

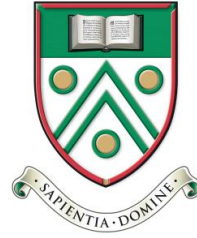


# **Langley Grammar School**

**Year 10 Parents' Information Evening**

**9 November 2011**



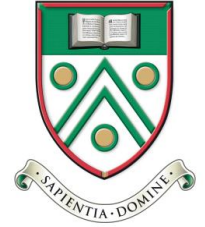


# Welcome and Introduction

Mr John Constable  
Headteacher



# Content



**Introduction and Welcome**

John Constable  
Headteacher

**Transition to GCSE**

Tony Thompson  
Head of Year 10

**Looking ahead**

Celia Golding  
Careers and HE Advisor

**The importance of Year 10, and  
the role of modular GCSEs**

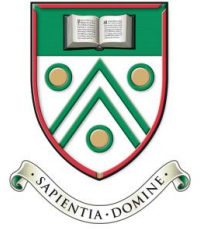
David Gilford  
Assistant Headteacher

**Monitoring and reporting  
progress**

Tony Thompson  
Head of Year 10

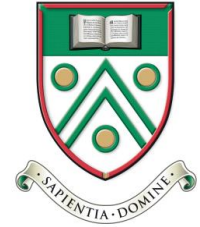
**Questions?**

# Aims of the evening

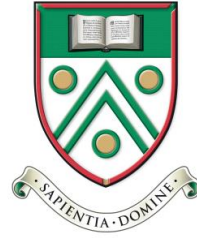


- To provide you with accurate information
- To encourage further well-informed communication between home and school.
- To enable students to achieve their potential at GCSE.

# Three key messages.....



- **Attendance** at school is vital
  - Please do not take your son or daughter out of school in term time unless there are exceptional circumstances.
- **Broaden** your son or daughter's experience
  - Achieving good examination results is only part of their education
- Make **good use of the time** in Year 10



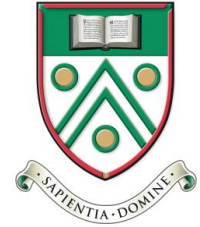
# Transition to GCSE

Mr Tony Thompson

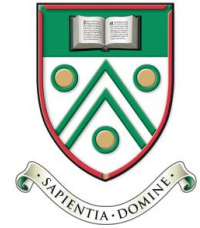
Head of Year 10



# **REMEMBER...**



- The WHOLE of KS4 is crucial to success, not just Year 11
- Achievement in **CONTROLLED ASSESSMENTS *and* MODULAR EXAMS** are vital for that success!!
- **Get into the correct frame of mind NOW!!**



## Success is not guaranteed.

Success is relative to potential.

Potential is only realised through effort.

Effort requires determination.

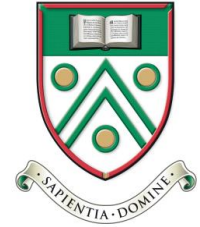
Determination is fuelled by motivation.

Motivation is driven by the will to succeed.

Students will have different expectations to  
**SUCCEED** but **they can all be SUCCESSFUL.**



# Some things to consider....



Students have **chosen** their **options**, so need to commit

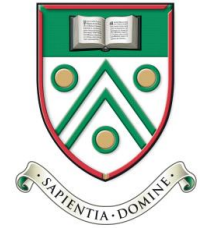
Possibly new tutors,  
new subject teachers,  
new classmates

Social life begins to expand, just as the **pressure** of work builds

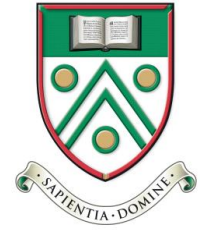
The **teacher** is now also the **examiner** for controlled assessment

Homework becomes more flexible, both in content and duration – students are expected to manage complicated schedules including **CA preparation**

# How much time?

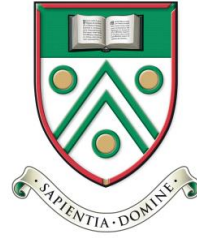


- Just TWO of the FIVE terms available for GCSE preparation are in Year 11.
- **Aim high NOW!**
- Many controlled assessments and GCSEs are taken in Year 10 – they are an opportunity that must be seized.



**Clearly, the message is:**

**Year 10  
matters!**



# Looking ahead

Mrs Celia Golding

Careers and  
Higher Education Advisor



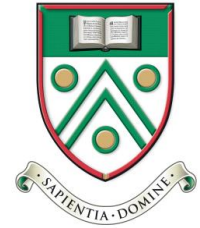
# What do employers want?



- 1. SELF-RELIANCE SKILLS:** *self awareness, being pro-active, willingness to learn, ability to network, action planning*
- 2. PEOPLE SKILLS:** *team working, interpersonal skills, communication skills, leadership, customer orientation*
- 3. GENERAL EMPLOYABILITY SKILLS:** *problem solving, flexibility, business acumen, time management*
- 4. SPECIALIST & TECHNICAL SKILLS:** *languages, IT, engineering, accounting, sales etc.*

Source: [www.prospects.ac.uk](http://www.prospects.ac.uk)

# Ideas for developing these skills



## 1. SELF-RELIANCE SKILLS

- Member of music band/orchestra/choir
- Participation in competitive/team sport
- Public speaking/drama
- Duke of Edinburgh Award

## 3. GENERAL EMPLOYABILITY SKILLS

- Club/society membership
- Music grades
- Work experience/shadowing

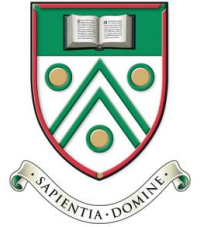
## 2. PEOPLE SKILLS

- Weekend/holiday job working with the public
- Fundraising for charity
- Voluntary work
- Coaching role

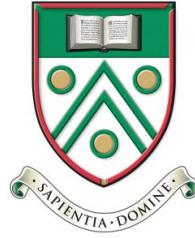
## 4. SPECIALIST SKILLS

- Web design skills
- Writing news items for school website
- Languages

# In conclusion .....



- 1. University admissions tutors looking for many of the same skills as employers – i.e. breadth as well as depth**
- 2. Think ahead and grab opportunities as they arise**
- 3. Develop self-awareness of what students are good at AND what they enjoy**

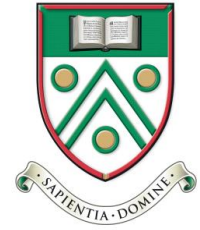


# **The importance of Year 10 and the role of modular GCSEs**

**Mr David Gilford**  
**Assistant Headteacher**







Only **Maths** and **RE** do not require any form  
of continuous assessment

<b>Subject</b>	<b>CA</b>	<b>EM</b>
<b><i>Art and Design</i></b>	60%	40%
<b><i>Business Studies</i></b>	25%/25%	50%
<b><i>Classical Civilization</i></b>	25%	75%
<b><i>Computing</i></b>	60%	40%
<b><i>D &amp; T (all)</i></b>	60%	40%
<b><i>Drama</i></b>	60%	40%
<b><i>English</i></b>	60%	40%
<b><i>English Literature</i></b>	25%	75%
<b><i>Geography</i></b>	25%	75%
<b><i>History</i></b>	25%	75%
<b><i>Maths</i></b>	N/A	100%
<b><i>Additional Maths</i></b>	N/A	100%
<b><i>MFL (Fre &amp; Ger)</i></b>	60%	40%
<b><i>Music</i></b>	60%	40%
<b><i>PE</i></b>	60% practical exam	40%
<b><i>RS, P&amp;E</i></b>	N/A	100%
<b><i>Science</i></b>	34%	66%
<b><i>Individual Sciences</i></b>	34%	66%
<b><i>Statistics</i></b>	25%	75%

# 2011 Year 10 cohort: curriculum map

	2011/12													2012/13								
	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J
Art	GCSE course													GCSE course								
Bus St	GCSE course													GCSE course						EM		
Class Civ	GCSE course													GCSE course						EM		
D&T Food	GCSE course													GCSE course						EM		
D&T Graphics	GCSE course													GCSE course						EM		
D&T RM	GCSE course													GCSE course						EM		
D&T Textiles	GCSE course													GCSE course						EM		
Drama	GCSE course													GCSE course						EM		
English	GCSE course													GCSE course						EM		
English Lit	GCSE course													GCSE course						EM		
Geography	GCSE course													GCSE course						EM		
History	GCSE course													GCSE course						EM		
Maths	GCSE course													GCSE course						EM		
Add Maths	GCSE course													GCSE course						EM		
MFL (Fre&Ger)					Writing					Speaking						Writing			Speaking			List & read
Music	GCSE course													GCSE course						EM		
PE	GCSE course													GCSE course						EM		
RE	GCSE course													GCSE course						EM		
Science										Mods 1 & 2									Mod 3			Mod 4
Ind Sciences																			Sep Sci mod 1			Sep Sci mod 2
Stats	GCSE course													GCSE course						EM		

- GCSE course
- CA
- EM

**This notice has been produced on behalf of:**

**AQA, City & Guilds, CCEA, Edexcel, OCR and WJEC**

### **Information for candidates**

#### **GCSE and Principal Learning: Controlled Assessments**

**This document tells you about some things that you must and must not do when you are completing your work.**

**Before you submit any work for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.**

If there is anything that you do not understand, you must ask your teacher or lecturer.

Controlled Assessment will provide you with an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopedias, journals, TV, radio, and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject, but you must take care how you use this material - you cannot copy it and claim it as your own work.

**The regulations state that:**

**"the work which you submit for assessment must be your own";**

**"you must not copy from someone else or allow another candidate to copy from you".**

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called "referencing". You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line. For example:

(<http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml>), downloaded 12 February 2011.

You may be required to include a bibliography at the end of your work. Your teacher or lecturer will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) "Mary, Queen of Scots", London: Weston Press.

**If you copy the words or ideas of others and don't show your sources in references and a bibliography, this will be considered as cheating.**

### Preparing your work – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher who will then record the nature of the assistance given to you.

If you worked as part of a group on an assignment, for example, undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Don't leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you don't need.

Don't be tempted to use essays from online essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

### Plagiarism

Plagiarism involves taking someone else's words, thoughts or ideas and trying to pass them off as your own. **It is a form of cheating which is taken very seriously.**

Don't think you won't be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using (or even marked the essay you have copied from!).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

### Penalties for breaking the regulations

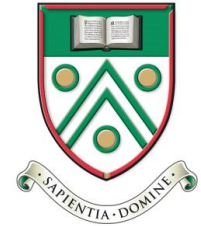
If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- the piece of work will be awarded zero marks;
- you will be disqualified from that unit for the examination series in question;
- you will be disqualified from the whole subject for that examination series;
- you will be disqualified from all subjects and barred from entering again for a period of time.

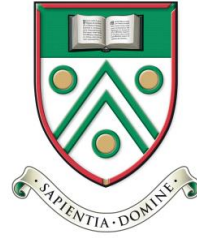
Your awarding body will decide which penalty is appropriate.

**REMEMBER – IT'S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK**

# Year 10 External Module Examination Dates 2012



Date	Subject
Wed 16 May	Classical Civilisation Module
Tue 22 May	Business Studies Module
Thu 24 May	Science Module 1
Fri 25 May	ICT AS Module
Tue 29 May	English Modules 1 and 2
Mon 11 Jun	RE Modules 1 and 2
Tue 12 Jun	History Module 3
Tue 12 Jun	Science Module 2
Mon 18 Jun	Statistics Module



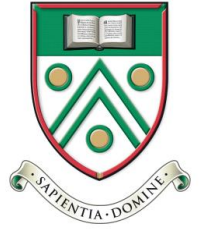
# Monitoring and reporting progress

Mr Tony Thompson

Head of Year 10



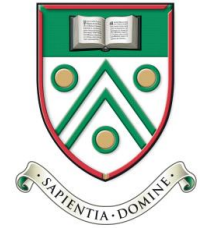
# Pastoral Review



- Teachers comment on pupil progress in each subject.
- Interview with their form tutor
- It is not necessary for parents to attend this meeting.

***So how will you know what's happening..?***

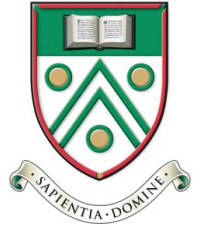




# Raising Achievement Programme

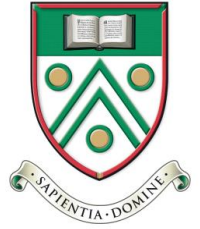
- Linked with pastoral review
- Students' achievement in relation to their CATS predictions
  - Under-achieving
  - On target
  - “Over-achieving”

# Raising Achievement Continued



- Letter sent home to those highlighted as over or under-achieving.
- Appropriate intervention taken with under-achievers
  - strategies put in place to aid motivation and quality of work.

# To conclude:

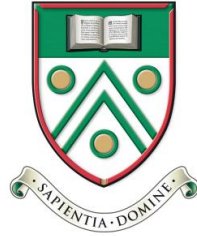


1. We need a **good balanced desire** to succeed...

**Too much** can be counter-productive and cause stress

**Too little** can lead underachievement relative to potential

2. **Well-rounded** individuals have the ability to achieve in academic, extra-curricular and social situations.



**Questions?**

