



GLEBELANDS

Examination
and
Curriculum
Information
Booklet
For Year 11
Students
and Parents

2016/2017

Name:..... Tutor Group:.....

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Dear Year 11 Parent/Guardian,

Welcome to the start of the most important academic year of your child's life so far! I am thrilled to be working with such a talented group of young people for their final year at Glebelands and I cannot believe how quickly the time has passed. I hope the students have returned full of determination and confidence to work hard and achieve their potential. It is our priority to support the students in achieving the best GCSE grades possible.

I must thank you for ensuring that your child has returned to school refreshed, ready to learn and with the appropriate school uniform and equipment. Year 11 students are expected to set a good example to the lower year groups and as such are expected to be exemplary in their uniform and behaviour. Parents of Year 11 girls, please can you ensure that your daughter buys and wears a school skirt that it is knee length and purchased from the school shop. The school skirt must remain at this length at all times and must not be rolled up. Lateness is discouraged and I would ask that you encourage your child gently but firmly to arrive to school on time, preferably before the bell rings for morning registration! Where possible, we ask that you try to make medical or dental appointments out of school hours to avoid lessons being missed.

The Year 11 students have many opportunities this year to enrich their experience at Glebelands through involvement with sporting events, the Young Enterprise and GEM (Godalming Enrichment Modules) to name but a few. It is vital that the students choose carefully which activities to involve themselves in so as not to over-stretch themselves at the sacrifice of their school work. It is a difficult thing to balance school work, sporting commitments and a social life but preparation for exams must be the priority this year.

I would like to take this opportunity to congratulate our new appointed Head Boy and Head Girl, Luke George and Erinn Beamont and their deputies, Henry Gooch, Sam Bunting, Mia Roberts and Lucy Cumming. These students, alongside the team of Senior Prefects and Prefects, will support their year group, and indeed the other four year groups, throughout this year. They will also be required to perform duties and attend school events throughout this year.

The Year 11 Leavers Dinner venue is to be confirmed, however it will be on Thursday 29th June. It is wise to encourage your child to start putting some money away for all the costs associated with the Prom and also the Year Book and Leavers Hoodies that will be available to them. To assist with budgeting for the event I would recommend that you use our online SQUID payment system so that you can pay in money as and when you have the funds available.

Careers and College advice will be vital this year so Ms Chandler is available every break and lunchtime to advise and help guide students. Godalming College applications are made on-line and must be submitted by October half term. Guildford College can be applied to on line or a written application form can be got from Ms Chandler in the careers office. There is no set deadline for Guildford College but the earlier applications are made the better, especially for courses likely to be over-subscribed. Other colleges and 6th forms are of course also available to you.

I hope you find each section in this booklet useful and I ask you to re-acquaint yourselves with the subject information particularly about the Controlled Assessments your child will be completing this year. Please help your child by making them complete their homework to the best of their ability by spending the appropriate amount of time on each piece. Homework should be written in the journal alongside the due-in date and lesson details. Homework should be set according to the homework timetable which should be hand written at the back of their journal for you to check. Revision, planning and preparation is crucial this year and all students should be encouraged to plan their revision for their exams. Please note there will be mock exams in December for all students in Year 11 and to support revision there will be afterschool (period 7&8) sessions running from 29th November.

The finalised dates for the GCSE examinations will be published as soon as we have them confirmed. It is absolutely crucial that you do not book holidays or dental appointments when there are examinations, or indeed Controlled Assessments. You may be charged for each examination missed and there will not be an opportunity to re-sit examinations held in the Summer Term of 2017. In addition, if an examination is missed due to ill health, a doctor's certificate will be required.

If there are any additional ways you feel we can help and support you and your child, please contact your child's tutor as a first port of call, or indeed myself. I look forward to seeing you at the events we have planned and I wish the Year 11 students every success this year. I truly hope that all of their hard work will pay off!

Yours sincerely,



Miss O Treverton-Jones
Head of Achievement Year 11

THE STAFF

Senior Leadership Team

AEH	Mrs Anne Hutchinson, B.Sc.	Headteacher
RUM	Mr Russell Mitchell, B.Sc.	Deputy Headteacher (Mathematics)
SDJ	Mr Stephen Jones, B.A.	Assistant Headteacher (P.E.)
CGS	Mr Christopher Smitheram, B.Sc.	Assistant Headteacher (Geography)
SLH	Mrs Sandra Hearn, B.Ed	Senior Teacher, Head of Yr 8, (DT)
SPR	Mr Stefan Radwanski, B.Sc.	Senior of Teacher, Head of Science / ICT
RNH	Mr Rhoan Hepburn, B.Sc.	Senior Teacher, Head of Yr 9, (PE)
FRC	Mrs Frances Crawley	Business Manager

Department of English

MPR	Mr Mike Ransom, B.A.	Head of English
JCR	Mrs Jennifer Riley, B.A.	English, Second in Department
MJH	Mr Mike Haydon, B.A.	English
SJG	Mrs Sarah Green, B.A.	English

Creative Arts Department

JDT	Mrs Jennifer Tompkins, M.A.	Head of Art / Drama
MHL	Mrs Margaret Lawrence, M.Mus.	Head of Music

Department of Mathematics

HSH	Mr Howard Hoare	Head of Mathematics / Specialist Status Maths
GUB	Mr Gurnham Bahra	Mathematics, Second in Department
RCG	Mrs Richelle Grisdale, M.Sci.	Mathematics

Department of Design & Technology

KAD	Miss Katherine Door, B.A.	Head of Design & Technology / Resistant Materials
OTJ	Miss Olivia Treverton-Jones, B.Sc.	Head of Yr 11 Graphics
ALA	Miss Alexandra Alessi, B.A.	Design & Technology / Textiles / Food

Department of Science

HEC	Miss Hannah Campbell, M.Sc.	Science, Second in Department
PSC	Mr Peter Childs, B.Sc.	Science
EFC	Miss Ely Chilcott, B.Sc.	Science / Student Leadership
AGW	Mr Adam Wyllie	Science
RDA	Mr Russell Allen	ICT
JAH	Mr James Hiller	Science Student Teacher

Department of Physical Education

RMW	Mr Robert Whistler, B.A.	Head of P.E / Healthy Schools
NTB	Mrs Nadine Boniface, B.A.	P.E , Head of Achievement Year 7, SSCo

Department of Humanities

MJK	Mr Mike Kett, M.A.	Head of Religious Education
KES	Ms Kayleigh Stoye, B.Sc.	Head of Geography
CAM	Ms Catherine McAulay, M.A.	Head of History & Sociology, Head of Year 10
HCH	Ms Hollie Hansford	History and Sociology
KLM	Mrs Kate Martin, B.Sc.	Geography

Department of Modern Languages

NJC	Mrs Natalie Clark, B.A.	Head of Languages
CMW	Miss Claire Withers	Languages
CED	Miss Chantal Dufour	Languages

Department of Learning for Life

LMK	Ms Laetitia Rys-Kent,	Head of Learning for Life
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Department of Learning Support

KRK	Ms Karen Keane, B.A.	SENCo
STR	Mrs Sally Robertson	Learning Support Teacher

STAFF/Cont

Administration Support Team

ACB	Mrs Annie Booker	Finance Officer
AJG	Mrs Anna Gooch	Student Officer
FIH	Mrs Fiona Heard	Data Officer
MLT	Mrs Meriem Trollope	Headteacher's P.A.
SAJ	Mrs Sarah Judd	School Publicity and Community Secretary
SUV	Mrs Susie Voisey	Finance Assistant
WAB	Mrs Wendy Booker	Receptionist
SOK	Mrs Sally O'Kane	Receptionist
LSF	Mrs Lorraine Felmer	Receptionist
LJS	Ms Linda Sieber	Admin and Resource Technician
JAW	Mrs Jane Watson	Admin and Resource Technician

Teaching Support Team

AND	Mrs Angela Dawson	Exams Officer / Data Manager / Team Leader
MAB	Mrs Madeline Bradley	Cover Supervisor
KSM	Mr Kevin Milligan, B.A.	Cover Supervisor
VAC	Mr Victor Coughtrey	Cover Supervisor
KLJ	Mrs Kate Jones	Inclusion Room Supervisor
LJS	Ms Linda Sieber	Inclusion Room Supervisor
JAW	Mrs Jane Watson	Inclusion Room Supervisor
AMT	Mrs Ana Trayling	Learning Resource Assistant
IEK	Ms Isabel Knights	Learning Resource Assistant
AMC	Miss Angie Chandler	Information Advice & Guidance Assistant

IT Support Team

Mr Greg Watson
Mr Jack Johnson

Technical Support Team

CAW	Mrs Cathy Wilson	Senior Science Technician
ACR	Mrs Angela Ruark, B.Sc.	Science Technician

Learning Support Team

JEC	Mrs Joanne Clayton	Behaviour Support Manager
KLJ	Mrs Kate Jones	Home-School Link Worker / Admin
KNC	Mrs Katharine Coode, HLTA	Learning Support Assistant
JMV	Mrs Jill Vodden	Learning Support Assistant
RDJ	Mrs Rachel Jackson	Learning Support Assistant
SSC	Miss Samantha Cornwell	Learning Support Assistant
RAS	Mrs Rebecca Swallow	Learning Support Assistant

Premises Support Team

JHW	Mr Jim Wright	Premises Manager Premises Assistant
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Catering Team

SKM	Mr Kurt Maxwell	Catering Manager
	Anita Gains	Catering Assistant
	Lucy Prichard	Catering Assistant
	Emma McConaghey	Catering Assistant
	Fahmida Akntar Choudhurt ..(Jollie)	Catering Assistant

Invigilators

Invigilators are employed for supervision of examinations.
A current list is available from Mrs Angela Dawson.

Co-Ordinator STAR Project (fedn)

Counsellor: Relateen

Mrs Georgina Knights

Mrs Lisa Fairhead

YEAR 11 CALENDAR – AUTUMN TERM

September	5 th	INSET Day (5th) Students Start (6th) Chemistry and Biology (CA) 11T1 only Res Mat, Graphics, Textiles and Child Dev Controlled Assessment Geography CA Write up
	12 th	Chemistry and Biology (CA) 11T1 only Res Mat, Graphics, Textiles and Child Dev Controlled Assessment Geography CA Write up
	19 th	School Photographs (19th) Chemistry and Biology (CA) 11T1 only Res Mat, Graphics, Textiles and Child Dev Controlled Assessment Geography CA Write up Drama CA Performance
	26 th	Focus Day (28th) Prefects Training (30th) French Speaking controlled assessment 2 (prep) Res Mat, Graphics, Textiles and Child Dev Controlled Assessment Geography CA Write up
October	3 rd	Open Evening (6th) French Speaking controlled assessment 2 (prep) Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment Geography CA Write up
	10 th	Y11 Information Evening (11th) Surrey Opportunities Fair (13th) French Speaking controlled assessment 2 Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment Geography CA Write up
	17 th	Revision grids issued (17 th) French Speaking controlled assessment 2 Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment Geography CA Write up
		HALF TERM
	31 st	French Speaking controlled assessment 2 (Recording) Art Mock Exam Additional Science SCARE CA – 25% Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
November	7 th	Senior Maths Challenge (8th) Y11 Reports Issued (8th) French Writing Controlled assessment 2 (prep) Additional Science SCARE CA – 25% Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
	14 th	Mufti Day (Children in Need) (18th) French Writing Controlled assessment 2 (prep) Additional Science SCARE CA – 25% Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
	21 st	Progress Day (24th) INSET Day (25th) Iceland Trip (25th) French Writing Controlled assessment 2 Additional Science SCARE CA – 25% Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
	28 th	Period 7 & 8 begins (29th) French Writing Controlled assessment 2 Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment

December	5 th	MOCK EXAMS BEGIN (7th) French Writing Controlled assessment 2 (Final Write up) Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
	12 th	Carol Service (12th) Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
	19 th	MOCK EXAMS FINISH (20th) End of Term (21st) Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment

YEAR 11 CALENDAR – SPRING TERM

Month	Week Com	
January	2 nd	INSET DAY (3rd) Term begins for students (4th) Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
	9 th	Y11 Mock grades issued (13th) French Speaking controlled assessment 2 (prep) Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
	16 th	Focus Day 2 (17th) Yr11 Practice Interview Day (17th) French Speaking controlled assessment 2 (prep) Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
	23 rd	Y11 reports issued (23rd) Y11 Subject Evening (26th) French Speaking controlled assessment Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
	30 th	French Speaking controlled assessment Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
February	6 th	French Speaking controlled assessment (recording) Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
		HALF TERM
	20 th	French Writing Controlled assessment 2 (prep) Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
	27 th	French Writing Controlled assessment Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
March	6 th	Y11 Information Evening (7th) Y11 GCSE Art Exam Day Period 7 & 8 Begins French Writing Controlled assessment Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
	13 th	French Writing Controlled assessment (final write up) Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
	20 th	Mufti Day (Comic Relief) (24th) Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment
	27 th	End of Term (31st) Res Mat, Graphics, Textiles, Food and Child Dev Controlled Assessment

YEAR 11 CALENDAR – SUMMER TERM

Month	Week Com	
April	18 th	Inset Day (18th) Students Start (19th)
	24 th	
	25 th	Focus Day (26th)
May	1 st	
	8 th	Period 7 and 8 finishes (12th)
	15 th	GCSE exams begin (15th)
	22 nd	
		HALF TERM
June	5 th	
	12 th	
	19 th	GCSE exams finish (23rd)
	26 th	Leavers Day (29th) Leavers Dinner (29th) Y11 Godalming College Induction Day (30th)

UNIFORM

Glebelands' skirts, girls trousers, sweaters, polo shirts, ties and sportswear can ONLY be obtained from the School Shop. This is supplied and staffed by The Direct Clothing Company. In addition to these specific items of uniform they offer all other items at very reasonable prices because they do not have the overheads of a high street shop. The school uniform shop is open every Monday and Thursday 3:00pm-4:15pm. **ALL ITEMS OF UNIFORM SHOULD BE CLEARLY MARKED.**

	ACCEPTABLE	UNACCEPTABLE
Blazer	Black with Glebelands' school crest. Blazers must be worn at all times in the school buildings.	Ill-fitting blazers and blazers with no crest. Unofficial school badges.
Pullover	A maroon V-necked pullover with school crest. (Black school jumper for Year 11 prefects only)	Ill-fitting pullovers. Cardigans and hoodies.
Shirt	A white standard shirt. The Glebelands' maroon polo shirt may be worn in the Summer Term. Blazers must still be worn.	Collarless shirts. Any colour other than white. Sports shirts, T-shirts and fashion shirts. Shirts without a top button at the neck. T-shirts showing under shirts.
Ties	A correctly tied Glebelands tie. Year 11 students may wear the Year 11 tie.	Any tie other than the official school tie. Defaced school ties. Ties worn shorter than 30cms.
Skirt (Girls) Trousers (Boys/ Girls)	Standard school skirt/trousers for girls. Skirt must be knee length. Boys to wear black school trousers	Any skirts/girls trousers purchased from other retailers. Skirts must not be rolled up.
Shoes	Black school shoes that are sensible, safe and serviceable. They should be of polishable material.	Any colour other than black. Heels above 5 cm. Trainers or boots of any kind. Steel toe-capped boots or shoes. Canvas or trainer type shoes.
Socks Tights	Plain black socks. Girls may wear plain black or flesh-coloured tights.	Any colour other than black/flesh.
Outer Coats	Outer coats should be a plain colour in a style suitable for school (navy blue or black is ideal). This is important since the public judge the school partly on the style of outdoor wear they observe as students travel to and from school.	Denim, leather, leather-look, studded or patterned coats. Inappropriate logos. Coats made from knitted material or sweatshirts / hoodies.
Scarves	Plain colours only.	Football/sports scarves. Scarves, gloves and hats must not be worn in school buildings.
Bags	It is essential that pupils have a strong, sensible holdall, briefcase or satchel in which to carry books and equipment. Plastic carrier bags for sports kit and footballs.	Plastic or paper carrier bags used for school books. Inappropriate branded bags.
Jewellery	ONE plain ring, one wrist watch, ONE pair of plain ear studs (gold or silver coloured) one in each lobe, a chain may be worn inside the shirt. The school cannot accept responsibility for jewellery worn to school. Unacceptable jewellery will be confiscated.	Earrings of any kind including 'sleepers & stretchers', necklaces, bracelets, brooches, badges not concerned with school. On safety grounds jewellery must be removed for some lessons, such as P.E. No piercing apart from ear lobes. Unacceptable jewellery will be confiscated.
Cosmetics	No make-up or discreet make-up - blemish concealer and light mascara only.	Coloured nail varnish or make-up (other than described). Make-up must not be brought into school.
Hair	Hair should be cut in a style suitable for school and kept clean, neat and tidy. Boys hair must be grade 3 or longer.	Extremes of hairstyle (incl shaved lines) or colour. No unnatural hair colour (incl dip dye). If there is any doubt please contact the school before going to the hairdresser. Ribbons, hair bands and grips in a colour or style not complementary to school uniform.

PHYSICAL EDUCATION KIT

Our PE kit is specially designed to minimise the differentiation for boys and girls. All kit must be clearly named.

Clean trainers are essential for the Sports Hall, the outdoor multi-sports area and all indoor lessons. A change of socks is essential, socks worn to school are not acceptable. Towels are necessary for every lesson in case a shower is needed.

Vest tops, tight fitting white tops or kit with large motifs or slogans are not acceptable.

Jewellery of any sort must be removed before PE, as directed by the Surrey County Council's Inspector for Physical Education.

Students are asked to have piercings done during holidays and not during term time.

Changing rooms are locked at the start of lessons. However, any valuables should be handed in and collected after each lesson. The PE Department do not accept responsibility if the valuables are not collected after the lesson.

Students are reminded that shin pads are compulsory for hockey, football and rugby activities. We do provide these but encourage students to bring their own.

Mouth guards are recommended for rugby and hockey practice and compulsory for competitive play.

Students are asked to have training shoes. Canvas shoes are not allowed.

Outdoor / Winter	White reversible acrylic rugby shirt with red hoop with logo. Red shorts (girls are permitted red skorts) Red and white hooped socks White socks Black tracksuit bottoms Glebelands logo or plain. No lycra or tight cotton tracksuit bottoms (girls are permitted black leggings of reasonable thickness)
Indoor / Summer	White Glebelands polo shirt. Red shorts Plain white socks
Outdoor / Indoor	Grey sweatshirt with logo (no hooded or zip up tops) Black tracksuit bottoms Glebelands logo or plain.
Dance	Plain black jazz pants or school tracksuit bottoms Black round necked t-shirt

LOCAL VISITS

As you will be aware, we sometimes take students on local visits. Examples of these include visiting Cranleigh to do surveys or other work during a lesson or travelling to local sports fixtures.

Students are always told beforehand when they will be involved in a local visit and are expected to tell their parents. However, as such visits are part of the curriculum and the regular life of the school we do not, for obvious reasons, ask for written permission from parents for each activity.

These visits are either on foot, by school minibus, by free coach or sometimes by staff or parent car and always have the correct level of staffing and supervision.

The school assumes that parents give their consent to local visits but if you have any concerns and would like to discuss your consent to such visits, please contact the school.

We will, of course, continue to inform you and require your written permission when visits involve any cost or travel outside the local area. On those occasions you will receive a letter with details and the consent form as usual.

We would like to take this opportunity to remind you of the importance of informing the school of any medical condition about which we should be aware and request that you ensure we have up-to-date home and work contact telephone numbers so that you can be contacted during the school day should the need arise.

MEDICAL INFORMATION

The **only** medication students are allowed to carry around the school on their person are Asthma Inhalers and Epipens. As these are prescribed drugs, it is important that they are clearly labelled with the student's name and tutor group in case it is accidentally mislaid during the day.

The only medications we are allowed to administer in school are prescribed medications and Paracetamol. These **must** be in the original container and kept in the school office, we **cannot** accept loose tablets in envelopes. A Student Health Plan **must** be signed by a parent, when the medication is given to the office, stating the dosage and giving the school permission to administer the medication.

It is the responsibility of the parents to ensure that all medication kept in school for their child has not exceeded its expiry date.

ASTHMA

Please make sure you have informed the school of your child's treatment for Asthma and what the likely triggers for an attack are.

If your child carries reliever medication, we would suggest that a spare set be kept in the office for use in an emergency. **BOTH** sets should be clearly labelled with your child's name and tutor group and the dosage.

EPIPENS

If your child has an Epipen for treatment of an allergy, please make sure there are two available in school at all times - one, which they should carry on their person/in their school bag and then a spare should be kept in the school office. **BOTH** must be clearly labelled with the child's name and tutor group.

It is important you tell the school office about your child's allergy and its treatment.

DIABETES

Inform the school office of the treatment for the Diabetes. Emergency rations (drinks, biscuits etc) should be kept in the office for any student with Diabetes, please make sure these are checked on a regular basis to make sure goods are not out of date.

INJURED STUDENTS

Students returning to school with a physical injury needing a sling or crutches will be required to have a Risk Assessment before being allowed to return to school. Parents should ring the school to arrange for a Risk Assessment to be done on the day the student plans to return to school.

ATTENDANCE

- Each student **must** be registered twice a day
- If a student is late into school or misses morning/afternoon registration for some reason they must sign in at Student Services.
- Arrival at school after 9.15am without good reason will be marked as an unauthorised absence (code U).
- The school should be notified by telephone each day (**01483 542408**) of any absence. Parents who do not inform the school will be contacted by an automated telephone system to ask the reason for the absence.
- If students have to leave school at any time during the day e.g. for a doctor's appointment, a letter or note in student journal must be shown to their tutor, signed by the tutor and then handed into the office when the student signs out.
- Current law does not give any entitlement to parents to remove their child from school during term time for the purpose of a holiday. Headteachers may only grant leave of absence where an application has been made in advance and consider that there are exceptional circumstances relating to the application.

The Impact of Poor Attendance

% Attendance	=% Absence	= Days missed	= Weeks missed	= Years missed (over 5 years of secondary education)
100	0	0	0	0
90	10	19	4	½
80	20	38	8	1
70	30	57	12	1½
60	40	76	15	2
50	50	95	19	2½
40	60	114	23	3
30	70	133	27	3½
20	80	152	30	4
19	90	171	34	4½

Persistent lateness can also add up to a significant number of school days missed:

5 minutes late is	3 days lost each year
10 minutes late is	6.5 days lost each year
15 minutes late is	10 days lost each year
20 minutes late is	13 days lost each year
30 minutes late is	19 days lost each year

HOMEWORK

YEAR 11 Approximately 30 - 40 minutes per subject per night

RE teachers will set homework on the day it is taught twice each half term.

Learning for Life homework will be set when appropriate.

Science homework may occur more than once on any day because students may have two Science lessons on some days.

Monday	Tuesday	Wednesday	Thursday	Friday
Option A Option D Maths	Option B English Science	Option A Maths Science	Option C Option D	Option B Option C English Science

TUTOR TIME

Students spend 10 minutes every morning and 20 minutes every afternoon with their tutors. These sessions allow time to take the legal register and for the students to discuss and reflect on a variety of issues. Tutors will use the time to discuss any issue that have arisen and to ensure that your child is settled and happy at school, contributing to the personal and social progress of students.

During the week, students will attend one SLT Assembly with a Senior member of staff and one Year Assembly with Head of Achievement. Activities for the rest of the week include revision for the core subjects and individual independent learning. Tutor time is also used for tutors to monitor uniform, equipment and correct usage of the journal. **Please make sure you sign your child's Student Journal once a week.** Your child's tutor should be your first point of call with any concerns.

WHAT IS CONTROLLED ASSESSMENT?

Controlled assessment has replaced coursework in the new GCSE specifications. It is a form of internal assessment where the control levels are set by the examining body for each stage of the assessment process: task setting; task taking and task marking. Depending on the level of control defined within the specification, controlled assessments may take place for example:

- in a normal timetabled lesson or other defined session under supervised conditions;
- entirely within the centre under supervision with controlled access to resources; or
- outside the centre and involve research with limited supervision.

Controlled assessments may take place at any time during the course of individual subjects and the school will endeavour to manage these assessments so that they do not fall at the same time for all subjects.

Task-taking:

Task taking outlines how students go about taking the task and can be split into stages eg Research, Analysis and Write-up. Each stage can have different controls eg:

- **Research**
Low Control – students can work unsupervised outside the classroom
- **Analysis**
Medium Control – students do their analysis and selection under informal supervision
- **Write-up**
High Control – students write up their task in a supervised, classroom environment.

Controlled assessment in all subjects will be held under varying levels of supervision, depending on the task:

- Formal (high level of control);
- Informal (medium level of control);
- Limited (low level of control)

Under formal supervision:

- Students must be in direct sight of the supervisor at all times.
- The use of resources is tightly prescribed, normally only research folders/diaries.
- Students must complete all work independently.
- Students must not communicate with each other.
- No assistance can be given to students
- Access to e-mail, the internet and mobile phones are not permitted.

The school will keep a log of any incidents, which occur during the course of the assessment and the students involved may forfeit that part (or the entirety of that GCSE).

Under **informal supervision**:

- Students do not have to be directly supervised at all times but there must be adequate supervision to ensure that work can be authenticated.
- Students have access to resources.
- Students can work together.
- Students can receive limited teacher guidance.

Teachers must ensure that:

- the students' work is their own
- plagiarism does not take place
- the contributions of individual students are recorded accurately

Under **limited supervision**:

- Some work can be completed without supervision, outside the classroom/centre.
- Students have access to resources.
- Students can work together.
- Students can receive guidance from teachers.

Presentation:

Written material may be handwritten using black ink or, where possible, word processed. Please therefore ensure your child has the correct equipment (including black pens) whenever they are in school.

Candidate malpractice:

Candidates **must not**:

- submit work which is not their own;
- lend their own work to others or allow their work to be copied;
- allow others access to, or the use of, their own independently sourced material (this does not mean that candidates may not lend their books to one another, but candidates must not plagiarise others' research);
- use any books, the internet or other sources without acknowledgement or attribution;
- submit work word processed by a third party without acknowledgement.

These actions constitute malpractice, for which a penalty, (e.g. disqualification from the assessment) will be applied.

Factors affecting individual candidates:

- Teachers should be able to accommodate the *occasional* absence of a candidate by ensuring that an opportunity is given to them to make up the missed controlled assessment. An alternative supervised session may be organised for such candidates. It may not be possible, however, to re-organise the controlled assessment.

It is imperative that you make every effort for your child to attend school throughout the GCSE period so as not to miss vital pre-controlled assessment work; the actual controlled assessment and exam preparation.

- Broadly, candidates who were eligible for special consideration when doing coursework will be eligible when doing Controlled Assessments.

CONTROLLED ASSESSMENT – TIPS FOR STUDENTS

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 and assist you — showing them your work as it progresses will allow you and your teacher time 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 that examination series;
- 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 CHILD'S QUALIFICATION SO IT NEEDS TO BE THEIR OWN WORK

CONTROLLED ASSESSMENT DETAILS IN ALPHABETICAL ORDER BY SUBJECT

Art (Unendorsed)

During Term 1, students will be building upon the preparatory work that they have done in Year 10 under the theme of Structures and Colours, by producing 2D and 3D practical work that can involve drawing, painting, printing, sculpture, collage and/or photography.

In Term 2 and up to May 2015, students will be engaged in their exam. They will select 1 from 7 questions to research, generate and then develop ideas into practical work that can be 2D, 3D or a combination of both. The exam is worth 40% of the final grade.

All students know they can receive help and work under supervised conditions in the art rooms two evenings per week. Students are expected to do homework of 1 hour minimum every week.

Child Development

This is a GCSE course concerned with the knowledge, skills and understanding required to form relevant and informed decisions about the birth and subsequent development of a child 0-5 years old. The course is divided into sections for ease of reference but they are interrelated.

The second Controlled Assessment is a Child Study and will be started at the end of Year 10 and completed in Year 11. Your daughter will need to visit a pre-school child on five occasions over a period of approximately four to six months. On two occasions your daughter will need to have planned an activity to carry out with their chosen child. To help with the management of this piece of work individual deadlines will be set. All visits will need to be completed in the students' own time with the accompanying written work being completed under supervision in lessons. Students will have approximately 20 hours for the completion of this piece of work. This makes up 40% of the GCSE, with the remaining 40% being assessed through a written examination in May/June of Year 11.

ONCE STUDENTS HAVE HAD THE ALLOCATED TIME FOR THEIR CONTROLLED ASSESSMENT THAT IS IT. IF TIME IS WASTED DURING CONTROLLED ASSESSMENTS EXTRA TIME CANNOT BE ALLOCATED.

The full specification, including the mark scheme, for the course can be viewed on the AQA website: www.aqa.org.uk

Design and Technology—Home Economics Food and Nutrition

The management of controlled assessment can be extremely difficult for some students and so to help planning and use of time it has been decided to set deadlines for each section of the controlled assessment. The majority of the work will be done in school, but it is essential that your son/daughter spends his/her homework time effectively working on the appropriate section of their controlled assessment at home.

Failure to adhere to the controlled assessment deadlines will mean an automatic after school detention. Even though the content of each section is probably unknown to you, your son/daughter will have a complete breakdown of the work for each section to which you can refer. It is essential that students are prepared for practical sessions and bring ingredients with which to cook.

All students will have deadlines set for each section of the final project. These sections form the basis of work to be undertaken at home.

The full specification for the courses can be viewed on the AQA website.
www.aqa.org.uk/qual/gcse

Design Technology—Textiles

The final unit of controlled assessment is 60% of the final grade and will be completed from September through to Easter.

The controlled assessment is a design and make task and is completed over 45 hours. The majority of work will take place in supervised classroom conditions, but due to the high percentage that the assessment is worth, students must expect to spend extra time in the Textiles department in order to complete work to the best of their ability.

Individual deadlines will be set for different sections of the controlled assessment to help students manage their time and work load.

At the end of Year 11 students will undertake an examination which is 40% of the final grade. This is a design and knowledge based paper.

The full specification for the course can be viewed on the AQA website www.aqa.org.uk/qual/gcse

Parents can help by:

- Ensuring that their son/daughter misses the absolute minimum number of lessons
- Helping with monitoring to see whether they are meeting deadlines and targets set
- Provide encouragement and support when designing or trying to think of ideas for projects

Should you have concerns or questions please contact Miss Alessi.

Design and Technology - Graphic Products

The final unit of controlled assessment is 60% of the final grade and will be completed from September through to Easter.

The controlled assessment is a design and make task and is completed over 45 hours. The majority of work will take place in supervised classroom conditions, but due to the high percentage that the assessment is worth, students must expect to spend extra time in the Graphic department in order to complete work to the best of their ability.

Individual deadlines will be set for different sections of the controlled assessment to help students manage their time and work load.

At the end of Year 11 students will undertake an examination which is 40% of the final grade. This is a design and knowledge based paper.

The full specification for the course can be viewed on the AQA website www.aqa.org.uk/qual/gcse

Parents can help by:

- Ensuring that their son/daughter misses the absolute minimum number of lessons
- Helping with monitoring to see whether they are meeting deadlines and targets set
- Provide encouragement and support when designing or trying to think of ideas for projects

Should you have concerns or questions please contact Miss Jones.

Design and Technology - Resistant Materials

The final unit of controlled assessment is 60% of the final grade and will be completed from September through to Easter.

The controlled assessment is a design and make task and is completed over 45 hours. The majority of work will take place in supervised classroom conditions, but due to the high percentage that the assessment is worth, students must expect to spend extra time in the Technology department in order to complete work to the best of their ability.

Individual deadlines will be set for different sections of the controlled assessment to help students manage their time and work load.

At the end of Year 11 students will undertake an examination which is 40% of the final grade. This is a design and knowledge based paper.

The full specification for the courses can be viewed on the AQA website. www.aqa.org.uk/qual/gcse Design and Technology -Resistant Materials Technology

Parents can help by:

- Ensuring that their son/daughter misses the absolute minimum number of lessons
- Helping with monitoring to see whether they are meeting deadlines and targets set
- Provide encouragement and support when designing or trying to think of ideas for projects

Should you have concerns or questions please contact Miss Door.

Drama

Students will complete a final performance and will prepare for and take a 'mock' written examination to prepare for the final written examination of one and a half hours. In the written examination, students will answer two of the three sections.

Section A: Roles in the theatre

Section B: Study of a set text

Section C: Study of a live production seen

Likely pressure points:

November: Practical preparation for Assessment

December: Practice written examination paper

March to May: Practical examined Assessment

June: Written Examination

Due to the performance nature of this work, "pressure" points inevitably build up as the date of a performance approaches : students must expect to spend extra time, in the Drama Studio, working as a responsible member of a group at these times. Written records of practical work should be completed at home each week while a performance is being prepared. Keeping a rehearsal diary or working portfolio will help with the written examination later on. Research and skill practice tasks form another part of regular homework. There will be examiners visit in March/May.

The written examination requires careful study and consideration of the process of drama. Students must keep their folder and diary neat and up to date in order to aid revision.

There will be at least two theatre visits over the course of the GCSE course in preparation for the written examination. It is **essential** that students take advantage of the opportunity to see and study these plays in production, with the rest of the group.

Parents can help by:

- Ensuring that their son/daughter misses the absolute minimum number of lessons and rehearsals. Please check after school commitments before making dentist/hair appointments, etc.
- Helping with research/practice tasks. For example, going through lines of their play to aid script learning. Ensure that they always have their scripts to hand when they need them.
- Give encouragement, especially at pressure points. It is quite normal for performers to go through a period of believing that the production will be awful or will simply never happen. Your support makes a huge difference.
- Should you have any concerns or questions, please contact the Drama Department.

English Language and English Literature

Students are entered for the new version of AQA English Language (8700) and English Literature (8702)

Assessment of English Language:

- 2 final exams account for 100% of final grade

Students will also be required to sit a Spoken Language assessment where they will have to present a short talk and answer questions based on what they have said. Students will be awarded a certificate for this, **but it does not contribute to final English Language grade.**

Assessment of English Literature:

- 2 final exams account for 100% of final grade

Programme of Study: Year 11

Autumn 2016

- 19th Century Novel study: A Christmas Carol
- Preparation for Mock Exams

Spring 2017

- Revise set texts
- Key scene study for Shakespeare play
- Exam preparation

Summer 2017

- GCSE preparation – writing skills / short fiction and non-fiction text study / planning critical essays
- Revision of set texts

French

Students will cover the following topics in Year 11:

- Holidays (Speaking and Writing controlled assessment topic)
- Home and Social Life
- Health (Speaking and Writing controlled assessment topic)
- Transport

Students will be examined in Listening and Reading at the end of the year. Each of these examinations are worth 20% and will cover all topics studied in both Years 10 and 11. The best two writing controlled assessments and the best two speaking controlled assessments produced contribute towards the final 60% of the GCSE.

Geography

Unit	What is it?	When will I take it?	% of overall GCSE
Sustainable Decision Making Exam (SDME)	Written exam paper with UNSEEN resource booklet 1hr 30mins Answer ALL questions Externally assessed 40 marks	June 2017 (Yr 11)	25%
Geographical Enquiry (Completed)	Controlled assessment Fieldwork focus Collection of primary data and production of a 2000 word report Internally assessed 60 marks	June 2017 (Yr 10)	25%
Key Geographical Themes	Written exam paper 1hr 45mins 3 sections Answer ALL questions Externally assessed 99 marks	June 2017 (Yr11)	50%

There are 4 key themes that you will study throughout the course:

- Theme 1: Population and Settlement (SDME)
- Theme 2: Rivers and Coasts
- Theme 3: Natural Hazards

Theme 4: Economic Development

There are 2 tiers of exam paper you can take:

- Foundation – grades C-G
- Higher – grades A*- D

History

Controlled Assessment accounts for 25% for the final GCSE grade. There is one piece, on Arundel Castle, which was completed in Year 10.

The Controlled Assessment is intended to test key historical skills that the students have been building upon from Year 7. This will assess the knowledge and understanding and the application of this, interpreting and evaluating sources, as well as interpreting a site visit and the structure of their work. This will focus on the development of Arundel Castle over time.

Students will be taught the content and background knowledge during lesson time in Year 10. A site visit to Arundel Castle happens in Year 10 Summer term. When it comes to writing the coursework students will be given a total of eight hours to complete each piece of coursework. It will be completed in class under high control conditions.

ICT

Unit 1 : Living in a Digital World—Written paper externally assessed 40% Single Award

In this unit, students explore how digital technology impacts on the lives of individuals, organisations and society. Students learn about current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and well-being, on the move). They develop awareness of the risks that are inherent in using ICT and the features of safe, secure and responsible practice.

Unit 2 : Using Digital Tools—Controlled Assessment 60% Single Award

This is a practical unit. Students broaden and enhance their ICT skills and capability. They work with a range of digital tools and techniques to produce effective ICT solutions in a range of contexts. Students learn to reflect critically on their own and others' use of ICT and to adopt safe, secure and responsible practice. They put into practice what they learned about digital technology in Unit 1.

Learning for Life

In Year 11 the students are given information and advice to help them decide the most suitable post 16 options. This will also include a practice interview with a business professional to help with their interview technique.

Other areas that will be covered are: economic wellbeing and financial capability, citizenship, health and wellbeing including drugs, relationships and sex education.

Mathematics

Students will sit one non-calculator and two calculator examinations at the end of Year 11, which will determine their GCSE grade (there is no Controlled Assessment).

There are two tiers of entry for GCSE Mathematics—Higher (Grades 4-9) and Foundation (Grades 1-5). Students are expected to bring the correct equipment to each lesson (including a scientific calculator). Equipment and Revision Guides may be ordered from the Print Room. The Mathswatch DVD is particularly recommended as it provides visual explanations and practise for all GCSE Maths topics.

It is essential that students practise their Mathematical skills regularly and should be completing one hours homework each week. To help them with this the website below provides explanations and online worksheets for all the topics covered throughout Years 10 and 11. If students miss any lessons it is expected that they use this website to catch up.

Useful website:

www.mymaths.co.uk

Login: Glebelands

Password: radius

Examination Board

Edexcel (Linear)

Music

- Term 1 composition two to be completed with score and evaluation (focus on listening paper).
- Term 1 solo and ensemble performance pieces to be selected and rehearsed to required standard by November.
- Final selection of compositions to be handed in at beginning of Term 2.
- Ongoing regular revision for listening paper.

Individual programmes of work will be developed and designed to support each candidates' specific needs.

Controlled assessment makes up 60% of the final mark.

Physical Education (AQA)

The practical Controlled Assessment makes up 40% of the final grade.

There is one piece of written controlled assessment completed in lesson time.

GCSE revision material is available on the 'Moodle' PE page. Regular revision sessions run throughout the year.

There is an examination in Year 11 worth 60%.

PE—Extra Curricular

School clubs will meet at lunch time and after school, depending on availability of staff. A timetable of clubs will be available on the school 'Moodle'.

Team Sheets and Fixture lists will be displayed on the notice board outside the PE changing rooms, Twitter and on the school website. Team sheets on display will give all the necessary information about the fixture.

Timings of fixtures vary, but most will finish between 5-6 pm. Details will always be on display on the notice boards in the PE department.

Religious Education

Students continue the GCSE full course.

Topics studied throughout Year 11 are continued from Year 9 and 10:

- Christianity and Ethics
- Christianity and Philosophy

The remainder of the time will be taken up with revision and looking at past examination papers in preparation for the final examination.

There will be two final exams (1 hour 45 minutes long each) - Philosophy and Ethics

Science

GCSE Additional Science:

Students studying Additional Science will achieve a single grade for this GCSE at the end of Year 11, together with a separate grade for GCSE Science which they have completed and received in Year 10.

There are nine teaching modules in Additional Science .

Biology	Chemistry	Physics
B4: Processes of Life	C4: Chemical patterns	P4: Explaining motion
B5: Growth and Development	C5: Chemicals of the Natural Environment	P5: Electric circuits
B6: Brain and mind	C6: Chemical synthesis	P6: Radioactive Materials

Examination Assessment:

Three unit examinations, each assessing three of the modules through short structured questions and three extended level of response questions, each contributing to 25% of the final grade. Students will be entered for either higher tier (Grades A*-E) or foundation tier (Grades C-G) for each unit assessed. Tier of entry will be discussed at the subject evening.

All units are to be sat in the June exam series as this examination is now linear. This means that previous resit opportunities are no longer available

Unit 1	Unit 2	Unit 3	Unit 4
Examination	Examination	Examination	Controlled Assessment
B4, B5, B6	C4, C5, C6	P4, P5, P6	Skills assessment
60 mins	60 mins	60 mins	Practical Investigation
25%	25%	25%	25%

Controlled Assessment:

The skills assessment (Unit 4) consists of a practical investigation completed in class. The Controlled Assessments should be considered as examinations. Students must attend all of the lessons during this period and will catch up any missed lessons after school in a controlled environment.

GCSE Triple Science:

Students studying Triple Science will complete the modules for Additional Science but will also, in addition, study three extension modules B7, C7 and P7. This allows them to achieve a single grade for three separate GCSEs in Biology, Chemistry and Physics at the end of Year 11. There are twelve teaching modules in total.

Biology	Chemistry	Physics
B4: Processes of Life	C4: Chemical patterns	P4: Explaining motion
B5: Growth and Development	C5: Chemicals of the Natural Environment	P5: Electric circuits
B6: Brain and mind	C6: Chemical synthesis	P6: Radioactive Materials
B7: Further Biology	C7: Further Chemistry	P7: Further Physics

Examination Assessment:

Two unit examinations for each of the sciences covering the core and additional units, each assessing three of the modules through short structured questions and three extended level of response style questions each contributing to 25% of the final grade. Unit 3 covers the material studied in the module 7 and consists of short structured answers and three extended level of response style questions.

Examinations:

All examinations are to be sat in the June exam series and are 60 minutes in length. It is, therefore, crucial that all students start their revision early to ensure that they cover the necessary content in preparation for the exams.

Unit 1: Modules 1-3—25%

Unit 2: Modules 4-6—25%

Unit 3: Module 7—25%

Unit 4: Controlled Assessment—25%

Controlled Assessment:

All students will produce a practical investigation report on a set topic from the exam board in Biology, Chemistry and Physics. This will be 25% of the final grade.

Special Options

Students who chose this option will attend their college placements every Thursday at a designated location throughout Year 11. Students should dress appropriately for their placement. Although students are technically off site, they are still representing the school and a hard working attitude and good manners are essential.

Assessment in the Special Options courses is practical and students will be kept informed of the module tests where appropriate, as they progress through their course. All specialised equipment will be supplied and additional theory time will also be allocated during the school week to enable students to concentrate on making good progress.

On occasion, the college attendance dates differ from Glebelands and students should work from home on those days that the colleges are closed to students. Additionally, if students are requested to come in for module tests or other official days, students should attend school in uniform and bring a change of clothing for going to college later. Any absences from college must be reported to the school and the college immediately.

RECOMMENDED READING LIST

Many of these text books are also available from the school Learning Resource Centre.

SUBJECT	CORE TEXT	PUBLISHER	FURTHER READING
CHILD DEVELOPMENT	Home Economics Child Development	AQA Nelson Thornes	TV - Supernanny & Nanny 911. Lonsdale Child Development Revision Guide and Workbook.
HOME ECONOMICS: FOOD AND NUTRITION	Home Economics Food and Nutrition	AQA Nelson Thornes	Current food articles in newspapers or other sources. Jenny Ridgewell Revision Guide
DT RESISTANT MATERIALS	Resistant Materials	AQA Nelson Thornes	CGP Revision Guide. www.technologystudent.com
DT GRAPHIC PRODUCTS	Graphic Products	AQA Nelson Thornes	CGP Revision Guide.
DT Textiles Technology	Textiles Technology	AQA Nelson Thornes	CGP Revision Guide.
ENGLISH	AQA Anthology of Poetry	AQA	BBC Bitesize CGP revision guides
	An Inspector Calls or DNA		Wide range of short literary fiction and non-fiction texts
	Macbeth		
	A Christmas Carol		
FRENCH	Métro 4 (Rouge = Higher, Vert = Foundation)	Heinemann	CGP Revision Guides & resources. Oxford Learner's French Dictionary (or any other). Quizlet (app or website) Bitesize revision.
			www.linguascope.com (login: Glebelands Password: super2016)
			www.zut.org.uk (Login: 2705 Password: allo)
			www.atantot.com <u>Login: Glebelands</u> <u>Password: 4111</u>
GEOGRAPHY	Geography OCR GCSE —Specification B.	OCR GCSE Geography Specification B – Tom Miller	Bitesize Revision. Revision Guide by exam board to be published.,. CPG Revision Guide.

RECOMMENDED READING LIST—CONTINUED

Many of these text books are also available from the school Learning Resource Centre

HISTORY	<p>SHP OCR. Crime and punishment through the ages:</p> <p>Crime and Punishment through time c1000-present by Ian Dawson</p> <p>OCR Germany 1919-1945 for SHP GCSE by Chris Culpin</p>		<p>Can be ordered from Amazon UK: Revise Edexcel: Edexcel GCSE History B Schools History Project Revision Guide (REVISE Edexcel History) by Kirsty Taylor. (2013 version).</p> <p>Hindsight, BBC History Magazine.</p>
MATHS	GCSE Mathematics 2-tier (for Edexcel A).	Collins	<p>Mathswatch DVD</p> <p>CGP and Edexcel revision guides.</p> <p>Revision resources on Moodle.</p>
MUSIC	A Student's Guide to GCSE Music for Edexcel.	Rhinegold Publishing Ltd	CGP revision guide www.tanbur.co.uk
PE	AQA	Hodder Education	
SCIENCE	21st century science GCSE science	OUP	Science articles in newspapers or other relevant sources.
	GCSE Physics	OUP	Science articles in newspapers or other relevant sources.
	GCSE Chemistry	OUP	Science articles in newspapers or other relevant sources.
	GCSE Biology	OUP	Science articles in newspapers or other relevant sources.
	21st century Additional Science.	GCP	
	21st Century Additional Applied Science.	GCP	
2011 specification	21st Century Biology.	GCP	
	21st Century Chemistry.	GCP	
	21st Century Physics.	GCP	

GCSE EXAMINATIONS 2016-2017

Information for Parents and Students

Introduction

Public examinations can be a stressful time for students and parents and it is important that all those involved are as well informed as possible. The purpose of this information is to help you and your daughter/son through the next few months.

If you have any other questions, please feel free to contact the Examinations Officer, Mrs Dawson:

Phone: 01483 542400

E-mail: exams@glebelands.surrey.sch.uk

On examination days, it is best to contact school reception on 01483 542400 and leave a message.

Who is responsible for the examinations?

The centre's Examinations Officer is responsible for administering all public examination arrangements and for oversight of students during examinations, under the direct responsibility of the Head of Centre, the Headteacher.

There is a team of trained invigilators who will be present during the examinations at all times.

The awarding bodies or examination boards set down strict rules and regulations, which must be followed, for the conduct of examinations and the centre is required to follow them precisely.

What are the dates of the examinations?

There are two series of examinations throughout the academic year as follows:

Summer 2017 - from 15 May to 23 June, although some practical examinations and French speaking tests will be timetabled before these dates.

Individual examination timetables are issued to students after the entries have been made, showing the subjects entered and dates of the examinations. These should be checked carefully and kept safely by the candidate. Sometimes they will receive updated timetables if the entries made for them change. Students who lose their timetables may be charged for a replacement copy. It is helpful if parents make a note of the dates and sessions.

What time do the examinations begin?

Candidates should arrive no later than 8:45 for morning examinations, which start at 9:00 and 13:15 for afternoon examinations which start at 13:30. The length of examination papers varies and they will frequently not finish until after the normal end of the school day. Students and parents should be aware of this and make appropriate arrangements for getting home. Students will not be allowed out of an examination early for any reason. It is the candidate's responsibility to be aware of the start time of each examination. Please ensure your daughter/son checks her/his examination commitments for each day on the previous evening.

What happens if a student is late?

If parents are aware that their daughter/son has got the timing of an examination wrong and has missed the starting time, they should telephone the school immediately and get a message to the Examinations Officer. Depending on how long the examination has been in progress, it may be possible for the candidate to be admitted. However, we are bound by examination board regulations on this matter. Candidates who arrive more than 1 hour after the start of the examination or after the examination has finished will not be admitted.

What should students bring to the examinations?

Candidates should bring all equipment required for each examination, i.e. pens and pencils, Mathematics equipment, coloured pencils (if required), erasers, pencil sharpener, etc. in a transparent plastic bag or pencil case. Non-transparent pencil boxes or cases will not be permitted in the examination room.

Pens should be **black** ink or **black** ballpoint only.

Some subject papers will require the use of dictionaries or set texts, and candidates will be advised by their subject teachers about this.

CANDIDATES ARE RESPONSIBLE FOR ENSURING THAT THEY BRING EVERYTHING THEY NEED TO THE EXAMINATION.

What is not allowed?

Some items are strictly banned and should not be brought into the examination room under any circumstances. The examination boards treat mere possession of these items, even if switched off, as an infringement:

Mobile phones

iPods

MP3 players

Pagers

Products with an electronic communication/storage device or digital facility.

Calculator case or lid or instruction leaflet

Revision notes, books or papers

Any student found to have any of the above items in the examination room will be reported to the appropriate examination board. Should this happen they are likely to be disqualified from that paper and possibly from the whole examination in that subject.

The use of Tippex or correction pens is not permitted.

Candidates should not bring lucky mascots, etc. into the examination room.

No food or chewing gum is allowed but candidates may bring a clear **unlabelled** bottle of still water with them if they wish, preferably with a sports cap.

Calculators

In papers where calculators are permitted, candidates are responsible for ensuring that their calculators meet the examination boards' requirements. Please note that all students will be required to remove the lid of their calculator before entering the examination room.

Calculators must be: <ul style="list-style-type: none">• of a size suitable for use on a desk• either battery or solar powered	Calculators must not be designed or adapted to offer any of these facilities: <ul style="list-style-type: none">• Language translators• symbolic algebra manipulation• symbolic differentiation or integration• communication with other machines or the internet
The candidate is responsible for: <ul style="list-style-type: none">• the calculator's power supply• the calculator's working condition	Calculators must not: <ul style="list-style-type: none">• be borrowed from another candidate during an examination• have retrievable information stored in them, including: databanks; dictionaries; mathematical formulas; text

What happens if a student does not turn up for an examination?

A student who is absent from any examination, without presenting a doctor's note or a satisfactory reason, will receive a grade based only on those elements of the examination which have been completed.

Parents should be aware that the centre will seek to recover the examination fees from them if a student does not turn up for an examination.

What should students wear for examinations?

Students must wear correct school uniform. We ask for the co-operation of parents in ensuring candidates are correctly dressed. All students know the uniform rules and it is their responsibility to ensure they observe them. Coats and bags should be left in the gym corridor.

What do I do if my daughter/son is unwell for an examination?

Please telephone the school if your daughter/son is unwell on the day of an examination. It is always advisable for a candidate to attempt the examination, even if they are feeling unwell. If they sit the examination and a doctor's letter can be provided it may be possible to apply for special consideration by the examination board. However, any adjustment is likely to be small and no feedback is provided by the examination board.

If a student is too ill to sit an examination, a medical certificate or doctor's letter must be obtained for the day or days of examinations missed. This must be forwarded without delay to the Examinations Officer who will then inform the examination board. It may be possible for the student to be awarded a final grade where a certificate has been provided.

What happens if a student has problems that may affect her/his performance?

Any illness or family circumstances, which may affect examination performance, arising shortly before or during the examinations, should be notified as soon as possible to the Examinations Officer so that an application for special consideration can be made to the examination boards. Parents should be aware that any adjustment is likely to be small and that no feedback is ever provided.

When and how are the results distributed?

Results for the January exams will be distributed to students in school when received from the examination boards.

Results for the Summer examinations will be available to collect from school on 24 August 2017 between 10.30 am and 11.30 am.

Students wishing for a relative or friend to collect their results must send a signed letter of authorisation with the collector. Results will not be given over the telephone under any circumstances.

Any uncollected results will normally be posted first class on the day they were available for collection or retained in school for collection by the student.

When and how are certificates distributed?

Examination certificates are given to students who attend Presentation Evening in November. Uncollected certificates will be posted by recorded delivery after Presentation Evening. For this reason it is essential the school is informed of any change of address.

The school is unable to issue replacement certificates and so they must be kept safely in order to be shown to institutions of further or higher education and future employers.

Individuals needing replacement certificates in the future should contact the relevant awarding bodies, details of which can be found on the Ofqual website:

www.ofqual.gov.uk/help-and-support/94-articles/264-getting-copies-of-exam-certificates

GCSE Examinations: Information for Parents 2015-2016

Year 11

CORE SUBJECTS ARE LISTED FIRST AND THEN SUBJECTS ARE LISTED ALPHABETICALLY

Subject	Exam Board	Linear/ Modular	Tiers of Entry	Exam Times and Weighting	Controlled Assessment Weighting	Exam Structure	Textbook Used	Revision materials issued to students by school	Other recommended revision guides/ resources
English	AQA	Linear	No tier of entry	Two exams which are worth 50% of the final grade	None	<p>Paper 1 Section A: 4 reading assessed questions on a literary fiction-extract</p> <p>Section B: complete 1 descriptive/narrative writing task</p> <p>Paper 2 Section A: 4 reading questions on 2 non-fiction texts</p> <p>Section B: 1 writing task expressing a point of view</p>	n/a	Department Revision Guide	CGP www.bbc.co.uk/revision/bitesize

Subject	Exam Board	Linear/ Modular	Tiers of Entry	Exam Times and Weighting	Controlled Assessment Weighting	Exam Structure	Textbook Used	Revision materials issued to students by school	Other recommended revision guides/ resources
English Literature	AOA	Linear	No tiers of entry	2 exam papers: Paper 1 = 40% Paper 2 = 60%	None	<p>Paper 1: Section A: Essay response on a Shakespeare play</p> <p>Section B: Essay on a 19th Cent novel</p> <p>Paper 2: Section A: Essay on a modern play or text</p> <p>Section B: Essay comparing 2 poems from 15 they have studied</p> <p>Section C: 2 essays on 2 unseen poem</p>	<p>AOA GCSE Poetry Anthology Moon on the Tides</p> <p>AOA GCSE Prose Anthology – Sunlight on the Grass Of Mice and Men – John Steinbeck</p>	<p>Students will complete extensive notes on all set texts</p>	<p>www.bbc.co.uk/revision/bitesize</p> <p>Philip Allan Literature Guides or Letts Explore guides to set texts</p>

Subject	Exam Board	Linear/ Modular	Tiers of Entry	Exam Times and Weighting	Controlled Assessment Weighting	Exam Structure	Textbook Used	Revision materials issued to students by school	Other recommended revision guides/ resources
Maths	Edexcel	Linear	Higher 9 - 4 Foundation 5 -1 (School will decide level of entry)	3 Papers (1 Non-calculator and 2 Calculator) 1 ½ hrs each) in Year 11	None	Structured Questions	GCSE Maths Collins	Past Papers AFL books End of Unit checklists	CGP revision guide and workbook www.gcsemathspastpapers.com www.mymaths.co.uk Mathswatch CD www.bbc.co.uk/revision/bitesize http://schools.northyorks.gov.uk/1279 www.s-cool.co.uk As this is a new specification please ensure that any resources found relate to the 2011 specification.
Science	OCR	Linear Triple Science	Higher: Grades A*-E Foundation: Grades C - G	Biology/ Chemistry/ Physics Unit 1, Unit 2 and Unit 3 sat in June 2017 25% Core Science Unit 1 – 25% Bio modules Unit 2 – 25% Chem modules Unit 3 – 25% Physics modules All units to be sat in June 2017	All Science GCSEs have a controlled assessment unit weighted at 25% Triple to be completed by July 2016 Core to be completed by February 2017	Structured Questions Including multiple choice and single answer. 25% objective style questions (longer response questions)	Oxford OCR 21 st Century GCSE Biology Oxford OCR 21 st Century GCSE Chemistry Oxford OCR 21 st Century GCSE Physics	Available to buy from Print Room: CGP OCR 21 st Century Science Biology F/H CGP OCR 21 st Century Science Chemistry F/H CGP OCR 21 st Century Science Physics F/H CGP OCR 21 st Century Science Core Science F/H	

Subject	Exam Board	Linear/ Modular	Tiers of Entry	Exam Times and Weighting	Controlled Assessment Weighting	Exam Structure	Textbook Used	Revision materials issued to students by school	Other recommended revision guides/ resources
Art	AOA	Linear	1 Tier of entry Grades A*-G	Unit 1 (60%) comprises a portfolio of work that covers 2D, 3D and/or Graphics. Unit 2 (40%) Unlimited, unsupervised prep work leading to a 10 hour practical conducted, under exam conditions. 5 hours completed on "Exam Day" – remaining 5 hours completed in normal class time. "Exam days" will be March of Yr11	3 Controlled Assessments cover all 4 Assessment Objectives (60%)	Students select 1 from a choice of 7 questions on the Question Paper	None	All info on Question Paper & Assessment Objectives on CLC	None
Child Development	AOA	Linear	1 Tier of entry grades A*-G	Unit 1 1½ hour written paper (40%) at end of Year 11	Unit 2 Research Task (6-8 hours) 20% Year 10 Unit 3 Child Study (20 hours approx) 40% Year 11	6-8 compulsory questions comprised of short answer, structured and free response questions.	AOA Home Economics: Child Development ISBN: 978-1-4085-0414-7	Past GCSE Questions/ Papers	Revision Guide and work booklet available from Mrs Hearn

Subject	Exam Board	Linear/ Modular	Tiers of Entry	Exam Times and Weighting	Controlled Assessment Weighting	Exam Structure	Textbook Used	Revision materials issued to students by school	Other recommended revision guides/ resources
Drama	AOA	Linear	1 Tier of entry grades A*-G	Unit 1 – 40% written exam. 1 hour 30 mins	60%: 2 best marks (30% each) of 3 or 4 CAS throughout course. Rehearsal process (7.5%); final performance (22.5%)	Structured long answer questions	n/a	Help sheets, practice exam papers. Notes about live theatre productions.	Attend live theatre productions independently; Research play and production; make notes; evaluate; read reviews etc.
Home Economics Food and Nutrition	AOA	Linear	1 Tier of entry grades A*-G	Unit 1 – 40% written exam. 1 hour 30 mins	24–26 hours in total – 160 marks across 2 tasks – 60% of total marks, 45% Individual Investigation, 15% Research Task	6 – 8 compulsory questions comprised of short answer, structured and free response questions. Some questions may include stimulus material.	AOA GCSE Food and Nutrition (Nelson Thornes)	Help sheets, practice exam papers.	Current news and media articles. Moodle
DT Graphics	AOA	Linear	1 Tier of entry grades A*-G	Written 2 hour paper in June 2015 (40%)	Design folder and practical outcome in Year 11 (60%)	Design based paper and structured questions.	AOA GCSE Graphic Products (Nelson Thornes)	CGP AQA Graphic Products	Moodle www.technologystudent.com

Subject	Exam Board	Linear/ Modular	Tiers of Entry	Exam Times and Weighting	Controlled Assessment Weighting	Exam Structure	Textbook Used	Revision materials issued to students by school	Other recommended revision guides/ resources
DT Re-sistant Materials	AQA	Linear	1 Tier of entry grades A*-G	Written 2 hour paper in June 2015 (40%)	Design folder and practical outcome in Year 11 (60%)	Design based paper and structured questions.	AOA GCSE Resistant Materials (Nelson Thornes)	CGP AQA Resistant Materials	Moodle www.technologystudent.com
DT Textiles	AQA	Linear	1 Tier of entry grades A*-C	Written 2 hour paper in June 2015 (40%)	Approximately 45 hours – 90 marks – 60% Consists a single design and make activity selected from a range of board set tasks	Candidates answer all questions in two sections Pre-release material issued	AOA GCSE Design and Technology Textiles Technology (Nelson Thornes)	Help sheets, practice exam papers Students can purchase CGP GCSE D & T Textiles Revision Guide	Current news and media articles. Moodle www.bbc.co.uk/revision/bitesize
French	AQA	Linear	Higher A*-C Foundation C-G	Listening exam H = 40 minutes, F = 30 minutes. (20%) Reading exam H = 50 minutes, F = 30 minutes. (20%)	3 speaking controlled assessments (the 2 best pieces = 30%) and 3 writing controlled assessments (the 2 best pieces = 30%).	Multiple choice, match up the answers, fill in the gaps etc. Plus some answers in short sentences.	Métro 4 for AQA, Anneli McLachlan	Vocabulary booklet and revision materials issued by department. Students can purchase CGP Complete Revision & Practice and/or vocabulary tester DVD	www.linguascope.com (intermediate section) www.ashcombe.surrey.sch.uk/Curriculum/modlang/french/index_fr_video.htm www.bbc.co.uk/revision/bitesize
Geography	OCR B	Linear	Higher: Grades A*-D Foundation: Grades C - G	Decision making exam June 2017 1hr 30mins =25% June 2017 1hr 45mins = 50%	1 piece Completed 25% June 2016	Structured questions.	OCR B - Geography – Tom Miller	CGP OCR B	Quizlet (app or website) Sky TV: channel 799 CGP Revision book Moodle www.bbc.co.uk/revision/bitesize www.s-cool.co.uk

Subject	Exam Board	Linear/ Modular	Tiers of Entry	Exam Times and Weighting	Controlled Assessment Weighting	Exam Structure	Textbook Used	Revision materials issued to students by school	Other recommended revision guides/resources
History	OCR	Linear	1 Tier of entry grades A* - G	Paper 1: 2 hours in Year 11 (45%) Paper 2: 1½ hour in Year 11 (30%)	Historical Enquiry 1 essay task. (25%)	Structured and Essay Questions	OCR A SHP Germany 1919-1945 Hodder Education	GCSE History SHP revision guide CPG. Or GCSE History OCR A SHP revision guide Hodder	http://www.bbc.co.uk/schools/gcsebitesize/ Department revision guides in the print room
GCSE ICT	Edexcel	Linear	1 Tier of entry grades A* - G	Unit 1 paper (40%) 1½ hrs	1 piece completed June 2016 60%	Structured questions	n/a	n/a	REVISE Edexcel: Edexcel GCSE ICT Revision Guide ISBN: 978 1446903872
Music	Edexcel	Linear	1 tier of entry grades A* - G	1hr 30min paper in Yr11 (40%)	4 pieces of coursework (60%)	Structured questions on set works	Edexcel GCSE music John Arkell, Johnny Martin	CGP Edexcel music	Glebelands CLC www.bbc.co.uk/revision/bitesize
PE	AOA	Linear	1 Tier of entry grades A* - G	1hr 30min paper in Yr11 (40%)	4 practical activities (60%) One written controlled assessment evaluation	Multiple choice and Structured Questions	AOA GCSE Physical Education Kirk Bizley	Department revision guide CGP Revision Guide Extra resources on the Moodle	Lonsdale GCSE PE World of Sport Examined Paul Beasheal www.bbc.co.uk/revision/bitesize www.s-cool.co.uk
RE	AOA	Linear	1 Tier of entry grades A* - G	2x 1hr 30min papers in Yr11 each worth 50% each.	N/A	Structured Questions	AOA Religious Studies Life Issues and Morality	Department revision guide	www.bbc.co.uk/revision/bitesize Religious Studies
Sociology	AOA	Linear	1 Tier of entry grades A* - G	Unit 1: 1½ hour paper in June Yr11 (50%) Unit 2: 1½ hour paper in June Yr11 (50%)	N/A	Structured and Essay Questions	AOA GCSE Sociology (Nelson Thornes)	Collins Revision GCSE Sociology AOA Pauline Wilson	

Glossary

Modular: exams are taken at regular intervals throughout Years 10 and 11. Each Module counts towards the final GCSE grade.

Linear: the subject knowledge is assessed at the end of Year 11.

Multi-choice: an exam made up of questions where the students are given a variety of responses to select from in order to answer the given question.

Structured: an exam made up of questions where the students are required to write sentence or paragraph responses in order to answer the given question.

Essay: an exam made up of questions where the students are required to write in continuous prose in order to answer the given question.

Weighting: How much each unit is worth as a percentage of the whole qualification.

Detailed specifications and further information can be obtained from the following websites:

AQA – www.aqa.org.uk

OCR – www.ocr.org.uk

Edexcel – www.edexcel.org.uk

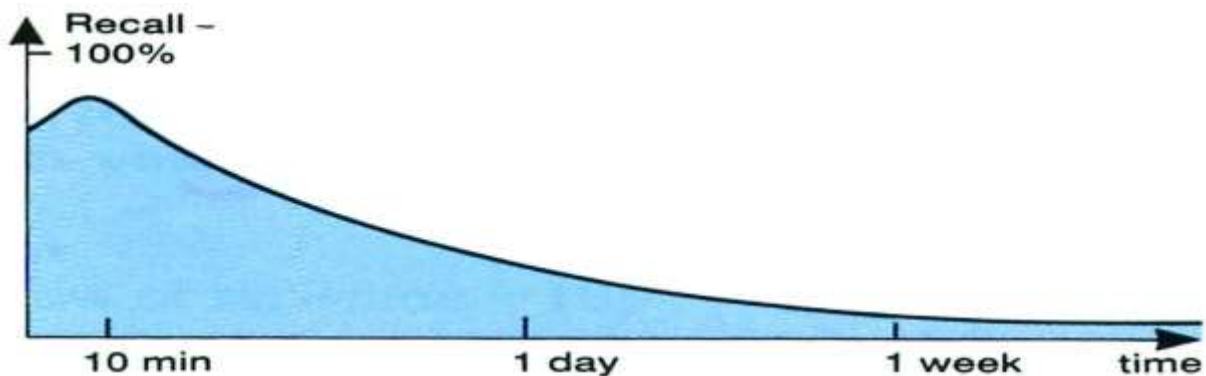
THE TRUTH ABOUT REVISION

The attitude of "It'll be OK. I'll revise in the summer term!" is by far the most common approach to planning revision. However, you will have been at Glebelands for a total of 30 terms meaning: 30 half terms of, on average, 6 weeks; 180 weeks in total; 900 days of learning.

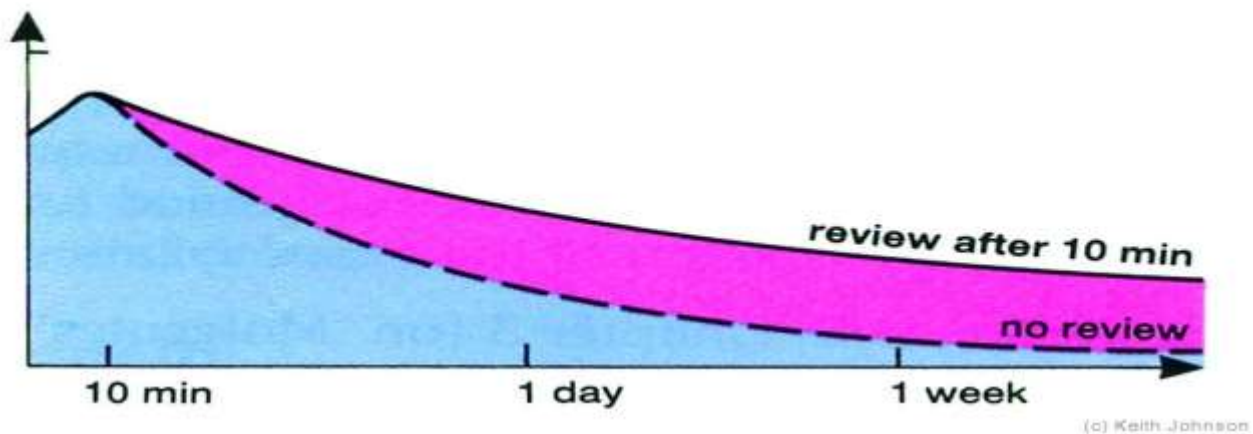
24 days to revise for the most important exams in your life doesn't seem too clever, does it?

How often should you revise?

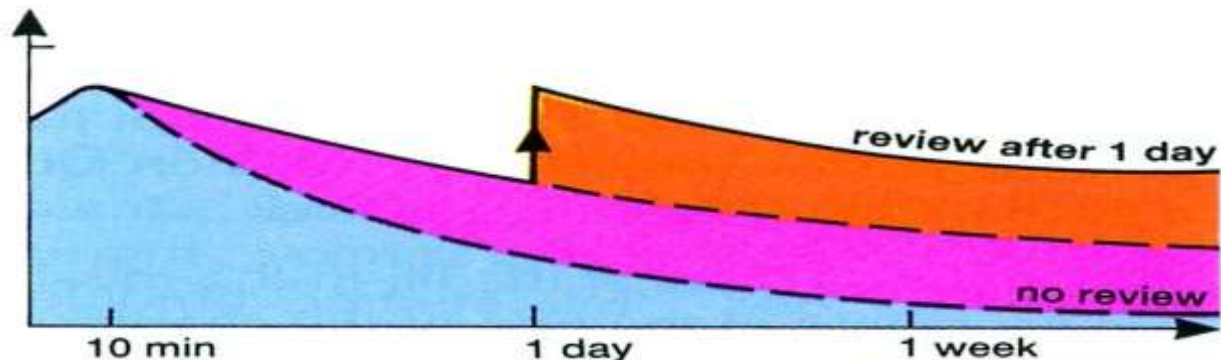
Look at the following graph. It shows how much your brain can recall at a later date. Your memory rises for about 10 minutes, then fall drastically



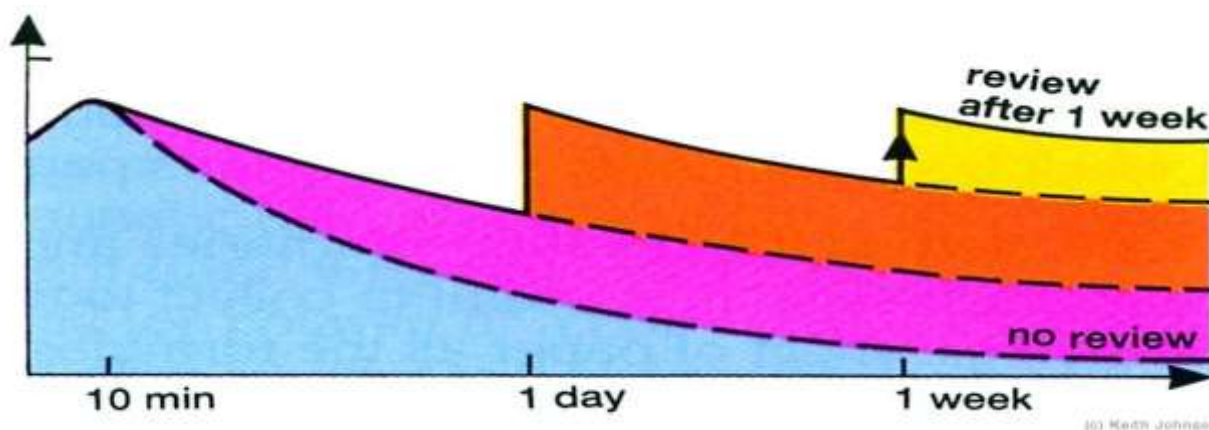
If you quickly re-revise after 10 minutes, your memory falls more slowly.



If you re-revise again after 1 day, then your memory falls even more slowly.



Even better still, if you re-revise again after 1 week, your memory falls even more slowly!



Starting now, in September, not only drastically increases the amount of revision you will achieve, it will benefit you by:

- Improving your GCSE results, allowing you to get into college / apprenticeships without having to do re-sits.
- Reducing the amount of stress that revision and the examinations will cause later on this year.
- Improving your social life as you won't feel guilty meeting up with friends instead of revising, as you will already have revised in your planned time.

To plan your revision now will naturally be met with negative comments from some students.

They might suggest this is a waste of time, is a stupid idea and that they know best. The simple answer is:

They do not know best!

If you care about how well you are going to do, start revising now! And then re-revise regularly!

REVISION PLANNER

	4.30 –5.00	5.00 –5.30	5.30 –6.00	6.00 –6.30	6.30 –7.00	7.00 –7.30	7.30 –8.00	8.00 –8.30	8.30 –9.00
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
Saturday	9.00-10.00	10.00-11.00	11.00-12.00	12.00-1.00	1.00-2.00	2.00-3.00	3.00-4.00	4.00-5.00	5.00-6.00
Sunday									

This grid can provide a very useful template to ensure that you use your time effectively in the evenings and at weekends. It is vital that each subject has at least 1 homework slot and one revision slot each week. In the case of English, Mathematics and Science at least two slots (2 GCSE's). This does not include time for preparing for controlled assessment, which needs to be included as well. However free time is just as important – there must be a balance. Jobs and sporting activities will also take up a lot of free time, you must decide where your priorities lie, if they aren't with ensuring your future success it may be time to question why this is the case?

PREPARING FOR THE FINAL EXAMINATIONS

What the school will do :

- Provide a realistic experience of what public examinations are like during the practice examinations in December.
- Ensure that the syllabus is finished in time to provide a period of examination preparation in each subject.
- Enter each student at the correct level of entry to ensure they have the opportunity of achieving the grade of which they are capable.
- Give advice to students about how and what to revise.
- Ensure students know what will be tested in each examination and give practice in examination techniques.
- Ensure students know when their examinations are and what equipment will be needed.
- Ensure students know how to conduct themselves in the examination room and understand the rules by which public examinations are regulated.

What parents can do :

- **Make sure revision is started in good time** - General revision should be part of the student's pattern of study and should begin as soon as possible in Year 11.

Practice Examinations - Most students should begin revising for their practice examinations at the October half term. Time spent making revision notes will not only prepare for the practice examinations but will reduce the amount of preparation needed for the final examinations. In some ways revision for the practice examination needs more organisation than for the final examination since coursework deadlines have to be met and ordinary class work and homework continues.

Final Examinations - Students should begin their final period of revision at the start of the Easter holidays at the very latest.

- **Make sure good use is made of time out of school.** The Christmas and Easter holidays are good opportunities for preparation. Students should organise themselves to work on specific revision.
- **Every lesson counts**, please ensure that students are not taken out of school for holidays/non essential appointments.

- **Make sure a revision timetable is drawn up and followed.** Each student should draw up a personal timetable of what is going to be revised and when. This needs to be realistic. If revision falls behind the timetable, a new, more realistic one should be drawn up. It is a good idea for the timetable to be put up on the wall so that each target can be crossed off and the student can see the progress he/she is making.
- **Make sure revision is active.** Students sometimes say that revision is a waste of time because they cannot remember what they have revised. The memory works by becoming familiar with something. We become familiar with something by encountering it often and being actively engaged with it. Sitting reading a text book for two hours may be helpful but summarising information into notes, breaking up the notes under sub-headings and into lists of main points, covering the list and writing out the list from memory or saying the list out loud and trying to repeat it from memory, or being tested by someone else or using the information to answer a question are all activities which are more likely to help something be committed to memory.
- **Make sure students keep things in proportion.** No one has ever gone into an examination knowing everything. Students get worried that they have not had time to revise a topic or that they can only remember some of what they have revised. Help them to be positive. The fact that topics have been covered and some things have been remembered should be concentrated upon.

Ensure that breaks are taken from revision which should be timetabled little and often. Revision is not successful when the student is tired. Whilst social life and regular commitments will be cut back during examination preparation it is important that a student still has time for some things they enjoy.

- **Make sure students are organised.** Check they know the dates and times of their examinations and that they know what is needed for each examination. For example, some examinations require them to bring set texts and pre-released materials with them into the examination.
- **Make sure you contact the school if you are concerned.** If you do not have information you require or need advice please contact us.
- **Make sure you support and do not pressurise.** Examination time is not only stressful for the student but for their family. Do all you can to encourage and support, but avoid nagging and putting extra pressure on the student.

HOW CAN WE MAXIMISE GCSE SUCCESS?

What are we doing?

- We have a wide range of skills, developed over time to help students to achieve the best possible results.
- We are strict about deadlines so that work does not build up.
- We identify with students exactly what they have to do to improve the quality of work.
- We are encouraging them to aim high in terms of examination results and post 16 courses.
- We try to help each student to understand how they learn so that they can make the most of revision time.
- We encourage all students to stick with subjects even when the work load is high. Our experience shows that students who drop subjects do less well in all the others.
- We will keep you informed if your son or daughter is having difficulties.
- We encourage students to do other things around the school. Our most successful students are often those who contribute most out of the classroom.
- We support, encourage and praise the large number of students who are working to the best of their ability but, for their sake, we cannot be complacent.

What can parents do?

- Give lots of T.L.C. and patience. This is particularly important just after mocks and as the examinations approach.
- Keep in touch with school. Let us know if there is anything happening at home which might affect work.
- Many students want to get a job but please try to control the hours that are worked.
- Try to ensure they get enough sleep.
- Keep an eye on the deadline list. Encourage your son or daughter to look ahead to times when there is a lot of work to hand in.
- Ask to look at and talk about their work. Ask them to explain it to you.

CAREERS GUIDANCE PROGRAMME

Activity	Dates/Times	Organiser
Godalming College Open Evening	Wednesday 19th October 2016	At Godalming College 4.30-8.30pm
Guildford College Open Evening	Thursday 6th October 2016 Thursday 11th October 2016 Thursday 10th November 2016 Thursday 9th March 2017 ThursdaT 20th June 2017	At Guildford College . 5.30—8.00 pm
Merrist Wood Open /Evening	Wednesday 5th October 2016 Saturday 8th October 2016 Saturday 5th November 2016 Wednesday 15th March 2017 Wednesday 21st June 2017	At Merrist Wood 10—1pm 5.30—8.00 pm 10.00—2.0 pm 5.30—8.00 pm
Careers Programme in Learning 4 Life	September onwards	Mrs Rys-Kent + Outside Speakers
Godalming College talk	July 2016	At Glebelands
Guildford College talk	3rd October 2016	At Glebelands
College Applications	September 2016 onwards	Mrs Rys-Kent, and Miss Chandler
Godalming College Applications	By October half term	Mrs Rys-Kent, M and Miss Chandler
Practice Interviews	Tuesday 17th January 2017	Mrs Rys-Kent, Miss Chandler and Outside Interviewers
Godalming College Interviews	January 2017	At Godalming College
Continued Support & Assistance	Continues into Summer term	Mrs Rys-Kent, and Miss Chandler .

RECORD OF ACHIEVEMENT (RoA)

All Year 11 students have been preparing information for their Record of Achievement (RoA). This is presented in a high quality folder and will be used by them over the next important stages of college/ university/job applications. It requires an honest appraisal of their successes to date without appearing to be over-confident. Completed RoA will be issued after their practice interviews in preparation for their College interviews.

GLEBELANDS CAREERS ENTITLEMENT STATEMENT

Importance of Careers Education and Information and Guidance (IAG)

Careers Education and IAG plays a major part in helping you prepare for the opportunities, responsibilities and experiences of your life ahead. It helps you know more about what you are good at and interested in; the opportunities available to you and how to get yourself to where you want to be in your career. A good career plan helps you stay safe, make a positive contribution to society, enjoy and achieve, and cope financially throughout your life.

Who to contact for careers advice, information and guidance:

- **Mrs Rys-Kent** - Head of Learning for Life
- **Mrs Trevaskis** - Learning for Life teacher
- **Miss Chandler** - IAG Assistant (every break and lunch time in the Careers Resource Centre)
- **IAG advisor** - contactable via Miss Chandler.

The standards you can expect:

Your careers education and IAG programme will help you develop your skills and interests, investigate opportunities in learning and work and be able to plan well to manage the steps in your career. You can also be expected to be treated equally with others and offered support as you need it. You will be given careers information, advice and guidance that is up to date, thorough and unbiased and have access to professional guidance if you need it. You will also develop skills to use this information effectively.

Your Careers Education IAG Programme will enable you to:

Self Development

- Review your skills, interests and priorities
- Consider issues of equal opportunity in selection processes
- Identify what influences your decision making

Careers Exploration

- Investigate training and work opportunities
- Practice careers research skills
- Understand the importance of gaining qualifications
- Judge the most appropriate route/s for you after leaving Glebelands

Career Management

- Develop the knowledge of finance issues and how they shape your future plans
- Review your own CV
- Apply for courses, training and work
- Recognise and practice good interview performance
- Know where to get help

Where and when careers education and IAG is available:

- Learning for Life lessons
- Off-timetable events
- Careers interviews and other activities
- Visiting speakers
- Enterprise activities
- Careers Resource Centre available every break and lunch time

Your responsibility is to:

- Be active in helping yourself as well as us helping you
- Visit the Careers Resource Centre to find out about career ideas that interest you
- Be prepared to make realistic choices

Parents/Carers can help by:

- Attending all parents' evenings
- Giving positive feedback
- Encouraging the trying out of new activities
- Giving help and advice without pressure
- Encouraging friends and family to talk about their experiences of work
- Asking school for help when needed
- Attend local College Open Evenings

USEFUL CONTACTS

Advisory centre for education (ACE). Is an independent national advice centre for parents of children in state schools. www.ace-ed.org.uk

Lone parent helpline 0800 018 5026

Parentline plus, Free help line for any parent with concerns for their children.
0808 800 2222. www.parentline.co.uk

Surrey family line, a confidential freephone for anyone with family concerns:
0808 800 5678

Young minds. For info on dealing with stress or depression in young adults.
020 7336 8445 www.youngsminds.org.uk

Useful Websites:

The school Learning Platform can be accessed via the school website from September:
www.glebelands.surrey.sch.uk

These revision websites are good though the students need to be very careful that the content is relevant to the course they are studying:

<http://www.bbc.co.uk/schools/gcsebitesize/>

http://www.gcse.com/revision_when.htm

<http://www.s-cool.co.uk/default.asp>

Examination board websites can also be very useful:

<http://www.aqa.org.uk/>

<http://www.edexcel.org.uk/home/>

<http://www.ocr.org.uk/OCR/WebSite/docroot/index.jsp>

There will be other websites given as the year progresses in the Year 11 bulletin issued to the students.

Home-School Agreement

Glebelands School aims to be an outstanding school where

- the highest standards of teaching and learning underpin excellent progress and achievement
- we value individuals by respecting and supporting each other
- a culture of high expectations encourages success and the achievement of our personal best
- we all make a positive difference to our school and the local and wider community

Staff have a responsibility to support parents/guardians and students by

- ensuring that each student has the opportunity to achieve his/her potential as a valued member of the school community;
- providing a balanced curriculum that meets the individual needs of students;
- achieving high standards of work and behaviour through building good relationships and developing a sense of responsibility;
- setting and marking homework in line with the school's policies;
- caring for each student's safety and welfare;
- keeping parents informed about general school matters and about their child's progress in particular;
- contacting parents if there is a persistent problem with attendance, punctuality, uniform, behaviour or equipment;
- being open and welcoming and offering opportunities for parents to support the school and its activities.

Parents/Guardians have a responsibility to support the school and their child by

- ensuring that their child attends school every day, on time and with the proper equipment;
- providing and maintaining a high standard of uniform, as specified in the journal;
- ensuring that homework is completed thoroughly, checking the school journal regularly and signing it weekly;
- making the school aware of any concerns which might affect their child's progress or behaviour;
- attending Progress Day / Subject Evening / teacher appointments;
- ensuring that the school is able to contact a responsible adult in case of emergency;
- avoiding absence from school except in the most extreme cases;
- supporting the school's policies and guidelines for behaviour.

Students have a responsibility to support the school and their parents/guardians by

- attending school every day, on time with the correct equipment;
- maintaining a high standard of school uniform, as specified in the journal;
- respecting learning and supporting learning in the classroom with good behaviour;
- doing all class and homework to the best of their ability;
- taking advice from teachers and parents about ways to improve their work;
- catching up on any work they have missed;
- being polite and helpful and respecting all members of the school community;
- showing letters and journals to their parents/guardians when relevant;
- taking advantage of the extra-curricular activities that the school offers;
- reading the student journal and following the school code and school expectations.

ONLINE PAYMENTS...

In order to reduce administration costs and to ensure safe receipt of payments, **we no longer accept cash or cheques for trips and visits.**

Please pay for trips and visits using our on-line payment system **sQuid**.

Caterlink, who provide our catering service will still accept cash or cheques (payable to Caterlink) for payment for school meals.

The benefits of using our online payment system are:

- Your child will not have to carry cash for trip or Canteen payments; no more queuing during their break/lunch times.
- No more hunting for change.
- It's secure.
- You can easily track your payments for trips and see on a regular basis what trips are available to your son/daughter.
- You can easily check your child's Canteen balance anytime and view transactions online.
- No longer will you find unpaid trip money at the bottom of your child's school bag!
- You can budget by paying money into your 'Purse' to spend as and when required.
- You can top-up your account by debit/credit card or bank transfer.
- Friends/Family can register their own accounts to 'top-up' your son/daughter's online sQuid 'Purses'.

To create your own sQuid account, go to the Glebelands website:

<http://www.glebelands.surrey.sch.uk/>

Under the 'Parent' tab, click on the sQuid icon and follow the registration instructions sent to you.

If you have mislaid your registration details or have any further queries, please contact our Finance Officer, Annie Booker by email to finance@glebelands.surrey.sch.uk or by phone on 01483 542400.



Would you like to make a real difference to enhance your child's time at Glebelands School?

Registered Charity No.
283512

The Glebelands Trust was established to help parents make a financial contribution to the school without the usual round of time consuming fund raising activities. The money raised is used to provide extras for our students' education across all areas of the curriculum and for extracurricular activities. If you are a UK taxpayer, please tick the box to indicate your willingness to complete a Gift Aid Declaration and increase your donation by 25%. The form will be sent to you separately at a later time.

Parents can contribute in a number of ways:

- **Set up a payment plan via internet banking. Our account details are Glebelands Trust – Lloyds TSB Bank PLC, Guildford Branch; Sort Code: 779502, Account Number: 84410068. Please quote the student's full name as the reference.**
- OR Send in a one off lump sum (cheques payable to 'The Glebelands Trust' and handed in to the School Office)**
- OR Complete a standing order mandate and send direct to your bank. A standing order mandate is attached.**

THANK YOU TO PARENTS WHO HAVE ALREADY COMMITTED TO THIS FUND

CONFIRMATION OF PAYMENT PLAN / STANDING ORDER

Parent's Name:

Student's Name:

I have instructed my bank, via internet banking/standing order mandate*, to commence the following payment plan.

Amount: £..... monthly* / annually* (*delete as appropriate)

Commencing/...../..... (date)

I would like to increase my donation by 25%. Please send me a Gift Aid Declaration form.

Signature(s) Date/...../.....

CONFIRMATION OF ONE-OFF PAYMENT

Parent's Name:

Student's Name:

Please find enclosed a payment of £ cash / cheque (payable to 'Glebelands Trust')

I would like to increase my donation by 25%. Please send me a Gift Aid Declaration form.

Please return this form in envelope addressed to "The Treasurer – Glebelands Trust" to the school office.



Registered Charity No.
283512

Please return this completed mandate to your bank.

Registered Charity No. 283512

To(name of your bank)

Address of branch

Please pay to Lloyds TSB Bank plc, Guildford Branch, Sort Code **77-95-02** for the credit of '**The Glebelands Trust**' Account number **84410068** the sum of:

Monthly*	£2	<input type="text"/>	£5	<input type="text"/>	£10	<input type="text"/>	Other Amount	<input type="text"/>
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Annually*	£20	<input type="text"/>	£50	<input type="text"/>	£100	<input type="text"/>	Other Amount	<input type="text"/>
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*Please delete whichever is not applicable

Commencing/...../..... (date) and thereafter as indicated until further notice from me and debit my account accordingly.

Please quote as the reference (insert student's full name):

.....

Name of account to be debited

Account Number Sort Code

Signature(s) Date/...../.....

To the Bank: If you have any queries please contact Glebelands School (01483 542400)

SCHOOL CONTACT INFORMATION:

Glebelands School:

Telephone Number: 01483 542400
Fax Number: 01483 542401
Absence Line: 01483 542408
e-mail address: info@glebelands.surrey.sch.uk
Website: www.glebelands.surrey.sch.uk

See website for school calendar, which includes details of school clubs and sports fixtures / latest school information including school closures or other important information / links to parent information including details of menus available in the canteen / other useful sites including sQuid electronic payments.

Glebelands Trust:

e-mail address: trust@glebelands.surrey.sch.uk

Parent's Forum:

e-mail address: forum@glebelands.surrey.sch.uk

Parent's Email Addresses:

We hope to be able to introduce electronic correspondence as a means of parent/guardian/school communication across the whole school. Hopefully, this will avoid letters being lost, damaged, or delayed in transit so improving the level of communication you receive. To help us achieve this please ensure the school has a record of a parent's email address and that this information is kept up to date.



School and Curriculum Information for Parents of Year 11 Students 2016/2017

Student's Name _____ Tutor Group _____

I confirm that I have received the above pack.

Signature _____ Date _____
(Parent/Guardian).

Please sign this slip and send it to your son/daughter's tutor by return and not later than **Wednesday 12th October 2016**.