

Curriculum & Qualification Changes

Update for Year 9 and 10 Parents

May 2016

“ His nature is such that he has to be drawn out by kindness and encouragement but if he be treated well, and love be shown him, he will accomplish things that make the whole world wonder. ”

Michelangelo, describing himself as a young art student in 1490AD

Agenda

1. Qualification Changes
2. Success in Maths
3. Success in English

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Introduction

- *Department of Education 'GCSE Reforms Consultation 2013'.*

“The government is reforming GCSEs with the aim of better preparing pupils for further education and employment. The government wants to set expectations which match those of the highest performing countries, with rigorous assessment that provides a reliable measure of pupils’ achievement.”

- *Key other ‘snippets’ from Department of Education*

“demand deeper and broader understanding”

“academic subject content”

Which Subjects:

- Present Year 10 students will sit new specifications in English and Maths
- Present Year 9 students will sit new specifications in the vast majority of subjects (some such as Design Technology move the following year)
- First of new exam grades awarded summer 2017 (Year 10 English and mathematics)

New Reformed GCSE's

Examinations:

- All terminal examinations – no modular exams and all examined at the end.
- Limited use of 'tiered entry' (Foundation/Higher)
- Coursework/Controlled Assessment only in subjects where absolutely required for assessment purposes (eg Computer programming skills)

Grading:

- Graded from 9-1, replacing A*-G grades
- Grade 9 will be highest
- Grade 5 will be considered a good pass, equivalent to a current low B or high C. It will be 'linked to standards in high performing countries'
- Grade 4 will be equivalent to current low C grade
- Grade 1 will be lowest
- U grade will still exist for ungraded

New GCSE Grading Structure



Ofqual are presently consulting on:

- The overall approach to be taken to awarding GCSEs graded 9 to 1 in subjects first awarded from summer 2018
- The approach to awarding grades 8 and 9 in relation to GCSEs in English language, English literature and mathematics

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
U	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

Consultation document does state:

Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above in the subject

Broadly the same proportion of students will achieve a grade 7 and above as currently achieve a grade A and above in the subject

Reports

- Progress Checks and Profiles will continue but being redeveloped
- 1-9 grades will be used from next academic year where appropriate and include confidence levels
- Confidence level A – very confident of grade and could move to next grade
- Confidence level B – confident of grade
- Confidence level C – not as confident of grade, need to consolidate

- For example, 4A will mean ‘Teacher very confident of student gaining a grade 4 but has strong potential to gain a grade 5’.

- Available on MyHighcliffe
- Dates of Publication will be on the school calendar and website

Mathematics

Mr I Burgan
Senior Curriculum Leader

GCSE Mathematics is getting more demanding for EVERYONE

- The volume of subject content has increased.
- Teaching time allocated to Maths has increased to 7 hours a fortnight in Year 10 and 8 hours a fortnight in 9 and 11.
- The demand of the content is increasing, with harder topics being introduced.
- Schemes of work have been adapted to support this.
- Time has been built in to the scheme of work to support students with topic areas they have struggled with.
- Students are provided with a question by question analysis of their assessments and information of where to get support from.

GCSE Mathematics tier of entry

- The foundation tier has changed quite drastically and has much more challenge at the top end
- This tier will now allow students to access a grade 5 – B grade equivalent
- The tier of entry that students will be sitting will be assessed on a student by student rather than whole class basis
- Students tier of entry will be decided based on which tier will allow students to achieve the best possible grade
- Decisions will not be finalised until mid-way through year 11

GCSE Mathematics

Topics New to Foundation Tier

- Standard form
- Factorising quadratics
- Linear simultaneous equations
- Trigonometry
- Compound interest
- Reverse percentages
- Circle properties
- Vectors
- Direct and inverse proportion

Topics New to Higher Tier

- Expanding binomials
- Gradient at a point on a curve as rate of change
- Areas under graphs
- Arithmetic Progressions and Geometric Progressions
- Finding approximate solutions using iteration
- Solving quadratic inequalities
- Inverse and composite functions

GCSE Mathematics

Foundation
(grades 1-5)

Higher
(grades 4-9)

Skills

Paper 1: non-calculator	+	Paper 2: calculator	+	Paper 3: calculator
<p>Content</p> <ul style="list-style-type: none"> • Content from any part of the specification may be assessed 		<p>Content</p> <ul style="list-style-type: none"> • Content from any part of the specification may be assessed 		<p>Content</p> <ul style="list-style-type: none"> • Content from any part of the specification may be assessed
<p>Assessment</p> <ul style="list-style-type: none"> • 1 hour 30 minutes • written exam • 80 marks • $33\frac{1}{3}$ of GCSE 		<p>Assessment</p> <ul style="list-style-type: none"> • 1 hour 30 minutes • written exam • 80 marks • $33\frac{1}{3}$ of GCSE 		<p>Assessment</p> <ul style="list-style-type: none"> • 1 hour 30 minutes • written exam • 80 marks • $33\frac{1}{3}$ of GCSE

GCSE Mathematics

- In the assessments there's a greater emphasis on problem solving and mathematical reasoning, with more marks now being allocated to these higher-order skills.
- Students will be required to memorise formulae – fewer formulae will be provided in examinations

Support

- Increased teaching time
- New teaching and support resources
- Comprehensive scheme of work
- In depth assessment and feedback
- MathsWatch
- MyMaths
- Pixl Maths App
- Drop in sessions
- Targeted intervention and revision sessions
- Revision guides

English

Miss A Martindale
Senior Curriculum Leader



English

There are actually two qualifications:

- GCSE English Language
- GCSE English Literature

ALL pupils at Highcliffe School will follow a joint programme of study in, and be entered for, both qualifications at the end of Year 11. They are exam only – no coursework or controlled assessments. This reliance on exam performance, combined with a higher level of challenge across both specifications, means that we must prepare all **Year 9** students for the demands of the course.

GCSE English Language

Paper 1: Explorations in Creative Reading and Writing

What's assessed

Section A: Reading

- one literature fiction text

Section B: Writing

- descriptive or narrative writing

How it's assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%)– one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

GCSE English Language

Paper 2: Writers' Viewpoints and Perspectives
<p>How it's assessed</p> <p>Section A: Reading</p> <ul style="list-style-type: none">• one non-fiction text and one literary non-fiction text (Pre 19th Century and Modern texts) <p>Section B: Writing</p> <ul style="list-style-type: none">• writing to present a viewpoint
<p>Assessed</p> <ul style="list-style-type: none">• written exam: 1 hour 45 minutes• 80 marks• 50% of GCSE
<p>Questions</p> <p>Reading (40 marks) (25%) – two linked texts</p> <ul style="list-style-type: none">• 1 short form question (1 x 4 marks)• 2 longer form questions (1 x 8, 1 x 12 marks)• 1 extended question (1 x 16 marks) <p>Writing (40 marks) (25%)</p> <ul style="list-style-type: none">• 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

GCSE English Literature

GCSE English Literature Paper 1

1 hour 45 minutes

40 % of Literature GCSE

Two sections

Section A – Shakespeare

Includes one extract question and one whole text question

Section B – The 19th century novel

GCSE English Literature Paper 2

2 hour 15 minutes

60% of total Literature marks

3 sections: modern prose or drama,
poetry and unseen texts

Assesses comparison

Preparing students for the challenges ahead



Integrated, skills driven teaching.

BRIGHTON ROCK

Paper 1 Sample Text

HALE knew, before he had been in Brighton three hours, that they meant to murder him. With his inky fingers and his bitten nails, his manner cynical and nervous, anybody could tell he didn't belong - belong to the early summer sun, the cool Whitsun¹ wind off the sea, the holiday crowd.

5 They came in by train from Victoria every five minutes, rocked down Queen's Road standing on the tops of the little local trams, stepped off in bewildered multitudes into fresh and glittering air: the new silver paint sparkled on the piers, the cream houses ran away into the west like a pale Victorian water-colour; a race in miniature motors, a band playing, flower gardens in bloom below the front, an aeroplane advertising something for the health in pale vanishing clouds across the sky.

10 It had seemed quite easy to Hale to be lost in Brighton. Fifty thousand people besides himself were down for the day, and for quite a while he gave himself up to the good day, drinking gins and tonics wherever his programme allowed. For he had to stick closely to a programme: from ten till eleven Queen's Road and Castle Square, from eleven till twelve the Aquarium and Palace Pier, twelve till one the front between the Old Ship and West Pier, back for lunch between one and two in any restaurant he chose round the Castle Square, and after that he had to make his way all down the parade to West Pier and then to the station by
15 the Hove streets.

Advertised on every Messenger poster: "Kolley Kibber in Brighton today". In his pocket he had a packet of cards to distribute in hidden places along his route: those who found them would receive ten shillings from the Messenger, but the big prize was reserved for who-ever challenged Hale in the proper form of words and with a copy of the Messenger in his hand: "You are Mr. Kolley Kibber. I claim the Daily Messenger
20 prize."

This was Hale's job to keep doing his duty until a challenger released him, in every seaside town in turn: yesterday Southend, today Brighton, tomorrow –

Greenwich Fair: Where Dickens let his hair down

Paper 2 Pre-19th Century Sample Text

Charles Dickens is writing in 1839 about a fair in London which was a popular annual event he enjoyed.

5 The road to Greenwich during the whole of Easter Monday is in a state of perpetual bustle and noise. Cabs, hackney-coaches¹, 'shay' carts², coal-waggon, stages, omnibuses³, donkey-chaises² - all crammed with people, roll along at their utmost speed. The dust flies in clouds, ginger-beer corks go off in volleys, the balcony of every public-house is crowded with people smoking and drinking, half the private houses are turned into tea-shops, fiddles are in great request, every little fruit-shop displays its stall of gilt gingerbread and penny toys; horses won't go on, and wheels will come off. Ladies scream with fright at every fresh concussion and servants, who have got a holiday for the day, make the most of their time. Everybody is anxious to get on and to be at the fair, or in the park, as soon as possible.



15 The chief place of resort in the daytime, after the public-houses, is the park, in which the principal amusement is to drag young ladies up the steep hill which leads to the Observatory⁴, and then drag them down again at the very top of their speed, greatly to the derangement of their curls and bonnet-caps, and much to the edification of lookers-on from below. 'Kiss in the Ring⁵,' and 'Threading my Grandmother's Needle⁵,' too, are sports which receive their full share of patronage.

20 Five minutes' walking brings you to the fair itself; a scene calculated to awaken very different feelings. The entrance is occupied on either side by the vendors of gingerbread and toys: the stalls are gaily lighted up, the most attractive goods profusely disposed, and un-bonneted young ladies induce you to purchase half a pound of the real spice nuts, of which the majority of the regular fair-goers carry a pound or two as a present supply, tied up in a cotton pocket-handkerchief. Occasionally you pass a deal⁶ table, on which are exposed pennyworths of pickled salmon (fennel⁷ included), in little white saucers: oysters, with shells as large as cheese-plates, and several specimens of a species of snail floating in a somewhat bilious-looking green liquid.

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Michelangelo, describing himself as a young art student in 1490AD