



GLEBELANDS

Examination
and
Curriculum
Information
Booklet
For Year 10
Students
and Parents

2016/2017

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

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Dear Year 10 Parent

Firstly, I would like to welcome students and parents to Year 10 at Glebelands. We have very high expectations for the year group as a whole and for each individual student within the year. The students have returned full of enthusiasm, determination and confidence. Our aim is to ensure their final two years with us are productive and successful, supported by a strong tutor team.

This pack is designed to give you a comprehensive guide to the new GCSE specifications. It is intended to be read through and referred to over the next two years, whenever you are unsure about a subject requirement or how to support your child with their studies.

The first step is to ensure that you know which courses your child is studying. These can be found on your child's timetable. The second step is to know what your child's target grades are for each of their subjects. These will be discussed with their teachers (and be on their first report in November) over the next few weeks. Please be aware that there will be further information issued throughout Year 10 with respect to the new GCSE gradings. We will endeavour to keep you up to date as the exam boards issue instructions.

The section entitled 'Welcome to the GCSEs' gives you useful information about the GCSE courses and the various ways that the school will be supporting the students' learning. The calendar will be vital, as the workload increases, and will enable you to plan a balance between school work, hobbies and relaxation. Please help your child by supporting them to complete their homework properly: breaking down tasks into small sections if necessary. Do not believe them if they say it can all be done in one evening or weekend! To assist, the LRC is open every afternoon from 3.15 – 4.30pm to provide a quiet place in which to study and complete homework. It would be a sensible idea for each student to plan to spend one or two nights per week there to keep up to date with their studies.

If there are any additional ways that you feel we can help and support you over the next two years, please contact your child's tutor in the first instance.

I look forward to seeing you at the many events we have planned this year and wish all Year 10 students every success. I expect them to work hard; have the correct serious attitude to their learning including completing homework and revision and do as staff instruct them at all times. Do please note that all students are subject to the uniform requirements and behaviour guidelines as set out in the student journal.

Please be aware that the school accepts no responsibility for any personal belongings brought onto the site.

Finally, some dates for your diaries:

- Year 10 Information Evening on Tuesday 6th October 2015 at 6.30pm in the Main Hall.
- First report will be issued on Friday 18th November 2016
- Year 10 Work Experience Week w/c Monday 24th April 2017.
- Year 10 Godalming College Open Evening on 6th July 2017.

Yours sincerely,



Ms McAulay
Head of Achievement Year 10

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 Rhoad 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 Elly 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
CHW	Ms C Wilmshurst	Cook
ACG	Mrs A Gains	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 10 CALENDAR – AUTUMN TERM

Month	Week Com	
September	5 th	INSET Day (5 th) Students Start (6 th)
	12 th	
	19 th	School Photographs (19 th)
	26 th	Focus Day (28 th)
October	3 rd	Open Evening (6 th)
	10 th	Y10 Information Evening (11 th) Y10 G&T Maths Talk (13 th)
	17 th	
		HALF TERM
	31 st	
November	7 th	Senior Maths Challenge (8 th)
	14 th	Mufti Day (Children in Need) (18 th) Y10 reports issued (18 th)
	21 st	Progress Day (24 th) INSET Day (25 th) Iceland Trip (25 th)
	28 th	Period 7 & 8 begins (29 th)
December	5 th	Y10 V&A Museum Trip (5 th)
	12 th	Carol Service (12 th)
	19 th	End of Term (21 st)

YEAR 10 CALENDAR – SPRING TERM

Month	Week Com	
January	2 nd	INSET DAY (3 rd) Term begins for students (4 th)
	9 th	
	16 th	Focus Day 2 (17 th) Y10 Art Trip (19 th)
	23 rd	Y10 revision grids issued (23 rd)
	30 th	Y10 FSB/Men injections (3 rd) French Speaking Practice exam
February	6 th	
		HALF TERM
	20 th	Y10 Test Week (20 th)
	27 th	
March	6 th	
	13 th	Y10 reports issued (14 th) Y10 Parents Evening (16 th)
	20 th	Mufti Day (Comic Relief) (24 th)
	27 th	End of Term (31 st)

YEAR 10 CALENDAR – SUMMER TERM

Month	Week Com	
April	18 th	Inset Day (18th) Students Start (19th)
	24 th	Work Experience Week
May	1 st	
	8 th	Merrist Wood Skills Fair (11th)
	15 th	
	22 nd	
		HALF TERM
June	5 th	Y10 Art Trip (8th)
	12 th	Y10 History Trip (13th) Geography Field Trip work
	19 th	Geography Field Trip work
	26 th	Geography Field Trip work DT Controlled Assessment
July	3 rd	Sports Day (5th) Geography Field Trip work DT Controlled Assessment
	10 th	Mufti Day Y10 (14th) Geography Field Trip work DT Controlled Assessment
	17 th	End of Term (21st) Geography Field Trip work DT Controlled Assessment

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.

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

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

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 students 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, prior to the child's return if possible, 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 10 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 B English Science	Option C Option D	English Science Maths RE (Group1 & 2)	Option B Option C Science (10T2) Option A	Option D Maths Science RE (Group3 & 4)

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 normally attend an SLT Assembly on Wednesdays with a Senior member of staff and a Year Assembly on Fridays with Ms McAulay, Head of Achievement. Activities for the rest of the week include a whole year group activity, linked to the theme of the week being explored, also through assemblies and Learning 4 Life lessons, plus two tutor group specific activities. This time is also used for tutors to monitor homework. Please make sure you sign your child's Student Journal once a week as this will be monitored by tutors on a weekly basis. Your child's tutor should be your first point of call with any concerns.

WELCOME TO THE GCSES (General Certificate for Secondary Education)

This term marks the beginning of an important two years in your child's time at Glebelands. At the end of which, he or she will be taking up to 10 GCSEs or their equivalent. The purpose of this booklet is to give you some information about the courses your child will be studying and to make some suggestions about ways in which you can support your child.

Subjects—GCSEs at a glance

It is important to acquaint yourself with all aspects of the courses your children are taking. To allow you to do this, the next section will give you advice on each of the subjects' individual requirements, but it is important to remember the following:

- GCSEs are graded **9 to 1**. It is important to remember that all of these grades are passes. The grade a student achieves may depend on practical work and examination marks, or just the final examination(s).
- Students take examinations once (at the end of Year 11). It is important that these are taken very seriously.

GCSE tiers

At some time during the course, when your child is in Year 11, teachers will decide which tier they should enter in each of their GCSEs.

Each tier has a target range of grades that can be awarded. The aim is for your child to take an examination in which their ability will be tested, without being thrown off course by questions that are much too difficult or much too easy. Some GCSE subjects such as Art and Design, History, Physical Education and Religious Studies are not tiered. All other GCSEs have tiers.

Most subjects will decide which tier is right for each student around January before the final examination, after the bulk of work has been covered and they have the results of a mock examination.

Our Support

Progress will be monitored carefully throughout Year 10. Students will receive input from their class teachers verbally; written into their exercise books and in the form of reports. All students will also be monitored by Head of Achievement and some students may also be "mentored" or put on progress report if they need extra support. The form tutor, as always, is the first port of call for students to ask for information and help if they need it and we are fortunate to have a team of tutors in Year 10 with many years of experience and common sense to help guide their tutees. Regular assemblies by Head of Achievement will also ensure that the communication of information is concise and relevant.

Support from home

The single most important way in which you can support your child during the next two years is by ensuring they come to school on time, every day. Even one or two days' absence can leave a child feeling as though they have lost the thread of their work. Research has shown that a 10% reduction in attendance can result in a lowering of achievement in examinations by up to a **whole grade**.

Poor attendance will also have a massive impact on controlled assessments. These will run over a series of lessons, and if, your child misses any of these, they will be seriously affected.

The next most important issue is homework - there will always be homework to be done! One difference between Key Stage 4 and Key Stage 3 is that homework may be set to be completed over a longer period of time. Knowing the requirements of each course allows you to ensure that work is managed successfully both in terms of time and stress.

Parents Evenings

There are three occasions this coming year when you will receive reports, concerning your child's progress. Parents Evening is the perfect opportunity to ensure that your child is reaching their full potential. It is important to come to this evening knowing what questions to ask: "How well are they achieving in relation to their target grade?" and "What must they do to achieve their target grade?" are good examples. Parents Evening can demonstrate to students that teachers and parents are working in unison for their best interests. Students should attend, along with their parents.

Examinations in Year 10

There is one main period of examinations prior to the real thing - the Year 10 examinations - which take place the week beginning 20th February 2017. These practice examinations are as close to the real thing as possible. It is important that the students prepare thoroughly for these examinations. Preparation is the key to success. It is vitally important that the students are reminded of the importance of these examinations. Please ensure your child has made a revision timetable and check work of a high standard has been completed each day.

Progress Day

There is one Progress Day in Year 10. Students are not expected to attend usual lessons, but instead make an appointment to see either their tutor or their learning mentor. Students should attend in full school uniform. This is an excellent opportunity for you as a parent to discuss your child's academic progress and to get involved to help to set targets for your child to achieve. It is a really useful process and many parents find it to be a valuable source of information about their child's progress.

Students are encouraged to take responsibility at Glebelands as well as working co-operatively with other adults to achieve success. As a parent, you can help by asking your child to update you on their progress. If you cannot attend on the day please inform your Head of Achievement and your child will be given permission to conduct the interview on their own.

Progress Day is designed to:

- Enable students to take more responsibility for their own learning.
- Allow students to spend their time effectively and stay on task.
- Help students select the best approach for each assignment or method of learning certain information.
- Provide students with the knowledge and skills needed to begin, follow through and complete assignments/tasks.
- Present students with access to a variety of content and reference materials.
- Give students the confidence to know when and who to ask for help.

Work Experience

Year 10 students have the great opportunity in the Summer term to take part in Work Experience. Glebelands School work with the Federation to ensure all students are given an interesting view of working life. Miss Chandler is responsible for overseeing the smooth running of this process. You can help to make this a straight forward process by ensuring that forms are returned in a timely fashion please.

WHAT IS CONTROLLED ASSESSMENT?

Controlled assessment still occurs in some practical subjects. 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 e.g. Research, Analysis and Write-up. Each stage can have different controls e.g.:

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 QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK

SUBJECT DETAILS IN ALPHABETICAL ORDER

Art and Design

The work undertaken in Year 10 and Autumn Term of Year 11 is called your 'Portfolio of Work' and is worth 60% of the final grade.

In Term 1 and 2, students will visit the Tate Modern and study the theme of Structures by looking at different approaches that artists have taken to producing sculptures. Students will study artists' work at first hand, generate and develop ideas for 3D practical work.

In Term 2 and 3, students will visit a place of interest and study the theme of Colour. They will look at different approaches artists have taken to produce 2D work. Students will generate and develop ideas for 2D practical work.

All students know they can receive help and work under supervised conditions in the art rooms two evenings a week.

Students also know they are expected to do homework of 1 hour minimum every week.

Design and Technology—Graphic Products

During Year 10 students will undertake short focused practical tasks. These are designed to develop new graphic skills and extend those previously learnt at KS3.

A range of software including, Paint Shop Pro and 2D Design are used to create and enhance projects.

Typical projects include:

Postcards, DVD / CD covers, Retro Movie posters, ICT skills, drawing skills, technical drawing techniques, T-shirt print, Pop-up cards, Musical cards, board game, Packaging (range of products used e.g. chocolate bars, mascara, t-bags etc - anything!!), promotion, advertising, branding etc .

Students can work supervised in the Design and Technology ICT room after school each day, provided they inform their teacher. This is encouraged to maintain or improve their knowledge and understanding specific software used within Graphic Products.

Design and Technology—Resistant Materials Technology

During the course of Year 10 students are engaged in a variety of design and make tasks that introduce them to new skills and materials as well as obtaining a deeper insight into industrial methods of making. They will extend their metal working skills, develop their range of material use in plastics and will develop new woodworking skills. They will manufacture single items and learn to produce in quantity as well. Throughout they will use a full range of hand and power tools as well as CAD/CAM machinery to enhance their design work. A range of software including 2D design and google sketch up is used to create and enhance projects. Projects include a small wooden trinket box, walking animal toy and cast key rings.

Students can work supervised in the Design and Technology workshop after school, provided they inform their teacher.

Home Economics— Food Preparation and Nutrition

The Food Preparation and Nutrition course encompasses a range of practical skills linking to theory involved with the course. Some key subject areas covered include macro and micro nutrients, diet and health, energy from foods, digestion and food additives.

Further details can be found on the AQA examining board website:

<http://www.aqa.org.uk/subjects/home-economics/gcse/home-economics-and-nutrition-4585>

A great deal of the specification will be taught through practical, this ensures a greater understanding of functions and working characteristics of the foods.

Students will be cooking a range of foods each week and will need to provide their own ingredients.

Design and Technology—Textiles

During Year 10, students will undertake short focused practical tasks. These are designed to develop new textiles skills and extend those previously learnt at Key Stage 3.

Students will learn how to research and design using industry processes.

Typical projects include:

- A textiles techniques product made using new techniques like laser cutting fabric.
- Fashion garments, soft furnishings and a range of decorative techniques like batik, CAM embroidery machine and free machine embroidery and much more.
- Accessory projects using upcycling methods.

Drama

- Two practical assessments
- Mock examination in December

Written examination in 3 sections:

- Section A: Roles in the theatre
- Section B: Study of a self text
- Section C: Study of a live production seen

The written examination requires careful study and consideration of the 'Process of Drama'. Students complete a Drama Diary throughout each controlled assessment which aids with revision.

There will be at least two theatre visits over the course of the GCSE course. It is **essential** students attend these visits as they will be required to write about a live theatre production in their examination in June of Year 11. Students are also encouraged to attend theatre productions independently.

Students need to complete two practical assessments and will prepare for and take a 'mock' written examination, as well as an examination in June.

The first assessment marks are broken up into two sections: students are awarded marks for their 'devising log, and their individual, final performance within the group.

Examination: 40% - This is externally set and marked at the end of Year 11. Students will take a practice examination in Year 10 and a mock examination in Year 11, as well as completing practice questions throughout the course.

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.

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 10

Autumn 2016

- Set poetry study – AQA poetry anthology
- Descriptive/narrative writing skills and literary fiction exam practice

Spring 2017

- Complete study of Set Poetry, including unseen poetry practice
- Year 10 exam preparation
- Study of Modern Prose/Drama – An Inspector Calls **OR** DNA **OR** AQA anthology of short stories

Summer 2017

- Argumentative writing skills and literary non-fiction exam practice
- Study of a Shakespeare play

French

The GCSE French course is designed to develop all four skills (listening, speaking, reading and writing) through varied teaching approaches and learning styles.

Students will be set reading, writing and/or listening homework every week and will need to participate actively in all lessons. Vocabulary and grammar points should be learnt and reviewed continually throughout the course., so it is advised that students get into a regular routine of several short practice sessions each week.

Examinations will be taken in all four skills and each element will account for 25% of the overall GCSE grade.

Topics covered will include:

- Identity and culture (Relationships, technology, free-time, customs in French-speaking countries)
- Local, national, international and global area of interest (Home, local region, social and global issues, travel and tourism)
- Current and future study and employment (School life and education post-16, career choices and ambitions)

Geography

Three exams all sat at the end of year 11. You will need to complete two field trips one human and one physical. You will be assessed on these field trip skills and content during all three of the exams.

Our Natural World (1 hour 15 mins)

Global Hazards
Changing Climate
Distinctive Landscapes
Sustaining Ecosystems

(Field work & Geographical skill questions)

People and Society (1 hour 15 mins)

Urban Futures
Dynamic Development
UK in the 21st Century
Resource Reliance

(Field work & Geographical skill questions)

Geographical Exploration (1 hr 30 mins)

Geographical Skill
Decision Making Exercise

History

History Edexcel GCSE (9-1) Specification Code: 1H10 Examinations Single tier entry. 3 Examinations.

Paper 1. British thematic study with historic environment.(30% weighting).
Exam 1 hr 15 minutes.

Crime and punishment in Britain, c1000 to present. (20%).

Whitechapel, c1870–1900: crime, policing and the inner city. (10%).

Paper 2. Period study and British depth study. (40% weighting).
Exam 1 hr and 45 minutes.

The American West, c1835–c1895. (20%).

Anglo-Saxon and Norman England, c1060–88. (20%).

Paper 3. Modern depth study. (30% weighting).
Exam 1 hr and 20 minutes.

Weimar and Nazi Germany, 1918–39. (30%).

There will be one GCSE trip to Arundel Castle in Summer Term Year 10 and one trip proposed to a History GCSE Germany conference in London in Year 11.

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

Learning for Life gives students the knowledge, skills and understanding to play an effective role in society and develop to their full potential.

In Year 10 the students are given information and advice to help them decide the most suitable work experience placement. They will be provided with guidance and support in order to ensure a successful experience. They will also start to prepare for Post 16 options and complete their Record of Achievement.

Other areas that will be covered will include Citizenship, Human Rights and responsibilities, Health issues, Relationships and Sex Education, Politics, Justice System and Economic wellbeing.

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)

Physical Education - AQA

The practical coursework makes up 40% of the final grade.

GCSE Physical Education is divided into theory and practical activities.

- Theory is worth 60% of the overall mark and is assessed at the end of Year 11 in two exams.
- The practical activities make up 40% of the total marks. Students will have 3 lessons a week: two practical and one theory. Practical activities are marked out of 25.



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

Religious Studies is a GCSE full course. Students study over the two years and sit 2 exams, Ethics and Philosophy, (1 hour 45 minutes each) in Year 11.

Topics studied throughout Year 10 are:

- Christianity and Ethics
- Christianity and Philosophy

Combined Science B - OCR 21st Century Science (J260)

Students not taking Triple Science follow GCSE Combined Science and will achieve a double grade for this GCSE by the end of Year 11. The grade will be on a 17 point scale going from 1-1 to 9-9. The GCSE Combined Science covers aspects from Biology, Chemistry and Physics.

Examination Assessment:

Biology	Chemistry	Physics
B1: You and your Genes	C1: Air quality	P1: The Earth and the Universe
B2: Keeping Healthy	C2: Material choices	P2: Radiation and Life
B3: Life on Earth	C3: Chemicals in our lives	P3: Sustainable Energy
B4: The 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: Ideas about Science	C7: Ideas about Science	P7: Ideas about Science

The overall assessment consists of four examinations to be completed at the end of year 11 all containing a combination of structured questions, from short answer to longer response. The final Synoptic paper can cover any topic area, but will have a focus on skills assessment.

Biology	95 mark - 1h 45m - 26.4%
Chemistry	95 mark - 1h 45m - 26.4%
Physics	95 mark - 1h 45m - 26.4%
Synoptic	75 mark - 1h 45m - 20.8%

This is a new GCSE specification so all revision materials must state from 2016.

Pupils can be entered for foundation tier (grades 1-1 to 5-5) or higher tier (grades 4-4 to 9-9) in GCSE Combined Science for any of the examinations.

Practical Assessment:

Unlike the previous GCSEs in Science, controlled assessment has been removed and replaced with an expectation that pupils will complete a series of practical tasks throughout the course; which could then be assessed via the examinations papers. These are an integral part of the delivery of the course and although we will do all we can to ensure that pupils have a number of opportunities to complete each one, regular attendance is crucial to ensure that no content is missed.

Progression:

This course will prepare pupils to be able to go on and study the sciences at A level however due to the rigour of the sciences a minimum expectation for entry on to a course is likely to be a grade 6.

Triple Science - OCR 21st Century Science

These students will study the same curriculum for GCSE Combined Science however it will cover the course in greater breadth and depth preparing students to take the sciences further at A level. Pupils will receive a separate grade for Biology, Chemistry and Physics on a scale from 1-9

Biology	Chemistry	Physics
B1: You and your Genes	C1: Air quality	P1: The Earth and the Universe
B2: Keeping Healthy	C2: Material choices	P2: Radiation and Life
B3: Life on Earth	C3: Chemicals in our lives	P3: Sustainable Energy
B4: The 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: Ideas about Science	C7: Ideas about Science	P7: Ideas about Science

Examination Assessment

The overall assessment consists of two synoptic examinations for each area of science. One paper will be a breadth paper covering a larger number of topic areas containing a combination of structured questions, from short answer to longer response. The second examination is a depth paper and will have less topic areas covered but in more detail. This paper is likely to contain more of the practical skills assessment.

Biology B (J257)

Breadth - 90 marks - 1h 45m - 50%

Depth - 90 marks - 1h 45m - 50%

Chemistry B (J258)

Breadth - 90 marks - 1h 45m - 50%

Depth - 90 marks - 1h 45m - 50%

Physics B (J259)

Breadth - 90 marks - 1h 45m - 50%

Depth - 90 marks - 1h 45m - 50%

This is a new GCSE specification so all revision materials must state from 2016.

Pupils can be entered for foundation tier (grades 1-1 to 5-5) or higher tier (grades 4-4 to 9-9) in Triple Science for any of the examinations.

Practical Assessment:

Controlled assessment has been removed and replaced with an expectation that pupils will complete a series of practical tasks throughout the course; which could then be assessed via the examinations papers. These are an integral part of the delivery of the course and although we will do all we can to ensure that pupils have a number of opportunities to complete each one, regular attendance is crucial to ensure that no content is missed.

Progression:

This course will prepare pupils to be able to go on and study the sciences at A level however due to the rigour of the sciences a minimum expectation for entry on to a course is likely to be a grade 6.

Sociology

Sociology AQA GCSE (A* - G) Specification Code: 4190
Examinations Single tier entry. 2 Examinations.

Paper 1. The sociology of families and education. (50% weighting).
Exam 1 hr 45 minutes.

What's assessed?

- The sociology of families • The sociology of education • Relevant areas of social theory and methodology
Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics

Questions

- Section A has two multiple choice questions followed by a range of short and extended responses
- Section B has two multiple choice questions followed by a range of short and extended responses.

Paper 2. The sociology of crime and deviance and social stratification (50% weighting).
Exam 1 hr and 45 minutes.

What's assessed?

- The sociology of crime and deviance • The sociology of social stratification • Relevant areas of social theory and methodology
Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics

Questions

- Section A has two multiple choice questions followed by a range of short and extended responses.
- Section B has two multiple choice questions followed by a range of short and extended responses.

Special Options

Students who chose this option will attend their college placements every Tuesday at a designated location throughout Year 10. Students should dress appropriately for their placement; It is suggested that for the first visit students dress smart/casual. 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** college immediately please.

RECOMMENDED READING LIST

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

SUBJECT	CORE TEXT	PUBLISHER	FURTHER READING
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.
FOOD PREPARATION & NUTRITION	Food Preparation & Nutrition	Illuminate Publishing	Current food articles in newspapers and magazines
DT TEXTILES	Textiles	AQA Nelson Thornes	CGP Revision Guide
ENGLISH	AQA Anthology of Poetry	AQA	BBC Bitesize CGP revision guides
	An Inspector Calls		Wide range of short literary fiction and non-fiction texts
	Macbeth		
	A Christmas Carol		
FRENCH	GCSE AQA French	Oxford University Press	CGP AQA Revision Guides & resources (for Grade 9-1 Exams) 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 Login: Glebelands Password: 4111
GEOGRAPHY	Geography OCR GCSE—Specification B.	OCR B GCSE Geography- Hodder	Bitesize Revision. Revision Guide by exam board to be published, CPG Revision Guide.
HISTORY	Year 10: Anglo- Saxon and Norman England c1060- 1087; Crime and Punishment through time c1000-present Year 11: The American West 1836-1895;Weimar and Nazi Germany 1918- 1939	Hodder GCSE History for Edexcel textbooks series:	REVISE Edexcel GCSE (9-1) History Crime and Punishment Revision Guide and Workbook (Revise Edexcel GCSE History 16) Full revision guides have not yet been published for this specification Hindsight BBC Bitesize BBC History Magazine

RECOMMENDED READING LIST- CONTINUED

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

MATHS	Edexcel GCSE Maths (Foundation or Higher)	Collins	Mathswatch DVD CGP Revision Guide. www.mymaths.co.uk (login:glebelands password: radius)
PE	AQA GCSE	Hodder- AQA GCSE PE 9-1 (Ross Howitt, Mike Murray)	
SCIENCE			
OCR 21st Century (9-1)	GCSE Physics	GCP	Science articles in newspapers or other relevant sources.
	GCSE Chemistry	GCP	Science articles in newspapers or other relevant sources.
	GCSE Biology	GCP	Science articles in newspapers or other relevant sources.
OCR 21st Century Combined Science	GCSE Combined Science	GCP	Year 10 core. Science articles in newspapers or other relevant sources.
SOCIOLOGY	AQA GCSE Sociology	Nelson Thornes	Read a newspaper weekly, The Independent is often good. Sociology study workbooks available from the Print Room.

GCSE Examinations: Information for Parents 2016-2018

Year 10

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 Grades 9-1	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	AQA	Linear	No tiers of entry Grades 9-1	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>AQA GCSE Poetry Anthology Moon on the Tides</p> <p>AQA 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
Science	OCR	Linear Triple Science Linear Core Science	Higher: Grades 9 -4 Foundation: Grades 5-1 (School will decide level of entry)	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 2017 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 Core Science F/H	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.

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 9-1	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
Drama	AOA	Linear	1 Tier of entry grades 9-1	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.

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
Home Economics Food and Nutrition	AQA	Linear	1 Tier of entry grades 9-1	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.	AQA GCSE Food and Nutrition (Nelson Thornes)	Help sheets, practice exam papers.	Current news and media articles. Moodle
DT Graphics	AQA	Linear	1 Tier of entry grades 9-1	Written 2 hour paper in June 2015 (40%)	Design folder and practical outcome in Year 11 (60%)	Design based paper and structured questions.	AQA GCSE Graphic Products (Nelson Thornes)	CGP AQA Graphic Products	Moodle www.technologystudent.com
DT Resistant Materials	AQA	Linear	1 Tier of entry grades 9-1	Written 2 hour paper in June 2015 (40%)	Design folder and practical outcome in Year 11 (60%)	Design based paper and structured questions.	AQA GCSE Resistant Materials (Nelson Thornes)	CGP AQA Resistant Materials	Moodle www.technologystudent.com
DT Textiles	AQA	Linear	1 Tier of entry grades 9-1	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	AQA GCSE Design and Technology Textiles (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

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
French	AOA	Linear	Higher 9-4 Foundation 5-1	Listening exam H=45mins F=35mins (25%) Speaking exam H=12mins F=9mins (25%) Reading exam H=1hr F=45mins (25%) Writing exam H=1hr 15mins F=1hr (25%)		Multiple choice, match up the answers, fill in the gaps etc. Plus a translation into English Speaking = role play and general conversation. Writing = short paras and extended writing	AQA French GCSE Oxford University Press	Vocabulary booklet and revision materials issued by department. Students can purchase CGP Complete Revision & Practice	www.linguascope.com (intermediate section) www.ashcombe.surrey.sch.uk/Curriculum/modlang/french/index_fr_video.htm www.bbc.co.uk/revision/bitesize Sky TV: channel 799 CGP Revision book
Geography	OCR B	Linear	1 Tier of entry grades 9-1	Our Natural World 1hr 15min People & Society 1hr 15min Geographical Exploration 1hr 30min	No CA	Structured questions	OCR B - Geography – Hodder	CGP OCR B	Moodle www.bbc.co.uk/revision/bitesize www.s-cool.co.uk
History	Edexcel	Linear	1 Tier of entry grades 9-1	Paper 1: 1hr 15mins (30%) Crime & Punishment Paper 2: 1hr 45mins (40%) Anglo Saxon and Norman England Paper 3: 1hr 20min (30%) Weimar and Nazi Germany	None	Structured and Essay Questions	Pearson Anglo Saxons Pearsons Crime and Punishment American West Weimar and Nazi Germany		http://www.bbc.co.uk/schools/gcsebitesize/ Work Booklets from the Print Room

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
GCSE ICT	Edexcel	Linear	1 Tier of entry grades 9-1	Unit 1 paper (40%) 1½ hrs	1 piece completed June 2017 60%	Structured questions	n/a	n/a	REVISE Edexcel: Edexcel GCSE ICT Revision Guide ISBN: 9781446903872
Music	Edexcel	Linear	1 tier of entry grades 9-1	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 9-1	2 x 1hr 15min papers in Yr11 (60%)	3 practical activities (40%) One written controlled assessment evaluation	Multiple choice and Structured Questions	AOA GCSE Physical Education	Department revision guide CGP Revision Guide Extra resources on the Moodle	www.bbc.co.uk/revision/bitesize www.s-cool.co.uk
RE	AOA	Linear	1 Tier of entry grades 9-1	2x 1hr 45min papers in Yr11 each worth 50% each.	N/A	Structured Questions	AOA books The study of Religious beliefs and Religious philosophical and ethical studies	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 AQA Pauline Wilson	Revision workbooks paper 1&2 Print Room £1 each

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:

AOA – www.aqa.org.uk

OCR – www.ocr.org.uk

Edexcel – www.edexcel.org.uk

GCSE STRESS

This is about to be one of, if not *the* most stressful times in the students' lives to date. It is important to ensure that we are keeping an eye on the students and making sure that they are coping and dealing with GCSE stresses as quickly and effectively as possible.

Warning signs:

- irritability
- difficulties sleeping
- going off their food
- becoming quiet and withdrawn
- feeling tired all the time
- stomach aches or headaches
- finding it hard to concentrate on school work
- having difficulty solving problems they usually find easy.



What you can do

- Provide well-balanced meals on a regular basis
- Ensure they drink less caffeine and other inappropriate beverages
- Get enough sleep
- Exercise on a regular basis
- Be there to talk if they need you

What we are doing

- We are trying to provide the students with skills that enable them to keep on top of their workload.
- Opportunities to talk openly with their peers and with their form tutors concerning how best to deal with stress
- Making them fully aware of the requirements of each course and ensuring that they understand how to progress.
- 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.

Advice from some Year 11 students about being in Year 10.

- *“Try not to let the work load get on top of you. Revise well before the exams as well!”*
- “Make sure you stay calm and don't get stressed, come in at lunch times, as it will help you stay ahead.”
- *“Try not to miss school unless you are really ill, the GCSEs are very intense and you get lots of content which is important.”*
- “You have to take the GCSEs seriously, get your head down or you'll never stay on track.”
- *“Try and do most of the written work in class as you will be asked to type it up at home.”*
- “If you don't understand something you must ask the teacher to explain it fully.”
- *“Don't get worried by the amount you have to do, make sure you use your journal and know when the deadlines are. Make sure that you are clear about what you have to learn and spend time reflecting on what you have learnt.”*
- *“Revise. Revise. Revise. It'll be worth it in the end. Guaranteed”*

GLEBELANDS CAREERS ENTITLEMENT STATEMENT

Importance of Careers Education, 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. This all helps you be healthy, stay safe, make a positive contribution, enjoy and achieve in life 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 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

- Consider work experience placements/options that suit your skills, interests and priorities
- Investigate training and work opportunities
- Understand your rights and responsibilities in the work place and who can help
- 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
- Prepare and produce your own CV
- Know where to get help

Where and when careers education and IAG is available:

- Learning for Life lessons
- Off-timetable events and visits
- Careers interviews and other activities
- Visiting speakers
- Work Experience
- 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 helpline for any parent with concerns for their children. Tel: 0808 800 2222. or www.parentline.co.uk
- **Surrey family line,** a confidential freephone for anyone with family concerns: Tel: 0808 800 5678
- **Young minds.** For info on dealing with stress or depression in young adults. Tel: 020 7336 8445 or www.youngsminds.org.uk
- **Godalming College** Tel: 01483 423526
- **Guildford College** Tel: 01483 448500

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 10 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 **Monday 17th October 2016**.