



Year 10 Science



There are three courses of study for Year 10 pupils at Darland.

1. **GCSE Science A**

This is a traditional science based course, consisting of units in Biology, Chemistry and Physics. The qualification is assessed through three external written examinations and a 'How Science works' practical examinations.

Students are taught on a rotational system throughout the year, where they study one of the three Sciences for four weeks and then rotate and study a different unit/subject.

The practical examination unit is planned to take place in the first two weeks of December, and it is essential that all students are present and complete this work. This will account for 25% of the overall grade achieved in the Science A GCSE.

The external examinations will take place in May 2016. Each examination will be one hour long and account for 25% of the final grade. It is essential that all students are present for these examinations as there will not be another opportunity to complete them in year 10.

Provisional examinations dates for 2015-2016

Biology B1 17 th May 2016	Chemistry C1 19 th May 2016	Physics P1 25 th May 2016
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2. **GCSE Separate Sciences**

This is also a traditional Science course, consisting of units in Biology, Chemistry and Physics. The qualification is assessed through nine external written examinations (3 per subject) and a 'How Science works' practical examination. **All examinations for the Separate Science GCSEs will take place in year 11.**

Students following this pathway will study two out of the three Sciences on a rotational system. They will study one of two subjects for four weeks and then rotate and complete the other subject. Throughout the year they will study the third Science on a regular timetabled basis.



The GCSE courses are run by the AQA examination board. More information about these qualifications, including past papers and the specifications can be found on the AQA website www.aqa.org.uk (Science A, Biology, Chemistry, Physics).

3. **BTEC Extended certificate in Applied Science**

This qualification is a level 2 course and is equivalent to 2 higher grade GCSEs. Pupils can gain either a PASS (equivalent to 2 C grades) MERIT (2x B grades) or a DISTINCTION (2x A grades).

The course consists of separate units in Biology, Chemistry and Physics.

The course is assessed through both written assignments, which are completed in class (75%), and through two external examinations (25% of the overall qualification).

Students completing the First Certificate will study the mandatory units 1-8 shown below, and then a further 4 units from a series of optional units. Units 1 and 8 will be assessed through external examinations.

Unit 1: Principles of Science

Unit 2: Chemistry and Our Earth

Unit 3: Energy and Our Universe

Unit 4: Biology and Our Environment

Unit 5: Applications of Chemical substances

Unit 6: Applications of Physical Science

Unit 7: Health applications of life science

Unit 8: Scientific skills

This course provides a foundation for further studies such as BTEC diplomas, GNVQs, NVQs and relevant scientific skills for entering into employment.

This course is run by the EDEXCEL examination board. More information about this qualification can be found on the AQA website www.edexcel.com.

The specification that the students will be following is Edexcel BTEC Level 2 Extended Certificate in Applied Science - 2012



PHYSICAL EDUCATION



CORE P.E. This is not examined but it is expected that all pupils take part in these lessons and should attend with full P.E. kit. The purpose of these lessons is to encourage participation in exercise and hopefully foster an enjoyment in sport leading to a healthy lifestyle in adulthood. There are also various activities available to pupils during lunchtimes and after school regardless of whether a pupil has opted to study GCSE P.E.

G.C.S.E. P.E.

YEAR 10 - ANALYSIS OF PERFORMANCE ASSESSMENT

AUTUMN TERM - Rules Project

SUMMER TERM - Personal Exercise Plan (P.E.P.)

Help, guidance and advice given for both projects and some time allocated in school for completion of the Personal Exercise Plan. However, both require considerable homework.

YEAR 10 ANNUAL EXAMINATION

This will test all theory work undertaken in the first two terms. All lessons in the Summer term are of a practical nature.

YEAR 11

October Controlled Assessment of Personal Exercise Plan.

October - Theory examination on all Year 10 work.

March - (usually) Final Practical Exam. 60% of final grade

April - Practice examination papers

May - Final theory examination

PRACTICAL EXAM

In the unlikely event of pupils being ill or injured at the time of this exam, parents are asked to provide a medical note from the hospital or G.P. which will be submitted to the exam board. This will enable a teacher assessment to be submitted as the practical exam mark. Without this official medical certificate candidates are given 0 for their practical exam. (60% of the total)

Please note no allowance can be made for absence due to holiday - the pupil will be awarded 0 for the practical exam thus **reducing significantly their final grade.**

For further guidance visit edexcel.com/physicaleducation



WELSH BACCALAUREATE



The revised and more rigorous Welsh Baccalaureate is based on a Skills Challenge Certificate, which will be graded, and Supporting Qualifications. The primary aim is to enable learners to develop and demonstrate an understanding of and proficiency in essential and employability skills: Communication, Numeracy, Digital Literacy, Planning and Organisation, Creativity and Innovation, Critical Thinking and Problem Solving, and Personal Effectiveness. The emphasis is on applied and purposeful learning and to provide opportunities for assessment in a range of real life context through three Challenge Briefs and an Individual Project.



Each Learner has been issued with an introductory booklet which gives a clear overview of the Skills Challenge Certificate. During Year 10 Learners will complete three challenges:

- Enterprise and Employability
- Global Citizenship
- Community Challenge

For Learners to be awarded the Welsh Baccalaureate they must also achieve 5 additional level 2 qualifications which must include English or Welsh Language and Numeracy GCSE.

For more information please access the WJEC website.



MATHEMATICS FACULTY



Year 10 (2015/2016)

In Year 10 students are taught in sets. All Year 10 students follow the WJEC Linear syllabus and progress is carefully monitored through the use classwork and homework, tests and exams, and past paper practice.

In general, sets 1 and 2 follow the Higher Tier syllabus, while other pupils follow the Intermediate Tier. For those who find the demands of Intermediate Tier too tough, there is a Foundation Tier. The Tier of examination stipulates the range of grades which pupils can attain.

Higher Tier: A* to C

Intermediate Tier: B to E

Foundation Tier: D to G

Major changes have been introduced to the GCSE syllabuses this year. Current Year 10 pupils will study for two GCSEs in mathematics. One is very similar to the syllabus followed by the current Year 11, and is known as Mathematics. The other is new to everyone across Wales and is known as Mathematics - Numeracy. The Numeracy qualification forms part of the Welsh Baccalaureate.

Each of the mathematics-based GCSEs will be graded according to pupils' success in two examination papers (one with and the other without a calculator), making four exams altogether. To try to spread the burden of examination load, we will aim to enter pupils for one of the GCSEs in November of Year 11, but only if we feel it is to their advantage (i.e. to maximise their success).

Revision CD Roms are available to purchase, but plenty of additional support is available, particularly during Year 11, wherein extra classes are run at lunch, after school, and during some holidays. The faculty also subscribes to the website www.mymaths.co.uk. This site is often used for homework, revision, and catch-up work. Pupils (and parents) can use it at home to hone their skills in any area of maths where they feel they need extra practice.

Other websites are also useful:

<https://keshgcsemaths.wordpress.com/>

<https://www.khanacademy.org/>

http://www.s-cool.co.uk/topic_index.asp?subject_id=15&d=0

<http://www.gcse.com/maths/>

<http://www.gcseguide.co.uk/mathsgcseguide.htm>

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

<http://revisioncentre.co.uk/gcse/maths/>

<http://www.schoolworkout.co.uk/GCSE.htm>

<http://www.maths-it.org.uk/Podcasts/Podcasts.php>



GCSE GEOGRAPHY AT DARLAND



The WJEC course has 3 units: -

Unit 1

Core Geography - 40% of marks

Written paper - 1 $\frac{3}{4}$ hours - **June 2016**

6 short questions one each on:

- Water
- Climate change
- Living in an active zone
- Changing populations
- Interdependence
- Development

Unit 2

Options Geography - 35% of marks

Written paper - 1 $\frac{1}{4}$ hours - **June 2017**

3 in depth, structured data response questions one each on:

- Changing coastline
- Weather and climate
- Tourism

Unit 3

Controlled assessment

Geographical Enquiry - 25% of marks

Based on fieldwork and a problem solving decision making exercise

A fieldwork day will still be organised to enable students to collect data for their enquiry, however the piece of work **actually completed for Unit 3 will be much smaller** than in previous years, with the **majority** of work **being completed in class time**. Attendance on the fieldwork day is crucial to being successful at G.C.S.E.

Examination Entries

Foundation Tier C - G

Higher Tier A* - D

There is an option to sit Unit 1 paper at the end of Year 10 but both papers and enquiry element must be completed by the close of Year 11 to gain a qualification.

Our extensive revision support on the Department's VLE site will be updated in accordance with the changes and advice from our WJEC contacts.



LEARNING COACH AT DARLAND



Overview

Darland has been involved with the Learning Coach Scheme since the concept of pupils having the entitlement to a Learning Coach was set out in the 14-19 curriculum.

Since September 2009, every Year 10 pupil has access to a Learning Coach for guidance and support during their remaining time at Darland.

What does a Learning Coach do?

In essence the Personal Learning Coach supports pupils by:

- Listening to their problems
- Showing them how to prioritise work tasks
- Praising achievement
- Helping to manage social and work time
- Being an advocate
- Breaking large, complex tasks into smaller more manageable ones

What happens at a meeting?

The first meeting is treated very much as a 'get to know one another' session. The Coach has an informal discussion with the pupil about their interests, ambitions and perceptions of their own learning styles to hopefully establish a good rapport.

During the meeting, pupils are asked to complete a general questionnaire which helps to assess their current situation and or any problems.

Ground rules are also established during this meeting with issues such as confidentiality also being discussed.

In subsequent meetings, issues relating to achievement and learning are explored. These issues are both varied and numerous and have included: attendance, dyslexia, coursework planning, time management, relationships, career decisions, revision, confidence and Self-esteem.

Having talked through the issue, the Coach helps the pupil to establish realistic goals and the actions necessary to achieve those goals. It is important that the Coach only acts to facilitate here so the pupil takes ownership of the problem, goal and action.

A timescale is then set in place and reviewed at the next meeting.



PERSONAL AND SOCIAL EDUCATION

A study of family, health, relationships, citizenship and sustainable development + an activity in the local community. Evidence may come from Options and from discreet lessons. Any area may also be a focus of the Individual Investigation (see below)

Individual Investigation - research into an area of interest from Options or Core Components. Evidence may be a 'project' in any or mixed format including written information, power point presentation, photographic or video evidence, presentation or poster.



YEAR 10 EXAMINATIONS 2015-16

SUBJECT	EXAM DATE	RESULTS DATE
Welsh Unit 1	13 th May 2016	25 th August 2016
Biology Unit 1	17 th May 2016	25 th August 2016
Chemistry Unit1	19 th May 2016	25 th August 2016
GeographyUnit1	24 th May 2016	25 th August 2016
Physics Unit 1	25 th May 2016	25 th August 2016
History Unit 1	6 th June 2016	25 th August 2016
Principles of Science (BTEC)	16 th May 2016	25 th August 2016
Scientific Skills (BTEC)	20 th May 2016	25 th August 2016



Information for Parents of Pupils taking 14-19 Collaborative Courses



There are a wide range of courses being taken by our pupils at Yale and other local schools and colleges. The vast majority of the courses on offer are vocational courses, some are offered at level 1 and some at level 2.

Level 1 courses include Construction, Engineering, Hair and Beauty and Customer Services. These courses aim to teach a wide range of practical skills but require written or photographic evidence to show when each skill has been accomplished so the pupils taking these courses need to be very careful that their portfolios are up to date and include all the necessary evidence. Grading on these courses is either PASS or FAIL. If just one skill is missing from their portfolio they cannot pass the course. This is why regular attendance is so important. Successful pupils should be able to progress to level 2 courses when they leave Darland.

Level 2 courses include Construction Engineering, Performing Arts and Travel and tourism. These courses will also include practical work but also pupils will find out about some of the jobs done in their particular sector and will need to produce a high quality portfolio of theory work, some of which will be set as homework. Many courses now contain examination modules and this is an increasing trend. They are graded as PASS (GCSE C), MERIT (GCSE B) or DISTINCTION (GCSE A). Again if portfolios are incomplete pupils will fail the course completely. It is essential that all pupils attend regularly and keep up to date with the work needed.

BTEC qualifications have now replaced the Full Day Principal Learning qualifications. Two GCSE equivalency is now the upper weighting limit.

Courses will finish at 4.15 pm and arrangements have to be made for the pupils to get home themselves. For the afternoon courses, pupils will be transported to their college by bus or taxi, they will finish at 4.15 pm and will need to make their own way home.

All pupils taking a 14 - 19 course will have additional periods on their timetable labelled 14 - 19 Fn. These are supervised study periods which take place in one of the school's computer rooms. These periods are designed to meet two main needs.

1. To be able to complete assignments set by course tutors.
2. To be able to catch up on any work missed in school.

When these have been done pupils will be allowed to do additional study in Maths (using My Maths) or ICT.



GCSE HISTORY



Year 10 students starting their History GCSE in September 2015 will be studying the WJEC Route B History GCSE.

There are 4 study units

Unit 1

Germany in Transition, c1919-1947.

Paper 1: 25% of overall marks. Assessed in June 2016

This is an in depth study of Germany from 1919 - 1947. We examine key issues such as: Why did Hitler come to power? How did Nazi foreign policy bring about the Second World War? Why did the Holocaust happen?

Unit 2

Sport, Leisure and Tourism in Wales and England, 1900 to present day.

Paper 1: 25% of overall marks. Assessed in June 2017.

This is a thematic study through social History. We examine the influences upon ordinary British people.

Unit 3

Crime & Punishment, 1530 to present day.

Paper 2: 25% of overall marks. Assessed in June 2017.

This is an outline study in which we examine the continuities and changes through different periods. Many of the issues are very topical and as such opportunities arise for educational visits.

Unit 4

The Controlled Assessment. This counts for 25% of the overall grade. It shall be completed in the first term of Year 11.

The controlled assessment must be completed under the supervision of the subject teacher. However, students will be expected to complete preparatory work at home and will be allowed to bring in their plans and notes for these sessions. The topic for the assessment will focus on the role of a key historical figure from the 20th century. The assignment is an interpretative piece of work judging the individual.

Examination Entries

In History there is one examination entry, it is not a tiered examination. Student can gain grades from a G to A*.

There is a revision guide specifically designed to support this course. Please see the attached letter for how this can be purchased in school.

Useful websites:

<http://resources.wjec.co.uk> - you need to search by subject

<http://www.rogershistory.com/>



RELIGIOUS STUDIES



KS4 RS Short Course GCSE

is delivered by Mrs Jess, Mrs Ashford and Ms Pollitt

In Key Stage 4 core RS explores a range of real life issues which all of us will come across both as citizens and perhaps through future career choices, such as medicine, law, the armed forces, emergency services, social work, media and education.

All students study for The **WJEC Short Course** exam. This consists of one exam, which is sat at the end of Year 11. It covers 4 units of study from the perspective of two main world faiths. This will always include Christianity but either Hinduism or Islam.



Christianity



Hinduism



Islam

1. **Religion and Conflict (war and suffering).**
2. **Religion and Medicine (ethics; IVF, abortion, euthanasia, cloning, genetic engineering, organ transplants).**
3. **Religious Expression (ways of showing belief).**
4. **Religion and State (authority, rules, law, punishment).**

There is a revision guide specifically designed to support this course. Please see the attached letter for how this can be purchased in school.



RELIGIOUS STUDIES



KS4 RS Full Course GCSE
is delivered by Mrs Jess

The **WJEC Full Course** exam consists of two examination papers covering 8 units of study from the perspective of two main world faiths (and others where appropriate). There are no controlled assessment requirements.

The syllabus explores a range of real life issues which all of us will come across both as citizens and perhaps through future career choices, such as medicine, law, the armed forces, emergency services, social work, media and education.



Christianity



Hinduism



Islam

The **Full Course** exam paper one includes:

1. **Relationships (love and marriage).**
2. **Is it Fair? (prejudice and social responsibility).**
3. **Looking for meaning (the 'God debate').**
4. **Our World (the purpose and role of humans).**

Paper two, which all students sit as part of the **short course** RE examination includes:

5. **Religion and Conflict (war and suffering).**
6. **Religion and Medicine (ethics; IVF, abortion, euthanasia, cloning, genetic engineering, organ transplants).**
7. **Religious Expression (ways of showing belief).**
8. **Religion and State (authority, rules, law, punishment).**

There is a revision guide specifically designed to support this course. Please see the attached letter for how this can be purchased in school.



**CATERING GCSE – WJEC EXAMINATION BOARD
(Single Award)**



Assessment	Weighting
<p>UNIT 1: Catering skills related to food preparation and service</p> <p>Controlled Task 120 marks (120 UMS)</p> <p>Two practical tasks selected from a bank of six WJEC set tasks. Internally assessed using WJEC set criteria and externally moderated.</p> <p>45 hours in total.</p>	60%
<p>UNIT 2: Catering, food and the customer</p> <p>Written Paper 1 $\frac{1}{4}$ hours 80 marks (80 UMS)</p> <p>One paper which will be externally set and marked. All questions compulsory and targeted at the full range of GCSE grades. The paper will contain short-answer, structured and free response questions drawn from the catering content.</p> <p>This examination will be available either as an electronic assessment or as a traditional written paper.</p>	40%



Year 10 - ICT



ICT is an Option Subject in Key Stage 4 with two option classes running. The course undertaken is the Cambridge Nationals in ICT. This is a demanding course encompassing a variety of Examination, Timed Test and Coursework elements. There is much theoretical material to learn alongside the practical application and 'industry style' production of coursework task aspects.

The course itself covers a range of generic ICT skills, including databases / spreadsheet / presentations / animation, and these are all based on the context of the modern workplace. Alongside these skills pupils will also undertake video and sound editing assessment tasks.

This provides pupils with a valuable insight into how ICT fits into the modern world of work and that these skills are important, whatever career path they decide to follow.

Course framework

R001 - A 1 Hour Examination

R002 - A Timed 10 hour Task

There are 15 other possible units from which 2 are selected to complete the full qualification. In this family of units are included:

- Animation
- Web Graphics
- Programming
- Spreadsheet Modelling
- Control systems

To further enhance the schools commitment to the delivery of a modern and relevant ICT curriculum all pupils will be taught using both PC and iMac platforms.

Mr Stewart Roberts

Assistant Headteacher (curriculum)



G.C.S.E. ART & DESIGN

The G.C.S.E. is a broad course exploring practical and critical work through a range of 2D and/or 3D processes, new media and technologies. Focusing on creative expression, the outcomes reflect the individual's imagination and personal experience.

Coursework is worth 60% and the examination 40%. These 2 projects make up the 100% of the G.C.S.E. Grade and must contain the following criteria:-

<p><u>Assessment Objective 1</u></p>	<p><u>Contextual Understanding</u></p> <p>Develop their ideas through investigations informed by contextual and other sources, demonstrating analytical and cultural understanding.</p>	 <p style="text-align: center;">Researching and Development of ideas</p>
<p><u>Assessment Objective 2</u></p>	<p><u>Creative Making</u></p> <p>Refine their ideas through experimenting and electing appropriate resources, media, materials, techniques and processes.</p>	 <p style="text-align: center;">Experimenting with Media</p>
<p><u>Assessment Objective 3</u></p>	<p><u>Reflective Recording</u></p> <p>Record ideas observations and insights relevant to their intentions, in visual and/or other forms.</p>	 <p style="text-align: center;">Recording ideas relevant to intentions</p>
<p><u>Assessment Objective 4</u></p>	<p><u>Personal Presentation</u></p> <p>Present a personal, informed and meaningful response demonstrating analytical and critical understanding, realising intentions and, where appropriate, making connections between visual, written, oral or other elements.</p>	 <p style="text-align: center;">Final Outcome</p>



HOME ECONOMICS - GCSE: TEXTILES



All students sit the same exam at GCSE and will be graded A-G.

This course is assessed in both theory and practical aspects as follows:

Practical - 60%

2 pieces of practical work supported with a written A3 folio.

Practical Task 1 - 20%

This piece of work is carried out during the spring / summer term in year 10. The task is set by the board and carried out under exam conditions as laid down by the board. 10 hours of recorded time is allocated to this task but lots of research and planning will take place prior to the start. The exam is marked by the teacher and then moderated by the board.

Practical Task 2 - 40%

This task is undertaken in Year 11. The task is set by the board and 20 hours is allowed under exam conditions. The exam is marked by the teacher and moderated by the board.

Theory - 40%

This is a 1 ½ hour examination paper - all questions will be compulsory and may be from any aspect of the specification. This will be taken in June of Year 11.

Specification Content

This is divided into FOUR core units which all relate with each other and form an integrated whole.

Unit 1 Fibres and Fabrics

To know and understand the different fibres available - how they behave and their care, related to the needs of the home and family.

Unit 2 Textile Design

The choice and design of clothing and textile items in the home - to include the principles of design: line, shape, colour, texture, pattern. Research into Interior designers and their influence in the home.

Unit 3: Construction and Decoration of Textiles

Influences on fashion; the use of commercial patterns and construction of Clothing, Home Furnishings and Textile items. Research into fashion designers.

Unit 4: Consumer choice

Awareness as a consumer of all aspects of buying and using Textile Items and Textile Equipment, to include methods of buying goods, advertising, labelling, current legislation, etc.

This course does involve a considerable amount of expenditure by the student, as each student will be required to purchase their own fabrics, however where possible school does assist.

Pupils will also be required to spend a considerable amount of time researching topics at home as the course is fairly intense and time is limited.



Resistant Materials GCSE – AQA Examination Board

Design and Technology is a practical subject area which requires the application of knowledge and understanding when developing ideas, planning, producing products and evaluating them.

In year 10 the course involves a variety of practical skills tasks and ICT skills development on industry software.

Year 11 is the Design and Making Practice.

Unit 1: Written Paper (45601)

2 hours – 40% of GCSE

Candidates answer all questions in two sections

Pre-Release material issued and studied before the exam.

plus

Unit 2: Design and Making Practice (45602)

Approximately 45 hours Controlled Assessment work – 60% of GCSE.

Consists of a single design and make activity selected from a range of exam board set tasks.

Pupils will produce an electronic design folder that contains research, analysis, a wide range of ideas that are developed using modelling and testing and a final evaluation.

The practical piece of work will involve making a full size working prototype of the chosen idea from the electronic folder. This can involve using a variety of materials such as wood, metal and plastic.



Expectations for the GCSE Music course 2015-17

60% of the course is controlled Assessment

UNIT 1: Performing Music 30 % (Controlled Assessment)

Two contrasting performances.

One solo and one as a member of an ensemble.

- Total performance time must not exceed ten minutes;
- One piece should connect with an Area of Study at Unit 3; this will be teacher assessed and externally moderated by a visiting moderator in February/March.

UNIT 2: Composing Music 30% (Controlled Assessment)

Two contrasting compositions.

- Total playing time of **both** compositions should be at least 5 minutes;
- Each composition should be linked to a different Area of Study at Unit 3;
- Candidates to complete a composition log (Unit 2C);
- Teacher assessed and externally moderated in April/May.

UNIT 3: Appraising Music 40% (External Assessment)

Written Examination (40%): 1½ hour **listening / written** examination based on unprepared musical extracts under each of the Areas of Study and an evaluation of a performance/composition undertaken during the course.

Work is assessed externally in May/June.

Areas of study will be 'Music in Wales', 'Music for Stage and Screen', 'Music Evolution' and 'Musical Forms and Devices.'

As a continuous homework pupils need to be putting in two or three hours a week at home to ensure they can develop their Musical skills to an appropriate level.

They cannot rely on just taking lessons in school.

The Performing Arts Faculty recommends pupils purchase 'Rhinegold Music Revision Guide.' This can be purchased directly from the WJEC website.



Expectations for GCSE Drama 2015-17



The assessment process is comprised of three units:

Unit 1

Devised Practical Performance: 40% (internally assessed, externally moderated)
Pupils will devise a practical performance based on a theme, linked with a practitioner or genre.

- Candidates may choose **either** acting or a theatre design skill, which includes the options of 'Lighting', 'Sound' or 'Costume and Makeup.'

PUPILS MUST BE PREPARED TO STAY AFTER SCHOOL TO WORK ON THEIR DEVISED PIECES THROUGHOUT THE COURSE.

Important to note - This will be internally assessed in the Autumn term September/November of year 11.

Task 2 for Unit 1

Pupils will write a devised Practical Performance Report: 20% (internally assessed, externally moderated)

The report is completed under controlled conditions, but pupils will be able to use any notes or suitable research during this task. It is important that pupils keep an up to date portfolio throughout the course.

- The report should include details of live performances candidates have seen, that have influenced their practical work; details on decision making; the inclusion of technical elements and the content of the piece and an evaluation of their own work and that of the group;

Unit 2

Performance from a Text: 20% externally assessed.

Candidates will be assessed on **either** their acting **or** a theatre design skill, in a scene from a published play.

- Candidates to work in groups of between 2 to 5 members;
- No more than two additional design candidates per group, each working on a different skill.

Important for parents to note - This will be externally assessed by a visiting examiner in April/May.

Unit 3

Written Examination: 20% externally assessed

Candidates will be assessed on their ability to analyse **one** set text as an actor, designer and director and to evaluate practical work completed in Unit 2.

The set text for GCSE Drama will be 'Burning Monkey' Sera Moore Williams.

Pupils may benefit from purchasing 'WJEC GCSE Drama Unit 1 Devised Practical Performance' - Garry Nicholas. This can be purchased directly from the WJEC site or from Amazon.



ENGLISH LANGUAGE & ENGLISH LITERATURE

The English course combines the requirements of the English Language and English Literature courses and builds on the skills learnt at Key Stage 3.

The course is presented in units, some as controlled internal assessments and others being externally assessed.

The following table offers a summary of the required units for two GCSEs to be awarded at the end of Year 11.

	English Language	English Literature
External Assessment	<p style="text-align: center;">2 written examination papers =80% of the overall grade (40% each)</p> <p>Unit 2: Response to a range of different text types. One writing task which could be narrative, description or exposition.</p> <p>Unit 3: Response to a range of different text types. Two writing tasks: one argumentation, one persuasion.</p>	<p style="text-align: center;">2 written examination papers =75% of the overall grade</p> <ol style="list-style-type: none"> 1. The study of a different culture novel and offering a response to a pair of unseen poems. 2. The study of a contemporary or heritage English, Welsh or Irish play and novel
Internal Assessment	<p style="text-align: center;">Controlled Assessment = 20% of the overall grade (10% each)</p> <p style="text-align: center;">Speaking and Listening.</p> <p>Two different activities: one group task and one individual = 20%</p>	<p style="text-align: center;">Controlled Assessment 25% of the overall grade (12.5% each)</p> <p style="text-align: center;">Two tasks:</p> <ol style="list-style-type: none"> 1. A response to Shakespeare. 2. Poetry comparison.

There are two speaking and listening assessments which take place in school, offering a percentage of the overall grade before the External examination.

A trial run of these assessments will be completed during Year 10 with the actual assessment taking place during Year 11 which will impact on the final grade your child will be awarded.

Pupils will study the literature texts during lessons with opportunities to consolidate their understanding through home learning tasks.

Notification of the assessment times will be given in advance allowing plenty of time for thorough preparation both at home and in school prior to the assessment taking place.

The English Language examinations are untiered and can only be held at the end of the course in Year 11. The English Literature exams do allow a tiered entry of Higher and Foundation. The decision regarding the tier at which a pupil will be entered will be made by the department based on a pupil's application during Year 10 and a pupil's ability.

Some useful web sites to aid English Language and English Literature revision.

www.gradesaver.com

www.bookrags.com

www.englishbiz.co.uk/

www.bbc.co.uk/bitesize/gcse/english/

www.educationquizzes.com/



MEDIA STUDIES

The Media Studies course has now begun and the pupils are familiarising themselves with Media language and starting to understand Media terms.

During Year 10, your child will be covering a wide range of topics associated with Media Studies, these will include:

- Film
- Animation
- Magazines
- Sport on TV
- News / Newspapers
- Advertising
- The music industry (for the examination)

The course consists of the following components:

- Coursework - 60% (120 marks)
- Examination - 40% (2½ hours) (80 marks)

Coursework

It is very important that your child completes the coursework to the best of his/her ability as this component carries 60% of the total mark.

The coursework comprises: -

- Two textual investigations
- One production

Two pieces of coursework will be completed in Year 10 the third piece completed in Year 11.

Textual Investigations

- One investigation based on genre (this will be through moving image)
- One investigation based on narrative or representation (this will be through print based texts) and completed during Year 11.

Pupils need to investigate more than one text to gain the highest grades and their use of Media terms is essential to gain a C grade or above.



MEDIA STUDIES CONT.....



Production

The production assignment will give your child an opportunity to create a professional Media text. Within this assignment, your child will be required to complete the following elements:

- Evidence of research
 - Evidence of planning
 - The production itself
 - An evaluation
- } each component is to be completed

The WJEC encourage pupils to be creative and use their own images/ideas for their own production pieces. Please encourage your child to make use of any photographic equipment you have available and to practise their editing skills using a PC.

Summary

- Three pieces of coursework - 60%
- One examination (2½ hours) - 40%

Media Studies is an exciting and useful course which provides many opportunities for further study. Please encourage your child to embrace all aspects of Media Studies, both at home and in school, to enable them to connect with as many Media texts as possible.



GCSE WELSH FULL COURSE



At Darland, students begin to study GCSE Welsh Full Course in Year 9 and continue through Years 10 and 11.

They are allocated 2x hour lessons per week in Year 9 and 3 x hour lessons per fortnight in Years 10 and 11. It is therefore vital that pupils attend these lessons.

There are 4 modules of work based on 2 areas of study:

Study Area A	Study Area B
Holidays	Leisure Time
Sport	Alcohol, Drugs, Smoking
Fashion, Shopping	Environment
Welsh Stars	Keeping Fit and Healthy
Cinema, World of Films	Family and Friends
Pop Music	Home
Charity, Voluntary work	Weekend
Area	Media
Welsh Culture	Technology
Wales	Celebrations
Me myself	School Experiences
Special Occasions	

Assessment

Module 1	25%	Module 2	25%	Module 3	25%	Module 4	25%
Examination 1 Hour (Reading and Writing) Based on Study Area A		Controlled Assessment 3 tasks Based on Study Area A		Speaking Examination Group/Pair Task Based on Study Area B		Examination 1 Hour (Reading and Writing) Based on Study Area B	

Assessment of modules 1 and 2 will take place at the end of Year 10.

The opportunity to re-sit will be available to those pupils who have failed to achieve their target grade, or who are unhappy with their module result and wish to improve.

The cost of re-sits however must be funded by parents. Module 1 and 2 grades will be "cashed in" giving pupils an overall grade.

Assessment of modules 3 and 4 will take place at end of Year 11.



FRENCH G.C.S.E.



This is a new exam, which was first assessed in summer 2011. Although all 4 skills are examined, more marks are awarded for Speaking and Writing now and less for Listening and Reading, and the style of assessment has changed.

Listening and Reading examinations are external examinations taken in the summer. Answers are all in English now, with tick boxes, multiple choice and matching exercises.

No dictionaries allowed.

Speaking assessment - 4 - 5 minute conversation
5 - 7 minute presentation and discussion of presentation

Conducted by the teacher in the classroom.

Pupils will be able to research and prepare for the speaking.

No dictionaries but some notes allowed.

Writing assessment - pupils must complete tasks under supervision in the classroom.

G - D grades 200 - 350 words

C - A* grades 400 - 600 words

Pupils can prepare for the assessment and use dictionaries. Candidates submit their 2 best pieces to the exam board for marking.

Pupils should have at least a pocket style French dictionary at home - please ask if not sure what to buy.

Homework will be set on a regular basis, usually reading and preparation for writing and/or speaking assessment.

Parents will be kept informed of homework not being completed on a regular basis.

- Lunchtime and after school speaking sessions are provided for pupils from January of Year 11. All pupils should attend.
- Pupils should make use of the Year 11 VLE revision page and the following language websites:

www.frenchteacher.net → go to "Interactive sites for students"

www.oup.com/uk/i-cafe

www.bbc.co.uk/languages/french

www.languagesonline.org.uk

www.revisioncentre.co.uk/gcse/french

www.frenchrevision.co.uk