

ENGLISH - YEAR 7, 8 & 9

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| FACULTY: | LEARNING SUPPORT |
| COURSE: | ENTRY LEVEL ENGLISH – Step Up to English |
| EXAM BOARD: | AQA |

Identification of Need

On entry to Haydon School all students undertake a series of screening tests for literacy and reasoning. Looking at KS2 results, Cognitive Ability Tests, and standardised reading and spelling tests we use this information to identify those who we feel will benefit from additional support. As a result of these tests a variety of support is offered dependent on need. These tests are repeated at the end of year 7 to monitor progress and also to identify any needs which have arisen during the year.

Staff follow a graduated approach with all years to assess, plan, do and review progress and when there are concerns they contact the SENCO.

COURSE OUTLINE:

As well as providing students with the possibility to gain nationally recognised qualifications, the Step Up To English course gives students to opportunity to develop skills that are fully transferable across both this and the English Language GCSE. The Step Up to English assessment objectives are based on the GCSE English Language objectives and allow students to develop the necessary skill sets in reading and writing in preparation for their GCSE English language examinations in year 11. During the course, students will have access to 19th, 20th and 21st century texts and will work to improve their reading comprehension and analytical abilities. They will also have access to grammatical and organisational instruction to support the necessary skills that underpin good writing composition.

The Entry Level English course is appraised using the following scheme of assessment. More information, including many helpful resources, can be found on the on the AQA English Step Up to English webpage:

<https://www.aqa.org.uk/subjects/english/elc/step-up-to-english-5970>

Assessment

SILVER (Year 7 & 8)

Component 1:

2 Written Non-Examinable Assessments
(1 hour 30 minutes) 60 Marks each.
Speaking and Listening: Task set by AQA and
marked by teachers using AQA criteria. 12
Marks.
Reading Section: Multiple choice and short
response questions. 24 Marks.
Writing Section: One long written task. 24
Marks.

Component 2:

1 Written Non-Examinable Assessment
(1 hour 30 minutes)
Reading Section: Multiple choice and short
response questions. 30 Marks.
Writing: One long written task (choice out of
two). 30 Marks.

Set and moderated by AQA.

Possible Outcomes:

Entry Level 1 Certificate

Entry Level 2 Certificate

GOLD (Year 9)

Component 1:

2 Written Non-Examinable Assessments
(1 hour 30 minutes) 60 Marks each.
Speaking and Listening: Task set by AQA and
marked by teachers using AQA criteria. 12
Marks.
Reading Section: Multiple choice and short
response questions. 24 Marks.
Writing Section: One long written task. 24
Marks.

Component 2:

1 Written Non-Examinable Assessment
(1 hour 30 minutes)
Reading Section: Multiple choice and short
response questions. 30 Marks.
Writing: One long written task (choice out of
two). 30 Marks.

Set and moderated by AQA.

Possible Outcome:

Entry Level 3 Certificate

ENGLISH - YEAR 10 & 11

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| FACULTY: | LEARNING SUPPORT |
| COURSE: | FUNCTIONAL SKILLS - English |
| EXAM BOARD: | AQA |

COURSE OUTLINE:

A Functional Skills English pathway is offered to students who have participated in Extra English lessons throughout Year seven to Year nine. The Functional Skills English course will develop and demonstrate students' acquired skills in English as applied to life, learning and work situations. Students will work towards being able to: write for different purposes and audiences; write with accurate grammar, spelling and punctuation; identify key information within a range of texts; and formulate suitable responses to the information communicated within these texts. Throughout the course, written communication skills will be developed with a focus on the production of non-fiction response to real life scenarios. Students will demonstrate through speaking, listening and communication assessments an ability to: prepare for formal discussions and presentations; communicate their point of view clearly and appropriately; make relevant contributions to discussions; and respond sensitively and thoughtfully to the views of others.

The Functional Skills course is assessed using the following scheme. More information, including many helpful resources, can be found on the on the AQA English Functional Skills webpage:

<https://www.aqa.org.uk/subjects/english/functional-skills/english-8720-8725>

Assessment

LEVEL 1 (8720)

Paper 1: Reading

Written Exam (1 hour) 26 marks
Multiple choice and short response questions.

33%

Set and marked by AQA

Paper 2: Writing

Written Exam (1 hour) 27 marks
2 writing tasks.

33%

Set and marked by AQA

Non-Exam assessment: Speaking, Listening & Communicating

One Presentation task & one discussion task
33.3%

Set and marked by Haydon School in line with AQA criteria and guidelines.

LEVEL 2 (8725)

Paper 1: Reading

Written Exam (1 hour) 30 marks
Multiple choice and short response questions.

33%

Set and marked by AQA

Paper 2: Writing

Written Exam (1 hour) 30 marks
2 writing tasks.

33%

Set and marked by AQA

Non-Exam assessment: Speaking, Listening & Communicating

One Presentation task & one discussion task
33.3%

Set and marked by Haydon School in line with AQA criteria and guidelines.

MATHS - YEAR 9, 10 & 11

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| FACULTY: | LEARNING SUPPORT |
| COURSE: | FUNCTIONAL SKILLS - Maths |
| EXAM BOARD: | AQA |

COURSE OUTLINE:

A Maths Functional Skills pathway may also be offered to students who have participated in Extra English lessons throughout Year seven to Year nine. This pathway is offered alongside Entry Level Science and together the two courses will form one option. The Functional Skills Maths course will develop and demonstrate students' acquired skills in Maths as applied to life, learning and work situations. Students will work towards being able to: understand practical problems in familiar and unfamiliar situations; identify and obtain necessary information to tackle mathematical problems; apply mathematics to find solutions to straightforward practical problems; use maths to draw simple conclusions and provide explanations.

The Functional Skills course is assessed using the following scheme. More information, including many helpful resources, can be found on the on the AQA Maths Functional Skills webpage:

<https://www.aqa.org.uk/subjects/mathematics/functional-skills/mathematics-8361-8362>

Assessment

Level 1 (8361)

Paper 1: Non-Calculator

Written exam (30 minutes) 20 marks

Section A: Multiple choice/short response questions demonstrating underpinning skills ability.

Section B: Short response questions demonstrating problem solving ability.

25%

Set and marked by AQA

Paper 2: Calculator

Written Exam (1 hour 30 minutes) 60 marks

Section A: Multiple choice/short response questions demonstrating underpinning skills ability.

Section B: Short response questions demonstrating problem solving ability.

75%

Set and marked by AQA

Level 2 (8362)

Paper 1: Non-Calculator

Written exam (30 minutes) 20 marks

Section A: Multiple choice/short response questions demonstrating underpinning skills ability.

Section B: Short response questions demonstrating problem solving ability.

25%

Set and marked by AQA

Paper 2: Calculator

Written Exam (1 hour 30 minutes) 60 marks

Section A: Multiple choice/short response questions demonstrating underpinning skills ability.

Section B: Short response questions demonstrating problem solving ability.

75%

Set and marked by AQA

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| HEAD OF FACULTY: | Mrs J Evans | jevans1.312@lgflmail.org |
| LEAD TEACHER: | Ms K Stark | kstark2.312@lgflmail.org |
| SUBJECT TEACHERS: | Mrs M Verbena | mverbena.312@lgflmail.org |
| | Mrs T Chan | tchan3.312@lgflmail.org |
| | Mrs H Casey | hsivills.312@lgflmail.org |