



Welcome to

**St Margaret's
Church of England
Academy**

**Year 10 Information Meeting
2018**

Key Stage 4 Curriculum

- The Compulsory subjects:
 - English Language and Literature (GCSE)
 - Mathematics (GCSE)
 - Science (GCSE)
 - Religious Studies (GCSE)
-

Key Stage 4 Curriculum

- Additional subjects:
 - Physical Education
 - Learning for Life (our Personal, Social, Health and Citizenship Education programme)
 - Thursday afternoon option (Extra PE, ASDAN, Work Inspiration, Cooking or Statistics)
-

Key Stage 4 Curriculum

□ Science:

Year 10

Sets A & B { Biology
Chemistry
Physics

Sets 1-5 Combined
Science
(Trilogy)

Year 11

Sets A & B { Biology
Chemistry
Physics

Sets 1-5 Combined
Science
(Trilogy)

Key Stage 4 Curriculum

□ Option curriculum:

- Art GCSE
 - Business Studies GCSE
 - Computer Science GCSE
 - Design Technology: Electronics GCSE
 - Design Technology: Product Design GCSE
 - Design Technology: First Certificate in Engineering BTEC
 - Food and Nutrition (Level 1/2)
-

Key Stage 4 Curriculum

□ Option curriculum:

- French GCSE
 - Geography GCSE
 - History GCSE
 - Information and Communications Technology GCSE
 - Photography GCSE
 - Physical Education GCSE
 - Spanish GCSE
-

YEAR 10

Autumn 2018

**GCSE Controlled Assessments begin
Autumn term assessments**

Spring 2019

Parent Consultation - Wed 24th April

Summer 2019

**Internal Exams – late June /early July
(2 wks)**

**Year 10 Sixth form Taster Days – 16th &
17th July**

YEAR 11

Autumn 2019

**Progress Examinations
Parent Consultation 1
Consultations for 6th Form**

Spring 2020

**English, Maths & Science Progress Exams
Controlled Ass. finished by half term
Parent Consultation 2**

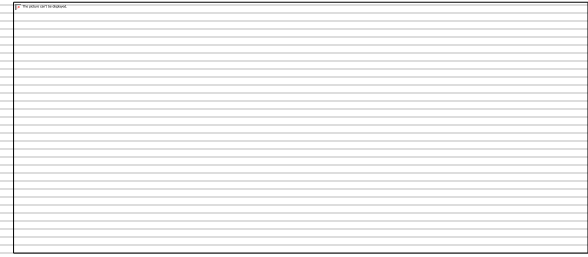
Summer 2020

**Preparation for written exams
Examinations start
Results published in August**

Careers advice and guidance

- ❑ Apprenticeships
 - ❑ Merseyside Police
 - ❑ Music and Creative Arts Industries
 - ❑ Sport
 - ❑ Construction
 - ❑ Law
 - ❑ Science, Technology, Engineering and Mathematics
 - ❑ Business, Accountancy & Finance
 - ❑ The Digital World
 - ❑ Healthcare
-
- ❑ Employability Interviews
-

TARGET SETTING



- Short term - lesson to lesson
 - medium term - each half term
 - long term - end of Year 10
 - end of Year 11
 - targets must be clear and realistic
 - must be challenging
 - set by self
-

Targets

Aim High!

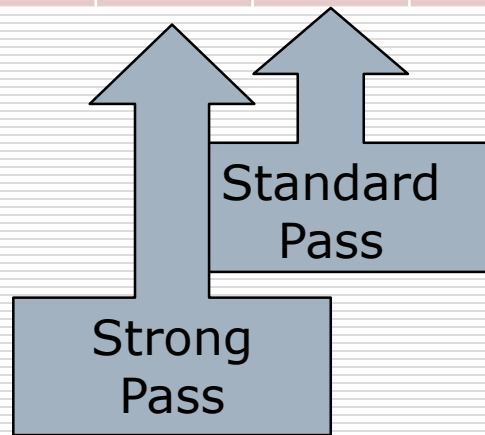


Realistic Targets

- an indication of what the 'top 25%' of students (who arrived at secondary school with similar attainment) would get
 - *aspirational*
 - a clue to what students could get if they work hard
-

Grades Explained

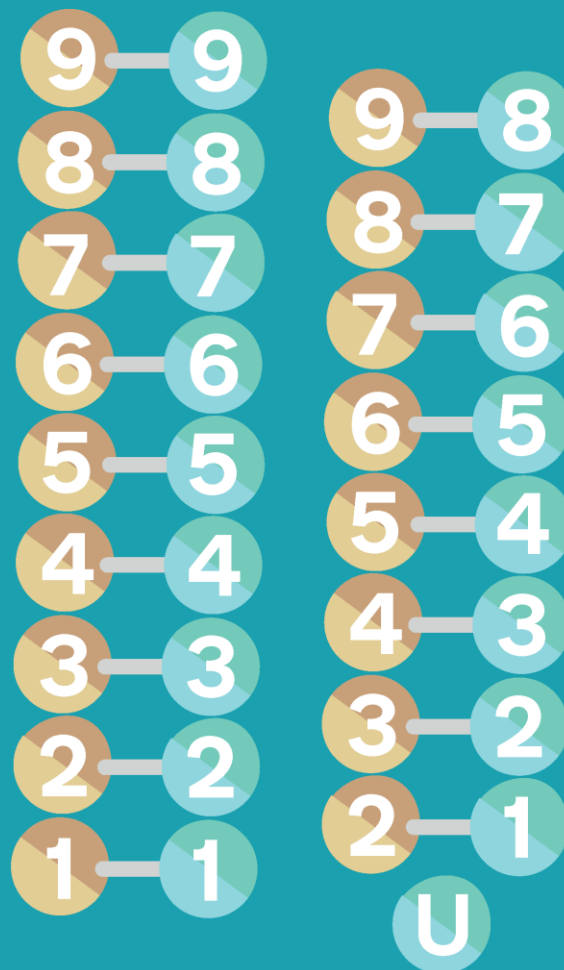
9	8	7	6	5	4	3	2	1	New GCSE grades
A*	A+/A*	A	B/B+	C+/B-	C	E+/D	F/E	G/F-	Old GCSE Grades



BTEC Engineering
Distinction (D)
Merit (M)
Pass (P)
U (Unclassified)

GCSE COMBINED SCIENCE

DOUBLE AWARD GRADE COMBINATIONS



HOW?

- study skills
 - support
 - a *can do* attitude
 - regular feedback
 - be prepared for written exams
 - use ICT well
 - self discipline
 - Aspirations Support Programme
-

Having the right *mindset*:



Students making **excellent** effort:

Excellent effort means being committed to getting the most out of your learning; it is what all students should aim for.

- ◆ actively participate in lessons at all times and are fully engaged
- ◆ actively seek feedback on how to improve the quality of their work
- ◆ show great resilience and persevere with challenges, even when they are difficult
- ◆ manage their time and work efficiently and are highly self-disciplined
- ◆ use their initiative in a range of situations and don't always have to be told what to do
- ◆ make this **excellent** level of effort on a consistent basis

Students making **good** effort:

Good effort means being both responsible and hardworking; you try your best.

- ◆ show interest in their learning and are both attentive and focused
- ◆ respond well to feedback and targets and complete work to the expected standard
- ◆ show resilience, and are willing to persevere when things are difficult
- ◆ take responsibility for their work, and are well organised
- ◆ willingly do all that is asked of them, sometimes more
- ◆ Make this **good** level of effort on a consistent basis

Students who **need to make more** effort:

Needing to make more effort means that you are probably doing most of what you're supposed to do, but are not pushing yourself enough.

- ◆ often participate in lessons and are generally focused and well behaved
- ◆ may not try hard enough to improve their work after feedback
- ◆ show some resilience, but might give up when things get difficult
- ◆ spend an adequate amount of time on tasks and are usually well organised
- ◆ do the minimum that is asked of them, but not much more
- ◆ might make a good level of effort sometimes, but not often enough

Students making **poor** effort:

Poor effort means that you are not behaving like a responsible learner and you may need support to become more engaged.

- ◆ make little effort to be involved in the lesson, and they may disrupt the learning of others
- ◆ fail to act on feedback provided
- ◆ are not interested in being challenged and often give up without really trying
- ◆ spend an inadequate amount of time on tasks and take little pride in their work
- ◆ take little or no responsibility for their own learning or behaviour

Revise

- Start early
- Have a plan
- Manage your time
- Take breaks
- Consider your study environment
- Sound and smell
- Work/life balance



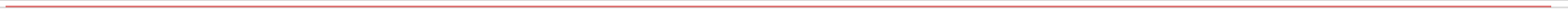
Revision aids

- Not just before examinations
 - Available widely in shops
 - Take advice from departments
 - Internet
 - BBC Bitesize
 - SAM Learning
 - GCSEPod
-

www.samlearning.com



www.samlearning.com



www.GCSEPod.com

