

Sir Frederic Osborn School

“Achieving Success Together”



Year 10 Information Evening
September 2017

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Revision Tips

Everyone feels nervous about taking exams. Here are some tips to help you make the most of your revision time and keep those nerves under control.

It's important to remember that an examination is a test of learning, not memory. Examiners want to see evidence that you have drawn on your knowledge to develop a reasoned argument, rather than replicate course notes and textbook facts. Revision should be a process of consolidating understanding rather than cramming as much information as possible before the morning of the exam.

Contents

- 1. Study skills – how and where to study**
- 2. Revision plan – the secret to exam success is planning**
- 3. Last-minute revision tips – what can you do when time is short?**
- 4. Dealing with exam nerves – don't let the stress get on top of you**
- 5. Exam tips – taking the exam**
- 6. Exam tips – after the exam**

1. Study skills

Where to study:

Creating good conditions to study in can help you make the most of the time you spend revising. Here are some suggestions:

- Find a quiet place to study and make sure you are sitting comfortably
- Make sure your desk is well lit
- Keep background noise to a minimum
- Avoid studying in an area where there will be distractions (like television!)
- Have everything you need to do your revision to hand before you start

How to study:

There is no 'right way' to revise, as long as the method you choose enables you to gain a solid grasp of key facts and consolidate your knowledge. Some students are happy to read their classroom notes from

start to finish, others prefer to simplify the information as much as possible, turning everything into skeleton notes, diagrams or mnemonics. In practice, most students find that mixing techniques suits the varied nature of the subjects being revised, and provides essential variety when studying.

- Turn your notes into revision tools;
 1. Write ideas and facts on to cards to use as 'prompts'
 2. Create memory aids such as diagrams or mnemonics (e.g. initial letters to make a word you need to remember or SMART objectives: Specific; Measurable; Achievable; Realistic; Targets). These will help you remember key facts
 3. Write key facts/notes out and display these around the house where you will see them
 4. Record yourself reading notes to listen to
- Study with a friend and test each other's knowledge, but remember you are meeting to revise rather than to chat!
- Work through past question papers – and use a watch to time them so that you can practise timing your answers.
- Choose study and revision guides sensibly. It's not hard to find help with revision – as well as established published revision guides, there are hundreds of websites offering help and advice. The problem is not how to find such help, but how to judge which the best source for your needs is. Save valuable time and get recommendations from your teachers
- Remember course notes are also a valuable source of extra help
- Keep yourself more alert by changing revision methods during a session. For instance, try switching from note taking to memorising; from reading to asking someone to test you
- Attend any revision classes that your teachers may be running at school and get their advice on revision methods
- Look after yourself – Sometimes revision can become a competition – who stayed up latest, who worked longest, who's worrying the most. But the more tired you are the less efficiently you'll work. You need to rest as well as study, eat well, drink lots of water and make sure you pace yourself. Don't rush, and equally don't over-revise by doing too much too soon

2. Revision plan

The top tip for successful revision is to make a plan; otherwise it is easy to waste your precious revision time. We recommend that you start your revision at least six weeks before your exams begin.

It is helpful to look at your exam dates and work backwards to the first date you intend to start revising.

- List all your exam subjects and the amount of time you think you will need for each one. It is unlikely that the amounts will be equal. Many people find it advisable to allocate more time to the subject or topics they find the most difficult
 - Draw up a revision plan for each week
 - Fill in any regular commitments you have first and the dates of your examinations
 - Use Revision Checklists or Syllabuses for each subject as a starting point. Look at what you need to know and try to identify any gaps in your knowledge. (A good way of doing this is to look at the results of past papers or tests you have worked through)
 - Divide your time for each subject into topics based on the units in the revision checklist or syllabus, and make sure you allow enough time for each one
 - Plan your time carefully, assigning more time to subjects and topics you find difficult
 - Revise often; try and do a little every day
 - Plan in time off, including time for activities which can be done out in the fresh air. Take a 5 or 10 minute break every hour and do some stretching exercises, go for a short walk or make a drink
- You may find it helpful to change from one subject to another at 'break' time, for example doing one or two sessions of Maths and then changing to Geography, or alternating a favourite subject with a more difficult one. It helps to build in some variety
- Write up your plan and display it somewhere visible
 - Adjust your timetable if necessary and try to focus on your weakest topics and subjects
 - Don't panic; think about what you can achieve, not what you can't.

Positive thinking is important!

3. Last-minute revision tips

Although time may be short, you can still make a difference to your grade. Try and prioritise; do what you can

- Use your revision tools (prompts, diagrams etc) to check final facts
- Keep calm and consolidate your existing knowledge rather than trying to learn new topics

- Don't stay up all night revising; being overtired will not help you to do your best

4. Dealing with exam nerves

It is natural to feel nervous before an examination. The more prepared you feel, the easier it will be to conquer your fears.

- Create a revision plan to help you feel in control of the process
- Plan your work carefully around the topics you need to focus on. Being aware of gaps in your knowledge can create nerves, but having a plan of how you will fill these will make you feel better.
- Find out what is involved in the exam:
 - where and when it will take place
 - how much time is allowed
 - how many questions you need to answer
- Think positive
- Keep the exam in context – even if you do badly, there will be other options open to you
- Allow yourself some fun-time each day to relax
- Eat sensibly – your brain cells need energy to function well. Make sure you drink plenty of water to avoid becoming dehydrated. Dehydration makes you tired and reduces concentration

5. Exam tips – sitting the exam

Be prepared; find out what is involved in each of the examinations that you are going to sit. Organise yourself the night before and get plenty of sleep.

- Check you have the correct equipment with you before you leave the house (pens, pencils, ruler, scientific calculator, etc.)
- Do take a watch or clock so that you can time your answers
- Leave for the exam in plenty of time
- Look through the paper first and mark difficult questions/initial thoughts
- Select the questions that will best enable you to demonstrate your knowledge to the examiner
- Look at the marks available and read the questions carefully, following instructions given in the paper (e.g. to show all workings, word limits etc.)
- Use the information provided on the paper (the answer's often nearly all there)

- Pace yourself and allow enough time to answer all the required questions
- Write as neatly as possible to help the examiner to mark your work. Marking untidy writing is difficult
- For longer answers, take a few minutes before you begin to produce a structured plan of what you are going to include in each section
- Allow yourself ten minutes at the end to read through your answers and correct any mistakes
- Cross out anything you do not want the examiner to read (e.g. an earlier answer to a question)

6. Exam tips – after the exam

It is easy to fall in to the trap of wondering how well you performed and to discuss this with your fellow students. Your time would be better spent looking ahead to your next examination.

- Don't panic – you won't be the only student who is anxious about their answers
- Don't compare your answers with those of other students – this can create negative feelings
- Have some fresh air and food and take time to relax before you start revising
- Don't rush to your textbooks to check your answers – there is no point at this stage
- Focus on the next exam and how you might improve your exam technique
- Have a quick look at your revision plan. Do you need to adjust it?
- Think positive!

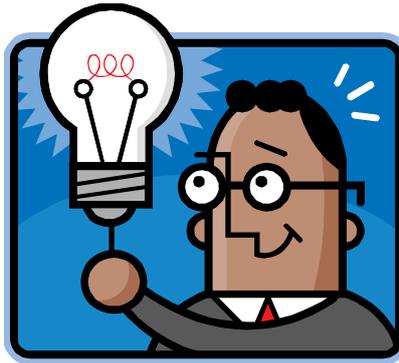
Revision Plan

Divide your time for each subject into topic areas

Plan in time off - have 5-10 mins break every hour

Positive Thinking is important!

Write up your plan and display it somewhere



Revise often: try to do a little every day

Draw up a revision plan for each week

Look at what you need to know and identify gaps in your knowledge

List all your subjects and how much time you'll need for each one

Plan carefully concentrating more on the things you find difficult

Exam Nerves

Allow some fun-time
for yourself each day

Create a Revision
Plan

Find out about
the exam

Eat Sensibly - your
brain needs energy.
Make sure you have
a good breakfast.



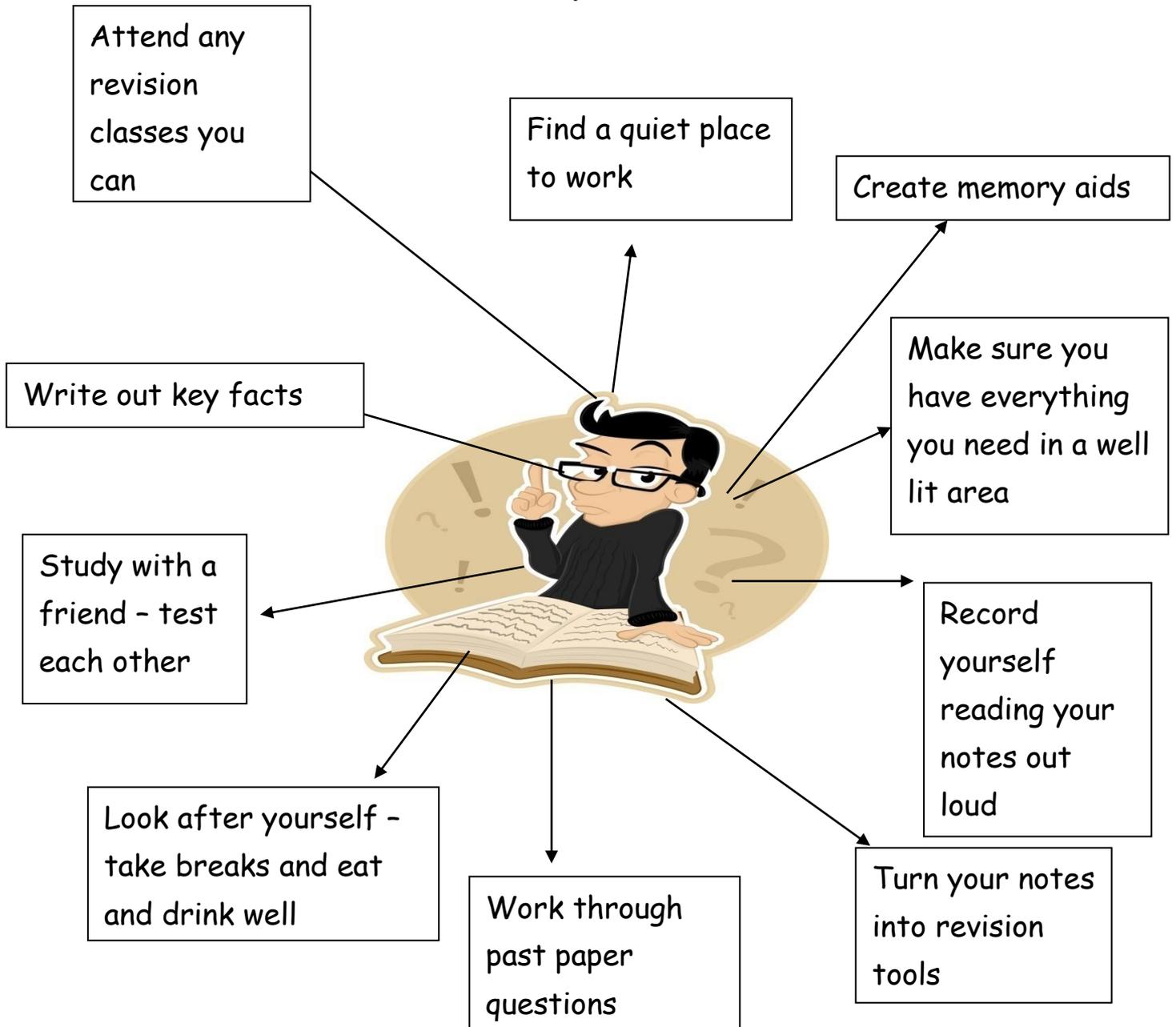
Keep the exam
in context -
don't panic

Where will the exam
take place? How long
is it? You should find
this information out

Think positively. Answer
all the questions even if
you are unsure.

Plan your work
carefully and leave
time to check it at
the end

Study Skills



Academic Intervention

Academic intervention is offered by subjects to support students in their preparation for their forthcoming GCSE Exams. This may be delivered via small group work, withdrawal sessions, after school sessions, weekend sessions, and holiday sessions.

A bespoke intervention timetable is created so parents /carers and students are informed of which interventions are available for the students to attend. Academic intervention sessions are closely monitored by the KS4 team and in collaboration with Subject staff to ensure all students make the best progress possible.

Academic performance monitoring: A monitoring system is created to allow the KS4 team to monitor the students' performance in lessons and link it to the interventions.

Pastoral Intervention

Pastoral intervention is offered as an extra layer of support for students based on a variety of criteria including academic performance across a number of subjects, attendance and preparation for study.

It is run and monitored exclusively by the KS4 Team comprising of Mrs J Spence, Year 10 Director of Learning, Mr K Koupis, Year 11 Director of Learning and Mrs C Maddocks, Assistant Head teacher. Form Tutors also play an invaluable role at this time.

A timetable is created to inform students and parents/carers about the Pastoral Intervention sessions.

Helping your child learn: Literacy Tips

What is Literacy?

Literacy includes the key skills of speaking and listening, reading and writing. These key skills underpin all the curriculum subjects, not just English.

Why is it important?

Poor Literacy Skills are a barrier to learning. Literacy is key to personalised learning. Improving your personal confidence through Literacy means that you can actively participate in society. Increasingly, GCSE subjects are also awarding marks for spelling, punctuation and grammar to reward students for the quality of their written communication.

How does Sir Frederic Osborn School teach literacy?

At Sir Frederic Osborn we embed Literacy across the curriculum to help our learners to develop their skills across the curriculum. This helps students to see the relevance of skills which they may have learnt in English, but will use in many other areas too.

How can we support our child?

“Parents’ involvement in their children’s education has a bigger effect on their success in school than any other factor.” (Educating for a Change)

Your **interest** and **involvement** are far more important than your knowledge! Here are some ideas for supporting your child’s literacy:

Homework:

- When they are completing homework, ask them to explain what they’re doing to help reinforce their own understanding.
- Ask them to read their finished work to you aloud; this will help them to spot mistakes such as missing words or spelling errors. Get them to check in a dictionary and correct spelling mistakes rather than just telling them the answer.
- Avoid over correcting mistakes as it gives a false impression to staff about a student’s ability.

Reading:

- Reading together is the **most important thing** you can do to help your child succeed.
- Reading together will introduce new vocabulary which helps **build their language and understanding**
- Reading together also helps **build relationships**
- Students who read widely are more **confident** and have greater **job opportunities**
- **Read something that you both will enjoy!**
- Read yourself, be a reading role model. This includes newspapers and magazines just as much as fiction books.
- Read to your child and get them to read to you. If they have younger siblings they can also read with or to them.
- Join the local library together.
- Set aside time to read regularly so it becomes part of your routine.
- Make the story come to life – try taking turns to read or reading in ‘voices’ to bring a character to life and discuss the books you read.
- Use a dictionary to look up new words – it is okay to admit you don’t know what a new word means.
- Include ‘everyday’ reading as well, ask your child to read instruction manuals or recipes to help you. Reading the newspaper (online or print) is also a really good way to support literacy and develop an awareness of current affairs.

Writing:

- Encourage standard English grammar and spelling (ie: not “text message speak”)
- Students should be checking the basics (spelling, punctuation, paragraphs, grammar etc.) in all work – not just for English. They should always be presenting work with care; their handwriting should always be legible.
- Write for a purpose (eg: shopping lists, emails to friends, holiday diaries or postcards) to make writing more interesting.
- Value good writing – reward good imagination and/or vocabulary.

Speaking and Listening/Oracy:

- Encourage standard English grammar.
- Students should be able to recount events to you e.g.: *What happened at school, what the film was about...*
- Tackle slang - At school we expect students to avoid using words such as 'like' and 'yeah' when they are speaking formally.
- Rehearse for interviews or presentations together.
- Encourage 'real life' talk e.g.: *phone calls, greeting people, asking for things in shops etc.*

The following websites may be useful:

www.bbc.co.uk/bitesize

Lots of useful revision tips and games/tests on spelling and grammar as well as reading and writing skills.

www.spellingcity.com

If you create an account you can set up personalised spelling lists based on common words that your child finds difficult to spell or key words for a specific subject area. At school we ask students to use the LOOK/SAY/COVER/WRITE/CHECK method to learn spellings. You can also get them to write out difficult words in different font styles with colour to help them remember.

Helping your child learn: Numeracy Tips

What is Numeracy?

Numeracy complements literacy and is sometimes called 'mathematical literacy'. Both skills are needed in order to function fully in modern life. Being numerate means being able to reason with numbers and other mathematical concepts and to apply these in a range of contexts and to solve a variety of problems.

These key skills underpin the majority of curriculum subjects, not just Mathematics.

Why is it important?

Good numeracy is the best protection against unemployment, low wages and poor health.

How does Sir Frederic Osborn School teach numeracy?

At Sir Frederic Osborn we include numeracy in all our Mathematics lessons to help our learners to develop. This year one registration session will be used to help students strengthen their basic numeracy skills.

How can we support our child?

Please help your child to practise basic numerical skills including those used in real life. For example, if a store is having a 20% sale, ask your child to work out how much discount you will get on a product and how much you will have to pay for the product.

Please ensure homework is completed to the best of their ability before the deadline set. If your child is struggling with a piece of work or a concept, please encourage them to see their Maths teacher. Ask them to explain what work they are doing to help reinforce their own understanding.

As with literacy, your **interest** and **involvement** are far more important than your knowledge!

Home Based Learning

What is the purpose of Home Based Learning?

- To learn independently
- To practice skills (e.g. writing, computation)
- To reinforce things learnt in class
- To confirm that learning has taken place
- To do work which cannot be done in class
- To research topics
- To challenge students
- To prepare for tests and exams.

Recording and monitoring of Home Based Learning

Students should:

- Write home based learning clearly in their planner
- Write down home based learning when it is set
- Ask if task is not understood or clear
- Write down when the home based learning has to be handed in
- Show finished home based learning to parents/carers and get your planner signed weekly

Planning Home Based Learning into a busy schedule

- Put a copy of the home based learning timetable on the bedroom wall (or fridge!) so it can be checked daily
- Find a quiet room for homework to be done – away from the TV!
- Do homework the night it is set
- Try to avoid working at weekends
- Plan home based learning to fit in with other activities, but remembering the “due” date
- Go to Homework Club in K2 straight after school where help is always on hand

Show My Homework

- All of the schools homework is now also set on www.showmyhomework.co.uk, students must also write their homework into their planners.
- This is easily accessible via our school's website www.sfosborn.herts.sch.uk – click on the 'Show My Homework' banner.
- This will take you to the Sir Frederic Osborn School calendar – you can access homework information by selecting the appropriate teacher, class, year group etc.
- All information like deadlines etc. are also there and, often, teachers will also add useful resources such as worksheets or PowerPoints or link to websites that students could use to help them.

The screenshot shows the Sir Frederic Osborn School Show My Homework (SMHW) website. The page features a blue header with the school name and a 'HOMEWORK CALENDAR' button. Below the header, there are filters for 'All Years', 'All Subjects', 'All Classes', and 'All Teachers'. A 'Filter' section allows users to select 'All', 'Homework', 'Exam', 'Class test', or 'Quiz'. The main content is a calendar grid for the week of 2nd to 8th September, with homework assignments listed for each day. The assignments are color-coded by subject: red for ICT, orange for Drama, green for Geography, blue for Science, and pink for English. The calendar is displayed on a desktop browser window with a Windows taskbar at the bottom.

You can now use the filters at the top of the page to locate the homework for your child by either Year group; Subject; Class or Teacher.

Useful Websites

The school's website has valuable information on it including school and homework calendars, access to Show My Homework, information about up-coming events, copies of letters home, uniform and equipment requirements and a brief synopsis of the curriculum across the key stages.

There are a number of helpful websites that might aid studying at home:

www.bbc.co.uk/schools/bitesize

www.chem4kids.com

www.coolgeography.co.uk

www.dictionary.com

www.english-zone.com

www.getkahoot.com

www.healthforteens.co.uk

www.kahoot.it

www.memrise.com

www.nationalgeographic.com

www.revisionworld.com

www.rgs.co.uk

www.schoolscience.co.uk

www.schoolzone.co.uk

www.teach.ICT.com

www.yourdictionary.com

Report Cards

All students are given targets which will challenge them to attain even further above national expectations in each of their subject areas. These targets are used to set even higher aspirations for our students and promote excellent grades for all students.

Report cards will be issued at least once a term. You will be notified via SchoolComms when your child has been issued with a report card.

Attendance

Whilst at Sir Frederic Osborn we aim for all students to have 100% attendance, we also recognise that illness and absence will happen. The benchmark figure that makes the biggest difference to your child's attainment at school is 95% - **that is no more than 1 day of absence every 4 weeks.**

We have outlined below some strategies that you might be able to use to improve your child's attendance:

1. Find out **regularly** your child's **absence figures**. (Ask for half days if easier) and check this matches with your **own record**.
2. **Talk** regularly with your child about school and how they feel about it. Students are more likely to attend if they feel supported and anxieties **listened** to.
3. **Telephone** us as soon as possible to tell us why your child is absent, and when you expect them to return. Putting the school number in your phone can save you time. Make sure you know the school routine for alerting you to absence.
4. Only grant days at home for **genuine** illness (you will know!)
5. **Avoid** taking holidays in school time.
6. Know **routines** of the school **day** to avoid issues, e.g. have they got their PE kit?
7. If you have concerns **ring us** – we will **check** attendance and be discreet.
8. **PRAISE AND REWARD GOOD ATTENDANCE:** even small successes, e.g. going in promptly.

Anti-bullying

Bullying of any kind is unacceptable at our school. We all share responsibility to ensure that bullying is dealt with. If you are being bullied tell someone: a teacher, Sixth Form anti bullying representative, a friend or a relative. Leave a note in the bully box in reception.

As a parent, please be vigilant of bullying; especially in connection with cyber-bullying. The use of the internet, social networking, email and phone technology to engage in bullying activities has increased in recent years. We would ask that if you have any concerns that you talk to your child and, if you feel it necessary, contact the school. We will of course do our best to support you and your child.

Subject Information

On the following pages you will find information about the different subjects you may be studying this year.

English

What areas will I cover?

English Language:

- Unseen fiction extract 20th/21st Century
- Narrative writing from stimulus
- Non Fiction text extracts
- Writing with viewpoint

English Literature:

- 19C novel: Jekyll and Hyde
- Shakespeare Macbeth
- Modern Text: An Inspector Calls
- Poetry anthology Power and Conflict
- Unseen poetry

Speaking and Listening

- Use of standard English

How will I be assessed?

Assessment Method	GCSE Language	GCSE Literature
External examination at the end of Year 11	100% (across two exam papers)	100% (across two exam papers)
Spoken Language skills are assessed but reported separately and do not form any part of the qualifications awarded.		

What examination board and syllabus will I follow?

AQA

English Language GCSE

English Literature GCSE

Maths

What areas will I cover?

- Number - applying the rules of number in a variety of situations
- Ratio and proportion - dividing a quantity in a given ratio; best buys; direct and inverse proportion
- Algebra - Solving equations; drawing graphs, indices
- Geometry and Measures - recognising shapes and solids, calculating angles and lengths, converting between different units of measurement
- Statistics and probability - probability, statistical diagrams, conducting surveys and experiments and drawing conclusions
- Using and Applying Mathematics - investigational and practical tasks using the skills learned in the other area of study.

How will I be assessed?

There are three examinations: one non-calculator paper and two calculator papers.

Foundation (grades 1-5)	Paper 1 Non-calculator 33.3% weighting 80 marks	Paper 2 Calculator 33.3% weighting 80 marks	Paper 3 Calculator 33.3% weighting 80 marks
Higher (grades 4-9)	Paper 1 Non-calculator 33.3% weighting 80 marks	Paper 2 Calculator 33.3% weighting 80 marks	Paper 3 Calculator 33.3% weighting 80 marks

What examination board and syllabus will I follow?

EXEXCEL

Mathematics GCSE: Linear

1MA1

Foundation/Higher

Science

What areas will I cover?

Pathways are decided on a prior attainment and teacher assessment basis

All three Science pathways cover Biology, Chemistry and Physics

- Combined Science [Synergy] is appropriate for the majority of students. They will gain 2 x GCSE Grades. If they achieve the relevant grades they will then have the opportunity to take A Levels in Biology, Chemistry, Physics, Applied Science.
- Separate Science [Trilogy] is appropriate for students with a track record of excellent progress, effort and application. They will gain 3 x GCSE Grades. If they achieve the relevant grades then will then have the opportunity to take A Levels in Biology, Chemistry, Physics, Applied Science.
- Entry Level Certificate is appropriate for students who will benefit from a curriculum where confidence in practical work and exam technique is built into the course. Students complete in-year assessments that lead to an Entry Level Qualification.

How will I be assessed?

Combined Science and Separate Science - 100% Exam.

AQA Entry Level Certificate — 6 in-year tests, 6 in-year investigations.

What examination board and syllabus will I follow?

AQA

Synergy and Trilogy

French

What areas will I cover?

- Speaking –One role play on any of the specified topics. A conversation based around a photo and a general discussion
- Listening - Understanding and responding in both French and English to a wide variety of spoken language
- Reading - Exam will contain comprehension type activities where students answer questions in both French and English using literary texts. There will also be a French into English translation
- Writing - Under exam conditions students will have to write two essays in the target language of between 90 and 150 words on one of the eight topics they have studied. There will also be an English to French translation.
- Students will have to have a very good understanding of French grammar. They will have to be able to use with confidence six different tenses in the positive and a range of negatives. They will be expected to use object pronouns, comparatives and key phrases as well as other grammatical structures in a range of topics without reference to their exercise books.

How will I be assessed?

Listening exam	25%
Written and translation exam	25%
Reading and translation exam	25%
Speaking exam	25%

What examination board and syllabus will I follow?

AQA

Full course 8658 GCSE

Spanish

What areas will I cover?

- Speaking –One role play on any of the specified topics. A conversation based around a photo and a general discussion
- Listening - Understanding and responding in both Spanish and English to a wide variety of spoken language
- Reading - Exam will contain comprehension type activities where students answer questions in both Spanish and English using literary texts. There will also be a Spanish into English translation
- Writing - Under exam conditions students will have to write two essays in the target language of between 90 and 150 words on one of the eight topics they have studied. There will also be an English to Spanish translation.
- Students will have to have a very good understanding of Spanish grammar. They will have to be able to use with confidence six different tenses with a range of negatives. They will be expected to use object pronouns, comparatives and key phrases as well as other grammatical structures in a range of topics without reference to their exercise books.

How will I be assessed?

Listening exam	25%
Written and translation exam	25%
Reading and translation exam	25%
Speaking exam	25%

What examination board and syllabus will I follow?

AQA

Full course 8698 GCSE

Geography

What areas will I cover?

For those interested in environmental, physical and human geography this course is motivating, relevant and up-to-date. It will equally be challenging and rewarding. This continuously evolving subject involves us all - it looks at the key global issues and raises awareness of how we behave, relationships between people in different countries and their impact on the environment. The course is taught through 6 key themes:

- Theme 1: Natural Hazards
- Theme 2: Physical Landscapes in the UK
- Theme 3: The Living World
- Theme 4: Urban Issues and Challenges
- Theme 5: The Changing Economic World
- Theme 6: Challenge of Resource Management

Each of these themes will provide the basis of the final exams taken at the end of Year 11.

Students will attend a residential field trip in Year 10 to support their learning for this course.

How will I be assessed?

At the end of Y11 you will take three exams:

Living with the Physical Environment (exam 90 minutes)	35%
Challenges in the Human Environment (exam 90 minutes)	35%
Geographical Skills and Fieldwork (exam 60 minutes)	30%

What examination board and syllabus will I follow?

AQA
GCSE A (2016)

History

What areas will I cover?

Paper 1: Thematic study and historic environment (1H10/10-12)

Medicine through time, C1250-present.

The British sector of the Western Front, 1940-18: injuries, treatments and the trenches. In year 10 there is a field visit to the Battlefields of Ypres, Belgium

Paper 2: Period Study and British Depth Study (1H10/20-290)

Superpower Relations and the Cold War, 1941-91 ((26/27).

Early Elizabethan England, 1558-88 (B4). In year 11 there is a visit to the Tower of London.

Paper 3: Modern Depth Study (1H10/30-33)

Weimar and Nazi Germany, 1918-39

How will I be assessed?

There are three written exams.

Paper 1: 1 hour and 15 minutes exam 30%

Paper 2: 1 hour and 45 minutes 40%

Paper 3: 1 hours and 20 minutes 30%

What examination board and syllabus will I follow?

EDEXCEL

Level 1/2 GCSE (9-1) in History (1HI0)

Art

What areas will I cover?

The coursework is project based:

- Core Projects
- Art History
- Drawing
- Mark Making
- Painting

Additional Projects could include:

- Graphics
- Illustration
- Sculpture

The additional projects will be based on your interests and strengths.

How will I be assessed?

Art GCSE requires you to produce (over the two years) a personalised portfolio of artwork.

This is made up of:

Coursework - Component 1: A portfolio of work, selected, mounted and submitted by the student. 60%

Exam - Component 2 : A portfolio of work that includes a final piece, produced in a 10 hour monitored exam and up to 12 weeks worth of preparatory drawings and development work 40%

What examination board and syllabus will I follow?

EDEXCEL

GCSE

Business

What areas will I cover?

Through the GCSE Business course students will be introduced to the world of business and will look at the elements needed to make a successful business.

Students will study the key issues, influences and skills involved in enterprise. The first part of the course considers the marketing, financial, human and operational issues in starting and running a business.

The second part of the course looks beyond the start up phase. Students will study how marketing, customer service, financial and people management are all key to the continued success and development of a business.

How will I be assessed?

Unit 1: Investigating a Small Business

Written exam 50%

Unit 2: Building a Business

Written exam 50%

What examination board and syllabus will I follow?

EDEXCEL

GCSE

Food Preparation and Nutrition

What areas will I cover?

This is a suitable qualification for those that want a broad background in this area and for those that wish to progress to further education. The course encourages the investigation and study of catering in a variety of contexts and uses a range of assessment techniques to enable you to respond through practical and investigative work.

Course Overview:

Business setup - health & safety/food safety legislation

Planning, making evaluation skills

Accounting - record keeping / costing

Assessment 1: Practical exam

Assessment 2: Food experiment

Assessment 3: Written Exam

How will I be assessed?

Controlled task 50%

Written exam 50%

What examination board and syllabus will I follow?

WJEC

Full Course

Dance

What areas will I cover?

Unit 1 - Performance and Choreography (60%)

What is assessed

Set phrases through a solo performance—1 minute dance

Duet/Trio performance—3 minutes dance

Solo choreography— 2minutes30 dance

Unit 2 - Dance Appreciation (40%)

What is assessed

Knowledge and understanding of choreographic processes and performance

Critical appreciation on own work

Critical appreciation of professional works

This is assessed during an exam paper of 1hour 30 minutes, worth 80 marks

Develop confidence

Work with professional choreographers

Take part in many productions

Learn and perform in the style of Contemporary dance.

How will I be assessed?

You will be graded A* - E

1 written exam - 90 minutes

3 practical exams

Set phrases

Trio performance

Solo choreography

What examination board and syllabus will I follow?

AQA

Performing Arts Dance

Design and Technology

What areas will I cover?

GCSE Design and Technology: Product Design enables students to design and make products with creativity and originality, using a range of materials and techniques.

Packaging, labelling and instructions are encouraged as part of the complete design proposal and advertising, points of sale can be used to supplement the making experience and help create products which can be evaluated for their commercial viability.

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. The distinction between Designing and Making is a convenient one to make, but in practice the two often merge. For example, research can involve not only investigating printed matter and people's opinions, but also investigating e.g. proportions, adhesives, colour structures and materials

How will I be assessed?

Coursework 60%

Exam 40%

What examination board and syllabus will I follow?

AQA

Full Course GCSE

Drama

What areas will I cover?

Three units, including:

Acting

- Devising theatre (with log book controlled assessment)
- Scripted Plays
- Lighting, Costumes, Backstage opportunities
- In-depth work on acting, performing and devising plays
- Live Theatre visit
- Written exam paper

How will I be assessed?

Students must complete all three units.

Component 1 is an externally marked written paper which is completed at the end of Year 11.

Component 2 consists of a devised practical performances to an audience which is supported by a written log.

Component 3 is performances of a scripted piece.

What examination board and syllabus will I follow?

AQA

GCSE

Music

What areas will I cover?

GCSE Music covers performing, composing and listening in a wide variety of musical styles - popular music, world music and classical music. Students should have had prior tuition/experience in singing or playing an instrument, as students are required to produce one solo and one ensemble performance during the course. Students need to be willing and able to perform. Keyboard or singing work already covered in Years 7-9 are developed further for this part of the course.

Sir Frederic Osborn supports students in their preparation for the performing unit of this course by providing a 20 minute lesson once a week, on the instrument of their choice, free of charge.

How will I be assessed?

Component 1: Understanding Music
Written paper - 1 hour - 40%

Component 2: Performing Music
Controlled assessment - 30%

Component 3: Composing Music
Controlled Assessment - 30%

What examination board and syllabus will I follow?

AQA
GCSE Music 8271

GCSE PE

What areas will I cover?

You will get to learn more about exercise, how the body works to help you exercise and then through designing your Personal Exercise Plan, learn how performance can be improved. You will also get to learn about social issues in sport such as the use of drugs in sport and sports injuries. The topics below will be examined through two exams:

Sports Psychology
Socio-cultural Influences
Health, Fitness and Wellbeing
Anatomy and Physiology
Physical Training

How will I be assessed?

Practical assessment and moderation including a PEP 40%
Two written exams consisting of multi choice, short answer and extended answer questions accessible to students of all abilities 60%

What examination board and syllabus will I follow?

EDEXCEL
GCSE (9-1)
Full Course 1PEO

Computer Science

What areas will I cover?

Systems Architecture including:

Memory

Storage

Wired and wireless networks

Network topologies, protocols and layers

System security

System software

Ethical, legal, cultural

Algorithms including*

Programming techniques

Producing robust programs

Computational logic

Translators and facilities of languages

Data representation

A section of * programming

How will I be assessed?

Computer System 1 (exam 90 minutes)

40%

Computational thinking, algorithms and programming (exam 90 minutes)

40%

Programming project

20%

What examination board and syllabus will I follow?

OCR

GCSE Computing (9-1)

Philosophy and Ethics

What areas will I cover?

The impact of religion on people's lives with specific references to Christians and Muslims

The first year of study focuses on the impact of religion on life through the study of religious attitudes to marriage and family life, belief about god, community cohesion and matters of life and death.

The second programme of study focuses on religion and society

Both units have specific references to the teachings of Christianity and Islam

Topics include:

Marriage and the family
Peace and Conflict
Matters of life and death
Crime and punishment
Living a Christian Life
Living a Muslim Life
What do Christians believe?

How will I be assessed?

Two 90 minute exams 100%

What examination board and syllabus will I follow?

EDEXCEL
2RS01 GCSE

Children's Play, Learning and Development

What areas will I cover?

This is a practical work related course. You can learn and develop by completing assignments based on a realistic workplace situation. One unit is externally examined.

The course consists of two compulsory core units and a specialist unit.

The core units are:- Patterns of Child Development and Promoting Children's Development Through Play

Specialist unit: The Principles of Early Years Practice

How will I be assessed?

One examined unit

Two units are assignment based.

What examination board and syllabus will I follow?

EDEXCEL

BTEC First Award in Children's Play, Learning & Development

Whole School Rewards/Consequences

Reward	General Conduct in School	Reward
Step 1 Certificates sent home for achieving: 50 merits/40 commendations (Bronze) 100 merits/80 commendations (Silver) 150 merits/110 commendations (Gold) 200 merits/150 commendations (Platinum) 250 merits/ 200 commendations (Platinum Plus)	Your teachers will reward you for the following: <ol style="list-style-type: none"> 1. Outstanding classroom effort and attitude 2. Outstanding home based learning that hits/exceeds GPG 3. Representing the school 4. Attending homework club 3 times in a week 5. 100% attendance in a fortnight 6. Attending 15 lunch or after school clubs signed on a passport 7. No uniform strikes in a half term Attendance: <ol style="list-style-type: none"> 1. 100% attendance per half term 2. 95%-99% attendance per half term 3. 90%-94% attendance per half term Assessment points: <ol style="list-style-type: none"> 1. Hitting or exceeding 6 GPGs 2. Achieving 6 or more outstanding HBL 3. Achieving 6 or more outstanding for attitude 4. Achieving 6 or more outstanding for effort Act of Kindness	<ol style="list-style-type: none"> 1. 1 merit/1 commendation 2. 1 merit/1 commendation 3. 2 merits/1 commendation 4. 2 merits/1 commendation 5. 3 merits/2 commendations 6. 5 merits/3 commendations 7. 5 merits/3 commendations Attendance: <ol style="list-style-type: none"> 1. 10 merits/5 commendations 2. 5 merits/3 commendations 3. 3 merits/ 1 commendation Assessment points: <ol style="list-style-type: none"> 1. 5 merits/3 commendations 2. 3 merits/1 commendation 3. 3 merits/1 commendation 4. 3 merits/1 commendation 1 merit/1 commendation
Step 2	Persistent good effort/attitude and behaviour in a particular subject area	Departmental postcards Whole School Postcard
Step 3	<ul style="list-style-type: none"> • Outstanding classwork or home based learning that is above GPG. • Going above and beyond in supporting staff or peers through an act of kindness • Achieving 250 merits/200 commendations 	Headteacher Award
Step 4	Consistently performing well over the course of a half term/term either within a department or year group	Nominated for the roll of honour in each dept. or year area. Praise letter sent home
Step 5	<ul style="list-style-type: none"> • 95% attendance or above (unless extenuating circumstances). • No more than 3 detentions and no failure to attend detentions • No C4's, isolations/Internal or external exclusions and no Saturday morning detentions 	End of year behaviour and attendance trip. Destination agreed by DoL
Step 6	Outstanding effort / attainment / progress during course of academic year – one per class. Outstanding contribution to school / community of course of academic year – one per form. 100% attendance over course of academic year	Celebration of Achievement Assembly – one per year group. End of term whole school celebration assembly run by Headteacher, Deputy Headteacher, Head Boy and Head Girl

CONSEQUENCES SANCTION		EXAMPLES OF NEGATIVE BEHAVIOUR
H1	Failure to produce homework	Teacher detention (30 mins)
H2	Failure to attend homework detention	Dept detention (45 mins)
H3	Failure to attend departmental homework detention	School detention (Osborn -1 hr)
Strike	Uniform /appearance infringement, lack of equipment, lateness, littering	3 Strikes lead to a detention from DoL – 1 hour
PRE C1 procedure this level of consequences must be used before issuing a C1		
C1	1st instance of disruption of learning – this could include low level disruption, calling out, or disrupting own or others learning, talking, lack of effort, defiance.	Verbal warning
C2	2nd repetition of disruption to learning Forgetting PE kit or other subject specialist equipment	Teacher - 15 minute detention (break or lunchtime that day) Failure to attend results in dept detention 45 mins Failure to attend dept detention results in whole school detention – 1 hour
C3	3rd repetition of disruption to learning Repeated defiance or poor attitude/effort to learning Refusal to follow instructions Inappropriate language, e.g. heard swearing in a conversation Misuse of mobile telephone, MP3 device etc Misbehaviour during subject / faculty detention Being in vicinity of smokers (for repeated offences see page 5 of B4L Policy)	C3 Detention – 1 hour Whole School Detention – Students to complete a detention reflection card C3 Detention – students will complete a reflection card during detention and these will be passed to the form tutor to discuss behaviour and moving forward with more positive behaviour
Failure to attend whole school detention, Internal truancy (1 st offence in a term)		Friday Whole School Detention (1 ½ hour)
C4	Dishonesty / lying to a member of staff Swearing across a room Deliberate defiance, rudeness or walking away from a member of staff Aggression towards others Bullying Bringing the school into disrepute (this may result in an exclusion depending on the specific details of the incident) Smoking (see page 5 for repeated offences) Being in possession of cigarettes / lighters Persistent inappropriate use of mobile telephone Removed from a lesson by on call Two C3 consequences in one day Internal truancy 2 nd offence during a half term	Isolation and C3 detention. In most of these situations support will be offered by On Call / DoL / SLT. RLC staff will decide when student will go back into the main school All C4 consequences will have a restorative justice meeting between the students and member of staff that issued the consequence Isolation for rest of day or if P5 will be carried over to the next day and a restorative justice meeting with the member of staff
C5	Repetition of C4 behaviour within 2 week cycle Misbehaviour during isolation Non-attendance at Friday Detention Truancy (3 rd occasion in a half term)	Saturday morning detention (2 hours) non-attendance at Saturday will result in students being internally excluded on the students arrival to school and completion of Saturday detention and a fixed term exclusion if a

		student fails to attend 2 nd Saturday detention
C6	Gross disobedience Intimidation of / Swearing at / about any member of staff Persistent bullying or racist or homophobic abuse Theft Graffiti / Vandalism Fighting or violence towards others External truancy from school or persistent internal truancy Persistent C4 behaviour	All these behaviours may result in an internal or external exclusion
C7	Persistent C6 behaviour Serious theft or vandalism Possession of alcohol, illegal drugs or an offensive weapon Serious offensive conduct towards a member of staff or students	Permanent exclusion

This is not an exhaustive list and is at the discretion of the Headteacher

Useful Contacts

School Reception: 01707 351350

Year 10 Tutors:

10F Mr J Chappell Jon.Chappell@sfosborn.herts.sch.uk

10R Mrs M Tinker Meredith.Tinker@sfosborn.herts.sch.uk

10S Mrs C Johnson Claire.Johnson@sfosborn.herts.sch.uk

Director Of Learning Mrs J Spence
Julia.Spence@sfosborn.herts.sch.uk

01707 351350 ext 306

SLT Link: Mr J Baranowski
John.Baranowski@sfosborn.herts.sch.uk

Department Contacts

Art: Mrs C Johnson	Claire.Johnson@sfosborn.herts.sch.uk
DT: Mr J Puntrello	John.Puntrello@sfosborn.herts.sch.uk
English: Mrs L Hyde	Lucy.Hyde@sfosborn.herts.sch.uk
E&P (RS) Mr J Beka	John.Beka@sfosborn.herts.sch.uk
Geography: Mr M Broad	Michael.Broad@sfosborn.herts.sch.uk
History: Ms S Minoughan	Sally.Minoughan@sfosborn.herts.sch.uk
Computing: Mrs E Symeou	Emily.Symeou@sfosborn.herts.sch.uk
Maths: Mrs C Sayers	Christianne.Sayers@sfosborn.herts.sch.uk
MFL: Ms M. Lewin	Melanie.Lewin@sfosborn.herts.sch.uk
Music: Mr W Sarjeant	William.Sarjeant@sfosborn.herts.sch.uk
PE: Mr J Chappell	Jon.Chappell@sfosborn.herts.sch.uk
Science: Mr J. Milne	Jonathan.Milne@sfosborn.herts.sch.uk

KEY DATES – WHOLE SCHOOL

- School Early Close 12.05pm – 21st September
- School Early Close 1.05pm – 12th December
- Christmas Jumper Fundraising Day – 15th December
- School Christmas Dinner – 13th December
- Non School Uniform Day – 23rd March
- Sports Week – 3rd – 6th July

Year 10 Key Dates

- Year 10 Dr van der Spoel session – 12th September
- Year 10 Blood Brothers Trip – 4th October
- Year 10 English Spoken Word Assessment – 30th October
- Year 10 PSCHE Day – 8th November
- Year 10 Anxiety Workshop – 30th January
- Year 10 Frantic Assembly – 20th February
- Year 10 PSCHE Day – 28th February
- Year 10 Ypres Trip – 23rd March
- Year 10 Examinations – 18th – 27th April
- Year 10 Work Experience Week – 30th April – 4th May
- Year 10 PSCHE Day – 16th May
- Year 10 Parents Consultation Evening – 17th May
- Year 10 Enrichment Day – 16th July
- Year 10 Celebration Assembly – 18th July

Sir Frederic Osborn School

“Achieving success together”

Academic Year 2017 to 2018

Autumn Term 2017

<i>INSET Day</i>	<i>Thursday 31st August</i>
Term starts	Friday 1 st September
<i>INSET Day</i>	<i>Friday 6th October</i>
<i>Occasional Day</i>	<i>Thursday 19th October</i>
<i>Occasional Day</i>	<i>Friday 20th October</i>
Half Term	Monday 23 rd October to Friday 27 th October
<i>Occasional Day</i>	<i>Friday 24th November</i>
End of Term	Thursday 21 st December

Christmas Break Friday 22nd December to Wednesday 3rd January

Spring Term 2018

Term Starts	Thursday 4 th January
Half Term	Monday 12 th February to Friday 16 th February
<i>INSET Day</i>	<i>Monday 19th February</i>
End of term	Friday 31 st March
Easter Break	Tuesday 3 rd April to Friday 13 th April

Summer Term 2018

Term Starts	Monday 16 th April
Bank Holiday	Monday 7 th May
Bank Holiday	Monday 28 th May
Half Term	Tuesday 29 th May to Friday 1 st June
End of term	Friday 20 th July

Notable Dates 2017/18

Thursday 21st September – **Open Evening**

Thursday 12th July – **Secondary Transfer Day**