Controlled Assessment
Parent information and Support Booklet
2015-2016

How can you support your child with their controlled assessment?
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Curriculum information Mr Gentry
(Assistant Headteacher)

Director of Learning Year 10/11 Mr Forde

Exams Mrs Law
Dear Parent/Carer

Thank you for taking the time to visit the school to find out what you as a parent can do to support your child. The administration of controlled assessments in school is quite a complicated process as no one subject or examination board operate the same criteria. Therefore it is quite easy for students and parents to confuse what is allowed in one subject with what is not allowed in another subject. With this in mind, this evening is to give you the relevant information, explain how best you can support your child and give you the opportunity to ask any questions directly to the relevant subject teacher.

Some points of note:-

With regard to ‘resits,’ it is understood that no subject is allowed to offer students the opportunity to resit the same controlled assessment task once it has been completed. If another opportunity is offered to do a controlled assessment task in any subject it has to be a completely different one to the original one. These are stipulations made by the examination boards and not the school.

Some subjects are able to offer several controlled assessment opportunities due to the nature of the subject itself (English as an example) and the amount of preparation required. Whereas for other subjects, the amount of preparation time that is required to undertake a piece of controlled assessment prohibits alternative opportunities being made available.

With regard to ‘feedback,’ again there is some variation between subjects and examination boards. Where the examination board is vague on this point we operate the school policy of not providing specific feedback concerning marks and grades. The teacher may indicate whether the student has done well or not, but cannot share marks. This is because, as you will no doubt be aware, the final marks awarded are subject to change following moderation or examination boards changing their grade boundaries.

Naturally generic feedback not related to grades and marks can be given in order to help the students move forward in their learning.

Handing work in late or unfinished will affect your child’s success in their GCSEs. It is also important that your child adheres to the strict rules governing controlled assessments so that we can ensure that all work produced is theirs and theirs alone. There are serious penalties for plagiarism and cheating.

In order to help you support your child in managing their controlled assessments I have asked Heads of Department to provide me with details of controlled assessments scheduled for your child this academic year. This booklet is an overview of the controlled assessments for your child’s year group.

The sixth page of this booklet is taken directly from the Joint Council for Qualifications which details the do’s and don’ts with regards to your child’s controlled assessment. This is followed by the overview of all the subjects, in alphabetical order, undertaking a controlled assessment.

If you have any queries please feel free to contact the relevant subject contact detailed at the end of each summary in the first instance as they are best placed to deal with subject specific queries.

I hope you find the evening useful.

Mr Forde
Director of Learning Year 10
Which Controlled assessments is your child doing?

This page is to help your child keep track of their schedule once they start

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This page has been intentionally left blank for you to make notes during the subject presentations.
This document tells you about some things that you must and must not do when you are completing your work.

Before you submit any work for marking, you will be asked to sign an authentication statement confirming that you have read and followed these regulations.

If there is anything that you do not understand, you must ask your teacher or lecturer.

Controlled Assessment will provide you with an opportunity to do some independent research into a topic. The research you do may involve looking for information in published sources such as textbooks, encyclopaedias, journals, TV, radio, and on the internet.

Using information from published sources (including the internet) as the basis for your assignment is a good way to demonstrate your knowledge and understanding of a subject. You must take care how you use this material though - you cannot copy it and claim it as your own work.

The regulations state that: “the work which you submit for assessment must be your own”; “you must not copy from someone else or allow another candidate to copy from you”.

If you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is called “referencing”. You must make sure that you give detailed references for everything in your work which is not in your own words. A reference from a printed book or journal should show the name of the author, the year of publication and the page number, for example: (Morrison, 2000, pg.29).

For material taken from the internet, your reference should show the date when the material was downloaded and must show the precise web page, not the search engine used to locate it. This can be copied from the address line.

For example:
(http://www.bbc.co.uk/schools/16/sosteacher/history/49766.shtml), downloaded 12 February 2015. You may be required to include a bibliography at the end of your work. Your teacher or lecturer will tell you whether a bibliography is necessary. Where required, your bibliography must list the full details of publications you have used in your research, even where these are not directly referred to, for example: Morrison, A. (2000) ‘Mary, Queen of Scots’, London: Weston Press.

If you copy the words or ideas of others and don’t show your sources in references and a bibliography, this will be considered as cheating.

Preparing your work – good practice
If you receive help and guidance from someone other than your teacher, you must tell your teacher who will then record the nature of the assistance given to you.
Preparing your work – good practice (Cont.)

If you worked as part of a group on an assignment, for example, undertaking field research, you must each write up your own account of the assignment. Even if the data you have is the same, the description of how that data was obtained and the conclusions you draw from it should be in your own words.

You must meet the deadlines that your teacher gives you. Remember - your teachers are there to guide you. Although they cannot give you direct assistance, they can help you to sort out any problems before it is too late.

Take care of your work and keep it safe. Don’t leave it lying around where your classmates can find it. You must always keep your work secure and confidential whilst you are preparing it; do not share it with your classmates. If it is stored on the computer network, keep your password secure. Collect all copies from the printer and destroy those you don’t need.

Don’t be tempted to use essays from on-line essay banks — this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You must not write inappropriate, offensive or obscene material.

Plagiarism

Plagiarism involves taking someone else’s words, thoughts or ideas and trying to pass them off as your own. It is a form of cheating which is taken very seriously.

Don’t think you won’t be caught; there are many ways to detect plagiarism.

- Markers can spot changes in the style of writing and use of language.
- Markers are highly experienced subject specialists who are very familiar with work on the topic concerned — they may have read the source you are using (or even marked the essay you have copied from!).
- Internet search engines and specialised computer software can be used to match phrases or pieces of text with original sources and to detect changes in the grammar and style of writing or punctuation.

Penalties for breaking the regulations

If your work is submitted and it is discovered that you have broken the regulations, one of the following penalties will be applied:

- The piece of work will be awarded zero marks;
- You will be disqualified from that unit for the examination series in question;
- You will be disqualified from the whole subject for that examination series; you will be disqualified from all subjects and barred from entering again for a period of time.

Your awarding body will decide which penalty is appropriate.

REMEMBER – IT’S YOUR QUALIFICATION SO IT NEEDS TO BE YOUR OWN WORK
The following pages detail all the subjects that have controlled assessment running for the 2015-16 exam series

**ART**

**Controlled Assessments**

**Unit 1 Personal Portfolio of work**

This unit represents 60% of the total assessment and has a maximum of 80 marks.

Candidates are required to complete a body of work, which will include two Year 10 projects and one Year 11 project. They will be encouraged to develop their own personal ideas and as a centre we must ensure the authenticity of work submitted for assessment. This unit is internally set and externally moderated.

**Task taking:**
Candidates will complete 5 taught hours work per fortnight under direct teacher supervision, with a further recommended 1-2 hours per week at home.

Teachers will
- Give guidance and feedback on how to approach tasks verbally and in written form
- Comment on quality of work and indicate ways to improve
- Introduce and demonstrate techniques
- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Ensure that the work is completed in accordance with the specification requirements

Parents can support their child by:
- Ensuring students maintain good attendance throughout the course
- Ensuring that homework is completed to the best of a student’s ability
- Ensuring that students keep up to date and meet deadlines as set out on project timelines.

**Unit 2: Externally Set Assignment (ESA)**

This unit represents 40% of the total assessment and has a maximum of 80 marks.

The assignment consists of one externally set, broad based thematic starting point. Work produced for assessment under controlled conditions will consist of approximately 30 hours supervised activity, including 10 hours of sustained focus. This unit is externally set and moderated.

**Task taking (medium level, informal supervision)**
The teacher ensures that the contributions of individual students are recorded accurately and that plagiarism does not take place. Limited guidance can be given to students with the aim of encouraging independence. Some work that aids the development of the submission may be completed without direct supervision. NB: Candidates will complete 5 taught hours work per fortnight under direct teacher supervision, with further follow up work at home.

Teachers will
- Give guidance and feedback on how to approach tasks verbally and in written form
- Comment on quality of work and indicate ways to improve
- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Ensure that the work is completed in accordance with the specification requirements
ART

Controlled Assessments

Externally Set Assignment (ESA) (Cont.)

Parents can support their child by:

- Ensuring students maintain good attendance throughout the exam unit
- Ensuring that students keep up to date and meet deadlines as set out on project timelines.

10 Hour Sustained focus (10 hour exam)

Task taking (high level, formal supervision for the 10-hour sustained focus in Unit 2 only)

The students must work under supervision at all times. Use of resources is limited to those available in the supervised area. There is no interaction between teacher and students while the exam is in progress.

Task marking: For unit 1&2

Both units will be marked by teachers using the Assessment Guidance Grid. There will be a process of internal standardisation to ensure consistency and marks will be submitted to Edexcel. The Assessment Guidance Grid and signed Authentication forms will be included in the sample for external moderation.

Authentication

All students must sign an authentication statement. This must also be signed by the Head of centre. In accordance with a revision to the current Code of Practice, any candidate unable to provide an authentication statement will receive zero credit for the component.

If you have any further queries regarding the Art controlled assessment, please email Head of Art, Ms Parks at wparks@rickmansworth.herts.sch.uk
Business Studies
Controlled Assessment

Unit 3
This unit represents 25% of the GCSE Business Studies assessment and has a maximum 40 marks

The Task
The task is set by the examination board. Each year a new task is set. The task for those entering the exam in June 2016 is:
‘You are an independent adviser who specialises in finding the best locations for businesses. You have been asked to investigate the present location of a small local business and to assess how suitable this location is. You are required to investigate an existing small local business and to prepare a report which assesses the suitability and effectiveness of its current location. You are also required to consider some other possible locations and to assess whether they would be more suitable as a location for the business’

Timings and Dates
The task is due to start after Easter with students being given:-
- 8 hours of research time during lessons plus homework
- 3 hours in which to write up findings. This will be completed under supervised conditions during lesson time, under strict exam conditions

How it works?
- The task will be broken down into a series of smaller tasks, during which they will conduct primary and secondary research, in class and at home.
- The research shall be stored in a folder and on a USB stick, both which will be stored at school. This research folder provides evidence that the final assessment is the students own work and that the ideas are their own.
- The class teacher will review research material and provide generic advice to ensure the work is appropriately focussed
- Once the 8 hours of research time is complete, the student shall have 3 hours to present their findings in a report
- The research conducted shall make up the appendices as evidence. These will be referred to within the main body of the work to support an analysis and evaluation.
- The work shall then be marked and assessed by the class teacher according to the exam board criteria. Some samples of work may be sent to the examination board moderator.

Required equipment
Every student MUST arrive to their first lesson after Easter break with an A4 plastic popper folder and a USB stick. Both shall be returned in May 2016

Parent Support
Parents can support their child by:-
- Ensure students have required equipment
- Ensure students attends all lessons in the run up to the assessment and in the event that the student misses a lesson, ensures catch up sessions are organised by the child with their class teacher
- Ensure all homework and other written tasks are completed to the best of the student’s ability since this is when teachers can give helpful, transferable feedback.

Who can you contact?
If you have any further queries regarding the Business Studies controlled assessment, please email Mrs Ahluwalia at pahluwalia@rickmansworth.herts.sch.uk
Computing

Controlled Assessments

Students need to complete two controlled assessments for this course, one is called the Practical Investigation. The other is called the Programming Project.

Together they represent 60% of the course in terms of weighting with each assessment representing 30% of the course. The controlled assessment work is marked internally by their teacher. The remaining 40% of the course is assessed by examination, marked externally by the examination board.

Practical Investigation

Candidates are required to complete a series of tasks detailed in a selected Controlled Assessment Material document provided by OCR, the chosen material may vary from year to year.

The emphasis on this task is for students to carry out research into areas that have not necessarily been covered on the course. It is a demonstration of their ability to research effectively, learn independently and problem solve using their knowledge. It also tests their ability to document their work thoroughly and to communicate effectively in writing.

Task taking:
Candidates are allowed approximately 20 hours (20 lessons) to complete this task. They are permitted to carry out research and learn about the subject in their own time. However, all work to be submitted for marking must be done under supervision in the allocated lesson time. Students will receive lessons to prepare for the controlled assessment and theory lessons may be provided between controlled assessment lessons.

Students are responsible for managing the time allocated to them. They will be reminded of how much time they have remaining but need to organise themselves within the time allowed such that they complete all of the tasks.

Task marking:
Tasks will be marked by teachers and the marks submitted to OCR. Selected students will have their work moderated by OCR.

Teachers can
- Give preparation work before the controlled assessment starts
- Give guidance in relation to the meaning of the assessment material
- Discuss topics that may be related to the task but not how to complete the specific task set

Parents can support their child by:
- Ensuring that they carry out relevant research in their own time
- Checking on their progress throughout the controlled assessment
- Reminding them of the need to manage their time effectively

Presentation of work
Any third-party material must be suitably referenced.

Authentication of work
Teachers must be confident that the work submitted for assessment is the student’s own.

Programming Project

Candidates are required to complete a series of tasks detailed in a selected Controlled Assessment Material document provided by OCR, the chosen material may vary from year to year.
Computing

Controlled Assessments (Cont.)

The emphasis on this task is for students to apply their programming skills to a practical programming task. It will test their knowledge of standard programming techniques as well as their ability to design, test and accurately document their solutions.

Task taking:
Candidates are allowed approximately 20 hours (20 lessons) to complete this task. They are permitted to carry out research and practice relevant skills in their own time. However, all work to be submitted for marking must be done under supervision in the allocated lesson time. Students will receive lessons to prepare for the controlled assessment and theory lessons may be provided between controlled assessment lessons.

Students are responsible for managing the time allocated to them. They will be reminded of how much time they have remaining but need to organise themselves within the time allowed such that they complete all of the tasks.

Task marking:
Tasks will be marked by teachers and the marks submitted to OCR. Selected students will have their work moderated by OCR.

Teachers can
- Give preparation work before the controlled assessment starts
- Give guidance in relation to the meaning of the assessment material
- Discuss topics that may be related to the task but not how to complete the specific task set

Parents can support their child by:
- Ensuring that they carry out relevant research in their own time
- Checking on their progress throughout the controlled assessment
- Reminding them of the need to manage their time effectively

Presentation of work
Any third-party material must be suitably referenced.

Authentication of work
Teachers must be confident that the work submitted for assessment is the student’s own.

If you have any further queries regarding the computing controlled assessment, please email Mr Burnett at pburnett@rickmansworth.herts.sch.uk
Dance
Controlled Assessments

Controlled Assessments make up 60% of the final mark for GCSE Dance. The students are finally assessed on three units on the same day at the end of Year 11 March – April time. The students spend Year 10 practicing each unit and participating in mock assessments. In Year 11 they complete their actual assessment pieces.

Unit 3: Swan Song - Performance in a Duo/Group

This unit represents 20% of the total assessment and has a maximum of 30 marks.

Candidates are required to perform a 3 – 3 ½ minute group dance based on the professional work by Christopher Bruce entitled Swan Song. They will be encouraged to develop their own technical and expressive skills to communicate the choreographic intention of the work. This unit is externally moderated.

Task taking:
The performance is choreographed by the teacher in collaboration with the students. The students are required to complete the unit in 15 hours under direct teacher supervision, with a further recommended 1 hour per fortnight outside of lesson time (in school at lunch or after school)

Teachers will

- Teach material the students are required to emulate and give guidance and feedback on how to approach performance and choreography techniques verbally and in written form
- Comment on quality of work and indicate ways to improve
- Introduce and demonstrate correct dance technique
- Exercise continuing supervision of work in order to monitor progress

Parents can support their child by:

- Ensuring students maintain good attendance throughout the course
- Ensuring that homework is completed to the best of a student’s ability
- Ensuring that students keep up to date, meet deadlines and attend out of lesson sessions in the dance studio

Unit 4a and 4b: Solo Choreography and Solo/Group Choreography

This unit represents 40% of the total assessment. Unit 4a is worth 15% with a maximum of 20 marks and Unit 4b is worth 25% with a maximum of 40 marks.

Unit 4a consists of manipulating three motifs taken from Richard Alston’s Overdrive. The students develop the motifs to create their own unique solo choreography lasting between 1 – ½ minutes. Work produced for assessment under controlled conditions will consist of approximately 12 hours of informally supervised workshops. This unit is externally moderated.

Unit 4b consists of selecting a stimulus from a prescribed list and creating a dance composition in any style. The students can decide whether they create a solo or a group dance for 2, 3, 4 or 5 dancers. The solo must last between 1 ½ - 2 minutes. A group dance must be the outcome of the work of one choreographer and last between 2 ½ -3 minutes. A brief programme note detailing the title, accompaniment and selected starting point must be presented to the moderator on the day of the moderation.

Task taking
Students may be given general ideas regarding choice of musical accompaniment but these must not be specific and the candidate must make the final decision him/herself. They can make any editing decisions about the music but need not carry out the edits him/herself. Each candidate’s response must be an individual one.
Dance (Cont.)

Teachers will
- Offer feedback and general guidance but may not suggest specific movement material for the candidate’s dance.
- Comment on quality of work and indicate ways to improve
- Ensure that the work is completed in accordance with the specification requirements

Parents can support their child by:
- Ensuring students maintain good attendance throughout the exam unit
- Ensuring that students keep up to date with lesson evaluations and meet deadlines as the assessment progresses
- Ensure students attend out of lesson sessions in the dance studio

Task marking: For unit 3, 4a & 4b
A sample of 10 students for each unit will be marked by the teacher along with an external moderator. This is to determine the standard set by the AQA exam board. The rest of the students within the cohort are marked by the teacher when the visiting moderator has left.

If you have any further queries regarding the Dance controlled assessment, please email Mrs Hutchings at dhutchings@rickmansworth.herts.sch.uk
Design and Technology: Food Technology

Controlled Assessments

This unit represents 60% of the total assessment and has a maximum of 90 marks. Candidates are required to complete a project which they have chosen from a bank of scenarios. The controlled assessment will be mostly word processed on 16-20 sides of A3 paper. It is recommended that the assessment is completed in 45 hours of classroom time. This unit is internally assessed and externally moderated.

Candidates do not need to be under the direct supervision of teaching staff at all times, but it is expected that the majority of work undertaken by the candidate and which is submitted for assessment will be carried out in the classroom/workshop.

It is expected that the majority of the making should be carried out within the classroom/workshop. On occasion, when making is carried out away from the classroom/workshop, this must be clearly documented by the teacher on the Candidate Record Form. Provided that the teacher has supervised the majority of the work carried out in the classroom, it is permissible for the candidate to take this work home in order to complete the task. The teacher will then, of course, need to inspect the product to ensure that the quality of making carried out at home is consistent with the quality of making seen in the classroom. Clearly, it is not permissible for a candidate to carry out a significant part of the making activity outside of the classroom as this would not allow the teacher to authenticate this work.

Parents can support their child by:

- Ensuring students attend all lessons during the controlled assessment period to gain the maximum amount of teacher and peer support available.
- Checking that students spend an appropriate amount of time working on ways to improve their drafts using text books, exercise books and other printed material provided by the school
- Encouraging students to be, and checking they are, up-to date with their tasks according to the Controlled Assessment Support Guide that will be given to them at the beginning of the controlled assessment.
- Encouraging attendance at after school homework sessions to ensure they stay on track with the schedule for completing the coursework. Students who complete the controlled assessment in the Summer term and remain focussed, tend to achieve the best results
- Allowing students to practice their making tasks at home will build confidence and skill levels along the way
- Ensuring they have the correct equipment to complete the task, all students will be word processing their task so a memory stick would be handy so they can carry their work to and from school.

Below are the areas as detailed by the awarding body that show what the students will be marked on and their worth:-

Criterion 1 Investigating the Design Context (up to 8 marks)

- Discrimination shown when selecting and acquiring relevant research that will promote originality in designing
- Excellent understanding and analysis of the design context
- Detailed analysis of relevant existing products or systems undertaken related to design intentions
- Comprehensive analysis of relevant and focussed research undertaken
- Clear and specific design criteria identified, reflecting the analysis undertaken
- Target market identified and the intended consumer/user profiled
Design and Technology: Food Technology (Cont.)

Criteria 2 Development of Design Proposals (up to 32 marks)

- Imaginative and innovative ideas have been developed, demonstrating creativity, flair and originality. Further developments made to take account of ongoing research
- A coherent and appropriate design strategy, with clear evidence of a planned approach, adopted throughout
- The implications of a wide range of issues including social, moral, environmental and sustainability, are taken into consideration and inform the development of the design proposals
- Excellent development work through experimentation with a wide variety of techniques and modelling (including CAD where appropriate) in order to produce a final design solution
- Appropriate materials/ingredients and components selected with full regard to their working properties
- Fully detailed and justified product/manufacturing specification taking full account of the analysis undertaken

Criteria 3 Making (up to 32 points)

- Final outcome(s) shows a high level of making/modelling/finishing skills and accuracy
- Selected and used appropriate tools, materials and/or technologies including, where appropriate, CAM correctly, skilfully and safely
- Worked independently to produce a rigorous and demanding outcome
- Quality controls are evident throughout the project and it is clear how accuracy has been achieved
- The outcome has the potential to be commercially viable and is suitable for the target market

Criteria 4 Testing and Evaluation (up to 12 points)

- Detailed testing and evaluation as appropriate throughout the designing and making process taking account of client/user or third party opinion
- All aspects of the final outcome have been tested against the design criteria and/or the product/manufacturing specification
- Evaluate and justify the need for modifications to the product and consideration given as to how the outcome might need to be modified for commercial production

Criteria 5 Communication (up to 6 points)

- Design folder is focussed, concise and relevant and demonstrates an appropriate selection of material for inclusion
- All decisions communicated in a clear and coherent manner with appropriate use of technical language
- The text is legible, easily understood and shows a good grasp of grammar, punctuation and spelling

A completed food technology controlled assessment is a piece of work that any student would rightly be proud of, to ensure there are no cases of plagiarism any copied material must be suitably acknowledged. Teachers must be confident that the work submitted for assessment is the student’s own.

If you have any further queries regarding the Food Technology controlled assessment, please email Head of Food Technology, Mr Forde at rforde@rickmansworth.herts.sch.uk
Design Technology: Resistant Materials

Controlled Assessments

This unit represents 60% of the total assessment and has a maximum of 90 marks.

Candidates are required to complete a project folder of around 20 pages and a high quality product. All project tasks are set by the exam board.

Task taking:
This task is to be completed within 40 hours of class time. Students will also need to complete a significant amount of independent work in order to complete everything during this time. This will be conducted either through homework and extra workshop sessions.

Task marking:
The task will be marked by teachers and marks submitted to AQA.

Folder Work Breakdown:

Section 1: Investigating the design context.
Students will need to conduct a range of research tasks (primary and secondary) in order to be able to write a set of criteria that the product must adhere to.
TIP: Detail is the key to this section.

This section is worth 8 marks.

Section 2: Development of design proposals.
A wide range of creative ideas will be produced in this section before students use practical skills to model and develop their designs. Testing of materials and construction techniques will be conducted, photographed and written up before a final design page is completed. Students must then plan their practical work and submit a materials list.
TIP: The majority of marks that can be potentially lost by students in the development section as they fail to write up all of the tests and decisions they produce.

This section is worth 32 marks.

Section 3: Making.
This section purely involves the making of the high quality product that they have designed. Students will need to prove their skills and quality checks by recording the processes through photographic evidence and notes.
TIP: The finishing process takes weeks rather than days and is vital to the end quality of the product. Students often underestimate the time that is required.

This section is worth 32 marks.

Section 4: Testing and Evaluation.
Students will need to test their product against a member of the target audience or the environment that it would be used in and write up their findings. Finally they will evaluate their product against the criteria written in section 1 and discuss modifications that they would suggest if the product were to be mass produced in industry.
TIP: This is element of the coursework is one that tends to be rushed as the making is now over. Students should remain focused for this set of tasks.

This section is worth 12 marks.
Design Technology: Resistant Materials

Controlled Assessments (cont.)

Section 5: Communication
This does not require any extra pages. Students are judged on their use of spelling, punctuation and grammar as well as students’ use of technical language throughout the project.

TIP: This is a simple set of marks that could be the difference between grades. When improvements are given, students should seek to do them as soon as possible.

This section is worth 6 marks.

Level of support:
Teachers can
- Mark draft work to show where the need for improvement is
- Verbally guide individuals and use the mark scheme to highlight areas of weakness
- Give general feedback to the class as a whole.

Teachers cannot
- Tell a student exactly what they need to do as an individual to improve
- Make parts of the work for a student

Parents can support their child by:
- Ensuring students attend all lessons during the controlled assessment period
- Ensuring that homework tasks are completed to the best of a student’s ability
- Given your opinion on designs as a third party view
- Checking that students spend approximately one to two hours on their controlled assessment at home per week.

If you have any further queries regarding the Design Technology: Resistant Materials controlled assessment, please email Head of Design Technology, Miss West at cwest@rickmansworth.herts.sch.uk
Drama

Controlled assessment

UNIT ONE: Devised Practical Performance (60%)

TASK ONE – 40% Devised Performance (AO1, AO2)
Candidates 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;
Teachers record the work on DVD/Video;
Internally assessed and externally moderated with task two.
Usually examined before the Christmas break.

TASK TWO – 20% Devised Performance Report (AO3)
Candidates will complete a written report on the practical work they completed in Task One, under formal supervision.
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.
Internally assessed and externally moderated with task one.
During teaching and learning time, teachers may prepare candidates on how to construct a report, but during the taking of the task, teachers should only display the general structure as outlined above. Teachers may remind candidates of the elements they must include in the report but they must not write or re-draft candidates’ work for them.
Usually written up in January having returned from the Christmas break.

TASK SETTING
Candidates will write a report of up to 1,500 words using the following structures. This process should take between four to five hours to complete

ACTING
(a) Rationale: reasons for choice of theme and practitioner/genre, influences and examples of live performances and content of the piece;
(b) Development: character development, use of different rehearsal techniques (hot seating, thought tracking, conscience alley, etc.), development of group work, ideas on technical design elements;
(c) Performance: evaluation of individual performance, evaluation of group performance, evaluation of technical and design elements, evaluation of effective final performance in relation to the chosen theme and genre/practitioner.

THEATRE DESIGN
(a) Rationale: reasons for choice of theme and practitioner/genre, influences and examples of live performances and content of the piece;
(b) Development: initial design ideas, development exploration of ideas, links to group performance, interaction with other technical elements;
(c) Performance: evaluation of individual design, evaluation of other technical elements, evaluation of group performance, evaluation of effective final performance in relation to the chosen theme and genre/practitioner.

UNIT TWO: Performance from a Text (20%)
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.
Externally assessed by a visiting examiner in April/May.
Drama (cont.)

UNIT THREE: Written Examination (20%)
Written Paper: 1½ hours

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.

Ways in which parents can support their child

- Ensure attendance is excellent for the duration of the course
- Support their child through Show my Homework to ensure that notes are being kept up to date relating to their practical work and decisions made

Support their child when attendance at extra rehearsals is essential
**English Controlled assessments**

**Overview**

We complete two GCSE courses in English: English Language (WJEC examination board), and English Literature (AQA examination board). This is the last intake for which there will be controlled assessment in English. Although the volume may look daunting, there is the opportunity to retake practically all of the assessments. Some of these controlled assessments will already have been undertaken during Year 10; however, there will be opportunities to improve all of the ones thus far completed.

**English Language GCSE controlled assessments: 40% of the English Language GCSE**

There are four controlled assessments as part of the English Language GCSE, which in combination represent 40% of the GCSE:

**Studying Written Language: 15% of the English Language GCSE**

This is a discursive essay, written over two hours, analysing how Steinbeck presents a character in his novella ‘Of Mice and Men’. We have two attempts at this controlled assessment; one focusing on Curley’s wife, and the other on Crooks. There will be class teaching and preparation; however, it is helpful for the student if the text has been read at home also, with a particular focus on these two characters.

This text is also used for the GCSE Literature examination, so the work is doubly useful.

**Narrative Writing: 7.5% of the English Language GCSE**

The students will be familiarised with the WJEC examination board mark scheme before completing a Narrative in one hour, under examination conditions, in class. They receive marks for including ambitious vocabulary, amongst other elements. Therefore any activities to broaden vocabulary at home are helpful, such as reading (fiction or nonfiction), viewing highbrow programmes on television or listening to them on the radio (Radio Four is especially helpful). Reading is also helpful for improving spelling, punctuation and grammar, which attract marks in the controlled assessment. Students also need to include literary devices, so analysing their reading material for similes, metaphors, personification, alliteration, onomatopoeia, hyperbole, epanalepsis, anastrophe, pathetic fallacy, dramatic irony, juxtaposition, triplets and so on, is also helpful.

**Descriptive Writing: 7.5% of the English Language GCSE**

In class, the students will be familiarised with the Descriptive writing WJEC examination board mark scheme. Whilst we will study descriptive passages in class, the requirements of the Narrative controlled assessment (above) are all relevant, so all of the same support from home applies. Once again the students will complete this assessment in an hour, under examination conditions, in class.

**Studying Spoken Language 10% of the English Language GCSE**

This controlled assessment requires the student to ‘explain and evaluate how writers use linguistic, grammatical, structural and presentational features to achieve effects’ in an essay comparing classroom conversation in a script and a transcript. The teaching and undertaking of this controlled assessment takes place at the start of Year 11. A little viewing of classroom based television programmes, such as ‘Waterloo Road’, may be of slight benefit.

**English Language GCSE examination: 60% of the English Language GCSE:**

**English Language GCSE examination Paper 1: 30% of the English Language GCSE**

The student needs to be able to read two substantial, nonfiction articles and answer four compulsory questions about them picking out quotations as evidence. It is, therefore, helpful if the students have practice of reading articles from quality newspapers. It is especially helpful if they can compare articles written about the same topic from contrasting perspectives.
English

Controlled assessments (Cont.)

English Language GCSE examination Paper 2: 30% of the English Language GCSE

The student will have to complete two compulsory questions requiring them to write letters, reports, speeches, leaflets, articles and so forth. The students need to consider the audience and purpose of the piece, and to tailor their writing accordingly; also to include persuasive devices. Therefore, exposure to persuasive articles, letters and reports, so students are aware of persuasive techniques and also appropriate formats, is helpful.

Also, it is possible to ascertain past English Language GCSE practice papers (many with model answers helpful for self-marking) by visiting the WJEC website.

English Literature GCSE

English Literature GCSE Controlled Assessment: 25% of the English Literature GCSE

There is only one controlled assessment in the English Literature GCSE, representing 25% of the GCSE. It requires thorough knowledge of the whole of both Shakespeare’s ‘Macbeth’, and Orwell’s ‘Animal Farm’. The task requires the student to write an analytical essay comparing the ways the two writers present heroes and/or villains. It would, therefore, be helpful if the students were familiar with both the play ‘Macbeth’ and the novella ‘Animal Farm’, bearing in mind the title of the controlled assessment. This would need to be undertaken before the beginning of Year 11, either by reading the texts, studying summaries on websites such as Shmoop, Bitesize and Sparksnotes, or watching film versions of the texts.

English Literature GCSE examination: 75% of the English Literature GCSE

English Literature Paper 1: Studying Modern Texts: 40%

There are two equally weighted questions: Firstly, students will choose one question from two about Priestley’s ‘Inspector Calls’ or Miller’s ‘The Crucible’, depending on which their class has studied. Secondly, they have to answer a compulsory question about Steinbeck’s ‘Of Mice and Men’. It would be helpful if they could refresh and consolidate their knowledge of their studied play, and the novella, either by reading the texts, studying summaries on websites such as Shmoop, Sparksnotes and Bitesize or watching film versions of the texts.

English Literature Paper 2: Poetry: 35%

We have studied the ‘Character and Voice’ section of a Poetry Anthology specific to the AQA examination board, which the students have annotated and still have in their possession. In the examination, they will have a choice of one question from two, and will be asked to discuss a stipulated poem from the Anthology in comparison with one they choose as having some common element.

There is also a compulsory unseen poem to analyse in terms of its meaning, language, structure and form.

Also, it is possible to ascertain past English Literature GCSE practice papers (many with model answers helpful for self-marking) by visiting the AQA website.

Conclusion

The most effective form of study is to space study or practice sessions: The same amount of time spent reviewing or practising leads to much greater long-term retention if it is spread out, with gaps in between to allow forgetting. This “is one of the most general and robust effects from across the entire history of experimental research on learning and memory.” (Bjork and Bjork, 2011, p59).

If you have any queries regarding Key Stage 4 English please email the Key Stage 4 Coordinator for English, Mrs Scott, at dscott@rickmansworth.herts.sch.uk
Film Studies

Controlled Assessments

What parents can do to help.

Micro-essay (analysing a film clip) controlled assessment:
Parents can assist in ensuring students visit the cinema on a regular basis.
Parents can also assist with further reading; exposure to Empire magazine for example can be very useful.
Engaging in conversation about film with your son/daughter will assist them with developing their use of film terminology as will making sure they are reading their film glossary.

Creative projects (storyboards/films and industry research).
Assisting your son/daughter with gaining exposure to popular films and those produced outside of Hollywood would allow them an advantage.
Ensuring that they have watched films from a range of genres will help them to prepare for their own practical projects.
Discussions and performing research on developments in the UK and American film industries will help students to understand the business aspects of the industry.
Listening to the ‘Radio 4 Film programme’ and ‘Mayo and Kermode Film review’ (R5) and ‘KCRW’s The Business’ will be very beneficial. All are available as podcasts.

If you have any further queries regarding the Film Studies controlled assessment, please email Head of Film Studies, Mr Evans at tevans@rickmansworth.herts.sch.uk

Geography

Controlled Assessments

The Controlled Assessment in Geography is worth 25% of the total GCSE grade and comprises up to 20 hours of structured work in school, plus a one day field trip. The field trip is on Thursday 14th May 2015 and will be an urban study in St Albans (you have already received a letter regarding the details of the trip which will run within school hours).

Following the trip, students will complete the write up of the investigation in Geography lessons for the rest of the summer term. There will also be after school sessions to allow for more time/catch up, if appropriate. During this time, students will not receive many structured homework tasks as the write up needs to be completed with teacher supervision. However, students should be revising for their end of year 10 exams during this time and a revision booklet will be issued to assist with that.

You can support your child through:

- Encouraging them to revise alongside completing the Controlled Assessment in school time.
- Encouraging attendance at after school homework sessions to ensure they stay on track with the schedule for completing the coursework. Students who complete the controlled assessment in the summer term and remain focussed, tend to achieve the best results.

If you have any further queries regarding the Geography controlled assessment, please email Head of Geography, Mrs Gillard at jgillard@rickmansworth.herts.sch.uk
History

Controlled Assessment

Overview

We follow OCR Unit A933 – A study of South Africa from 1948 to the present day. The maximum mark for the unit is 50 and is worth 25% of the overall GCSE. The course comprises the teaching of a structured unit of work which covers South Africa from the Boer War up to the end of Apartheid. In particular we focus on the legislation of Apartheid and how the systematic separation of black people created increasing anger and protest.

Following the study of the years of Apartheid and how it collapsed we then focus on modern problems in South Africa. In recent years we have studied issues within the education system, government corruption, increasing crime and violence as well as the AIDS epidemic. In class students are expected to study a range of sources and evaluate their use.

Once students have gained an understanding of the history of South Africa and the current issues the country faces, they will commence their 8 hour assessment. (8x60 minute lessons)

What will happen during their 8 hour assessment?

Students can access class text books, their exercise book and source booklet. The first 4 hours should be given to research, note taking, selecting material, planning and drafting and the second 4 hours should be spent on writing up the final answer. Students will be working in the computer room under exam conditions. They are not allowed to work on their coursework outside of lessons.

What is the role of the teacher?

The teacher is to teach the history of South Africa and ensure that students know of the laws of Apartheid and recent issues in the country. They are to provide the question one week before the assessment begins and that all sessions within the 8 hour assessment period are completed in silence and under controlled conditions. The teacher will keep work safe in between each session and offer limited advice and guidance if necessary. They cannot accept drafts of work.

What can you do to help?

- Ensuring that homework tasks are completed to the best of a student’s ability.
- Ensuring students attend all lessons during the controlled assessment period to gain the maximum amount of teacher and peer support available.
- Assist with further reading; exposure to recent newspaper articles on issues within South Africa can be very useful.

Engage in conversation about issues in South Africa today and how important Apartheid has been in shaping those issues. There are a number of films that can be watched (some of which we have in the School’s library), for example *Tsotsi, Cry Freedom, Mandela, Invictus* and *Goodby Bafana*, which are both enjoyable and useful in deepening our students’ understanding of South Africa.

If you have any further queries regarding the History controlled assessment, please email Head of History, Miss Gishen at ggishen@rickmansworth.herts.sch.uk
Information Communication Technology

Controlled Assessments

Students need to complete one controlled assessment for this course and this represents 60% of the course in terms of weighting. The controlled assessment work is marked internally by their teacher. The remaining 40% of the course is assessed by examination, marked externally by the examination board (Edexcel).

Candidates are required to complete a series of tasks detailed in a Controlled Assessment Brief document provided by Edexcel, the brief may vary from year to year. As an example students currently complete a project based on a music festival and need to create products such as a spreadsheet model, a database report, a short video, an audio promo and a leaflet. As well as the digital products students need to provide thorough documentation associated with their products, for example a list of all information sources and reviews to explain how they went about creating the products.

Task taking:
Candidates are allowed approximately 40 hours (40 lessons) to complete the assessment work spread over two years. There are typically four tasks to complete, normally two of these will be done in each year. The final task is an evaluation of the whole project. All tasks should be completed by February of their final year to allow time for marking, moderation as well as any remaining theory and revision lessons before the external exams.

They are permitted to carry out research and learn about the subject in their own time. However, all work to be submitted for marking must be done under supervision in the allocated lesson time. Students will receive lessons to prepare for the controlled assessment and theory lessons may be given between controlled assessment lessons. Students are responsible for managing the time allocated to them. They will be reminded of how much time they have remaining but need to organise themselves within the time allowed such that they complete all of the tasks.

Task marking:
Tasks will be marked by teachers and the marks submitted to Edexcel. Selected students will have their work moderated by Edexcel. Mark schemes are available to help students understand what they need to do to achieve the best marks.

Teachers can
- Give preparation work before the controlled assessment starts
- Give guidance in relation to the meaning of the assessment material
- Practice on similar tasks but not help students to complete the actual tasks set

Parents can support their child by:
- Ensuring that they carry out relevant research and practice in their own time
- Facilitate wider research by helping their child to access a variety of information sources such as people who work in relevant industries, libraries, books and other media as well as the internet
- Checking on their progress throughout the controlled assessment
- Reminding them of the need to manage their time effectively
- Providing access to suitable equipment and software to allow their child to practice skills at home, for example database, spreadsheet, graphics, video editing and presentation software

Authentication of work
Teachers must be confident that the work submitted for assessment is the student’s own. For some tasks students will need to discuss the work with other students, for example to obtain feedback. They can also ask for general guidance, for example to ask what is required or how to use a piece of software. However, they must produce the work required independently and not allow anyone else to do it for them.

If you have any further queries regarding the Information Communications Technology controlled assessment, please email Mr Burnett at pburnett@rickmansworth.herts.sch.uk
Leisure and Tourism coursework – 60% of total course

Title:

An investigation into the range of leisure and tourism facilities provided at a major sports/entertainment venue.

We have chosen to study Wembley Stadium. All students will go on a compulsory visit during activities week.

Students are encouraged to also work at home and take their work back and forth on a memory stick. Back-ups should always be made at school and home.

It comprises of six different Strands, which are not done in order, and they address the following issues:

- how people make use of leisure and tourism facilities
- how wide is the range of leisure and tourism facilities, products and services currently provided and why?
- what changes are taking place and why?
- why one leisure and tourism organisation uses a range of promotional materials and techniques and why they are likely to be effective
- how wide is the range of leisure and tourism employment opportunities available for young people?

In planning and carrying out their chosen investigation candidates need to:

- analyse the issues and questions listed above
- identify, gather and record relevant information and evidence
- analyse and evaluate evidence
- make reasoned judgements and present conclusions.

Further Guidance

Strand A

- Candidates should focus on three areas in this strand. These are ‘where’, ‘what’ and ‘why’.
- Where information was gained from would include titles of textbooks used, specific website addresses, any talks/demonstrations attended and specific leaflets used.
- What information was gained from each source needs to be described. Details such as prices from a named website, details of opening times sourced from an identified leaflet could be given.
- Why chosen methods were used should be explained. Candidates would, for example, detail why they used the internet as a means of gaining information.

Strand B

- Candidates should focus on ‘how’ different groups of visitors make use of the leisure and tourism facilities at the chosen destination or in the chosen area. This should be more than a description of ‘who’ uses ‘what’ facilities.

Strand C

- Candidates need to describe in detail the range of leisure and tourism facilities provided at the destination. To gain the higher marks in the strand candidates need to account for the provision of the facilities by the organisation(s) concerned.
- Valid conclusions need to be drawn. These can be in the form of opinions expressed by the candidate on what they think of the nature of the facilities provided.

Strand D

- Candidates must describe recent changes in leisure and tourism in the chosen area or attraction.
- Recent refers to “the last 20 years or so”

Strand E

- Candidates need to describe the promotional materials and techniques used by one leisure and tourism organisation. Where an area is studied one organisation from the area should be chosen. A table of promotional materials and techniques is provided on page 11 of the specification.
Strand F

- Candidates must describe the range of employment opportunities available for young people in the chosen area or attraction. Young people are those who have recently left, or are still in, full-time education.
- The young people may be local or may be those attracted to the area/attraction from elsewhere to take advantage of the available employment opportunities.

If you have any further queries regarding the Leisure and Tourism controlled assessment, please email Mrs Gillard at Jgillard@rickmansworth.herts.sch.uk
Modern Foreign Languages (MFL)

Controlled Speaking Assessments

This unit represents 30% of the total assessment and has a maximum of 60 marks. Candidates are required to complete two tasks. Each task will last between 4-6 minutes and differentiation is by outcome. This unit is internally assessed and externally moderated.

Task taking:
Candidates will complete 2 hours work for assessment under direct teacher supervision, with a further recommended 4 hours preparation time at home. They may use a dictionary, internet and course books during preparation time, but not when being assessed.

Task marking:
Tasks will be marked by teachers and marks submitted to OCR.

Planning practice speaking tasks
To practise the skill of speaking students can;
- Research and practise their topic in lesson time or at home.
- Practise making notes in the format required for the Speaking Notes Form for the Final Task Taking
- Practise asking and answering questions with each other in groups, with the teacher or the language assistant.
- Make and present timed recordings of tasks

Teachers can
- Give guidance on vocabulary and structures that could be included.
- Give advice on the format of notes and the visual stimulus
- Comment on or correct the notes
- Practise a range of question types with students
- Make recordings of tasks with students

Guidance on preparation
Teachers are expected to:
- Offer advice about how best to approach such tasks
- Exercise continuing supervision of work in order to monitor progress and to prevent plagiarism
- Ensure that the work is completed in accordance with the specification requirements

Preparation time – up to 2 hours in lesson time and a suggested 4 hours at home

During the preparation time
Students can:
- Use reference materials – dictionaries, internet resources and course books
- Make notes or choose a visual stimulus to use when they produce the final version of the task.
  - Notes should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point – can include conjugated verbs.
  - Notes must be written on the OCR Controlled Assessment: Speaking Notes Form (students) and this form is submitted with work for assessment.
  - A visual stimulus is a non-verbal image. This is not submitted but must be retained in the centre until the December following the June examination series.

Teachers can discuss:
- The task type
- How to use reference material
- How to prepare the notes or the visual stimulus


Modern Foreign Languages (MFL)

Controlled Assessments

Controlled Speaking Assessments (Cont.)

Teachers can give students suggestions of information to be included. These must be written on the OCR Controlled Assessment: Speaking Information Form (Teachers). It must be retained in the Centre until the December following the June examination series.

Teachers must not:
- Tell students words and phrases to be included
- Comment on or correct the notes
- Practise the task with the students
- Practise recording the task with the students

Parents can support their child by:
- Ensuring students attend all lessons in the run-up to the assessments
- Ensuring that homework and other written tasks are completed to the best of a student’s ability since this is when teachers can give helpful, transferable feedback
- Checking that students spend approximately four hours preparation time drafting and learning their material using text books, exercise books and other printed material provided by the school over a period of a week
- Listening to students once they have learnt their answers

Controlled Writing Assessments

This unit represents 30% of the total assessment and has a maximum of 60 marks.

Candidates aiming at grades G-D should produce 350 words across the two tasks and candidates aiming at grades C-A* should produce up to 600 words across the two tasks.

Differentiation is by outcome. The unit is externally assessed by OCR.

Final Task taking: High level of control for the final task taking. Candidates will complete 2 hours work for assessment under direct teacher supervision, with a further recommended 4 hours preparation time at home. They may use a dictionary, internet and course books during preparation time, but not when being assessed. All work must be done independently by individual candidates. There must be no collaborations between candidates and no feedback from teachers.

For each task the time available to complete the final assessment should last no longer than the duration of a normal timetabled lesson.

Candidates can have access to:
- The notes on the Writing Notes Form (candidates)
- The suggestions of information to be included on the Writing Information Form
- A bilingual dictionary

Candidates must not have access to:
- Previous drafts of the task
- Online resources
- Online web pages that could provide ready-made phrases for the task

Practice writing tasks
It is acceptable for students to practise tasks on the same topic, but students should be guided to have an individual focus and to use different vocabulary, tenses and structures.
Modern Foreign Languages (MFL)

Controlled Speaking Assessments (cont.)

To practise the skill of writing students can;

- Research and practise their topic in lesson time and at home
- Practise making notes in the format required for the Writing Notes form for the final task taking
- Practise writing for different purposes
- Practise writing in timed conditions

Teachers can:

- Give guidance on and suggest vocabulary and structures that could be included
- Correct and annotate work produced as a practise writing task
- Give advice on the format of notes for the Writing Notes Form
- Comment on or correct the notes

Preparation time – up to 2 hours in lesson time and a suggested 4 hours at home

During the preparation time students can:

- Use reference materials
- Make notes to use when they produce the final version of the task:
  - notes should contain no more than 40 words: 5 bullet points with no more than 8 words per bullet point – can include conjugated verbs.
  - notes must be written on the OCR Controlled Assessment: Writing Notes Form(students) and this form is submitted with work for assessment.

Teachers can discuss:

- The task type
- How to use reference material
- How to prepare the notes

Teachers must not:

- Tell students individual words and phrases to be included
- Correct words or phrases that candidates produce in preparation for the tasks
- Comment on or correct the notes

Parents can support their child by:

- Ensuring students attend all lessons in the run-up to the assessments
- Ensuring that homework and other written tasks are completed to the best of a student’s ability since this is when teachers can give helpful, transferable feedback
- Checking that students spend approximately four hours preparation time drafting and learning their material using text books, exercise books and other printed material provided by the school over a period of a week
- Listening to students once they have learnt their answers

Presentation of work

Any copied material must be suitably acknowledged.
Quotations must be clearly marked and a reference provided wherever possible.

Authentication of work

Teachers must be confident that the work submitted for assessment is the student’s own. This means that teachers should introduce sufficient checks to be in a position to judge the authenticity of the learner’s work as well as making sure that the control conditions for the final task taking are met.

If you have any further queries regarding MFL controlled assessment, please email Head of MFL, Mrs Streatfield at ssstreatfield@rickmansworth.herts.sch.uk
Music

GCSE Music Controlled assessment

Controlled assessment – takes place throughout the course during Music lessons. Students submit work in both years 10 and 11, and the final assessment happens in year 11. Controlled Assessment accounts for 60% of the total Music GCSE grade.

Integrated Tasks – My Music AOS1

This is a collection of three pieces of related coursework all based around a chosen instrument and in particular one specific piece of any style.

- Solo Performance (15%)
  - The students choose their own repertoire
  - Grade 4/5 standard to achieve full marks
- Composition 1 (10%)
  - A composition to utilise the chosen instrument and in the style of the chosen piece
- Commentary (5%)
  - Written analysis of the chosen piece, performance evaluation and composition brief.

Practical Portfolio – AOS 2, 3 & 4

A second collection of coursework all based on the music studied on the course.

- Ensemble Performance (15%)
  - The students choose their own repertoire
  - Must be performed with another person
- Composition 2 (10%)
  - A composition based on a style of music from the course
- Composition Log and Evaluation (5%)

Parents can support their child by:

- Ensuring students attend all lessons in the run-up to the assessments
- Ensuring that homework and other written tasks are completed to the best of a student’s ability since this is when teachers can give helpful, transferable feedback
- Ensure that students practise using written music notation – there are many really good online and mobile app notation tuition sites
- Encourage students to develop a wide range of technical musical language through independent study
- Provide students with extra grade 5 music theory lessons – this will help to develop their general understanding of music and will be required if they want to sit ABRSM instrument exams beyond grade 5
- Ensure that students practise their chosen instrument regularly, and particularly in preparation for their performances
- Encouraging their child to attend Music clubs at lunch time and after school to develop performance and particularly ensemble skills
- Encouraging their child to attend music outside of school to develop performance and particularly ensemble skills
- Encouraging students to listen critically to a wide range of musical styles outside of school
- Encouraging students to listen critically to the specific musical styles studied during the course

If you have any further queries regarding the Music controlled assessment, please email Head of Music, Mr Goldstein at ogoldstein@rickmansworth.herts.sch.uk.
GCSE PE

Controlled assessment
Practical sport controlled assessment – assessed in year 10 and year 11 in PE lessons
Written controlled assessment – assessed in May/June 2015 in year 10 and in January 2016 - year 11

Year 10 GCSE PE Teachers
Mrs C Cox – ccox@rickmansworth.herts.sch.uk
Miss H Toon – htoon@rickmansworth.herts.sch.uk
Mr C Hambleton – chambleton@rickmansworth.herts.sch.uk

- The practical unit represents 60% of the total grade.

Practical performances in B452 and B454
Students can be assessed in the roles of performer and/or coach/leader or official. Students are required to demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions in each unit and assessment is carried out by the class teacher using generic assessment criteria and activity-specific links to these criteria. Students can be assessed in sports outside of school but video evidence must be provided.

Pupils can:
- Attend extra-curricular school clubs
- Play in a school team
- Regularly use the school fitness suite at lunch time and after school to support practical grades in all activities
- Always ensure they have their full PE kit for practical lessons
- Complete practical homework on time to support their Performance Analysis Controlled Assessment

Parents can support their child by:
- Encouraging their child to attend PE clubs at lunch time and after school
- Ensuring their child attends the GCSE PE trip in November 2015 – assessment of two practical activities
- Ensuring video evidence is provided for activities completed at clubs/offsite e.g. Boxing, Hill Walking – Duke of Edinburgh Award.

Please see the list of sports below that students can be assessed in:

Invasion Games
Association Football, Basketball, Gaelic Football, Goalball, Handball, Hockey, Hurling, Ice Hockey, Lacrosse, Netball, Roller Hockey, Rugby League, Rugby Union, Water Polo

Striking Games
Cricket, Rounders, Softball

Net, Wall and Target Games
Archery, Badminton, Eton Fives, Golf, Racketball, Squash, Table Tennis, Tennis, Volleyball

Gymnastic Activities
Figure Skating, Gymnastics, Rhythmic Gymnastics, Trampolining

Combat Activities
Boxing, Fencing, Judo, Karate, Tae Kwon Do

Dance Activities
Required Response Dance, Contemporary Dance, Aerobics
GCSE PE (cont.)

Athletic Activities
Cross Country Running, Cycling, Resistance Training, Rowing, Track and Field Athletics

Outdoor and Adventurous Activities
Canoeing/Kayaking, Hill Walking and Campcraft (can be taken as part of Duke of Edinburgh award), Horse Riding, Mountain Biking, Orienteering, Sailing, Skiing, Snowboarding, Surfing, Rock Climbing, Wind Surfing

Swimming Activities
Life Saving, Personal Survival, Swimming

Coaching/Leading Activities
Coaching/Leading

Officiating Activities
Officiating – Netball umpire, Football/Rugby referee

Students may only choose to be assessed in the role of either coach/leader or official once across the four selected practical’s.

Students cannot be assessed in the following combinations of activities:
Rugby Union and Rugby League
Life Saving and Personal Survival
Rounders and Softball

Analysis of Lifestyle and Analysis of Performance

In each of the two practical units in the GCSE Physical Education specification, an analysis task needs to be completed; Analysing Lifestyle (AL) in unit B452 and Analysing Performance (AP) in unit B454.

Students will complete the Analysing Lifestyle unit in the summer term of Year 10 and the Analysing Performance unit in the spring term of Year 11.

The tasks are broken up into 3 stages: Task Induction; Task Research; and Task Production. The time limit available for the completion of each of the Analysing Lifestyle (AL) and Analysing Performance (AP) tasks in units B452 and B454 are:

• Task induction (1 hour)
• Task research (4 hours)
• Task production (2 hours)

Total duration is therefore 7 hours for each of the two analysis tasks.

The controlled assessment work is marked by the class teacher.

Pupils can:
- Ensure all classwork and homework shows pride and all written work is neat and tidy
- Complete homework on time
- Make sound notes that are clear and concise
Parents can support their child by:
- Ensuring students attend all lessons in the run-up to the controlled assessment
- Ensuring that homework and other written tasks are completed to the best of a student’s ability since this is when teachers can give helpful, transferable feedback
- Checking that students spend approximately four hours preparation time drafting their research in their research books
- Purchasing the OCR GCSE PE revision guide

Aims of the Analysing Lifestyle task (Year 10):
Candidates are required to analyse a person’s lifestyle in order to:
1. Demonstrate an understanding of the components of a healthy, balanced lifestyle and their importance and influence upon sustained involvement in physical activity
2. Demonstrate knowledge of different measures of health and well-being and lifestyle indicators and methods of assessing and recording these
3. Analyse data/research collected in order to make judgements about the lifestyle which they have analysed and justify what they are targeting for improvement
4. Produce an action plan to improve the lifestyle area(s) targeted based upon their findings and any other research

Aims of the Analysing Performance task (Year 11):
Candidates are required to analyse the performance of another candidate in order to:
1. Demonstrate an understanding of the key skills which are relevant to the activity and performer and of the strengths and weaknesses observed in the performance
2. Make judgements about the performance which they have analysed and justify their choice of a skill or skills which will be targeted for improvement
3. Produce an action plan to develop and improve the quality and effectiveness of the targeted skill(s)
4. Evaluate the action plan considering what effect it should have on performance.

If you have any further queries regarding the PE controlled assessment, please email Head of KS4 PE, Mrs Cox at ccox@rickmansworth.herts.sch.uk
Photography

Controlled Assessment

Unit 1: Portfolio of Work - 60% of the GCSE with a maximum of 80 marks
45 hours department time
Set and marked by the school and moderated by AQA. The AQA mark scheme is available for you to see on the AQA website, listed as **Photography: lens and light based media**.
Students produce a portfolio of selected and refined work, undertaken during the course of study. The portfolio will contain work from multiple projects, including part A **The exploration of Camera and Darkroom techniques** and part B, the **Themed** component, where the student produces both practical and written work, based on their strengths and preferences from part A of the unit.

Task taking:
Students should complete 5 taught hours of work per fortnight under teacher guidance, with a further recommended minimum of 2 hours per week for homework.

Teachers intend to
- Give guidance and feedback on how to approach coursework in verbal and written form.
- Comment on the quality of work and indicate ways to improve.
- Introduce and demonstrate techniques, ensuring a good technical and historical understanding of photography. We ensure students understand the relevance of the process that they explore, tailored to individual needs.
- Students are encouraged to be resourceful and to use their equipment with care to maintain the costs of the course.

The department encourages students to use available resources and prides itself in encouraging the pupils to produce work of the highest standard. Students have access to a 3000+ volume library of books on photography and both 35mm, medium and large format cameras.

Parents can support their child by
- Ensuring students maintain good attendance throughout the course.
- Ensuring that students keep up to date and meet deadlines as set by the department.
- Refer to the Photography Department Handbook and other hand-outs issued throughout the course, including example work, for support with both written and practical work.
- Students are given feedback by teachers in written and verbal form every week. Students should always have a reflection log in the form of writing about final prints, contact sheets and photographers work (see Photography Department Handbook). Please check that they are regularly making improvements on their marked drafts at home and most importantly, ensure that they have proof read their written work.
- In a society overwhelmed by the abundance of images and the use of mobile phones, it is helpful to encourage students to take photographs of their day to day life with film, as opposed to their camera phones and social media sites, such as Instagram. The pace in which the students take photographs is usually slower and more considered. You may wish to observe the way in which your child takes photographs at home, feeding back at parents evening or via email. **Note:** Surprisingly, Quite often students are unaware that everything they do in their lives could be recorded. A nudge for students to take their camera with them, wherever they are going, is always rewarded.
- Encourage Gallery visits (see Web Links section)
Photography (Cont)

Unit 2: Externally Set Task - 40% of the GCSE with a maximum of 80 marks
10 hours of sustained focused study with unlimited preparation time
Controlled assessment – set and marked by the school and moderated by AQA. The AQA mark scheme is available for you to see on the AQA website, listed as Photography: lens and light based media.
The question paper is issued in January of Year 11. Limited guidance can be given to students, however feedback, unrelated to grades and marks, is given in order to guide the students through the exam period.
Students respond to their chosen themed starting point and conduct independent research using available resources. A minimum of 4 shoots is required to ensure that the work is suitably developed. Written work in the form of reflection on their own work and links to other photographers is required.

Teachers intend to
*See Unit 1

- Ensure that students begin to take photographs for their exam theme immediately after the paper is given to them. We speak with students to ensure that they are taking photographs regularly, up until the 10 hour exam period.
- Ensure that students understand how to trim and mount their coursework and that it has been completed at the start of the exam period.

Parents can support their child by
*See Unit 1

- Ensure that your child starts to take photographs for their exam theme immediately after the paper is given to them. Any indecisiveness about their theme is to be discussed with teachers as soon as possible.
- Enquire that your child has finished their coursework by the time that the exam has been set.
- Students will continue to spend time re-drafting exam written work at home and should maintain a good balance between practical and written elements.

Other information regarding the course

Course Costs
An equipment list is issued at the start of the GCSE course so that both students and parents are aware of the course costs and requirements. Letters are sent to parents on a monthly basis to inform them of their child’s bill for course costs. All cheques should be made payable to Rickmansworth School and handed to Mr. Attaway, Photography Technician.
We also accept cash.

Organising work
The department has suggested ways to store and organise the student’s work in progress. Students must make time to organise their work to ensure that it is not lost.
Practical work such as prints and contact sheets are not to leave the department, unless duplicated for personal use.

Additional support
Students are able to use after school catch up sessions listed on the blackboard in the department to achieve their full potential and gain further one to one feedback. The department resources are always available for use during lunchtimes.
Photography (Cont)

Plagiarism

Students must not include work copied directly from books, the internet or other sources without acknowledgement and attribution. Quotes should be used and a bibliography is required for the written work in both units of work.

Web Links

AQA Website
Visit for the specification, mark scheme and past exam papers.


The Photographers Gallery
Keep up to date with Photography exhibitions and work from both well established and contemporary photographers, as well as historical archives.

http://thephotographergallery.org.uk/

Or visit

THE PHOTOGRAPHERS' GALLERY
16–18 Ramillies Street, London W1F 7LW

FREE ADMISSION OPEN 7 DAYS A WEEK
Galleries, Bookshop & Print Sales

Mon - Sat: 10.00 – 18.00
Thu 10.00: – 20.00
Sun 11.30: – 18.00

If you have any further queries regarding the course or your child's progress, please email Head of Photography, Mr La Grange at alagrange@rickmansworth.herts.sch.uk or alternatively, Miss Johns at ljohns@rickmansworth.herts.sch.uk
Science

Controlled Assessments
aka ‘ISAs’

Overview
The ISA is an Investigative Skills Assignment where students perform some research into a hypothesis to identify a practical that could be carried out to test that hypothesis. They are then required to complete a practical and two exam papers to test their understanding of the work that they have completed. It is all completed during lesson time and most of it is highly controlled.

Single Science
Students complete two ISAs and we submit the best mark of the two to the exam board. The ISA represents 25% of the total assessment.

Double Science
Students complete two ISAs in Year 10 and we submit the best mark of the two to the exam board. This is for the Core Science aspect of the GCSE and represents 25% of the total assessment.

Students complete two further ISAs in Year 11 and we submit the best mark of the two to the exam board. This is for the Additional Science aspect of the GCSE and represents 25% of the total assessment.

Triple Science
Students complete two ISAs in Biology, two ISAs in Chemistry and two ISAs in Physics. The best mark in each of the subjects is submitted. Each ISA represents 25% of the total assessment for each Science GCSE.

Structure
Each ISA takes approximately 6 lessons to complete, though it will vary depending on what the subject leader deems necessary preparation for the students. Details of each lesson are as follows:

Lesson 1 – Research
Students complete a Candidate Research Notes (CRN) form. They are provided with some research sources to aid them in designing a practical to test a hypothesis. Details of their research are then written into their CRN. Students can take this home to do further research.

Lesson 2 – Final Research
Students write up their CRN form in neat, ensuring they have everything they need in preparation for the first exam paper.

Lesson 3 – Paper 1 Preparation
Students are given an opportunity to prepare for the first ISA paper with guidance from their classroom teacher.

Lesson 4 – Paper 1
Students complete Paper 1, which is based on the practical that they have researched. Students have their CRN form with them to help with the questions.

Lesson 5 – Practical
Students carry out a practical to test their hypothesis. This is usually decided by the school because of equipment requirements.

Lesson 6 – Paper 2 Prep
Students are given an opportunity to prepare for the second ISA paper with guidance from their classroom teacher.

Lesson 7 – Paper 2
Students complete Paper 2, which asks questions about the results they obtained in their experiment.
Controlled Assessments aka ‘ISAs’

Parental Support and Student Preparation
Students can prepare for ISAs incredibly well, ensuring they gain maximum marks in the papers. Paper 1 has 17 marks out of 20 that are identical in each and every paper. Paper 2 has a rotation of questions that repeat themselves frequently, so using past papers will ensure students are aware of the types of questions that are likely to appear.

Paper 1
Question 1, 2, 3 and 5 appear in each past ISA paper (excluding the Specimen, please avoid this). Students could use past ISA papers to practice these questions based on their current ISA to ensure they know where the marks are awarded.

Paper 2
Completing a number of past ISA Paper 2s will ensure students have met relevant questions, potentially allowing students to have accessed most questions that will arise in the paper. The second half of Paper 2 changes every time and there is no set method for preparing for this. It focuses on the science behind the practical, so students must familiarise themselves carefully with the content.

Rickypedia – the school VLE
On Rickypedia.org, our VLE, the Science department have created a course called ISA Coursework Support. Students can access past papers, and further resources that will enable them to develop confidence in some of the key terminology that the ISAs focus on.

If you have any further queries regarding the Science ISA (controlled assessment), please email Head of Science, Mr Thomson at dthomsonrickmansworth.herts.sch.uk
Notes.....