

CHANGES AT KEY STAGE 4

Helping you to
understand the changes
in English and Maths



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Creating Futures

AIMS OF THIS EVENING

- To explain the new grading structure for English and Maths
- To discuss the greater challenge of the new GCSE courses in English and Maths
- To discuss how we and you can work together to ensure success



New Grading Structure	Current Grading Structure
9	
8	A*
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

**Good Pass (DFE)
5 or Above Top of C**

**Awarding
4– Bottom of C**





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YEAR 10 GCSE ENGLISH

The goal posts have changed...

A* - G HAS GONE.

The new grades are 9 – 1. 9 is above the current A*.

The exam boards are recognising 5 as the pass mark (like the current C grade).

The skills required to attain a 5 are more in line with the current B grade.

SPG (Spelling, Punctuation and Grammar) was 20% of the GCSE but it is now 40%.



LANGUAGE PAPER 1 – WRITTEN DESCRIPTION

Darkness descended. Within moments the beach surrendered to the weather and a scurry of vehicles fled the coast. A clap of cacophonous thunder raged; his luminous companion lit up the crashing tumultuous waves beneath them an army of hissing rain drops came down.

Intermittent lightening threw flashes of light across the sky. The air felt cold. The howling wind summoned it's energy and tore trees up from the ground. The wild whipping of branches clawed at the air screaming in agitation.



THE NEW MARK SCHEME IS MUCH HARDER...

This student is targeted a 9.

Using the old GCSE criteria, this response would get an A.

Using the new GCSE criteria, we anticipate that it would be a 6.



TERMINAL EXAMS IN YEAR 11.

We are studying the AQA GCSE.

There are no controlled assessments or pieces of coursework.

Students will sit 4 exams at the end of year 11 and we would not expect them to be achieving their target grade at the start of year 10.

There are no tiers of entry for English (Foundation / Higher)



LANGUAGE GCSE

Two examinations

Language paper 1 - Explorations in creative writing.

Language Paper 2 - Reading Non-fiction.

Both exams contain an unseen extract that the students must analyse and a writing question that is marked heavily for SPG.



LITERATURE GCSE

Two examinations - closed book.

Literature Paper 1 - Shakespeare and the 19th Century Novel.

Literature Paper 2 - Modern Texts and Poetry.



WHAT THIS MEANS FOR YOUR CHILD...

- **The students will have to develop their memory and recall skills to learn quotations and poems.**
- **They will continually need to improve their SPG accuracy.**
- **They need to be able to read and extract information from an unseen text quickly.**
- **They need to be able to write analytically and evaluate a text.**



HOW THE CURRICULUM HAS ADAPTED...

- The majority of texts and skills are taught in year 10 and are to be revisited and developed in year 11. (The exceptions are Shakespeare and Pre 1914 prose).
- We are regularly testing the students' knowledge and memory. Lots of tests that are 'low stakes'.
- We are regularly testing the students' skills, identifying gaps and adapting the course to meet the children's specific needs.



HOW THE CURRICULUM HAS ADAPTED...

- We are equipping the students with the skills to independently tackle unseen texts / poems – no spoon feeding.
- We are differentiating the novels and plays used.
- All SoW and lessons have a ‘clear end in mind’.
- We are doing all of this and trying to engender a love of English and reading.



HOW WE ARE HELPING YOUR CHILD – STRUCTURE OF THE COURSE

- Structuring the two year course so that there is even exposure to both GCSE Language and Literature.
- Ensuring that a large proportion of the course is initially covered in Year 10, so that we have time to revisit skills in Year 11
- Ensuring that the students will be able to tackle both Literature and Language components in year 10 Assessment Week.



HOW WE ARE HELPING YOUR CHILD – IN CLASS SUPPORT

- At least one formative assessment each half-term based on the studied unit, taken from the exam board materials.
- Making the assessments as real as possible to reflect what the students will face in the actual examinations.
- Preparatory activities before the assessment, which enable students to scaffold and practise responses, including teacher modelling of examples and sharing of mark schemes.



HOW WE ARE HELPING YOUR CHILD –IN CLASS SUPPORT

- Use of DIRT strategies (Directed Improvement and Reflection Time). This may involve self and peer assessment
- Teacher marking and feedback may involve use of highlighter pens (for development points) and TIPS (suggestions 'To Improve Progress')



HOW YOU CAN HELP AT HOME

- Encourage your child to see the course as a two-year process rather than a pass/fail hurdle every half-term. We are expecting low scores, as students develop new skills and understand the high expectations involved.
- Low scores on formative tests do not mean that your child has suddenly become 'bad' at English. Mistakes are expected at this stage and will help them to develop.



HOW YOU CAN HELP AT HOME

- Discuss progress with your child. Look at teacher TIPS/Comments and highlighted sections to see where they need to improve.
- Encourage your child to discuss the texts that they are studying. e.g. It might be beneficial for them to ‘teach’ you a poem that they have recently studied to help consolidate their own learning .



HOW YOU CAN HELP AT HOME

- Encourage your child to read as widely as possible.
- Purchase the CGP Spelling, Punctuation and Grammar Books (available from WHSmith, Waterstones and Amazon) for some guided activities to improve literacy.





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YEAR 10 GCSE MATHEMATICS

The goal posts have changed...

We have chosen the

AQA GCSE Maths (8300) Specification

We trialled all three of the main exam boards (AQA, EDEXCEL and OCR) with the current Year 11 and found the language, layout and style of their exams to be the fairest and most accessible.



BRIEF SUMMARY

- Higher Tier (Grades 9 – 4)
- Foundation Tier (Grades 5 – 1)
- More formula to remember (No Formula Sheet)
- New topics for higher, new topics included at foundation.
- More Problem Solving
- More Exams (3 x 1 Hour 30 Minute Papers)



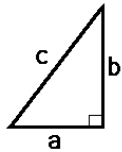
CONTENT AND HOW IT WILL BE ASSESSED

	Foundation tier	Higher tier
Number	25%	15%
Algebra	20%	30%
Ratio, proportion and rates of change	25%	20%
Geometry and measures	15%	20%
Probability	15%	15%
Statistics		

- There is more content than has ever been required at GCSE , students need to memorise many more formulae.
- The DfE has stated that there will be greater emphasis on problem solving, often requiring multi-step solutions.
- A new content area has been added, ‘Ratio, proportion and rates of change’



Pythagorean Theorem



$$a^2 + b^2 = c^2$$

Compound Interest

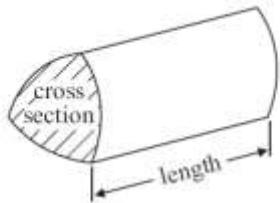
$$A = P \left(1 + \frac{r}{100} \right)^n$$

The Quadratic Equation

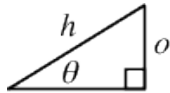
The solutions of $ax^2 + bx + c = 0$ where $a \neq 0$, are given by

$$x = \frac{-b \pm \sqrt{(b^2 - 4ac)}}{2a}$$

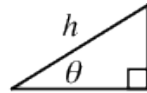
Volume of prism = area of cross section \times length



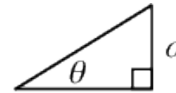
Trigonometry



$$\sin \theta = \frac{o}{h}$$



$$\cos \theta = \frac{a}{h}$$



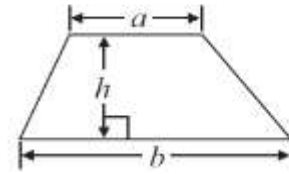
$$\tan \theta = \frac{o}{a}$$

Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle = $\frac{1}{2} ab \sin C$

Area of trapezium = $\frac{1}{2} (a + b)h$



These will not be given to students.

PROBABILITY

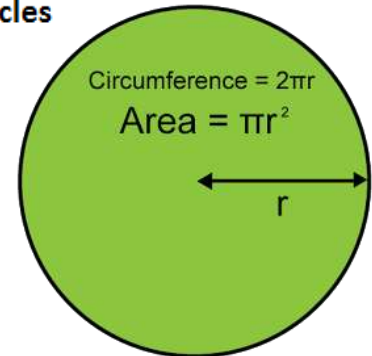
Addition

$$P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$$

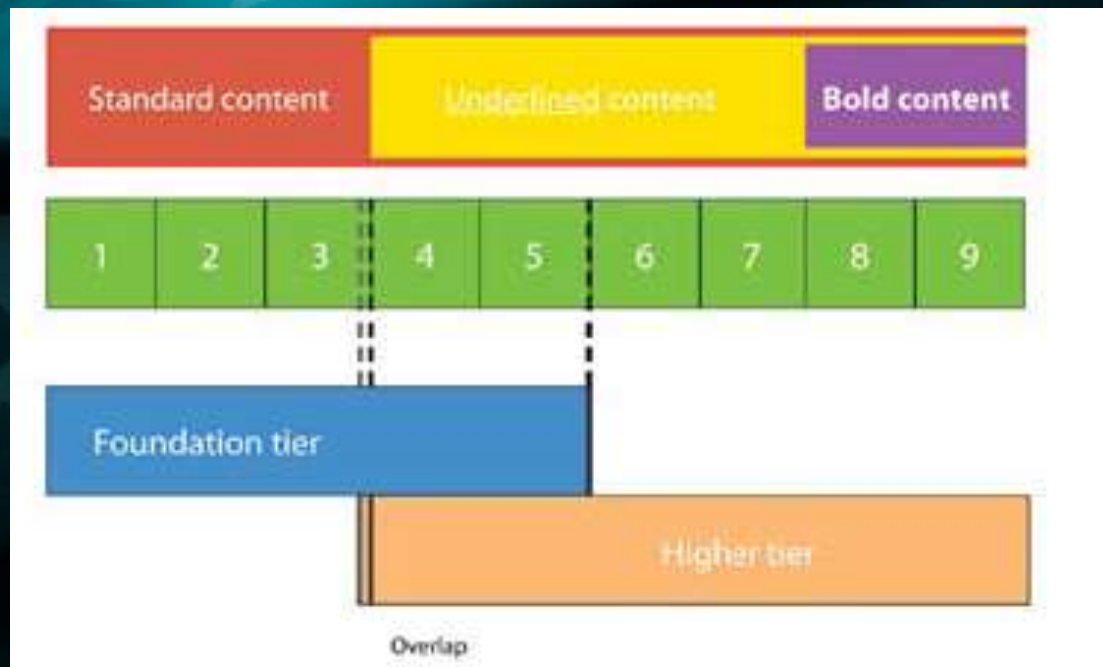
Multiplication

$$P(A \text{ and } B) = P(A) * P(B|A)$$

Circles



HIGHER AND FOUNDATION OVERLAP



NEW TOPICS AT FOUNDATION TIER

- Basic trigonometry (and know exact values of $\sin\vartheta$, $\cos\vartheta$ and $\tan\vartheta$)
- Calculating with and interpreting standard form
- Vectors
- Factorising quadratic expressions, including the difference of two squares
- Using $y = mx + c$ to work with straight lines on graphs.
- Use inequality notation to specify simple error intervals due to truncation or rounding
- Use Venn diagrams
- Work with percentages greater than 100%



NEW TOPICS ADDED TO HIGHER TIER

- Know the exact values of $\sin\vartheta$, $\cos\vartheta$ and $\tan\vartheta$ for $\vartheta = 0^\circ$, 30° , 45° , 60° and 90°
- Use inequality notation to specify simple error intervals due to truncation or rounding
- Use Venn diagrams
- Work with percentages greater than 100%



NEW TOPICS ADDED TO HIGHER TIER

- Recognise and use the equation of a circle with centre at the origin; find the equation of a tangent to a circle at a given point
- Find approximate solutions to equations numerically using iteration.
- Interpret the gradient at a point on a curve as the instantaneous rate of change; apply the concepts of average and instantaneous rate of change (gradients of chords and tangents) in numerical, algebraic and graphical contexts



AQA ASSESSMENT STRUCTURE

Paper 1: non-calculator

Content

- Content from any part of the specification may be assessed

Assessment

- 1 hour 30 minutes
- written exam
- 80 marks
- $33\frac{1}{3}$ of GCSE



Paper 2: calculator

Content

- Content from any part of the specification may be assessed

Assessment

- 1 hour 30 minutes
- written exam
- 80 marks
- $33\frac{1}{3}$ of GCSE



Paper 3: calculator

Content

- Content from any part of the specification may be assessed

Assessment

- 1 hour 30 minutes
- written exam
- 80 marks
- $33\frac{1}{3}$ of GCSE



WHAT ARE WE CHANGING?

- Brand new scheme of learning
- Brand new Internal Assessment structure



INTERNAL ASSESSMENTS

- Mini Assessments

Assessments on a single topic to identify any weaknesses

- Working At Assessments

Assessments on a mixture of topic to find out what grade they are currently working at



MINI ASSESSMENTS

Students will be given at least one lesson's notice.

They should use their **exercise books**, **MyMaths.co.uk** and **MathsWatchVLE.com** to revise.

These assessments are to keep both students and teachers informed of areas students need to work on further.

Each mini assessment will have a pack of resources to help them work on any identified areas of weakness



WORKING AT ASSESSMENTS

- Students will be given at least two week's notice (11/2/16)
- They should use their mini assessment results to guide their revision.
- They should revise using their exercise book, **MyMaths.co.uk** and **MathsWatchVLE.com**
- These assessments will be used to report current Working At grades



FINALLY -

- Thank you for your continued support. Your assistance at this time of change is invaluable in helping to drive forward progress and achieve the best outcomes for your child



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