Coursework: The major product which contributes all of the 60% coursework component begins in the Summer term of Year 10. Students work on this throughout Year 11 with a deadline of Easter of Year 11. This involves both the production of a design folio and a practical outcome.

FINAL COURSEWORK DEADLINE: *April 2018*

GCSE DRAMA

SUBJECT CODE: **8261**

BOARD: **AQA**

ACCESS TO GRADES: **9 - 1**

SCHEMES OF ASSESSMENT

Component Number	Component Title	Duration	% Weighting
1	Understanding Drama	1 hour 45 mins	40%
2	Devising Drama Devising Log = 60 marks Performance = 20 marks		40%
3	Texts in Practice Performance		20%

FINAL DEVISING LOG DEADLINE: *Easter 2018*

NEW SPECIFICATION ENGLISH LANGUAGE/LITERATURE

All students sit both English Language and English Literature GCSEs. A very small number of students may be entered for Silver Step Entry Level English as they are unable to access the full GCSE.

English Language - AQA

Component Title	Duration	% Weighting
Paper 1: Explorations in Creative Reading and Writing	1 hour 45 mins	80 marks 50%
Paper 2: Writers' Viewpoints and Perspectives	1 hour 45 mins	80 marks 50%
Non-examination Assessment: Spoken Language. An essential component to enable the GCSE to be awarded	Teacher set throughout the course	Separate endorsement (0% weighting of GCSE)

Examined Alongside - English Literature - AQA

Component Title	Duration	%Weighting
Paper 1: Shakespeare and the 19 th Century Novel	1 hour 45 mins	64 marks 40%
Paper 2: Modern Texts and Poetry	2 hours 15 mins	96 marks 60%

FRENCH GCSE

SUBJECT CODE: **1FR0**
 EXAMINATION BOARD: **EDEXCEL/PEARSON**
 ACCESS TO GRADES: **9-1**
 SCHEMES OF ASSESSMENT:

Component Title	Duration	Weighting
Writing Examination	1h 10 mins Foundation 1h 20 mins Higher	25%
Speaking Examination	7-9 mins + 12 mins preparation time F 10-12 mins +12 mins preparation time H	25%
Reading Examination	45 minutes Foundation 60 minutes Higher	25%
Listening Examination	35 minutes Foundation 45 minutes Higher	25%

GEOGRAPHY

SUBJECT CODE: **C111QS Geography A**

EXAMINATION BOARD: **WJEC Eduqas**

ACCESS TO GRADES: **9 – 1**

SCHEMES OF ASSESSMENT:

Component Number	Component Title	% Weighting
1	Changing Physical and Human Landscapes	35% qualification
2	Environmental and Development Issues	35%
3	Applied Fieldwork Enquiry	30%

Component 1

Consists of Sections A and B. Students are required to answer two structured, data response questions from Section A and one structured question from Section B.

Component 2:

Consists of Sections A and B. Students are required to answer two structured data response questions from Section A and one structured question from Section B.

Component 3:

This assesses fieldwork. Students are required to answer questions in three sections.

GERMAN GCSE

SUBJECT CODE: **1GN0**

EXAMINATION BOARD: **EDEXCEL/PEARSON**

ACCESS TO GRADES: **9-1**

SCHEMES OF ASSESSMENT:

Component Title	Duration	Weighting
Writing Examination	1h 10 mins Foundation 1h 20 mins Higher	25%
Speaking Examination	7-9 mins + 12 mins preparation time F 10-12 mins +12 mins preparation time H	25%
Reading Examination	45 minutes Foundation 60 minutes Higher	25%
Listening Examination	35 minutes Foundation 45 minutes Higher	25%

BTEC LEVEL 2 FIRST AWARD in HEALTH AND SOCIAL CARE

The BTEC Level 2 First award in Health and Social Care has been developed to give learners the opportunity to gain a broad understanding and knowledge of the health and social care sector. If you are planning a career in nursing, teaching, midwifery, physiotherapy, social work or any other related professions then this could be the course for you.

CORE UNITS

Unit	Module/Unit Title	Mode of Assessment
1	Human Lifespan Development	External (Exam) 30GLH
2	Health and Social Care Values	Coursework 30GLH

OPTIONAL UNITS (60 GLH) will be chosen from the following:

Unit	Module/Unit Title	Mode of Assessment
3	Effective Communication in Health and Social Care	Coursework 30GLH
4	Social Influences on Health and Wellbeing	Coursework 30GLH
5	Promoting Health and Wellbeing	Coursework 30GLH
6	The Impact of Nutrition on Health and Wellbeing	Coursework 30GLH
7	Equality and Diversity in Health and Social Care	Coursework 30GLH
8	Individual Rights in Health and Social Care	Coursework 30GLH

The successful completion of this course will give students the equivalent of one GCSE at Grade A* - C.

Contact Name:

Mrs L Bramley

HISTORY GCSE

SUBJECT CODE: **HISTORY A**

EXAMINATION BOARD: **EDEXCEL**

ACCESS TO GRADES: **ALL GRADES 9 - 1**

SCHEMES OF ASSESSMENT: **100% Examined**

Paper	Title and Content	Duration	% Weighting
Paper 1	THEMATIC STUDY AND THE HISTORIC ENVIRONMENT Crime and Punishment in Britain 1000 - present and Whitechapel (1870 - 1900): crime, policy and the inner city	1 hour 15 minutes	30%
Paper 2	PERIOD STUDY AND DEPTH STUDY Early Elizabethan England, 1558 - 88. Superpower relations and the Cold War, 1941 - 91	1 hour 45 minutes	40%
Paper 3	MODERN DEPTH STUDY Weimar and Nazi Germany, 1918 - 39	1 hour 20 minutes	30%

LEVEL 2 CAMBRIDGE NATIONAL CERTIFICATE IN CREATIVE iMEDIA

SUBJECT CODE: **J807**

EXAMINATION BOARD: **OCR**

ACCESS TO GRADES: **Level 2 Distinction* equivalent to 1 grade A* at GCSE**
Level 2 Distinction equivalent to 1 grade A at GCSE
Level 2 Merit equivalent to 1 grade B at GCSE
Level 2 Pass equivalent to 1 grade C at GCSE
Level 1 Distinction equivalent to 1 grade D at GCSE
Level 1 Merit equivalent to 1 grade E at GCSE
Level 1 Pass equivalent to grade F at GCSE

SCHEMES OF ASSESSMENT:

Component Number	Assessment Method	Approx Duration	% Weighting
Unit R081: Pre-production skills	Written Paper OCR set and marked	1 hour 15 minutes	25%
Unit R082: Digital graphics editing	10 – 12 hour task based on a model assignment Centre assessed and OCR moderated	30 hours	25%

Unit R085: Creating a multipage website	10 – 12 hour task based on a model assignment Centre assessed and OCR moderated	30 hours	25%
Unit R092: Developing digital games or Unit R087: Creating interactive multimedia products	10 – 12 hour task based on a model assignment Centre assessed and OCR moderated	30 hours	25%

COURSEWORK DEADLINES

The following units are being completed in y10 – Unit R082: Digital graphics editing and R085: Creating a multipage website.

The following units are being completed in Y11 – Unit R092: Developing digital games or Unit R087: Creating interactive multimedia products and Unit R081: Pre-production skills (the final examination).

FINAL COURSEWORK DEADLINE

Easter 2018

MATHEMATICS GCSE

SUBJECT CODE: **1MA1**

EXAMINATION BOARD: **Edexcel**

ACCESS TO GRADES: **Foundation 5 - 1**
Higher 9 – 4

SCHEMES OF ASSESSMENT:

Component Number	Component Title	Duration	% Weighting
1MA1	Linear Edexcel papers in June	3 x 1½ hours	100% (80 marks available in each paper)

Paper 1 is the non-calculator paper, the other two both allow the use of a calculator

FOUNDATION – TOPIC DISTRIBUTION	
Topic Area	Weighting
Number	22-28%
Algebra	17-23%
Ratio, Proportion & Rates of Change	22-28%
Geometry & Measure	12-18%
Statistics & Probability	12-18%

HIGHER – TOPIC DISTRIBUTION	
Topic Area	Weighting
Number	12-18%
Algebra	27-33%
Ratio, Proportion & Rates of Change	17-23%
Geometry & Measure	17-23%
Statistics & Probability	12-18%

MUSIC GCSE

Rockschool Level 2 Certificate for Music Practitioners (Performance Pathway)

Students must complete a minimum of 20 credits in order to achieve this qualification

Unit	Level	Module/Unit Title	Mode of Assessment	Duration	Weighting
Year 1					
MUSPRA 229	2	Music Rehearsal Skills	Written report/video recording, diary	Internal Option Continuous during Year 1	8
Year 2					
MUSPRA 208	2	Music Style Development	Research and presentation as PPT or written report Evaluation written report	Internal Option Sept – December	4
MUSPRA 230	2	Live Music Performance	Written plans, video recording, evaluation report	External Core Assessment Video of live performance externally assessed	8

PHYSICAL EDUCATION GCSE

SUBJECT CODE: **8582**

EXAMINATION BOARD: **AQA**

ACCESS TO GRADES: **FULL COURSE: ALL GRADES 1 - 9**

SCHEMES OF ASSESSMENT:

Component Number	Component Title	Duration	% Weighting
01	Practical Performance		
02	Terminal Theory Paper 1	1¼ hours	60%
01	Terminal Theory Paper 2	1¼ hours	40%

- A) Practical: 40%**
 There are two aspects to the practical:
1. Practical Performance Assessment 30%
 2. Performance Analysis Evaluation 10%

Final Assessment made by March 2018

- B) Theory: 60%**
 All students will sit the following:
- | | | | |
|----------|----------|-----|--|
| Paper 1: | 1¼ hours | 30% | Wednesday 16 th May 2018 – pm |
| Paper 2 | 1¼ hours | 30% | Friday 18 th May 2018 - pm |

RELIGIOUS STUDIES FULL COURSE GCSE

SUBJECT CODE: **8062**

EXAMINATION BOARD: **AQA**

ACCESS TO GRADES: **A* - G**

SCHEMES OF ASSESSMENT:

Component Number	Component Title	Duration	% Weighting
Component 1	The study of religious beliefs, teachings and practises (Christianity and Judaism)	2 x 1 hour 45 minutes	50%
Component 2	Thematic Studies	1 hour 45 minutes	50%

Component 1 - What is assessed?

The beliefs, teaching and practises of:
 Christianity
 Judaism

Component 2 – What is assessed?

Religious, philosophical and ethical studies themes:

Theme A Relationship and families
 Theme B Religion and life
 Theme E Religion, crime and punishment
 Theme F Religion, human rights and social justice

FINAL COURSEWORK DEADLINE: N/A

GCSE SEPARATE SCIENCES (TRIPLE)

SUBJECT CODE: **GCSE BIOLOGY 8461**
 GCSE CHEMISTRY 8462
 GCSE PHYSICS 8463

EXAMINATION BOARD: **AQA**

ACCESS TO GRADES: **HIGHER AND FOUNDATION TIER**

Component Title	Duration	% Weighting
Biology Paper 1 Topics 1 – 4	1 hour 45 minutes	50%
Biology Paper 2 (Topics 5 – 7)	1 hour 45 minutes	50%
Chemistry Paper 1 Topics 1 - 5	1 hour 45 minutes	50%
Chemistry Paper 2 Topics 6 – 10	1 hour 45 minutes	50%
Physics Paper 1 Topics 1 – 4	1 hour 45 minutes	50%
Physics Paper 2 Topics 5 –	1 hour 45 minutes	50%

GCSE COMBINED SCIENCE TRILOGY

SUBJECT CODE: **8464**

EXAMINATION BOARD: **AQA**

ACCESS TO GRADES: **HIGHER AND FOUNDATION TIER**

Component Title	Duration	% Weighting
Biology Paper 1 Topics 1 – 4	1 hour 15 minutes	16.7%
Biology Paper 2 Topics 5 – 7	1 hour 15 minutes	16.7%
Chemistry Paper 2 Topics 8 – 12	1 hour 15 minutes	16.7%
Chemistry Paper 2 Topics 13- 17	1 hour 15 minutes	16.7%
Physics Paper 1 Topics 18 – 21	1 hour 15 minutes	16.7%
Physics Paper 2 Topics 22 – 24	1 hour 15 minutes	16.7%

BTEC TRAVEL AND TOURISM

EXAMINATION BOARD: **EDEXCEL (BTEC First Award) 1 GCSE Equivalent**

SCHEMES OF ASSESSMENT:

Component Number	Component Title	Assessment
Unit 1	The UK Travel and Tourism Sector	Exam
Unit 2	UK Travel and Tourism Destinations	Coursework
Unit 4	International Travel and Tourism Destinations	Coursework
Unit 5	Factors affecting Worldwide Travel and Tourism	Coursework

COURSEWORK DEADLINE *All Units to be completed by Easter (Individual interim deadlines issued by teaching staff)*

SECTION 9: PARENTAL SUPPORT SECTION

The most common frustrations for parents

So what's the difference between GCSE and an IGCSE? And what's this EBacc?

He always leaves everything to the last minute. One moment he has all the time in the world; the next it's all stress and stropping because he's got an assessment tomorrow...

I didn't even do GCSEs – how can I help him?

I don't understand all these controlled assessments, tiers and levels – it's completely different from when I was at school

There are a million websites to help but how do you know which are any good?

I can't stand arguments and stress when I tell him exams are important, and try to make him work – it always ends up with him saying it's his life and slamming the door

She's always got an excuse – I don't know what to believe

She's always panicked in exams – when I try to help her, it always ends in a slanging match. I encourage her but it always seems to end in me making her more stressed

Surely she shouldn't be going out **again** when she's got exams coming up

How can I make a difference?



Many parents feel at a loss when their children enter their examination years, known in schools as Key Stage 4 (Years 10 and 11), confused by the complicated systems of choosing subjects and courses (GCSEs, IGCSEs, GNVQs, BTECs, FCSEs, Cambridge Nationals, Functional Skills, Entry Level), controlled assessments, coursework, entry tiers and practical assessments. If you feel like this, you are **not** alone? The exam system has changed greatly over the past few years, and is continuing to change, with different types of schools (Academies, Foundation Schools, Independent Schools, Maintained Schools, Free Schools) all doing something different!

Sometimes it feels as if it is best just to let the 'experts' at your child's school get on with it.

But your involvement during these crucial years can make an enormous difference – the crucial difference between success and failure or between 'D' and 'E' passes and 'A*s to C's (the difference between getting into further or higher education or not).

*Parental support is **eight times** more important in determining a child's academic success than social class, according to a new study. The Campaign for Learning found that parental involvement in a child's education can mean the difference between an A* and an 'also-ran' at GCSE. (TES, 10th October 2013).*

And the good news is – you don't have to be an expert in any of the subjects your child chooses to make a real difference, and you don't have to become a 'super-parent', giving up your own life and responsibilities – you just need to know how best to spend the time you do have, at each stage of the process.

Isn't it the school's job to get them through their exams?

Yes, of course the school has an important role to play and can provide the expertise and resources to help your child acquire the knowledge, skills and understanding they need to do their best in each subject. There will be many new expectations of your child in Years 10 and 11 – to meet. You don't need to know anything about maths, science or fine art to help them with these things – you've been doing it all their lives! New demands on your child are likely to include.

- Being more self-motivated and taking more responsibility for their own learning – this can be a big change from earlier years, with most teachers viewing it as the pupil's responsibility to attend and make the most of lessons once they get to Year 10.
- Asking when they do not understand. (This requires confidence and can be difficult at a time when friends' opinions hold such sway).
- Developing their abilities to overcome frustrations, and strategies for persisting when they are learning material that they find challenging.
- Organising themselves, notes, hand-outs and information for different subjects, and different topics within these.
- Completing more work at home, independently.
- Organising and planning their time over longer periods of time.
- Understanding the exam structure and the relative importance of each element to their final grade.
- Preparing for controlled assessments.
- Planning and carrying out their revision (especially now that most subjects are examined at the end of the two year period).
- Perfecting their 'exam technique'.

Perhaps the hardest demand on Year 10 and 11 pupils is that of understanding the long-term importance of doing the best they can, and learning to shelve short-term fun at times in the interest of long-term benefits (not easy even for adults).

Unfortunately for us, from the teenage perspective interest and effort in education and the long-term benefits these can bring often come rather a long way down the priority list, after friendships, the 'right' clothes, social life, romantic concerns and hobbies.

In addition, children will differ in their levels of maturity, their ability to take responsibility for their learning, organisational skills and levels of motivation.

And this is where you come in. You are the expert on your own child and have always been his or her most important teacher. Your support, encouragement and interest can make a spectacular difference to your child's motivation and ability to cope with the academic and organisational demands of the exam years.

When you, your child and school work in partnership, you can be sure that your child will achieve the best results possible.

Your role may include some of the following:

- Partner with school and child – going to parents' evenings, asking questions and finding out how you can best help your child at home.
- Provider of the tools for homework and revision – a quiet space, a 'workbox' of pens, paper and other necessities.
- Banker – paying for the tools, files and revision guides they need.
- Study buddy – showing an interest in the subject, helping with homework (but not doing it for them), testing them when they ask you etc.
- Entertainments officer – finding out about TV programmes, theatre productions, films, exhibitions relevant to your child's learning, and enjoying them together.
- Sounding board and adviser – helping your child to break tasks down so that they are manageable, keeping a subtle eye on progress and celebrating achievements, and seeing a positive way forward when things go badly.
- Project manager – agreeing the rules for homework or revision (they won't work if they're imposed), helping them to make a realistic timetable, balancing work against the 'fun stuff' and revising the plans as necessary.
-
- Go-between – for your child and the school when necessary; making sure problems are nipped in the bud and asking the questions your child can't or won't.
- Information provider and interpreter – finding copies of old exam papers, searching out websites, finding out about the subject, exam structures and content.
- Facilitator – discussing current affairs and your child's opinion about items in the news.

Whatever your child's needs, your chief role will always be that of the person who cares most in the world, the champion of their needs and admirer of every achievement. The most important role you will play is that of the person who will love them and be proud of them whatever happens.

- *The word 'parent' is used throughout the booklet, but of course you don't have to be a parent to make the difference. Carer, older sibling, grandparent or neighbour – it won't make any difference to the effect you can have.*

Quick Tips for Revising

- Make yourself start however much you don't want to – the hardest bit is over then!
- Build in short breaks
- Do frequent short exercises – stretches, neck and shoulder rolls, walking around etc.
- Drink water and get fresh air. Keep the temperature cool.
- Eat 'brain food' – avoid sugar and have lots of healthy snacks around to eat little and often.
- Take a day off and do something completely different.
- Don't leave the difficult bits to the end.
- Do something relaxing between revising and bedtime.
- STOP and take a break if you start feeling frustrated, angry, overwhelmed. Make a note of the problem to take to your next lesson, and move on to something else.
- Focus on what you have done, not all the things you haven't – every little helps.
- Promise yourself little rewards after each session – a favourite TV programme, reading a trashy novel or going out with friends.
- At the end of each session, file away your notes and clutter so that your work-area is clear for the next session.

Tips for Parents

Supporting your child in setting themselves up for revision

- Talk to your child about how you can support them and what they would find helpful.
- The simplest things often get in the way of starting revision – weeks can be lost while pupils ‘are going to get some folders soon...’. Get around these by simply providing the files, dividers, wall-charts etc. your child will need for the revision period.
- Encourage your child to empty their bag and file hand outs and information from lessons at the end of each day. They won’t seem important until they need them, at which point they are likely to be lost under a mountain of random papers...
- Support your child in choosing one good revision guide or programme for each subject – it’s the best investment you will make. There are lots around so check with the teacher yourself if you are not sure which is the best.
- Help your child to plan their revision timetable. It will take an investment of your time (probably several hours), but it is the single thing that will make the biggest difference to the effectiveness of the revision, and therefore the outcome. Children vary in the amount of support they need at each stage of the process.

Supporting your child in doing the revision

- Support your child in sticking to their revision plan and keeping to the start and finishing times they have agreed. Praise them when they do it, and if necessary agree a reward structure. Don’t make treats dependent on certain results – it will only add to their feelings of disappointment and failure if they don’t do as well as expected.
- Quietly top-up the ‘workbox’ with pens, rulers, paper pads etc. Don’t get wound up about lost items if you can help it – motivation is hard enough to find for revision, and arguments about a 50p pen just aren’t worth it.

Be in it to win it! The importance of attendance...

The single biggest favour you can do for your child is to send them to school EVERY day, on TIME!

Well, my child’s got a 90% attendance record – that seems pretty good to me!

90% attendance means that your child is missing half a day of lessons every week!

In a single year this would mean your child has missed **four whole weeks**.

Over 5 years it means that your child has missed **half a school year or one and a half terms!**

Every Lesson counts...

General – support for teenagers

- <http://www.bbc.co.uk/learning/>
- www.childline.org.uk (Tel: 0800 1111)
- www.youthaccess.org.uk/

General – parent support

- www.familylives.org.uk (formerly www.parentline.org.uk) Also confidential helpline for parents on 0808 800 2222
- <http://www.bbc.co.uk/radio1/advice> offers advice on a whole range of issues that might worry your son/daughter

Exam board websites

- www.aqa.or.uk the Assessment and Qualifications Alliance (AQA)
- www.edexcel.org.uk Edexcel
- www.ocr.org.uk Oxford, Cambridge and RSA Examinations (OCR)
- www.wjec.co.uk the Welsh Joint Education Committee(WJEC) (Welsh language version: www.cbac.co.uk)
- <http://www.cie.org.uk/programmes-and-qualifications/cambridge-secondary-2/cambridge-igcse/>

Coursework and revision

(Before using any information from coursework sites, please check with your child's school as copying others' work – plagiarism – is harshly dealt with).

- www.markedbyteachers.com (formerly www.coursework.info)
- www.essaybank.co.uk
- www.gcseguide.co.uk – Use the 'bookshop' option to see what revision guides are available in each subject area
- www.bbc.co.uk/schools/gcsebitesize
- www.gcse.com
- www.s-cool.co.uk
- http://www.schoolsnet.com/pls/hot_school/sn_revision_page_pls_show_subjects?x=16180339
- Visit www.positivelymad.co.uk for some excellent and fun ideas for remembering information
- <http://revisionworld.co.uk/gcse-revsision> This offers a range of tips and support for different subjects

SECTION 10: CONTROLLED ASSESSMENT TIMETABLE

YEAR 10

MONTH	SUBJECTS
September	PE
October	Performing Arts, PE
November	PE
December	Performing Arts, PE
January	PE
February	Performing Arts, PE
March	Performing Arts, PE, Music
April	Performing Arts, PE, Music
May	PE
June	PE
July	PE, Geography Field Visit – single day

YEAR 11

MONTH	SUBJECTS
September	Geography, Design Technology (Electronics, Graphics and Product Design), PE
October	Geography (weeks 3 & 4), Design Technology, PE, Performing Arts (weeks 1 & 2), Modern Foreign Languages Speaking 2
November	Design Technology (Electronics, Graphics and Product Design), PE, Business Studies
December	Design Technology (Electronics, Graphics and Product Design), Performing Arts, PE, Business Studies
January	Design Technology (Electronics, Graphics and Product Design), PE
February	Design Technology (Electronics, Graphics and Product Design), Business Studies, Performing Arts, PE
March	Business Studies, Design Technology (Electronics, Graphics and Product Design), Modern Foreign Languages, Performing Arts, Music, PE
April	Business Studies, Design Technology (Electronics, Graphics and Product Design), Performing Arts, Music
May	
June	
July	

- Subjects in which Controlled Assessment is on-going throughout the two years:
PE, Art, Performing Arts and Computing (iMedia)
- Subjects in which there is no Controlled Assessment:
Maths, English, Science, History and RE

SECTION 11

YEAR 11 TIMELINE - 2017/18

N.B. Controlled Assessment tasks take place throughout the year.

DATE	EVENT
26 th September	Year 11 Information Evening
11 th October	Year 11 Parents' Evenings
1 st November	6 th Form Options Evening
20 th - 24 th November -	Mock Exams
January	GCSE Exam Entries Made
1 st and 2 nd March	Mathematics and English Mock Exams
Easter	Deadline for all Controlled Assessment Work Several departments hold revision classes
May/June	Bespoke revision lessons before each exam
14 th May – 26 th June	Exam period
23 rd August	GCSE Results

SECTION 12 BTEC EXTERNAL ASSESSMENT

2017/18 Examination Timetable for Level 2 BTEC Examinations

Subject	Date of Exam	AM/PM	Exam Length
Engineering	January to May 2018		2 x 1 hour
Business	January to June 2018		2 x 1 hour
Travel and Tourism	11 th January 2018 14 th May 2018	AM AM	1 hour 1 hour