

## GCSE 2012: Which specification to choose

### Model A:- Continuing with a Modular Approach

#### **Why should I continue teaching and delivering Spec B?**

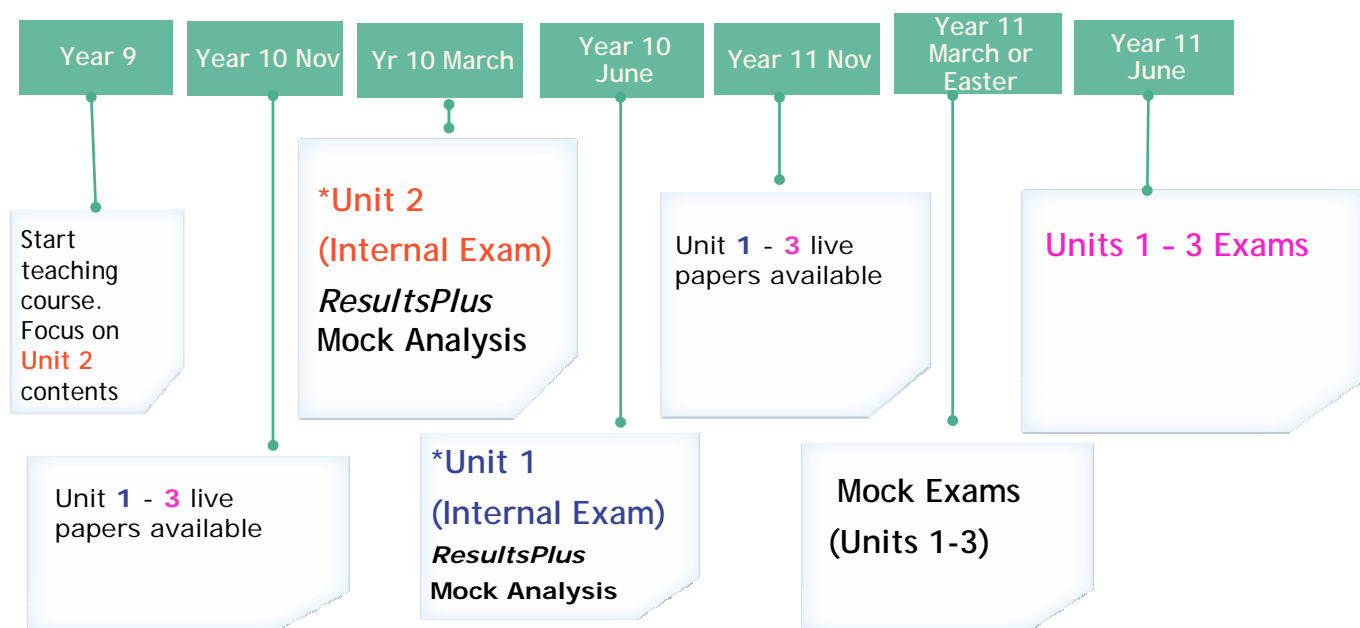
- To provide manageable bite-sized units
- To help you track performance by using past papers, for the three Units, as internal assessments during the course.
- There is opportunity to use the *ResultsPlus* Family to identify areas of improvement during the course.
- There is no need to change Programmes of Study.
- You can use all existing resources.

#### **Some other advantages and strategies of continuing with a Modular approach**

- The internal assessments can be timed to match the point of learning within the course e.g. No need to be confined to November, March or June for your internal exams.
- It enables your students to get used to formal examinations in the hall.
- Modular feedback enables students to 'remedy weaknesses' before the final examinations.
- Make use of *ResultsPlus* Mock analysis to give the examinations an authentic feel and provide a rich Assessment for Learning opportunity.
- Students are better motivated as they receive feedback on performance more frequently and earlier in the course.
- It is easier for students to stay on track with their studies and manage their time effectively.
- Revision is more manageable as the three units have some discrete contents  
e.g. Probability & Statistics is only in Unit 1.
- A sense of course ownership is forged.
- Tracking students' progress can be achieved during the course and 'currently working at' grades can be shared with students and parents.
- The internal exams use genuine past papers, the so grade boundaries are accurate as they based on a national cohort.
- Unit 1 & 2 assessments could be used to move students from one tier to another (or change Maths groups/sets) as they are based on genuine past papers.
- It may be a good idea to cover Unit 1 after Unit 2 as the 'Statistics & Probability' only appears in Unit 1.
- The 'Data Handling' content could be taught as 'spiral' topics throughout the course, e.g. tree diagrams (Unit 1) after covering fractions (Unit 2)

- Having an idea of which unit certain key topics are contained in. This will help if a topic needs consolidation as it was poorly answered in a previous internal exam e.g. Surds will only be tested in Unit 2.
- There is the opportunity to practice and master skills, e.g. factorising – Unit 2, before using them for more advanced work e.g. Quadratic Equations – Unit 3.

## Model A:- Example Timeline



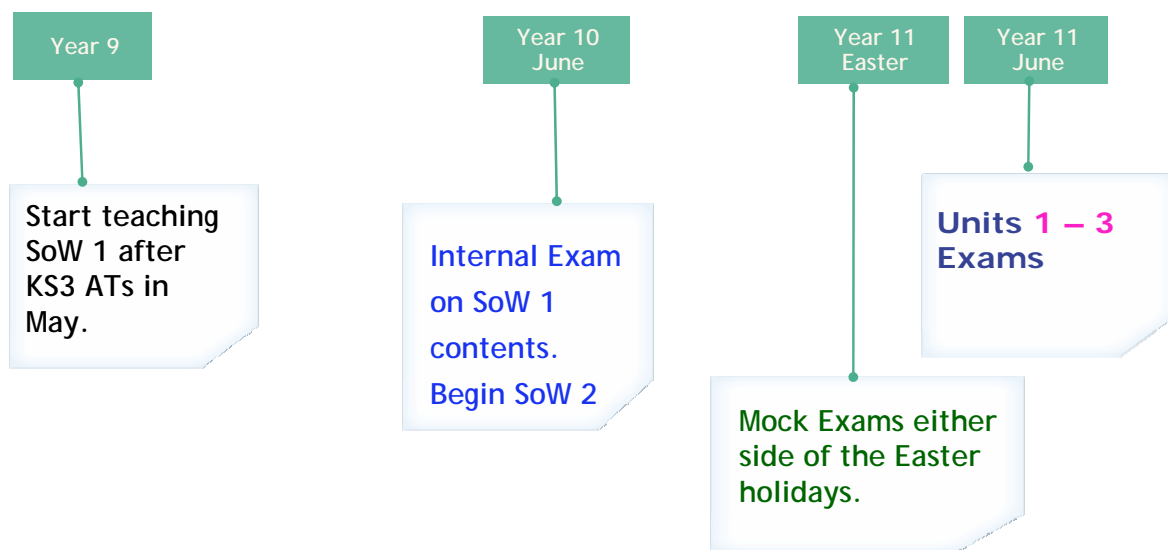
\*Alternatively Units 1 & 2 can be sat at any time during the course, when your students are ready, as these examinations are not external assessments.

## **Model B:- Linear delivery but three unit exams at the end of the course**

### **Why should I consider teaching in a Linear fashion but assessing at the end of the course using Spec B?**

- The course can be delivered in a holistic manner.
- There is a clear Linear structure and existing resources can be used.
- There is the flexibility to 'mix and match' Tiers of entry at the end of the course for different groups of students.
- Clear content/revision information is provided for the three discrete unit exams and there is a large bank of past papers for each unit.
- There is only 30% Non-Calculator assessment.
- Statistics & Probability only appears in unit 1.

## **Model B Timeline**



## **Some other advantages and strategies of continuing with a Linear approach.**

- The opportunity to enter some of the cohort for Spec B if perhaps they are high achievers within a Linear Foundation class, and want the chance of achieving a grade B.
- The flexibility of 'Mix & Match' Tiers could still be employed for Spec B e.g. Higher Tier (Unit 1) and Foundation Tier for Units 2 & 3.
- The removal of the 'Terminal' unit condition makes a Grade B possible if one (or two) of the units is sat at Higher Tier. (i.e. Final grade above C is still possible even if Unit 3 is sat at Foundation Tier)
- Students may find it useful to revise for three Units at the end of the course when the content of each Unit is more discrete than the Spec A 'Linear' assessment.
- Since Unit 1 & 2 papers have been produced for every exam series since November 2010, there is an abundance of new specification past papers available for students to practice for the end of course examinations.
- Unit 1 could be covered as part of the GCSE Statistics Course.
- Mocks can be analysed using *ResultsPlus*. If your learners sit Units 1-3 for their Mocks, then clear personalised targets can be set as the 'Live' papers approach.
- The Linear and Modular Assessment Pack\* tests can still be used to create Formative Assessments for topics as they are taught for both models above.
- Traditional linear teaching with a half-way examination (at the end of Year 10) and total freedom to develop and link topic areas without curtailing the teaching.
- Apply your entrance criteria for AS Maths to the Unit 3 result as well as the final GCSE grade.
- Teach Units 1 & 2 during Year 10 and set a two-paper end of Year 10 examination (Unit 1 Non-Calculator paper & Unit 2 Calculator paper)

\*Similar resources are available from other publishers.

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