

GCSE Parent Information Evening

Please use the QR code for access to
FAQ's, Exam Boards and our Year 10
calendar



**Year 10 GCSE
Information**



HILLVIEW
SCHOOL FOR GIRLS

Key Stage 4 Team



Mrs Crane
Head of Key Stage



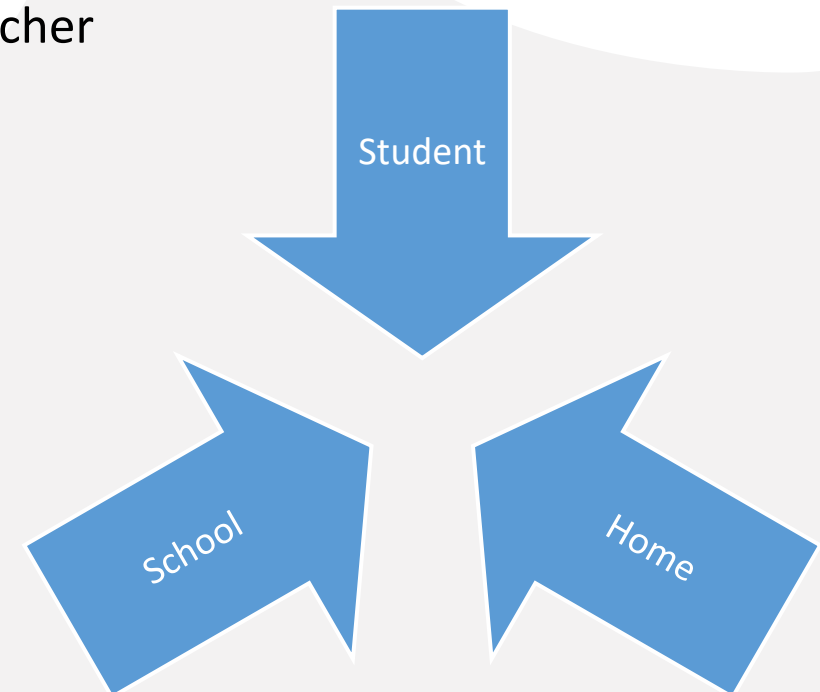
Mr Ryder
Assistant Headteacher



Miss Histed
Student Support Manager

Alongside

- Mentors
- Subject Teachers



	Austen	Franklin		Hepburn		Westwood	
	LOC: Abbey Rance (ARN)	LOC: Tayla Strudwick (TST)		LOC: Emma Beamish (EBM)		LOC: Vicky Rukin-Hayes (VRK)	
A4 1	Liz Mason (EMS)	F41	Alice Settrington (AST)	H41	Priyanka Chetty (PCH)	W41	Mia Temkin (MTE)
A4 2	Abbey Rance (ARN) M/T/Th Devi Seemairaj (DSM) W/F	F42	Edward Paxton (EPA)	H42	Aurelie Lethuilier (LTH)	W42	Rachel Panikker (RPN)
A4 3	Rebecca Smith (RAS)	F43	Lee Perry (LPR)	H43	Elizabeth Taylor (ETA)	W43	Vicky Rukin-Hayes (VRK) T/Th/F Jo Maybey (JMY) M/W
A4 4	Abigail Owen (AWN) Devi Seemairaj (DSM) Th	F44	Chloe Walker (CWA)	H44	Charlie Sweetman (CSW)	W44	Elena Riley (ERI) M- Th Mira Angus(MNG) F

Session Aims

- Understand our expectations for Year 10 and Key Stage 4, and the support available to help students achieve their best possible GCSE outcomes.
- Gain an overview of the key milestones and assessment points throughout Year 10, including how and when progress will be reported.
- Develop a clearer understanding of GCSE terminology, including grades, grade boundaries, assessment data and qualification pathways.
- Learn about post-16 options and careers pathways, and understand why it is important to begin exploring these opportunities now.
- Recognise the vital role parents and carers play in supporting academic success, attendance, wellbeing and aspirations.
- Feel confident about how Hillview School for Girls and families can work together to help every student realise their full potential.



Supporting Yr10 to achieve success

- Supporting Year 10 students to maximise GCSE success through high aspirations, resilience and academic ambition
- Pure Potential to raise aspirations and develop confidence in future pathways
- Empowering students to recognise their strengths and overcome barriers to achievement
- Building self-belief, motivation and effective study habits for GCSE success
- Encouraging students to take ownership of their learning and future goals
- Working collaboratively with families to create a strong support network
- Helping every student realise their full potential and make informed choices for post-16 education

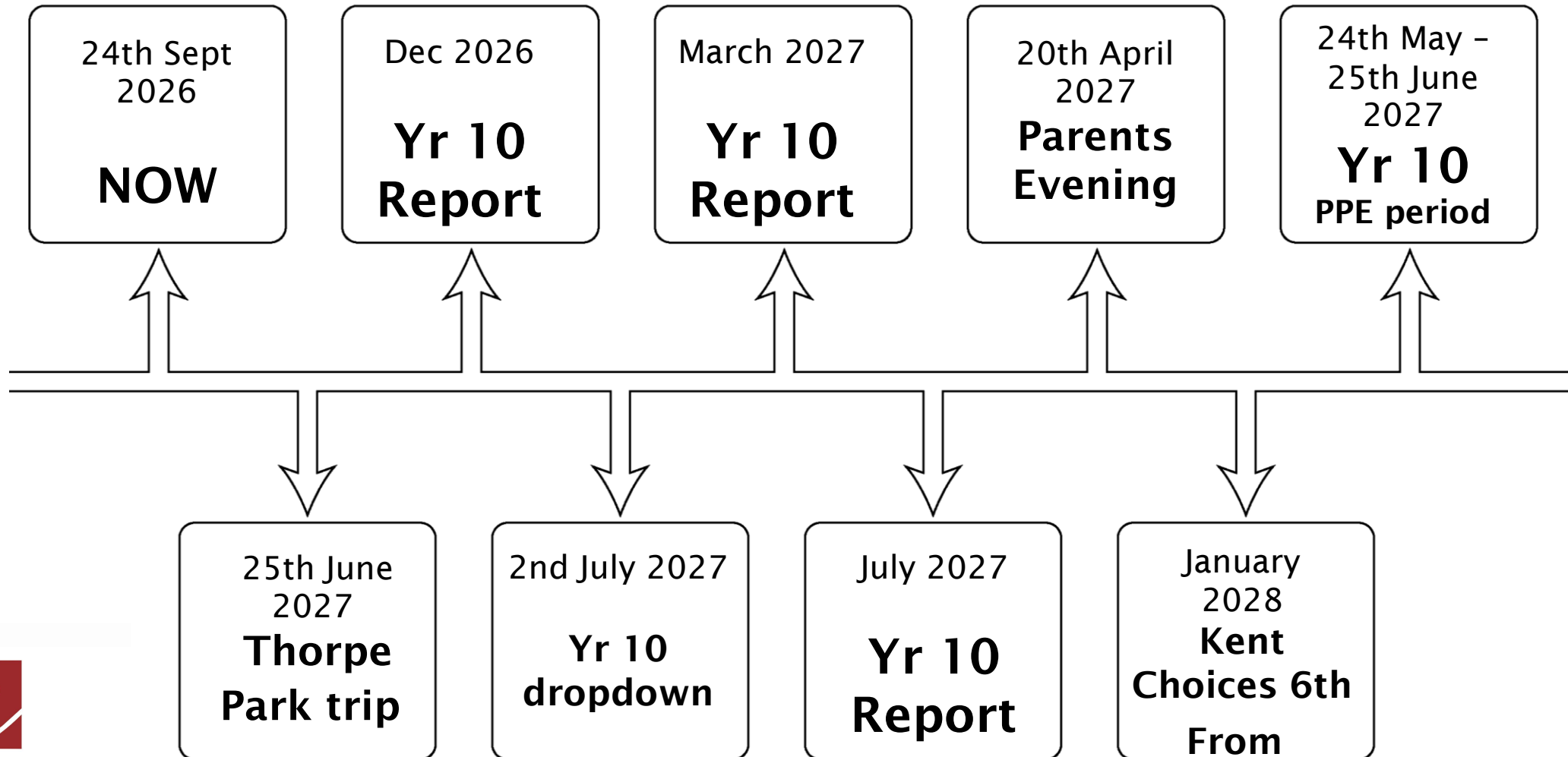


'Evidence shows that parental support is eight times more important in determining a child's academic success than other factors.'

*Department for Education campaign on parental involvement

- Encourage regular attendance and punctuality
- Create a quiet, distraction-free space for studying
- Support a consistent revision timetable
- Show interest in what they are learning and discuss their progress
- Maintain high expectations while celebrating effort and improvement
- Encourage reading and independent learning at home
- Monitor homework, coursework deadlines and exam dates
- Promote healthy routines, including sleep, nutrition and wellbeing
- Communicate with teachers and attend parents' evenings
- Help students set realistic goals and future aspirations
- Build confidence and resilience when challenges arise
- Encourage participation in intervention sessions and revision opportunities

2026/27 in a nutshell



Getting the basics right



In school, on time, everyday



High quality work, inside and out of school



Managing and organising workload



Equipped to learn



Punctual and positive mindset

CAN ATTENDANCE MAKE A DIFFERENCE TO EXAM RESULTS?

Greater than
97% Attendance



92% of students achieved at least 5 GCSEs at grade 4+ when they attended more than 97%



Less than
90% Attendance



51% of students achieved at least 5 GCSEs at grade 4+ when they attended less than 90%



Less than
80% Attendance



27% of students achieved at least 5 GCSEs at grade 4+ when they attended less than 80%



Exam Boards

GCSE Subject Exam Boards	
Subject	Exam Board
Ancient History	OCR
Biology	AQA
Business Studies	Pearson Edexcel
Chemistry	AQA
Childcare	NCFE
Combined Science	AQA
Computer Science	OCR
Dance	AQA
Drama	Pearson Edexcel
English Language	Pearson Edexcel
English Literature	Pearson Edexcel
Fine Art	AQA
Food Preparation & Nutrition	AQA
French	Pearson Edexcel
Geography	AQA
Graphic Communication	AQA
Health & Social Care	Pearson Edexcel
Mathematics	Pearson Edexcel
Media Studies	Eduqas
Music	OCR
Physical Education	Pearson Edexcel
Physics	AQA
Religious Studies	Eduqas
Spanish	Pearson Edexcel
Textile Design	AQA
Travel and Tourism	Pearson Edexcel

Grades Comparison

How the new grades compare with old ones



Old grades	New grades
A*	9
A	8
B	7
C	6
	5 Strong Pass
	4 Standard Pass
D	3
E	2
F	1
G	

GCSE journey Normal feelings



Feeling Anxious



Feeling Doubtful



Feeling Pressure



Feeling Dread



Feeling Stressed



Feeling Unmotivated

How to support your child



Some ideas



Foster a calm
and positive
environment



Encourage
healthy eating
and exercise



Monitor sleep
(intervene if
necessary!)



Provide a zone
for homework
and revision



Encourage a
healthy
balance



Support them
and hold them
to account



Put the revision
timetable
where you can
both see it

Remember

- At times, they may be scared and stressed
- They may take their stress out on you because they trust you
- They may avoid revising for fear of failure
- Be kind, including yourself, we all get stressed
- It won't go on forever – it will be over sooner than you think!



ORGANISATIONS OFFERING FREE SUPPORT

LINKS



Free crisis messenger, 24/7 support for all ages
www.giveusashout.org | Text SHOUT to 85258



Online counselling support for ages 11-25
www.kooth.com



Free service & apps supporting mental health
for ages 11-19
www.stem4.org.uk



NHS talking therapies supports with common mental
health problems like stress, anxiety and depression
www.nhs.uk



Free and confidential helpline for
young people under the age of 19
www.childline.org.uk | 0800 1111
Everyday, 9am-3pm



Free 24/7 call service for all ages
to talk about your issues
www.samaritans.org | 116 123



Free advice and support to anyone
experiencing a mental health problem
www.mind.org.uk | 0300 123 3393



Provides support for vulnerable young people and
their families
www.barnardos.org.uk | 0208 550 8822



Provide support for infants, children, young people
and their families from conception to 25
www.annafreud.org | 0207 794 2313



Provides support for anyone under the age of 25
www.themix.org.uk | 0808 808 4994



Provide confidential support and advice to young people
under the age of 35 struggling with thoughts of suicide
www.papyrus-uk.org | 0800 068 4141
Everyday, 9am-midnight



Online free advice from Citizens Advice
to help you find a way forward
www.citizensadvice.org.uk | 0800 144 8848
Mon-Fri, 10am-4pm



Free and confidential counselling service for young Muslims,
available nationally via the telephone, email, live chat
www.myh.org.uk | 0808 808 2008



Provides advice & support to young people affected by mental health
www.youngminds.org.uk | 0808 802 5544
Mon-Fri, 9:30am-4pm



Provides support 365 days a year to people who
have or are worried they have an eating disorder
www.beateatingdisorders.org.uk | 0808 801 0677



Confidential support to people
experiencing difficulties
www.thecalzone.net
0800 58 58 58
Everyday, 5pm-midnight



Revision Timetable

Things to remember



Include any commitments they already have and keep them going!



Burnout can occur, breaks are important



Pretty timetable, make sure it's followed!



We can help in school, please contact if this is a barrier



Timetable Example

TIME	Monday	Tuesday	Wednesday	Thursday	Friday	TIME	Saturday	Sunday
8.30am – 4.30pm	School	School	School	School	School	9.00am – 10.00am	Breakfast/ Shower	Breakfast/ Shower
4.30pm – 5.30pm	Homework	Free time	Homework	Homework	Free time	10.00am – 11.00am	Revision	Revision
5.30pm – 6.00pm	Dinner	Dinner	Dinner	Dinner	Dinner	11.00am – 1.00pm	Free time/ Lunch	Free time/ Lunch
6.00pm – 7.00pm	Revision	Revision	Revision	Revision	Revision	1.00pm – 3.00pm	Revision	Socialising
7.00pm – 8.00pm	Revision	Revision	Free time	Revision/ Past papers	Free time	3.00pm – 5.00pm	Socialising	Revision
8.00pm onwards	Down time/ Relaxation	Down time/ Relaxation	Down time/ Relaxation	Down time/ Relaxation	Down time/ Relaxation	6.00pm onwards	Dinner/ Downtime	Dinner/ Downtime

Revision strategies

Sitting with distractions and a textbook does not work

TRY:

- Post it walls/doors around the home
- Flashcards
- Explain a topic over dinner/food
- Mindmaps
- Past papers
- Revision/topic videos
- Test, test, test!



Revision Top 10



Make a plan

To avoid running out of time, list topics and tasks, and schedule them into the time you've got. Leave some gaps: things can take longer than you expect.



Get stuff organised

Avoid faff. Gather what you need. Make revision folders and OneNote sections for re-usable revision notes/flashcards etc.



Find your place

Create a revision space that really works for you, whether that's tucked away, or at the kitchen table.



Get into good routines

Work when you're fresh. End each day by ticking off what you've achieved. Get ready for tomorrow. Then wind down before bed.



Brain work out

Real revision is ACTIVE. Re-reading makes material feel familiar but doesn't really help you LEARN it. For that, you need to retrieve knowledge and think hard.



Test Match

Keep testing yourself. Get someone else to. Include question prompts in notes. Use flashcards. Answer past paper questions/plan essays, then check and fill the gaps.



Space it out

To really learn something, don't cram. Self-test more than once, over time. Key terminology, formulas, grammar and vocabulary really need this little-and-often approach.



Love your brain

Eat and drink regularly; take brain breaks; get fresh air and exercise.



Sleep!

It's essential for memory and mood. Stick to a regular bedtime and resist the lure of scrolling before lights out.



Team work

You have a team of family and friends on your side. Ask for help when you need it, whether that's a pep talk, someone to test you on a topic, or a cup of tea.

GCSE REVISION METHODS GUIDE

How to Use Effective GCSE Revision Methods

This guide explains how to use a range of effective revision methods to help you revise smarter, not harder.



1. CUE CARDS

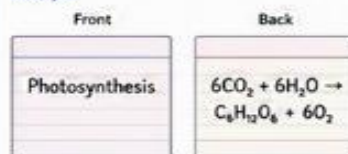
What are they?

Small cards containing key facts, definitions, formulas, dates, or vocabulary.

How to do it

1. Write the topic title at the top.
2. Put a key word or question on one side.
3. Write the answer on the back.
4. Keep answers short and concise.
5. Test yourself regularly.

Example



Best for

- Science equations
- Languages vocabulary
- History dates
- Maths formulas



4. RECORDING NOTES

What is it?

Listening to revision rather than reading it.

How to do it

1. Reduce your notes first.
2. Record yourself reading them.
3. Listen while travelling or exercising.
4. Pause and repeat key points.



18. ORGANISING YOUR PAGE

How to do it

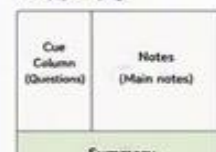
- Before writing:
- Draw planning boxes.
- Use flow charts.
- Separate ideas visually.

This helps structure longer answers.



19. CORNELL NOTE TAKING

Set up your page



Step 1

Write condensed notes.

Step 2 Add keywords and questions.

Step 3 Write a summary.

Step 4 Cover the notes and test



20. SUB-VOCALISATION

How to do it

Speak quietly while writing or revising.

Example

Write: "Mitosis produces identical cells."

At the same time, say it aloud.



2. MIND MAPS / SPIDER DIAGRAMS

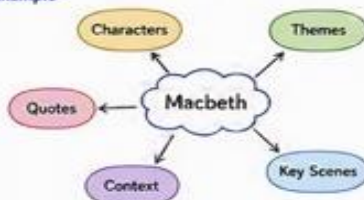
What are they?

A visual way of organising information around one central topic.

How to do it

1. Write the topic in the centre.
2. Draw branches for main ideas.
3. Add facts, examples and keywords.
4. Use colours and symbols.
5. Keep information concise.

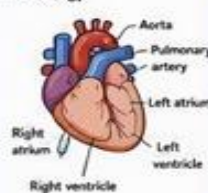
Example



3. DIAGRAMS, TABLES & TIMELINES

Diagrams

Draw a procorrection, side Example: Heart structure in Biology.



Best for

- Use flow (questions)
- Definitions.

Example:

Character	Traits	Quotes
Macbeth	Ambitious	"Vaulting ambition"
Lady Macbeth	Manipulative	"Unsex me here"
Banquo	Loyal	"Thou hast it now"

Best for

- History
- Geography
- Science processes
- English characters



6. WATCHING VIDEOS

How to do it properly

Don't just watch videos.

1. Watch a short revision video.
2. Pause regularly.
3. Take notes from memory.
4. Answer questions afterwards.

Best for

- Science
- Maths
- Geography
- Computer Science



7. LITERACY DOUGHNUT

How to do it

Draw three circles.



Why it works

It helps prioritise revision rather than trying to remember everything at once.

10. SELF-QUIZZING

One of the most effective methods.

How to do it

1. Choose a topic.
2. Create 10 questions.
3. Answer from memory.
4. Check answers.
5. Repeat weak areas.

Example

1. What is osmosis?
2. Define mitosis.
3. What is diffusion?

Golden Rule

Do not look at notes while answering.

11. FLASH CARDS

How to do it

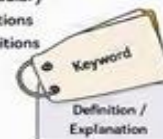
Front: Keyword
Back: Explanation

Extra Activity

Separate definitions and keywords and match them.

Best for

- Quotes
- Vocabulary
- Equations
- Definitions



12. TEACH SOMEBODY

How to do it

1. Select a topic.
2. Set a timer for 3 minutes.
3. Teach a friend, parent or even a teddy bear.
4. Answer questions.
5. Identify gaps in your knowledge.

Why it works

If you can teach it, you understand it.

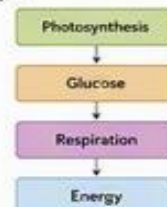


13. MAKING CONNECTIONS

How to do it

Link new information to something you already know.

Example



Create a story or pathway around the topic.

14. PAST PAPERS

Step 1: Complete the Paper

- Sit in silence.
- Use exam conditions.
- Time yourself.

Step 2: Mark It

- Use the mark scheme.

Step 3: Learn From Mistakes

- Turn errors into self-quiz questions.

Step 4: Read Examiner Reports

- Find common mistakes students make.



15. ESSAY WRITING PRACTICE

How to do it

1. Find an exam question.
2. Highlight command words.
3. Plan your answer.
4. Write:
 - Introduction
 - 4-5 paragraphs
 - Conclusion
5. Review using a mark scheme.

Common Command Words

Describe	Explain	Analyse
Compare	Evaluate	Discuss



16. DECODING EXAM QUESTIONS

How to do it

Use two colours:

- Colour 1: Command words
- Colour 2: Subject-specific words

Example

Explain how volcanoes affect people.

Explain = command word
Volcanoes affect people = content



17. SENTENCE STARTERS

Create a bank of phrases.

Examples:

- This suggests that...
- The writer presents...
- A key reason is...
- This leads to...
- One effect is...

Best for

English, History, Geography, RE and other essay subjects.



21. DYSLEXIA-FRIENDLY METHODS

Visual

- Colour coding
- Large posters

Aural

- Record notes
- Listen to

Verbal

- Explain concepts aloud

Colour Coding

- Give each

Use a Planner

- Schedule

Set Reminders

- Turn off notifications

Minimise Distractions

- Put your phone away
- Work in short



SENECA

Free interactive content to
keep students engaged

BBC
Bitesize



gcsepod

PiX

Useful Revision
Aids/Tools



HILLVIEW
SCHOOL FOR GIRLS

Preparing for the exams: “How do you revise for English?!”

- GCSE Pod (teacher assignments and independent revision) and Seneca Learning.
- **Educake quizzes** - you can set yourself extras for Language and Literature.
- **BBC Bitesize.**
- **MASSOLIT lectures** (school subscribes to this – use Sharepoint tile)
- **Revision guides – especially SNAP revision, CGP cards or York Notes for Literature; Pearson-published revision guides and workbooks for Language.**
- Go over and improve **classwork and homework**, referring to feedback and PLCs.
- Watch a range of **film/TV adaptations** of the Literature texts
- **Read, read, read!** For non-fiction texts: 1. identify information; 2. comment on language and structure; 3. compare it to another text and 4. evaluate the effect.
- **PPEs** – revise, USE the feedback and treat it methodically – every mark counts!
- **Talk to your teacher** if you need help – arrange a good time as soon as possible;



HILLVIEW
SCHOOL FOR GIRLS

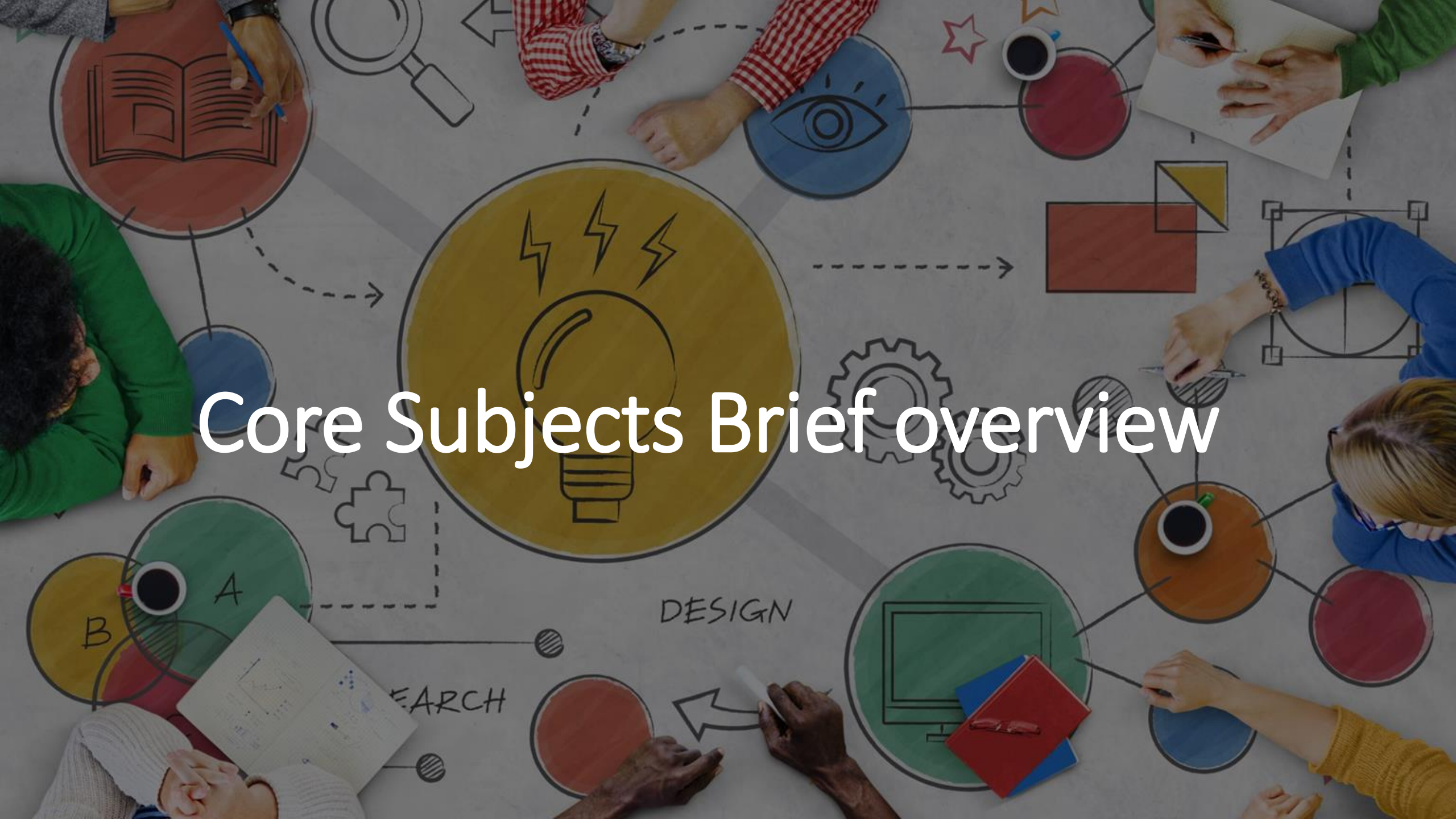
Look out revision resources aimed at **Edexcel GCSEs** (or it may say '**Pearson Edexcel**') ... all our students sit the same **English Language and English Literature** courses with this exam board.

EXAM BOARD EDEXCEL



Website		Username	Password	How to use
Hillview Sharepoint		School login details – access from app or school website	School login password	
Mathswatch https://vle.mathswatch.co.uk/vle/		First part of school e-mail (Don't include .kent.sch.uk)	Same as username	Videos, powerpoints, questions by topic or by grade
Maths Genie www.mathsgenie.co.uk		No username required	No password required	Exam questions & answers by topic, Mock exams with worked solutions and step by step video of answers
On Maths https://www.onmaths.com/		No username required	No password required	Online marked topic and mixed resources, practice papers
Seneca https://senecalearning.com/en-GB/		Create individual username and password.	Create individual username and password.	AI generated learning with videos and questions.
GCSE Pod www.gcsepod.com		Create individual username and password.	Create individual username and password.	Downloadable videos on topics Questions linked to the video
Oak National Academy Oak National Academy (thenational.academy)		No username required	No password required	Video lessons and basic worksheets



A top-down view of a collaborative workspace. Several people are gathered around a table, their hands and arms visible as they work. The table surface is covered with hand-drawn diagrams and sketches. A large central yellow circle contains a lightbulb icon with three lightning bolts above it. To the left, a red circle contains an open book icon. To the right, a blue circle contains an eye icon. Below the central circle, a green circle contains a computer monitor icon. Other diagrams include a magnifying glass, a star, a coffee cup, a gear, a puzzle piece, and various colored circles and rectangles. The text "Core Subjects Brief overview" is overlaid in the center in a white, sans-serif font.

Core Subjects Brief overview

English Language –

Paper 1 - Reading
fiction, Imaginative
writing

Paper 2 - Reading
non-fiction,
Transactional writing

English Literature –

Paper 1 – 'Macbeth' and
'An Inspector Calls'

Paper 2 - A Christmas
Carol and Relationships
Poetry (Anthology plus
unseen)

Skills assessed:

- ✓ Understanding and selecting relevant points from texts.
- ✓ Commenting on writers' use of language and structure, using terminology.
- ✓ Evaluate the effect of writers' techniques.
- ✓ Commenting on the significance of context where relevant (Macbeth, An Inspector Calls, Anthology poetry).
- ✓ Writing effectively and appropriately.
Writing accurately.





Black pens

Pencil

Scientific Calculator

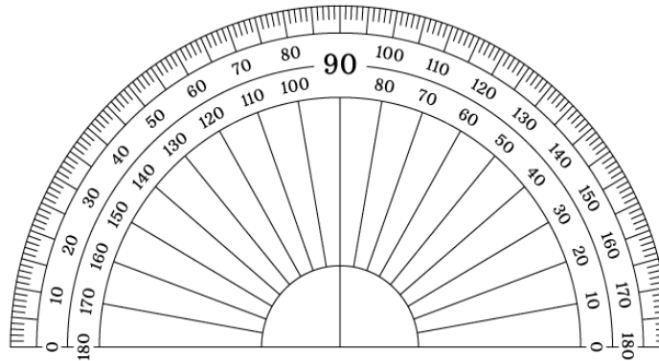
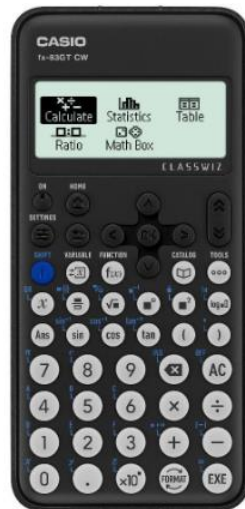
(Casio FX-83GT as the recommended minimum requirement)

Ruler

Protractor

Compass

Rubber



*Higher Tier
Grade 4-9*

*Foundation Tier
Grade 1-5*



“The important thing is to never stop questioning [or learning].” – Albert Einstein

AQA exam board www.aqa.org.uk

Foundation tier pupils can be awarded grades 1-5, and higher tier pupils can be awarded grades 4-9.

The higher tier is designed for those students working consistently at grade 6 and above.

PLCs (Personalised Learning Checklist)



Independent learning



Revision – in school and at home



Workshops and revision sessions during lunch time and after school



Targeted support and intervention

Unit 1 Breakdown

74 UMS C3

		Max	Score
1	Retrieves and interprets a variety of information to demonstrate understanding of what we learn	8	5
2	Understands and interprets the effectiveness of the headline and picture and how they link to the text	8	2
3	Understands and interprets meaning of thoughts and feelings	8	5
4	Compares the effectiveness of the language used by writers in two texts	16	9
5	Writing to inform, explain or describe - Content and organisation	10	7
	Writing to inform, explain or describe - Accuracy	6	5
6	Writing to argue or persuade - Content and organisation	16	8
	Writing to argue or persuade - Accuracy	8	4

Total: 45



Does your child speak another language at home?

- Can they read, write a speak an additional language?
- Please scan the QR code and give us more information, we may be able to enter your child for an additional GCSE in their native language

Community language GCSE - expression of interest





NEA's / Practical Assessment / Coursework

Importance of NEA's

- Non-Exam Assessments (NEAs) are a vital part of many GCSE and vocational qualifications and should be taken seriously from the outset.
- NEAs contribute directly to the final grade, meaning marks gained now cannot be recovered in the final exam.
- Every mark counts and can make the difference between grade boundaries.
- Strong NEA performance reduces pressure during the exam season.
- NEAs develop key skills such as research, analysis, organisation, independent learning and time management.
- Deadlines are fixed, and missed work can significantly impact final outcomes.
- NEAs provide an opportunity for students to demonstrate their abilities over a longer period rather than in a single exam.
- High-quality coursework can secure a substantial proportion of the overall qualification before examinations begin.
- Students who engage fully with their NEAs tend to develop better study habits and achieve stronger overall outcomes.
- Attendance is KEY! Missed NEA slots has a huge impact!!!

Pearson BTEC Level 1/Level 2 Tech Award in Travel and Tourism

Coursework (PSA) starts in the Spring of Year 10

This is set task from the exam board, completed in a set time, under exam like conditions at school.

Attendance to these lessons is **CRITICAL**.

BTEC Tech Award Grading

Level / Qualification Grade	Grade Equivalent
Level 2 / Distinction*	8.5
Level 2 / Distinction	7
Level 2 / Merit	5.5
Level 2 / Pass	4
Level 1 / Distinction	3
Level 1 / Merit	2
Level 1 / Pass	1.25

Component 1
Assignment:
Travel and Tourism
organisations
30%



Spring Yr 10

Component 2
Assignment:
Customer needs in
Travel and Tourism
30%



Autum Yr 11

Component 3
EXAM
Global
influences
40%



Summer Yr 11



OCR GCSE Music

Content Overview	Assessment Overview	
Performance on the learner's chosen instrument. Composition to a brief set by the learner. Composition and *Solo recordings deadline before October half-term of Year 11	Integrated portfolio (01) 60 Marks Non-exam assessment	30% of total GCSE
Ensemble performance. Composition to an OCR set brief. Composition and *Ensemble recordings deadline before February half-term of Year 11	Practical component (03) 60 Marks Non-exam assessment	30% of total GCSE
Listening and appraising. A written paper, with CD. Aural recognition and context unheard/unfamiliar music from within the Areas of Study 2, 3, 4 & 5. Intense listening & appraising revision from after February half-term in Year 11	Listening and appraising (05) 80 Marks 1 hour and 30 minutes written paper	40% of total GCSE

Essentials

To succeed at the GCSE in Music students must be active participants in making music on a regular basis and:

- Maintain a practice routine of at least 20 minutes a day.
- Attend Hillview Community Choir.
This activity helps develop their ear which is important for performance, composition and the listening and appraising components.
- Play in a Hillview ensemble if they play an instrument e.g., Chamber Group, Orchestra or participate in a band at Record Label Club
- *Students must submit their chosen performances pieces for approval to their class teacher, not their individual singing / instrument tutors.
- Meet deadlines. We set these in order to diminish the pressure on the students as the course progresses.

Pearson BTEC Level 1/Level 2 Tech Award in Health and Social Care

Coursework (PSA) starts in the Spring of Year 10

This is set task from the exam board, completed in a set time, under exam like conditions at school.
Attendance to these lessons is **CRITICAL**.

BTEC Tech Award Grading

Level / Qualification Grade	Grade Equivalent
Level 2 / Distinction*	8.5
Level 2 / Distinction	7
Level 2 / Merit	5.5
Level 2 / Pass	4
Level 1 / Distinction	3
Level 1 / Merit	2
Level 1 / Pass	1.25

**Component 1
Assignment:
Human
Development
30%**



Spring Yr 10

**Component 2
Assignment:
HSC services
& values
30%**



Autum Yr 11

**Component 3
EXAM
Health and
Wellbeing
40%**



Summer Yr 11



NCFE CACHE Level 1/2 Technical Award in Child Development and Care in the Early Years

The course is 1 unit '*Understanding child development and care in the early years*', with 9 'components'.

Delivery

- Year 10 to Dec of year 11: content delivery while practising coursework and exam style questions
- Jan – March Year 11: Coursework
- April onwards: Revise for Exam

Level / Qualification Grade	Grade Equivalent
Level 2 / Distinction*	8.5
Level 2 / Distinction	7
Level 2 / Merit	5.5
Level 2 / Pass	4
Level 1 / Distinction	3
Level 1 / Merit	2
Level 1 / Pass	1.25

How you are assessed

NEA (Coursework) worth 50%

- Term 3/4 of Year 11
- Completed under exam like conditions at school over **16 hours**
- There is **ONLY 1 SUBMISSION**

Examined Assessment (EA) worth 50%

- 80 marks, 1 hour 30 minutes
- a mixture of multiple-choice, short-answer, and extended response
- **Same content as NEA**

GCSE PE

As part of the GCSE Physical Education course, students must be assessed in three practical sports.

These must include one individual sport, one team sport, and a third sport that can be either individual or team-based.

All assessed activities must be selected from the approved Department for Education activity list. Please check with your GCSE PE teacher.

Hillview PE, all students will be assessed in trampolining, netball, shot put and rock climbing during the two-year course.

Practical assessments will take place throughout Years 10 and 11.

Students who participate in additional sports outside of school, such as equestrian, swimming, dance or gymnastics, may also be assessed in these activities through the submission of video evidence that meets the examination board specification.

In addition, students must complete a written Non-Exam Assessment (NEA), which requires them to design and evaluate a personal fitness development programme based on fitness testing results.

This coursework demands strong organisation, adherence to deadlines and careful following of the assessment criteria, and must be completed by Christmas of Year 11

NEA – GCSE Dance

Component 1 (60% of the final grade) is the Practical Non-Exam Assessment (NEA).

- Students will learn the set movements for both the solo and trio performances during Year 10 and will complete their formal assessment in Year 11.
- For the choreography element, students must create a dance in response to a stimulus published in September of Year 11. As a result, the choreographic process cannot begin until Year 11. However, students will develop the necessary skills and understanding throughout Year 10. The formal choreography assessment will take place around March of Year 11.
- Due to the practical nature of the subject, work cannot be completed at home. Therefore, regular attendance and active participation in lessons are essential for success.

PERFORMANCE

- Solo performance
 - 2 set phrases choreographed by AQA
 - Approx. 1 min long
- Duet/trio performance
 - Choreographed by teachers
 - Max of 5 mins. long

30%
of your
grade

CHOREOGRAPHY

- Choreography
 - Using a stimulus set by AQA as your starting point
 - 3.00 to 3.30 mins

30%
of your
grade

Non Examination assessment in Pearson Edexcel GCSE Drama:

Component 1: Devising Drama: (40% of total qualification)

Two assessed pieces of work:

1. A live performance developed from stimulus. (25% of the marks)
2. A portfolio documenting the process of creation of the performance and evaluation of the final performance. (75% of the marks)

Deadline for performance work to be completed: 31.05.2027

Deadline for Portfolio and evaluation work to be completed: 19.07.2027





Media Studies

The NEA comprises 30% of the final GCSE grade in Media Studies.

It is marked out of 60:

10 marks - Written statement of aims and intentions of approximately 250 words

20 marks - Meeting of the requirements set out in the brief

30 marks: Construction and creation of meanings and connotations within the products

The briefs are released in March. Students need to research and create a DVD cover and poster for a film within a specified genre with a clear target audience.

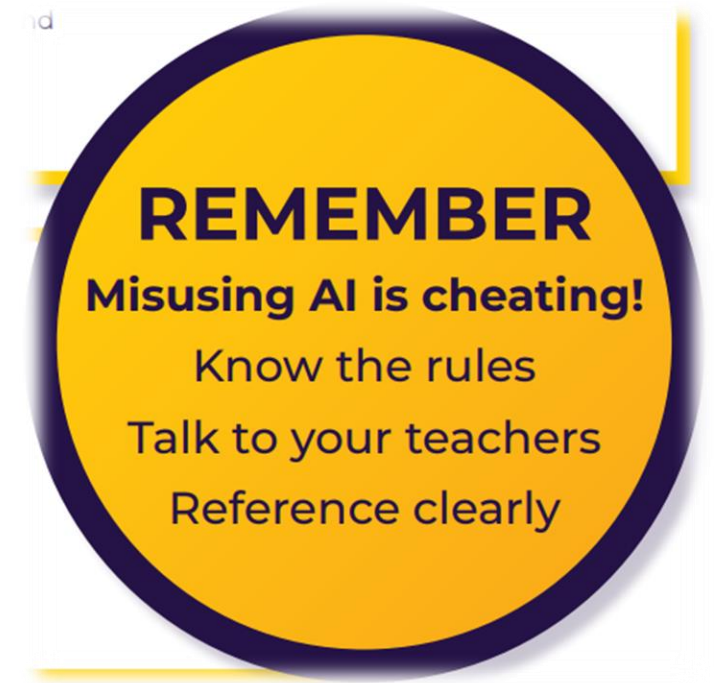
Research and Planning and Production in lessons begins in the Summer term of Year 10

First deadline: End of Term One of Year 11 (October) - feedback given and students are free to make improvements in their own time

Second and final deadline - End of Term 3 of Year 11 (February)

Students awarded final marks after moderation before sample is sent to exam board (April/May - Year 11)

preventing malpractice in NEA components (AI misuse)



The requirements

What JCQ says



“Students who misuse AI to the extent that the work they submit for assessment is not their own will have committed malpractice in accordance with JCQ regulations and could attract severe sanctions”

how teachers will support
students

You teachers will ensure that the following support is in place. Please note that not all the steps below might be relevant for all components so there may be a selection of these rather than the exhaustive list. Teachers will ensure that:

- they are clear on the expectations for the work set and what might constitute malpractice
- they restrict access to online AI tools on school devices and networks;
- they set reasonable deadlines for submission of work and provide reminders;
- they ask students to submit drafts at intermediate stages in the production of their work in order to ensure that they are not falling behind the schedule and that they can submit the final assessment in a planned and timely manner
- they allocate time for sufficient portions of work to be done in class under direct supervision so that they can authenticate each student's work with confidence;
- they occasionally engage students in a short verbal discussion (academic conduct meeting) about their work to ascertain that they understand it and that it reflects their own independent work;
- students are clear on how to reference and how to keep a record of their AI use as they produce the work
- students sign a declaration regarding their AI use as a reminder of allowed practices, even when they submit a draft



so, Where is the
line?

Therein lies the crux of the matter ...



... because the line is not clear

When asked to authenticate students' work, teachers are asked to make a professional judgement on whether the work is fully their own.

Although some use of AI could be seen as acceptable, it is very difficult for a teacher to establish how critically engaged students have been with ANY AI content. As a result, any use of AI may be considered as misuse and therefore NOT their own work.



Future Pathways



Marnie Lines
(KS3 & 4)



Jacqueline
Birch (KS5)

Our role

Support careers across
the school lessons,
mentor time, PDL lessons

Explore future pathways
after Post 16

unifrog
The universal careers platform

One to one support



Work Experience 2026

Wednesday, Jan 20th to
Friday Jan 22nd 2027



THE EIGHT BENCHMARKS ARE:



Benchmark 1

A stable careers
programme



Benchmark 2

Learning from career
and labour market
information



Benchmark 3

Addressing the
needs of each pupil



Benchmark 4

Linking curriculum
learning to careers



Benchmark 5

Encounters with
employers and
employees



Benchmark 6

Experiences of
workplaces



Benchmark 7

Encounters with
further and higher
education



Benchmark 8

Personal guidance

Placement
Information needs
to be add to your
child's account

The Unifrog logo, featuring the word "unifrog" in a white, lowercase, sans-serif font, centered on a solid teal background.



Unifrog Placement completed by
Friday Dec 11th, 2026

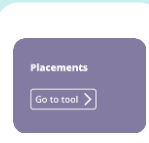
Key information



Work experience will be on these dates: **Wed, Jan 20th to 22nd, 2027**



Placement must be log on Unifrog by **Fri., Dec 11th 2026**



You must agree your placement with the employer using the Placements tool on Unifrog.

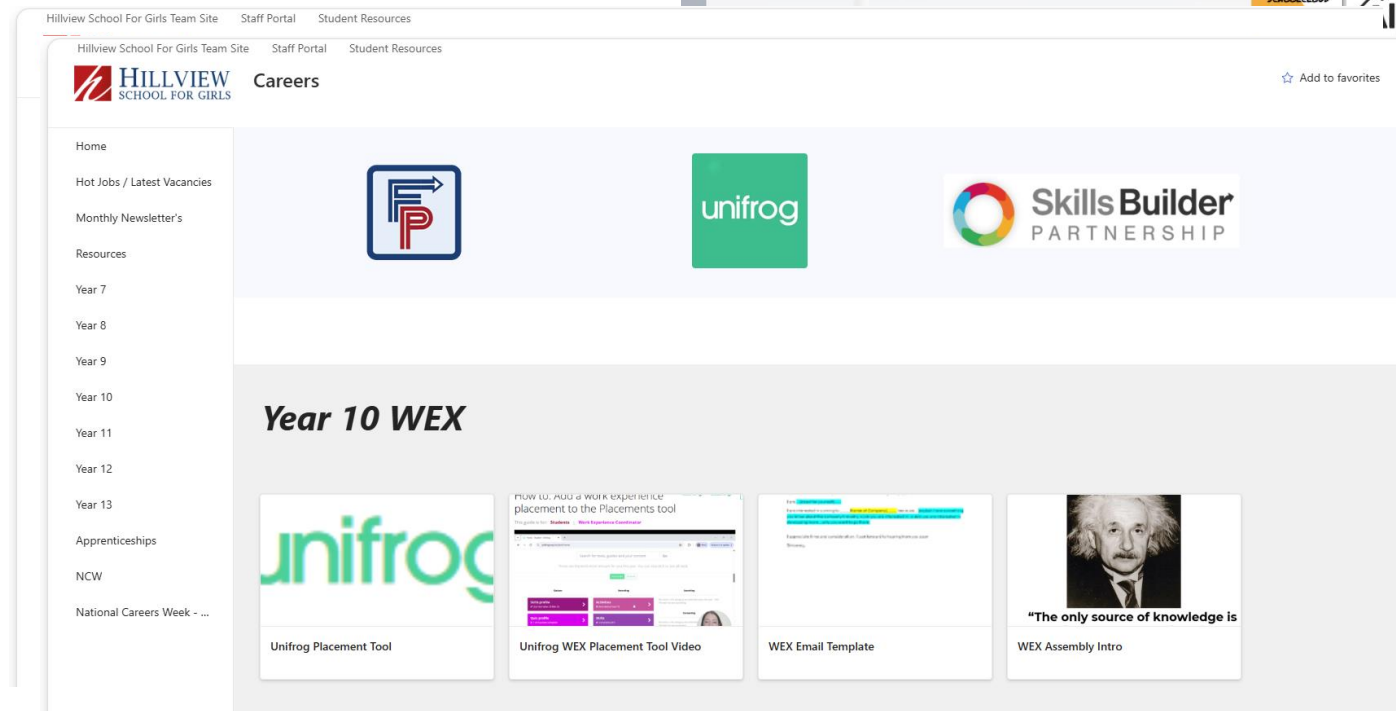
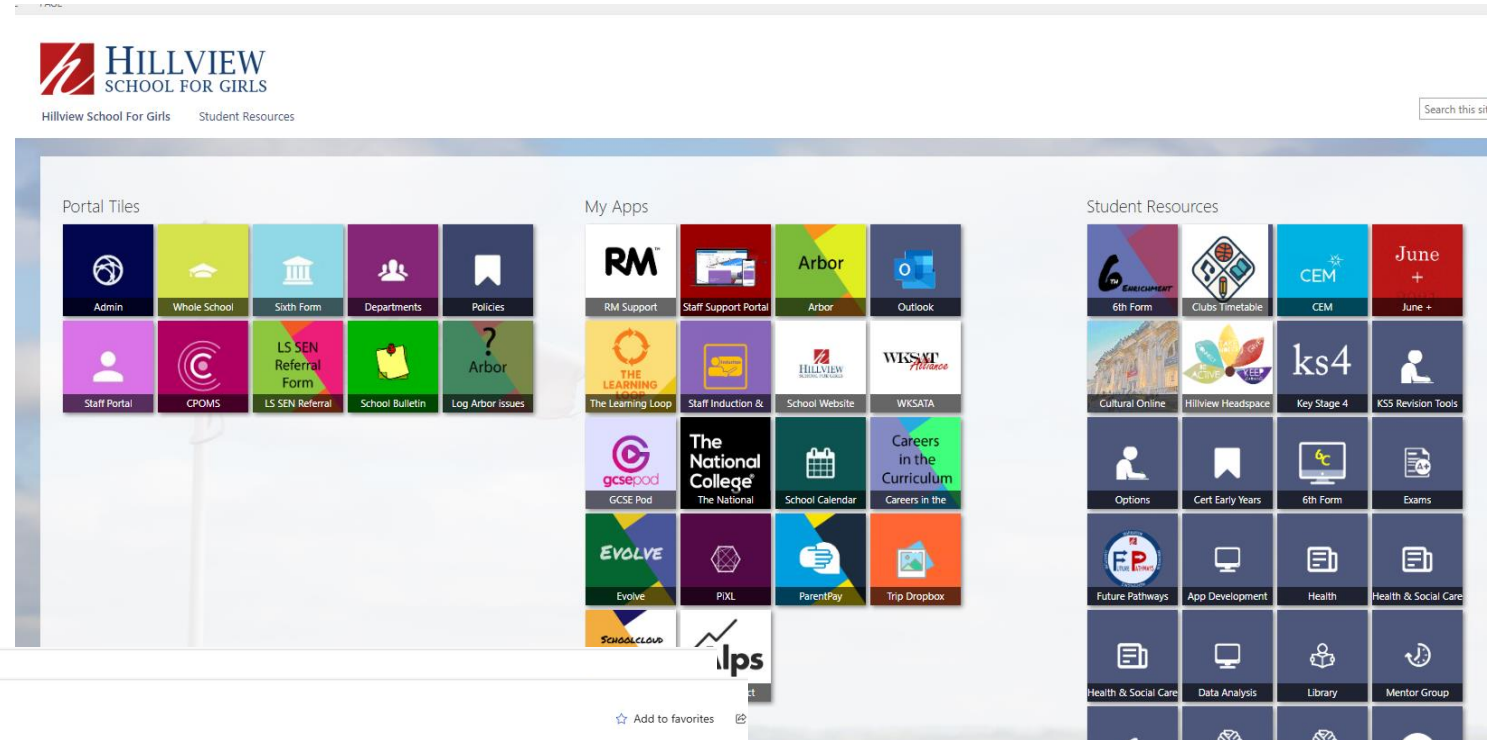


It's your daughter's responsibility to find a placement. We can support you, but we can't do it for them.

Support

Drop In 309

Tuesday and Friday
Mornings
Friday Lunch



Help me!



Question?

Unifrog has a guide for it

Click the link below or scan the QR to access the placement guides. They cover how to find a placement, how to make it go well, and loads more!

www.unifrog.org/placement/guides



Any further questions or concerns please email Ms Lines at careers@hillview.kent.sch.uk



Support for Parents



OUR SCHOOL

- Admissions
- Attendance
- Destinations
- Ethos & Values
- Exam results
- Future Pathways (Careers)
- Hillview Alumni Network
- Hire our Facilities
- Information for Ofsted
- Leadership and Governance
- Policies and Documents
- Safeguarding
- Train With Us
- Vacancies
- Viewpoint - Outreach Programme
- Year 6-7 Transition Information

FUTURE PATHWAY

Future Pathway is the name given to the Careers Education Program education, information, advice and guidance (CEIAG) to all students knowledge and experience to enable them to enter and be successful in the world of work.

More information on our program can be found here:

HSG - STRATEGIC PLAN 2025-28

HSG - Careers Programme 2025-26

Gatsby Benchmarks

Our Career Programme is developed to meet Gatsby Benchmarks 1-6

**Benchmark 1**
A stable careers programme

**Benchmark 2**
Learning from career and labour market information

PARENT'S INFORMATION

"Parents and carers should be encouraged and supported to access and use information about careers, pathways and the labour market to inform their support for pupils in their care."

Gatsby Benchmark 2 criteria



According to research from the University of Warwick, 'Continued parental support throughout a young person's education and career trajectory is seen as a key factor contributing to successful career development, with parent operating across different roles including advisors, supporters, information providers, advocates, roles models, aspirants and facilitators.' (Click the logo below for more information)



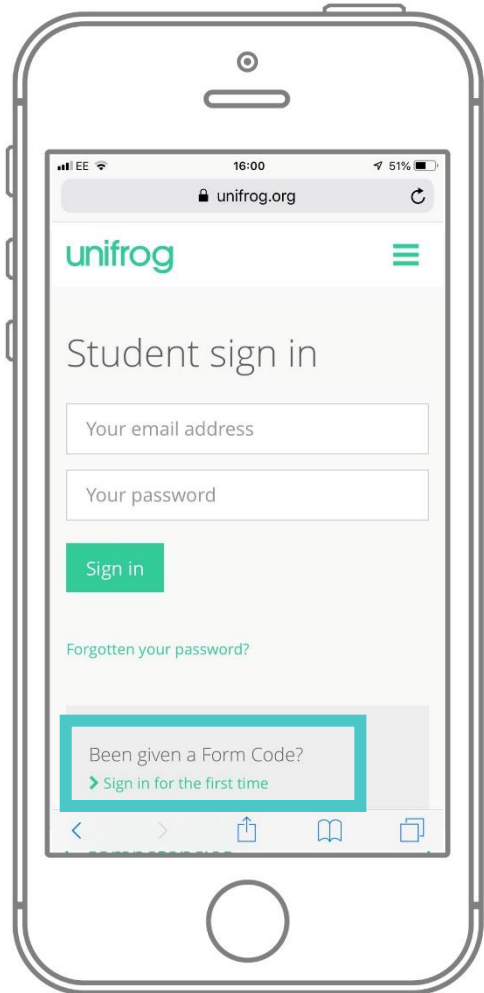
These illustrations provide some insight into when these critical career conversations might take place. (A more detailed Key Stage review of a student's career journey can be found in the Student Stakeholder section.) In addition, we would like to direct you to some very valuable online resources:



This website has been designed by the Gatsby Foundation in partnership with the Careers & Enterprise Company (CEC) as a resource for parents and carers to encourage meaningful, engaging careers discussions with their young people.

Here at Hillview, we use Unifrog

Parents & guardians, get signed up!



Scan this QR code or go to

www.unifrog.org/student and click 'Sign in for the first time'

You'll be asked for some details and a Sign up Code. This is what you need:

HLVGparents

After signing up, log into Unifrog using your email address and password via the student sign-in page!



**Hillview 6th
form**

**Another 6th
form**

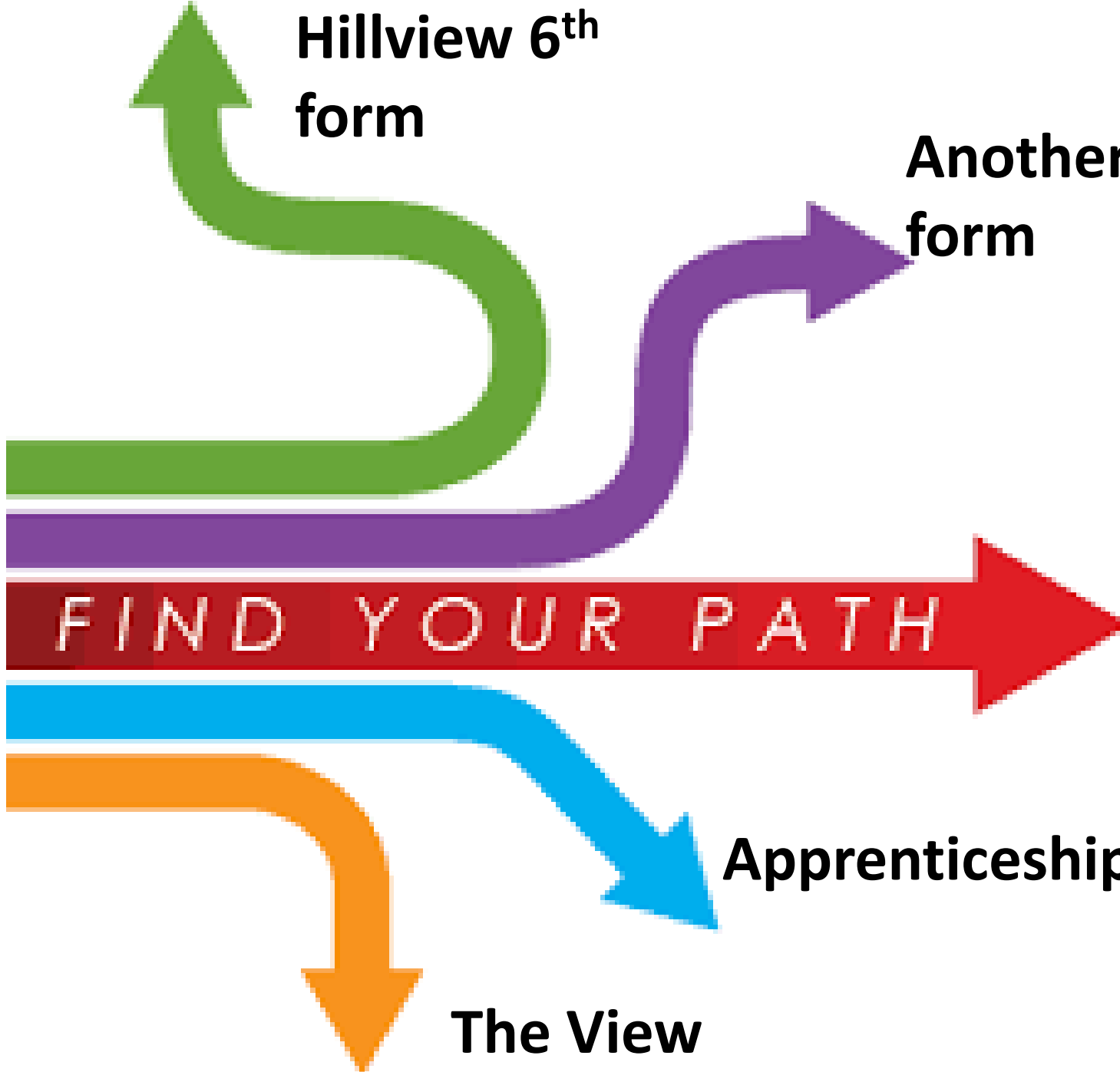
**Understand the
requirements for each
of these pathways**

FIND YOUR PATH

College

Apprenticeship

The View



Key Stage 4

Key Stage 5

Life, 18+

GCSEs/A Levels

T Levels

Vocational Courses

GCSEs
& other
courses

Options
16+

Apprenticeships

Foundation
Courses

Employment with
Training

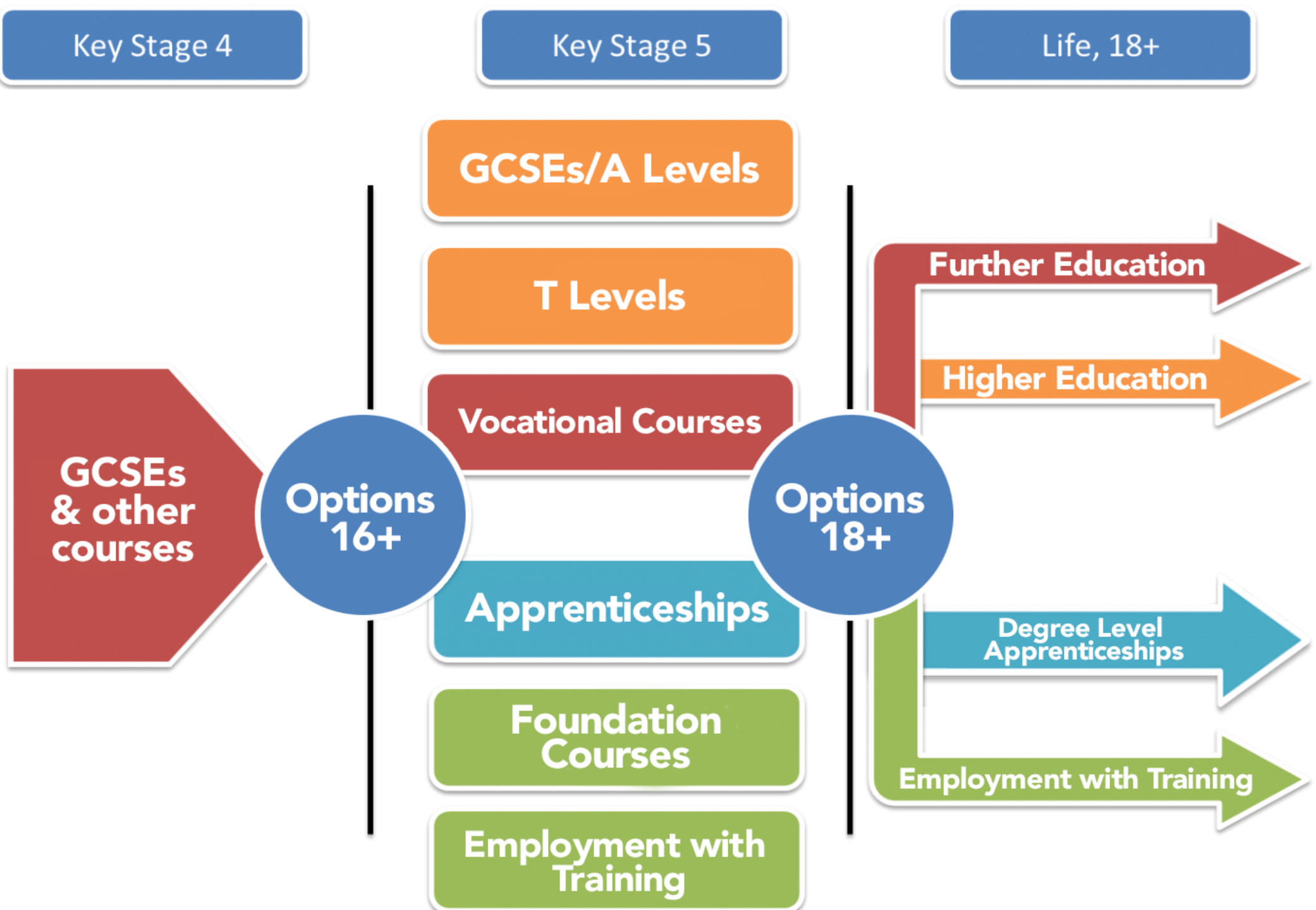
Options
18+

Further Education

Higher Education

Degree Level
Apprenticeships

Employment with Training





Your Child's Future - a questionnaire for parents and carers

Your Child's Future (YCF) has been designed to help education settings understand parents' and carers' knowledge, confidence and awareness of careers. YCF enables education settings to strengthen parental engagement and use this insight to develop more informed, responsive and effective careers programmes that better support young people.

YCF covers various topics, including how parents and carers feel talking to their child about careers, how much they know about the different options available for their child after school or college, and how much they understand about the careers programme at their child's school, specialist setting or college.

<https://www.cecparentcarer.co.uk/8f250643-647a-4bbd-aaf0-2c3b2d029dda>





HOK4 Final messages

Year 10 . New year. New start. New opportunities.

Whatever last year looked like for your child—whether it was a great year, a difficult year, or somewhere in between — today is an opportunity to draw a line under it and have a fresh start.

It's the beginning of the GCSE journey.

Foundations they build now will make a real difference.

Attendance will make a real difference.

