



**Year 10**

**Parent / Carer  
Information Evening**

**A Guide to Key Stage 4**

## Annwyl Parent or Guardian

As your son/daughter embarks on the next phase of their academic career we thought it would be appropriate to provide you with some information on assessments, qualification and the support available during Years 10 and 11.

It is difficult at the best of times to keep track of when important assessments take place, when examinations are being held and when reports are issued, so we hope that this publication will be of use in terms of keeping track of our reporting and assessment procedures.

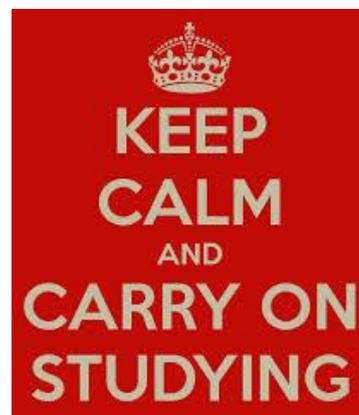
In addition, we hope that the descriptions of the requirements for English Language, Mathematics and Numeracy will be a useful starting point when discussing your son/daughter's progress in these core subjects.

The guide also describes the support that your son/daughter will be able to access throughout Years 10 and 11. This might take the form of mentoring, homework clubs, extra help sessions, revision strategies and guidance on exam techniques as well as how to access a wealth of online resources that will support independent and home study.

We greatly value your continued support and as always, please do not hesitate to contact us, if you require any further information.

Yr Eiddoch yn Gwywir

*V. Mearns*



# The New Maths Qualification

## **OVERVIEW**

From 2016, the GCSE Mathematics pathway changed significantly for all students. Pupils will now be able to achieve two GCSE qualifications in Mathematics and will study for these at the same time. The new qualifications are called 'GCSE Mathematics' and 'GCSE Mathematics / Numeracy'. Most pupils will be entered for both GCSE qualifications. A small number of pupils will follow only one of the pathways. They may be entered for Entry Level if the GCSE course is too demanding for them. It is possible to be entered for both GCSE and Entry Level.

There is a substantial amount of cross-over between topics in the GCSE Mathematics and GCSE Mathematics-Numeracy courses which enables the two qualifications to be taught at the same time. There is a significant emphasis on problem solving within the new qualifications and pupils will need to apply the mathematics that they learn in context and real life situations. This will better prepare our pupils to apply their mathematical skills in other general curriculum areas and beyond into the work place.

## **CONTENT**

The two GCSE courses cover the following topics: Number, Geometry & Measure, Algebra, Statistics (including Probability). The exact content will depend upon the tier of entry for GCSE but all courses cover basic skills and as highlighted above there is a strong emphasis on application of mathematics in real life situations. There is also a strong focus on developing problem solving skills. The GCSE Mathematics-Numeracy will assess the mathematics that learners will need in their everyday lives and the GCSE Mathematics will extend to aspects of mathematics needed for progression to scientific, technical or further mathematical study.

## **ASSESSMENT**

There is no coursework requirement for either qualification which means they are both assessed via formal examination. As the qualifications are not modular, the exams cannot be spread over Key Stage 4. For each GCSE qualification there are 2 papers: calculator and non-calculator. This means your child will be sitting 4 mathematics exams if they are following the 2 GCSE pathway and 2 mathematics exams if they are following the single GCSE pathway. **All pupils will be entered for GCSE Mathematics in November of Year 11 and some Higher Tier pupils will also be entered for GCSE Mathematics Numeracy. All pupils who haven't sat GCSE Mathematics Numeracy in November will be entered for this exam in the Summer of Year 11.**

They will have the opportunity to resit their Mathematics or Numeracy exams in the Summer of Year 11. Higher Tier pupils, after sitting the GCSE Mathematics and Numeracy exams in November will be entered for the Additional Mathematics Course. This is an extra GCSE offered to these pupils and has proven to be a good stepping stone for those pupils wanting to study Mathematics at A Level. Your child's tier of entry will be based on prior performance during both Key Stage 3 and Key Stage 4.

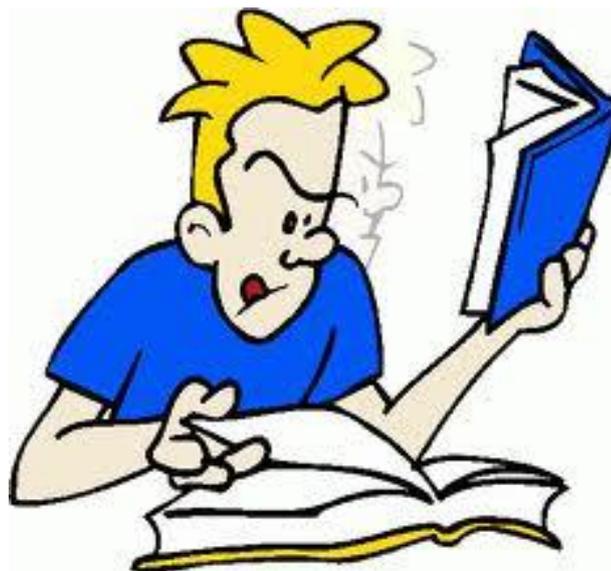
There are three tiers of entry:

- **Higher Tier (Grades A\* - C)**
- **Intermediate Tier (Grades B – E)**
- **Foundation Tier (Grades D – G)**

Pupils will be encouraged to consolidate their skills throughout Key Stage 4. To help them with this they will be completing Hegarty Maths homework, half termly assessed homework, OCW homework and half termly assessments throughout Year 10. We encourage pupils to seek help both inside and outside of school with their assessments.

### **USEFUL WEBSITES / SUPPORT AIDS:**

- [www.hegartymaths.co.uk](http://www.hegartymaths.co.uk) – select Bassaleg School, then pupils log in with their name and date of birth as they appear in our school records. This subscription website contains videos and practice questions and teachers will constantly refer to specific Hegarty Maths clips in their lessons as well as setting regular homework to complete.
- [www.corbettmaths.co.uk](http://www.corbettmaths.co.uk) – this contains useful videos as well as practice questions. In addition, on this website is a '5-a-day' activity where 5 different maths questions are available to attempt. This is an excellent way to consolidate skills and we recommend your child is doing this at home every day. The answers are also available on the website.
- CGP revision guides – at the time of writing, there have not been specific revision materials created by the publishers for the new WJEC mathematics qualifications, but any WJEC CGP resource (or indeed other publisher) will still be a useful resource. The CGP DVD is highly recommended as this contains videos and practice questions. As soon as specific resources have been published for the new qualifications we will pass this information on.



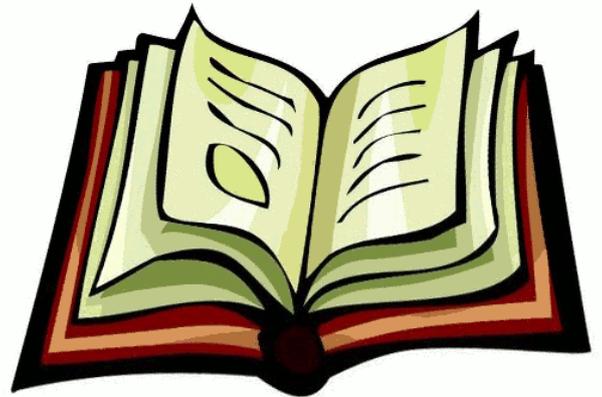
# The New English Qualification

## **OVERVIEW**

Pupils will complete two separate GCSEs: English Literature in Year 10 and English Language in Year 11. Each course provides learners with opportunities to develop a wide range of reading skills including: analysis, inference, deduction and synthesis. Pupils will also develop writing for a range of purposes in a number of different contexts suitable for specific audiences.

## **GCSE ENGLISH LITERATURE**

Pupils will complete English Literature in Year 10. The course is made up of two Controlled Assessments which are worth 25% of the overall qualification. These assessments are completed in exam conditions in the classroom and pupils will prepare for these tasks with their English teachers. These Controlled Assessments provide pupils with a brilliant opportunity to successfully reach their target grades and should be completed to the highest standard.



Pupils will also complete two external examinations which are tiered – higher (A\* - D) and foundation (C – G). The first examination will take place in January 2020 and will focus on *Of Mice and Men*, as well as exploring links between two unseen poems. The second exam will take place in Summer 2020 and will focus on a novel and play chosen by the English teacher. Both examinations require pupils to demonstrate their ability to analyse texts and also consider the importance of historical context and the writers' use of language. Pupils are advised to purchase their own copies of set texts where possible to aid them in the revision process.

## **GCSE ENGLISH LANGUAGE**

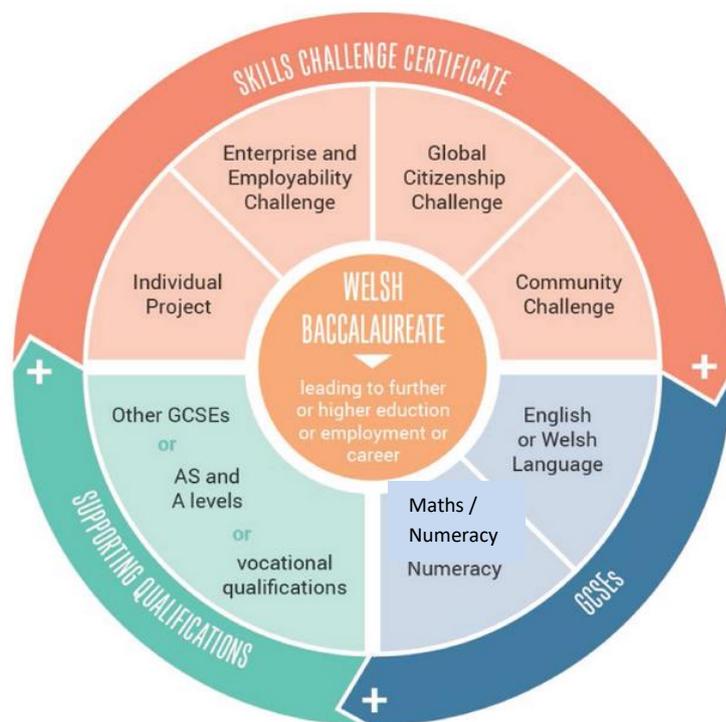
All external examinations will take place in Summer 2021. There are no longer any tiers for this course - all pupils will sit the same exam paper. Controlled Assessment will take the form of two Oracy tasks (20% of the grade) which will be internally assessed by the English department. WJEC guidelines enforce that all oracy tasks **must** be digitally recorded and evidenced appropriately.

Pupils will complete two external examinations (Unit 2 and Unit 3) which form 80% of the grade. The papers involve a mixture of short and extended answer questions which test a range of higher-order literacy skills. Significantly, all written tasks carry a 50% weighting allocated to the marking of Spelling, Punctuation and Grammar (SPaG), which highlights the importance of secure literacy skills at this level.

# The Skills Challenge Certificate & Welsh Baccalaureate

## What is the Welsh Baccalaureate?

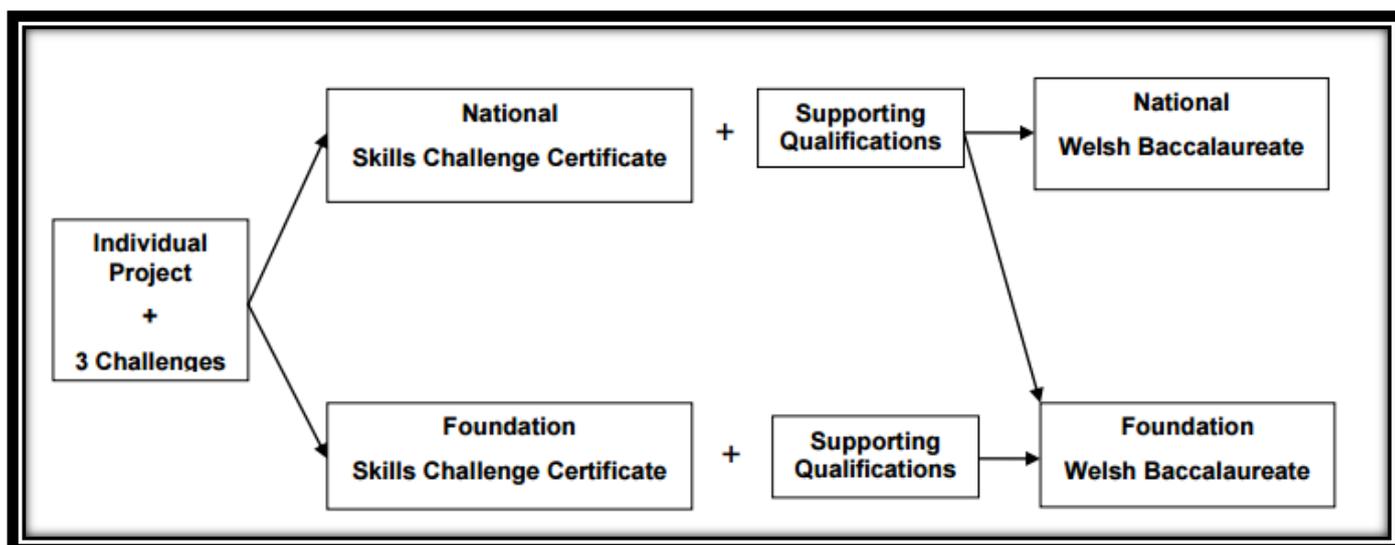
The Welsh Baccalaureate is a revised qualification for 14 – 19 year olds. It was introduced to provide learners with a more rounded educational experience. It enriches and incorporates existing qualifications. From September 2015 the Welsh Baccalaureate is a compulsory element of the Key Stage 4 curriculum. It is graded A\*-C at National level and D –G at Foundation level.



## REQUIREMENTS

In order to be awarded the qualification students will need to achieve:-

- GCSE English Literature
- GCSE Mathematics or Numeracy
- Three further GCSE subjects or their equivalents. (National Welsh Baccalaureate must be achieved at grades A\*-C. Similarly, for the Foundation Welsh Baccalaureate the Supporting Qualifications must be achieved at grades A\*-G.)
- The Skills Challenge Certificate





## **WHAT IS THE SKILLS CHALLENGE CERTIFICATE?**

It is a Skills based programme which consists of: -

### **Individual Project**

The purpose of the Individual Project is to develop learners' skills, through carrying out a research activity in an area of personal interest. The Individual Project will be produced and presented as a written account based on their own research. **This contributes 50% to the challenge certificate.**

### **Enterprise and Employability**

In this Challenge learners will have the opportunity to create and implement innovative ideas based on meeting the needs of customers and/or businesses by developing a product or service. This can be achieved and enhanced by following an enterprise process which includes liaising with employers and interacting with successful local entrepreneurs. This challenge will enhance employability by enabling learners to be more opportunity-focussed, self-aware and attuned to the business environment. **This contributes 20% of the certificate.**

### **Global Citizenship**

The Global Citizenship Challenge can contribute to developing the skills, attributes and knowledge that will create global citizens, with an understanding of the world and the place of Wales within it. Along with the knowledge and values that they gain from learning about global issues, learners will develop skills which will give them the ability and confidence to be pro-active in making a positive difference in the world. Through research, debate and discussion learners will consider a range of facts, factors, differing opinions and points of view on global issues. Learners will be presented with the opportunity to learn about world problems and issues, think critically about them and how they may be solved. **This contributes 15% of the certificate.**

### **Community Challenge**

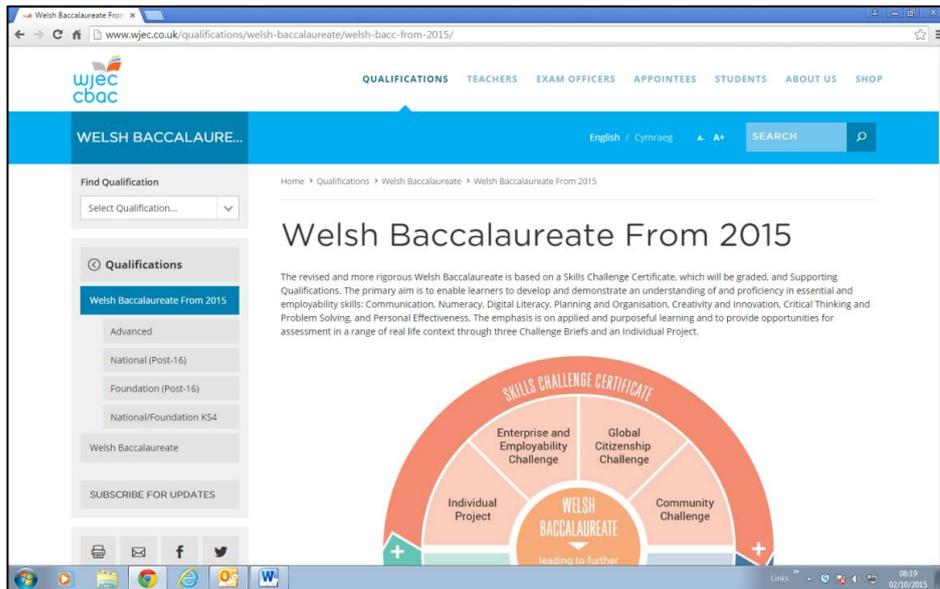
In completing the Community Challenge learners will be able to recognise the contributions they can make towards improving the community in which they live and the benefits this will have for themselves, for others and for the environment. Where appropriate, learners will be able to demonstrate independence, responsibility and an ability to work well with others. Learners will have an opportunity to develop an understanding of how carrying out a community activity is beneficial to themselves. The activity will help to promote a sense of self-worth, self-esteem and self-confidence, along with the development of individual and/or team working skills. **This contributes 15% of the certificate.**

# Grading of the Challenge Certificate

The National Skills Challenge Certificate is graded **A\* - C**. The Foundation Skills Challenge Certificate is graded **Foundation Pass or Foundation Pass\***.

More details can be found at:-

<http://www.wjec.co.uk/qualifications/welsh-baccalaureate/welsh-bacc-from-2015>

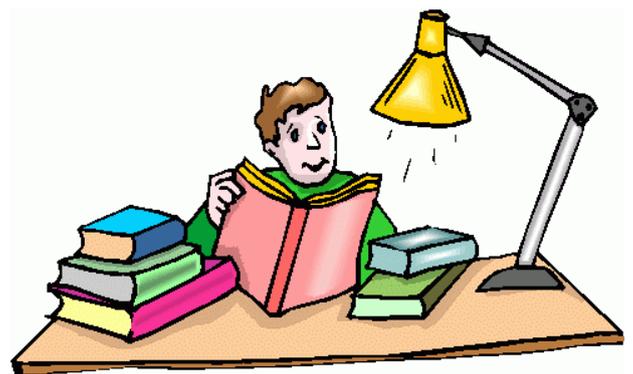


## How much independent study should my child be doing at home?

The importance of independent study at home cannot be over emphasised. Your child spends only 14% of their time at school so the other 86% needs to be utilised to maximise performance and ensure success. It is expected that your child will engage in at least one hour of independent study a night at the start of Year 10, with this increasing as we approach key assessment times and into Year 11.

Work done in this independent study time should include homework, preparation for controlled assessments, portfolio work, and reviewing/revising their class notes. Regular reviewing of their class notes helps to reinforce their knowledge and understanding and commits knowledge to their long term memory. It is said that only 20% of what we have learnt remains after 24 hours. This memory fade can be improved through regular reviews and the more often we review information the longer it sticks!

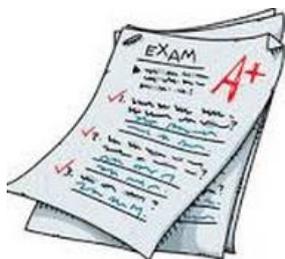
**Revision must be a continuous process and not just when there is a test or exam looming next week.**



It is important to find the techniques that suit your child's learning style. Your child should spend time trying out different revision skills in order to find what works best for them. Revision is a skill and the more they practice the better they will become. If

your child says to you they are no good at revising then please encourage them to be more creative in their revision using mind maps, flash cards, mnemonics etc, and include lots of colour and pictures. Simply reading their notes is not an effective method of revising.

### How will my child be assessed?



Assessment models vary from subject to subject and the Subject Assessment Calendar at the back of this booklet provides details of how pupils will be assessed in each individual subject.

Assessment can take the form of one or more GCSE module exams, some of which may be taken in Year 10, or a combination of GCSE module exams and controlled assessment. Controlled assessments have replaced the traditional coursework and take place in the classroom under teacher supervision. Some preparation work for controlled assessments may be required to be done at home as independent study.

**The weighting of exams to controlled assessment varies from subject to subject.**

### What is the Expected Level of Progress from Key Stage 3 to Key Stage 4?

We hope that from Year 6 to Year 9 a pupil will make two full levels of progress with us. This would mean that a pupil entering Bassaleg from a primary school on a 4B in a subject would finish Year 9 on a 6B.

In terms of our target setting for GCSE and our expectations of pupils, we would hope that a pupil finishing a Key Stage 3 course on a Level 5B or above would safely be looking to secure a grade C or above at GCSE.

The table below shows the levels of progress that we expect pupils to make:

KS2 Level / Initial assessment level	Year 9 Key Stage Three Target	GCSE Target
3C	5C	C -
3B	5B	C
3A	5A	C+
4C	6C	B-
4B	6B	B
4A	6A	B+
5C	7C	A-
5B	7B	A
5A	7A	A+ / A*

## Maths Progress & English

It is worthy of note that the system for Maths is slightly different. National data shows us that pupils are more likely to secure a C grade in GCSE Maths if they achieve a 6B at Key Stage 3 Maths. Our target setting at Bassaleg reflects that, although due to the support we offer throughout the school, many pupils who achieve below a 6B in Maths still go on to achieve a C grade and above at GCSE. Similarly, we have noticed that pupils are much more likely to achieve a C or higher in English if they attain a Level 6 in Reading and Writing elements.

## PPR Data and Reports

Over the course of Key Stage 4, vital information will be sent home to indicate your child's progress. This will happen through four Pupil Progress Review (PPR) reports and a final full report. These reports will help you monitor your child's progress in all of their subject areas against their final end of Key Stage 4 target.

## PPR Data Reports

Subject	GCSE Target Grade	Current Predicted Grade	Progress Check 1 – Attainment	Progress Check 2 – Attainment	Progress Check 3 – Attainment	Progress Check 4 – Attainment	Progress Check 4 – Effort
English	A*	A*	A	A+	A+	A*	1
Mathematics	B	C	D	C	C	C	2
Science	A	B	C	C	C	B	2

### The PPR Report Shows:

-  **Target for End of Key Stage** – note that this is for the end of Year 11 rather than the end of Year 10
-  **Current Predicted Grade** – giving the predicted outcome for a student based on current approach to work
-  **Current Grade** – indicating the current level of performance in each subject area
-  **Effort** – this shows on a scale of 1 - 4 the level of effort that your child's teachers think they are applying to each subject

- **PPR 1 and PPR 2** – as PPR reports come home they will include information from past PPRs so that you can see changes in progress and effort.
- If the qualification is a **BTEC Qualification**, the letters WT indicate ‘working towards’

## What does the 1 - 4 scale indicate?

### **Effort:**

This refers to how much effort a pupil puts into all aspects of their learning; from how attentive they are in a lesson through to their attendance to revision clubs or how hard they work to attempt to overcome any barriers to learning.



- 1 Pupil makes an excellent effort in all elements of learning. Pupil takes initiative and seeks out ways to resolve problems in learning. Pupil’s work always reflects that they have done their very best.
- 2 Pupil makes a good effort in all elements of learning. Pupil engages well in all lessons and makes a good effort to overcome challenges through approaching teaching staff or asking questions. Pupil’s work often reflects that they have worked at their best.
- 3 Pupil makes a satisfactory effort in their learning. Pupil usually engages well in lessons and sometimes seeks advice to help overcome problems, for example asking questions. Pupil’s work sometimes reflects that they have worked to the best of their ability.
- 4 Pupil has an unsatisfactory approach to their learning, often failing to engage effectively in learning. It is rare that pupil will attempt to overcome a problem or will ask for advice. Pupil rarely completes work to the best of their ability.

## How quickly should a pupil progress towards their target?

This depends on the subject. In some subjects your child will have the opportunity to produce work at their target grade very early in Year 10. In **English** for example a pupil may produce an essay which is of an A grade level very early in the year. The focus will then be on them applying that approach to all areas of the subject.



In **Maths** on the other hand a pupil may not be taught the material they need for an A grade until much later in the course, because they need to gather other knowledge first.

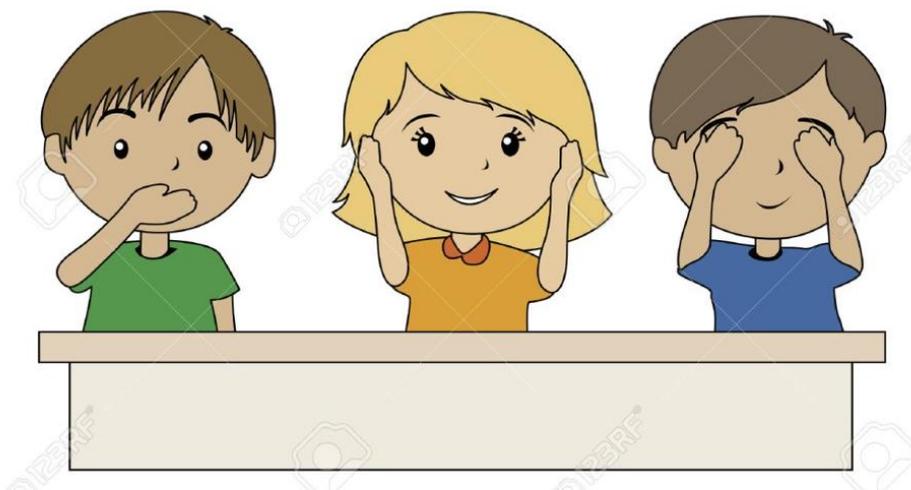
Generally it is most appropriate to expect a child to be approaching a target grade in the final weeks before an exam. It is important therefore to look carefully at the effort grade which will indicate how your child is approaching each subject.

## **Descriptions of additional 1 – 4 Levels**

### **Behaviour:**

This refers to a pupil's conduct in the classroom and their contribution to creating an effective learning environment. A pupil's behaviour also includes their levels of involvement and whether they are an active member of the class.

- 1 Pupil's behaviour is excellent. Pupil frequently contributes to lessons positively through working well in groups and independently. Pupil is frequently active in class discussion and works sensibly and effectively to create a positive classroom environment.
- 2 Pupil's behaviour is good. Pupil engages in class discussions at times and at times is an active member of the class in discussions or in group work. Pupil works sensibly and effectively to contribute to a positive classroom environment.
- 3 Pupil's behaviour is satisfactory. Pupil is able to contribute effectively to class discussion or group discussion, though unfortunately is often passive or distracted. Pupil is able to work effectively and sensibly within a positive classroom environment though sometimes fails to do so.
- 4 Pupil's behaviour is unsatisfactory. Pupil often fails to contribute appropriately to class or group discussion and can be a disruptive influence on other learners. Pupil struggles to work effectively.



## Homework:

This refers to several elements of home learning; the effort and application that goes into the work, the standard of the work produced, and the punctuality with which the work is completed.

- 1 Pupil's homework is excellent. Homework is completed to the highest standards at all times showing a high level of effort and commitment has been applied to the learning. Homework is completed and returned on time at all times. Any queries with homework are initiated by pupil and resolved well in advance of the deadline.
- 2 Pupil's homework is good. The level of work completed reflects the fact that a good effort has been applied and that good learning has taken place. Homework is completed on time with very few exceptions. Pupil attempts to resolve any issues with homework well in advance of deadline.
- 3 Pupil's homework is satisfactory. The work regularly reflects that a good amount of effort has been applied though at times this is less secure. Pupil meets most deadlines and attempts to resolve issues surrounding homework, though at times they may complete a piece inaccurately as advice has not been sought if needed.
- 4 Pupil's homework is unsatisfactory. The work rarely reflects that a good amount of effort has been applied or that effective learning had taken place. Pupil often fails to meet deadlines and fails to seek advice for clarification on homework if needed, leaving work either incomplete or inaccurate.

### Timescale for reports:

Date	Report Type
October 15 <sup>th</sup> 2019	<b><u>Year 10 PPR Report 1</u></b> - This is timed to give a good indication of how well your child has settled into the demands of the new course.
December 3 <sup>rd</sup> 2019	<b><u>Year 10 PPR Report 2</u></b>
February 4 <sup>th</sup> 2019	<b><u>Year 10 PPR Report 3</u></b> - This is timed so that it is available prior to Parents' Evening
February 5 <sup>th</sup> / February 12 <sup>th</sup> 2019	<b><u>Year 10 Parents' Evening</u></b> This is mid-way through the year and will allow you to ask questions / field advice about progress towards targets. It is a useful point to discuss your child's learning habits and the approach of any end of Year 10 exams
March 17 <sup>th</sup> 2019	<b><u>Year 10 PPR Report 4</u></b> - This is timed to give a more formal outline of the approach to targets discussed at Parents' Evening
June 12 <sup>th</sup> 2019	<b><u>Year 10 PPR Report and Form Tutor Report</u></b> This is an account of progress towards end of Key Stage targets, placed at the mid-point of the Key Stage. It will give advice on what has gone very well and what might need to be adjusted in Year 11.

# ONLINE RESOURCES & SUPPORT -USEFUL WEBSITES AND LINKS

There is a wide variety and constantly growing number of online support services available for both pupils and their families. These cover everything from help with revision to careers advice, to coping with growing up and dealing with exam stress. Here are a few suggestions:

WEBSITE	DESCRIPTION
<a href="http://www.bbc.co.uk/bitesize">www.bbc.co.uk/bitesize</a>	Revision resources for all subjects & levels
<a href="http://www.hegartymaths.co.uk">www.hegartymaths.co.uk</a>	Select Bassaleg School, then pupils log in with their name and date of birth as they appear in our school records. This subscription website contains videos and practice questions.
<a href="http://www.wjec.co.uk">www.wjec.co.uk</a>	Exam Board websites provide lots of information and resources such as timetables and past papers
<a href="http://www.googleclassroom.com">www.googleclassroom.com</a>	Bassaleg's school wide virtual learning environment which all pupils have access to.
<a href="http://www.meiccymru.org">www.meiccymru.org</a>	Meic is a confidential and free helpline which can help you with a range of issues, such as family/friend problems, housing issues, bullying, health and work worries, where to go for help in your area or as a place to get something off your chest.
<a href="http://www.actionforchildren.org.uk">www.actionforchildren.org.uk</a>	Action for Children – "2 Talk 2" provide a confidential counselling service to young people across Cardiff and also a text service where young people can text their name to request an appointment with a Counsellor
<a href="http://www.bulliesout.com">www.bulliesout.com</a>	Bullies Out – Help, support and information to individuals affected by bullying
<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>	24-hour confidential advice. Can be anonymous
<a href="http://www.youngminds.org.uk/youngpeople">www.youngminds.org.uk/youngpeople</a>	Young Minds - lots of great information and someone to talk to
<a href="http://www.youth2youth.co.uk">www.youth2youth.co.uk</a>	Youth2Youth – the helpline is for any young person under the age of 19 years who feel they need emotional support – run by young people for young people
<a href="http://www.b-eat.co.uk/youngpeople">www.b-eat.co.uk/youngpeople</a>	BEAT – Advice and support for people affected with eating disorders
<a href="http://www.nshn.co.uk">www.nshn.co.uk</a>	Self-Harming Network provides fact sheets and tips
<a href="http://www.childline.org.uk">www.childline.org.uk</a>	Advice on everything!
<a href="http://www.studentfinancewales.co.uk">www.studentfinancewales.co.uk</a>	Advice on finance for students studying in Wales

Other useful websites can be located on the school website ([www.bassalegschool.com](http://www.bassalegschool.com)), which provides a direct link to the Bassaleg Student Share Area, the Maths Flipped Learning Bank, Counselling Service, Internet Safety Guide and Kidscape (Bullying) Website.