

Education – A Whole World of Change



Our Aim

“Over the last few years the educational system has been through an incredible amount of change. The simple fact is that this period of change is far from over.”

BBC Education – May 2015

Our aim today is to talk you through some of the major changes which will affect your children.



A New Grading Structure

NEW GCSE GRADING STRUCTURE	CURRENT GCSE GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above

- The Government are reforming GCSEs and have created new specifications for a number of subjects.
- The exam regulator, Ofqual, has decided that the new GCSE qualifications will:
 - be more demanding
 - be linear, meaning that students take all their exams at the end of the course
 - have the non-exam assessment (coursework or controlled assessment) removed or reduced in the majority of GCSEs
 - have the tiered element (i.e. foundation paper) of some courses removed
 - have a new national grading scale from 9 to 1

Taught from 2015 (First Exams 2017) Affects Both Year 9s and 10s

	New GCSE		Legacy GCSE	
Subject	Tiered	Non-exam assessment	Tiered	Non-exam assessment
English Language	No	None	Yes	40%
English Literature	No	None	Yes	25%
Maths	Yes	None	Yes	None

Taught from 2016 (First Exams 2018) Affects Only Year 9s and Younger

Subject	New GCSE		Legacy GCSE	
	Tiered	Non-exam assessment	Tiered	Non-exam assessment
Art and design	No	100%	No	100%
Biology	Yes	None	Yes	25%
Chemistry	Yes	None	Yes	25%
Combined science	Yes	None	Yes	None
Computer science	No	20%	No	20%
Drama	No	60%	No	60%
Food preparation and nutrition	No	50%	No	50%
French	Yes	25%	Yes	60%
Geography	No	None	Yes	25%
History	No	None	No	25%
Music	No	60%	No	60%
Physical Education	No	40%	No	60%
Physics	Yes	None	Yes	25%
Religious Studies	No	None	No	None
Spanish	Yes	25%	Yes	60%

Taught from 2017 (First Exams 2019) Affects Only Year 8s & Younger

Subject	New GCSE		Legacy GCSE	
	Proposed Tiering	Proposed non-exam assessment	Tiered	Non-exam assessment
Business Studies	Not tiered	None	No	25%
Design and technology	Not tiered	50%	No	60%
Economics	Not tiered	None	No	None

Example Year 10 Report



Rossett School
Success for everyone

Attendance Key

97% or above	Excellent attendance. Student's attendance is in line with or above school and government attendance.
92% to 96%	Poor attendance. Student's poor attendance is likely to impact on achievement at school.
91% or below	Persistent absentee. Absence will trigger intervention with School Attendance Officer.

██████████ (10██)

Attendance: 97.6%

Academic Achievement – Year 10 Autumn

Subject Name	Teacher Name	Target Grade	Predicted Grade	Value Added	Reflectiveness	Resilience	Responsibility
English Language	Mr J. Carder	7	7	0	5	5	5
Maths	Mr A. Binns	7	8	1	5	5	5
English Literature	Mr J. Carder	7	7	0	5	5	5
Science Core	Dr A. Marshall	A	A	0	5	5	5
Spanish	Mr C. Halliwell	A	A*	1	5	5	5
Geography	Mr C. Stone	A*	A*	0	5	5	5
Economics	Miss Birckett	A	A	0	4	4	5
Product Design	Mrs V. Young	A	A	0	4	5	4
Core PE	Mrs K. Gudgeon	Not Applicable			4	4	4

Explaining this Report

Target Grade:

This is the grade the student is aiming for. It is created using the results the student achieved in their GCSEs.

Predicted Grade:

This is the grade that each subject teacher thinks the student will achieve at the end of the course if they maintain their current rate of progress.

Value Added

This is the difference between the target grade and the predicted grade. See 'explaining the colour coding' for further details.

Reflectiveness, resilience and responsibility:

These are scores between 1 and 5 which give an indication of how reflective, resilient and responsible the student is in each of their subjects. A breakdown of exactly what each score indicates can be found on the attached sheet '3Rs – Reporting Definitions'.

Explaining the Colour Coding

	Outstanding Progress (Above target or achieving a predicted A*)
	Expected Progress (On target)
	Less than Expected Progress (1 grade below target)
	Unsatisfactory Progress (2 or more grades below target)

Example Year 9 Report



Rossett School
Success for everyone

Attendance Key

97% or above	Excellent attendance. Student's attendance is in line with or above school and government attendance.
92% to 96%	Poor attendance. Student's poor attendance is likely to impact on achievement at school.
91% or below	Persistent absentee. Absence will trigger intervention with School Attendance Officer.

██████████ (9x██████)

Attendance: 97.6%

Academic Achievement – Year 9 Autumn

Subject Name	Teacher Name	Target Grade	Predicted Grade	Value Added	Reflectiveness	Resilience	Responsibility
English	Mr T. Elcock	8	7	1	3	2	2
Maths	Mr S. Tatterton	8	8	0	4	4	3
Science	Mr P. Thomson	8	7	-1	5	5	5
Art / DT Carousel	Mrs McLurg / Mrs Phelps	Not Applicable			5	5	5
Core IT	Miss L. Warburton	A	A	0	3	3	3
French	Mrs L. Clarkson	8	8	0	4	4	4
Geography	Mr L. Blackburn	8	9	1	4	4	4
Drama	Mrs C. Merrett	A	A	0	4	4	4
Core PE	Mr M. Bulmer	Not Applicable			2	2	3

Explaining this Report

Target Grade:

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Predicted Grade:

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Explaining the Colour Coding



Outstanding Progress
(Above target or achieving a predicted A*)



Expected Progress
(On target)



Less than Expected Progress
(1 grade below target)



Unsatisfactory Progress
(2 or more grades below target)

AQA

GCSE English Language and Literature



Paper 1: Explorations in Creative Reading and Writing

What's assessed

Section A: Reading

- one literature fiction text

Section B: Writing

- descriptive or narrative writing

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%)

– one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

+ Paper 2: Writers' Viewpoints and Perspectives

What's assessed

Section A: Reading

- one non-fiction text and one literary non-fiction text

Section B: Writing

- writing to present a viewpoint

Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Questions

Reading (40 marks) (25%)

– two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

+ Non-examination Assessment: Spoken Language

What's assessed

(AO7–AO9)

- presenting
- responding to questions and feedback
- use of Standard English

Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

English Language

English Literature

Paper 1: Shakespeare and the 19th-century novel

What's assessed

- [Shakespeare](#)
- [The 19th-century novel](#)

How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

Questions

Section A Shakespeare: students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

Section B The 19th-century novel: students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

+

Paper 2: Modern texts and poetry

What's assessed

- [Modern texts](#)
- [Poetry](#)
- [Unseen poetry](#)

How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

Questions

Section A Modern texts: students will answer one essay question from a choice of two on their studied modern prose or drama text.

Section B Poetry: students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

Section C Unseen poetry: Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Literature examples

Literature Paper 1 Section A-Shakespeare

Macbeth, Romeo and Juliet, Merchant of Venice

Literature Unit Paper 1 Section B-19th Century

Dr Jekyll and Mr Hyde, A Christmas Carol, A Sign of Four

Literature Paper 2 Section A

An Inspector Calls, Blood Brothers, Telling Tales (Anthology)

Literature Unit 2 Section B

Love and relationships OR Power and conflict (Anthology)

Literature Unit 2 Section C

Unseen poetry

What will affect your child?

- 100% exam (4 exams)
- Linear and examined at the end of 2 years
- No tiers
- All students need to take English Language and Literature
- Every lesson is exam preparation
- Half-termly assessments using the exam criteria
- All students need to complete a spoken language presentation for their separate endorsement
- Closed book exams – for all exams

Mathematics GCSE Changes

Introducing the new Maths GCSE 9-1

Government changes

- The importance placed on maths has changed.
- The Government and Ofqual want to reflect the size and value of Maths by making it worth 2 GCSE's in the performance tables.
- It has more content than other GCSEs and gets more teaching time compared to other GCSEs; 4 hours per week in Year 9 (in preparation), Year 10 and Year 11.
- The new Maths GCSE will be more demanding with **additional content** and **greater assessment**.

Grading and Tiers

- GCSE (9-1) Maths will still have two tiers; 'Foundation' and 'Higher'.
- The new tiers cover slightly different ranges of grades than before.

Old GCSE FOUNDATION				
G	F	E	D	C

NEW GCSE FOUNDATION				
1	2	3	4	5

- The Foundation tier now covers a slightly wider range of grades, as it now goes up to Grade 5 (comparable to high Grade C / low Grade B performance from the old scale).

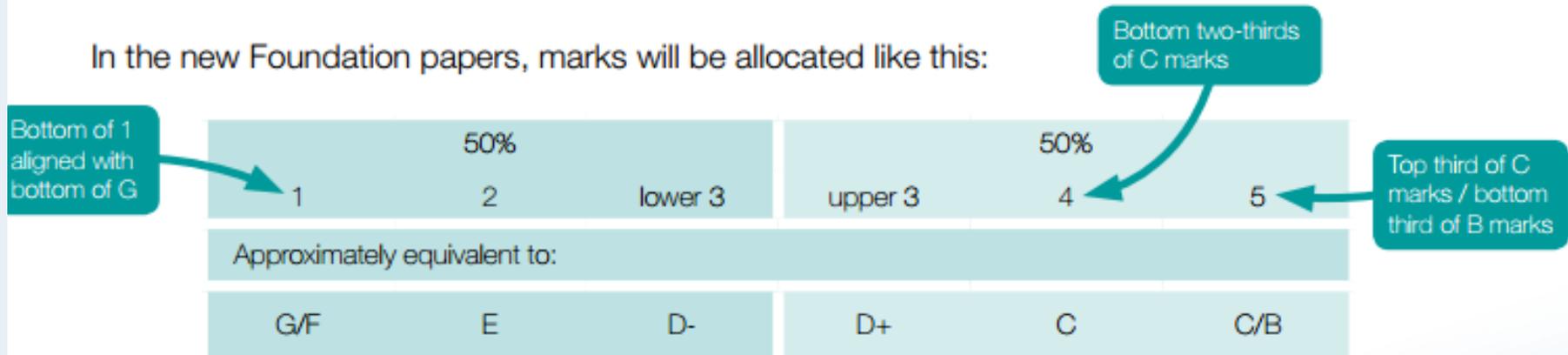
Foundation

Foundation papers now start at, and reach, a higher level.

The marks on current Foundation papers are allocated like this:



In the new Foundation papers, marks will be allocated like this:



- Currently 20% of our students sit 'Foundation' tier.
- We now think that up to 50% will sit 'Foundation'.

Higher

OLD GCSE HIGHER						
D	C	B	A	A*		
NEW GCSE HIGHER						
	4	5	6	7	8	9

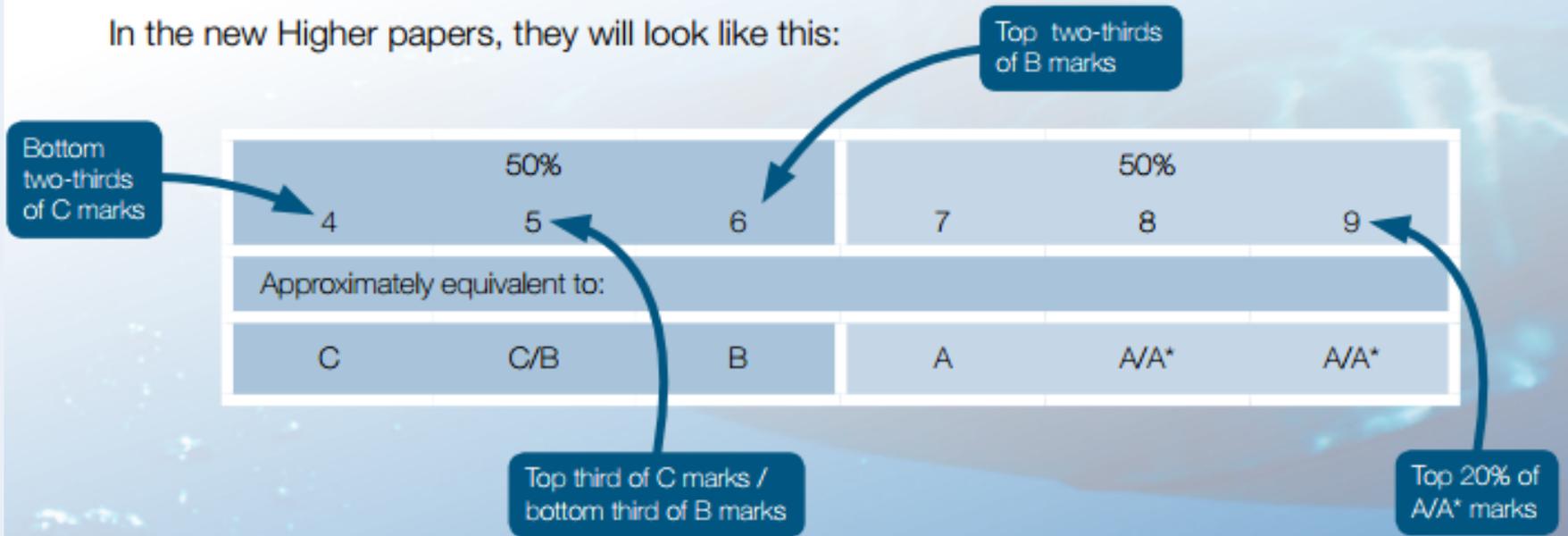
- The Higher tier will now cover Grade 4 and above, whereas the previous Higher tier included grades from Grade D and above.
- This means that the easiest questions on the GCSE 9-1 Higher tier will be slightly more challenging than the easiest questions on the previous GCSE's Higher tier.

Higher

Higher tier papers now start at a higher level than in the current GCSE, which starts at grade D.

The new Higher tier papers will cover 6 grades instead of 5, allowing for more differentiation at the top end of the grades. Previously, 25% of questions were targeted at A/A*, but now 50% of questions in each paper are targeted at the equivalent grades, 7–9.

In the new Higher papers, they will look like this:



- Currently 80% of our students sit 'Higher' tier.
- We now think only around 50% will sit 'Higher'.

Content

- The **style** of the exam questions will change to include more **problem solving** questions applying the skills covered in the syllabus.
- The new syllabus is greatly expanded with completely new topics making an appearance at both tiers.
- While there are some substantial new challenges for Higher Tier candidates, the greatest shake-up is a **vast shift of content from the Higher to the Foundation Tier.**

Current A Level



GCSE (9-1) Higher tier

- Expand the products of more than two binomials
- Interpret the reverse process as the 'inverse function'; interpret the succession of two functions as a 'composite function' (using formal function notation)
- Deduce turning points by completing the square
- Calculate or estimate gradients of graphs and areas under graphs, and interpret results in real-life cases (not including calculus)
- Simple geometric progressions including surds, and other sequences
- Deduce expressions to calculate the n th term of quadratic sequences
- Calculate and interpret conditional probabilities through Venn diagrams

Current GCSE Higher



GCSE (9-1) Foundation tier

- Index laws: zero and negative powers (numeric and algebraic)
- Standard form
- Compound interest and reverse percentages
- Direct and indirect proportion (numeric and algebraic)
- Expand the product of two linear expressions
- Factorise quadratic expressions in the form $x^2 + bx + c$
- Solve linear/linear simultaneous equations
- Solve quadratic equations by factorisation
- Plot cubic and reciprocal graphs, recognise quadratic and cubic graphs
- Trigonometric ratios in 2D right-angled triangles
- Fractional scale enlargements in transformations
- Lengths of arcs and areas of sectors of circles
- Mensuration problems
- Vectors (except geometric problems/proofs)
- Density
- Tree diagrams

Assessment

- The previous GCSE saw learners spending between 3 and 4 hours (depending on the tier) in exams, split across exams ranging from 1.5 to 2 hours long.
- The new GCSE (9-1) Mathematics requires **all learners sit exams totalling 4½ hours**. The Edexcel qualification breaks this into 3 different 1½ hour exams.
- **All exams will be sat at the end of Year 11.**

Foundation
(grades 1-5)

Paper 1
Non-calculator

33.3% weighting



Paper 2
Calculator

33.3% weighting



Paper 3
Calculator

33.3% weighting



Higher
(grades 4-9)

Paper 1
Non-calculator

33.3% weighting



Paper 2
Calculator

33.3% weighting



Paper 3
Calculator

33.3% weighting



What are we doing?

- Although the style of the exam questions are changing, and there's new content, our Maths faculty boasts 13 specially trained Maths Teachers. We have undergone training and held meetings on approaching the new challenges.
- We emphasise applying Maths to real life situations and promote problem solving techniques through providing students with more open tasks and questions in other contexts.
- Our ethos in all year groups is to ensure a good grounding in the topic, then stretch students as far as they are capable with that topic, drawing links to other areas of the syllabus.