The Purbeck School
Achieving Excellence Together

More Able
GCSE Support Booklet

'Achieving excellence together'
Kindness, Aspiration, Perseverance

Foreword to Parents and Students

The Purbeck School - More Able Students

At The Purbeck School we believe that all children are entitled to an education that will enable them to develop their full potential, be that intellectual, physical, aesthetic, creative, emotional, spiritual or social.

The Purbeck School is committed to providing a sufficiently challenging curriculum for all its students. In addition, we will provide opportunities to identify and, in turn, nurture those who are more able to aim high, aspire and be successful.

We understand the phrase 'More Able' to refer to the top 5-10% of our pupils as measured through both actual and potential achievement.

This booklet has been created to ensure More Able students at The Purbeck School feel supported in their options for GCSE. This booklet provides information regarding:

- What a More Able Student looks like in each GCSE subject, with a focus on More Able student behaviour and skills in each subject.
- Where to go for more help and support
- How to revise successfully in each subject

English

How to be a grade 9 student in English

- Summarise what is read and critically evaluate with detailed and perceptive understanding.
- Be extensively well read.
- Understand and respond with insight to explicit and implicit meanings and viewpoints.
- Analyse and critically evaluate, with insight, detailed aspects of language, grammar and structure.
- Demonstrate their understanding and opinions with illuminating references to texts and contexts.
- Make convincing and apt links and comparisons within and between texts.
- Communicate with impact and influence.
- Produce ambitious, accomplished and effectively-structured texts.
- Use a wide range of well-selected sentence types and structures and precise vocabulary to enhance impact.
- Spell, punctuate and use grammar accurately so that writing is virtually error-free.
- Sustain a convincing, informed personal response to explicit and implicit meanings of texts, both non- fiction and literature.
- Sustain a perceptive critical analysis of the ways in which writers use language, form and structure.
- Use judicious and well-integrated textual references to develop personal responses.
- Show perceptive understanding of how contexts shape texts and responses to texts.
- Make illuminating comparisons between texts.

Where to go for research and more information

- Knowledge Organisers
- BBC Bitesize
- Seneca
- Textbooks / revision study guides
- Past papers and exam reports
- Massolit videos

How to revise successfully for English:

- Create revision cards for key knowledge
- Check core knowledge is memorised.
- Complete exam practice under timed conditions

Mathematics

How to be a grade 9 student in Maths

The highest attaining students will develop a high confidence in, and a positive attitude towards, mathematics and to recognise the importance of mathematics in their own lives and to society. Students will…

1. develop fluent knowledge, skills and understanding of mathematical methods and concepts
2. acquire, select and apply a variety of mathematical techniques to solve problems
3. reason mathematically, make deductions and inferences and draw conclusions
4. comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context

Students should be aware that mathematics can be used to develop models of real situations and that these models may be more or less effective depending on how the situation has been simplified and the assumptions that have been made. Students should also be able to automatically recall, select and apply mathematical formulae.

AO1: Use and apply standard techniques: Students should be able to:

- automatically and accurately recall facts, terminology and definitions
- use and interpret notation precisely
- accurately carry out routine procedures or set tasks requiring multi-step solutions

AO2: Reason, interpret and communicate mathematically: Students should be able to:

- make deductions, inferences and draw conclusions from mathematical information
- construct chains of reasoning to achieve a given result
- interpret and communicate information accurately
- present complex arguments and proofs
- assess the validity of an argument and critically evaluate a given way of presenting information

AO3: Solve problems within mathematics and in other contexts: Students should be able to:

- translate problems in mathematical or non-mathematical contexts into a series of mathematical processes
- make and use a variety of connections between different parts of mathematics
- interpret results in the context of the given problem
- evaluate methods used and results obtained
- evaluate solutions to identify how they may have been affected by assumptions made

The highest attaining students will develop a high level of confidence and exceptional competence with all content and can apply it flexibly to solve problems. This content is marked in **bold** on the specification.

How can I stretch myself in maths?

- participate in individual and team UKMT Maths challenges
- solve higher-level problems using www.NRich.Maths.org
- learn key ideas through problem solving using www.brilliant.org

Science

How to be a grade 9 student in Science

- Learn all basic facts using your Knowledge Organiser.
- Ensure sound knowledge of practical techniques (required practical activities).
- Apply your knowledge to unfamiliar scenarios / experiments.
- Consistently use subject specific terminology particularly in extended responses.
- Interpret/determine command words with ease and follow structures implemented e.g. evaluate / explain / describe etc.
- Extract information from longer texts.
- Use a range of mathematical skills to perform complex, multi-step scientific calculations.
- Demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate scientific terminology.
- Develop accurate, logical and detailed descriptions, explanations and arguments.
- Critically analyse qualitative and quantitative data and draw logical, well-evidenced conclusions.

Where to go for research and more information

- Science channel of your year group on TEAMS

How to revise successfully for science:

- Practise exam practice questions (from Kerboodle text book / AQA website)
- Create revision cards to assist with learning facts.
- Teach someone else.
- Use the tips in the Purbeck Science Online Learning Guide (in the science channel of your year group on TEAMS)

Art and Photography:

How to be a grade 9 student in Fine Art and Photography

- Develop AO1 – to conduct research which highlights all four areas of the quadrants – Visual, Technical, Context and Concept.
- Develop AO1 – to develop your own ideas by combining those of the researched artists.
- Develop AO1 – to bring your own ideas for your project to the lessons and reflect on the success of these.

- Explore AO2 – to explore the use of materials freely without fear of failure.
- Explore AO2 – to be able to reflect on success and failures within your practical experimentation.
- Explore AO2 – to combine materials in a sophisticated way.

- Record AO3 – to develop your own technical ability, refining your skill shown at each stage
- Record AO3 – to use the correct surfaces to work on and to present your work, research and analysis, in a way which both highlights its skill and also shows your care and passion for your work.
- Record AO3 – your written recording will highlight your thought level and also your critical eye for whether work is communicating with the audience effectively enough.

- Present A04 – you will make an aspirational final piece which encompasses your learning and shows that you have gained from your research and material experimentation.
- Present A04 – your final will highlight your understanding of formal Fine Art and Photography techniques, such as composition, tone, colour palette, scale and editing.

- Tutorials – you will be attentive and take notes during tutorials. You will action any feedback given and come to the next 1-1 tutorial with your own understanding of where your project is heading.
- Homework – you will be completing at least the minimum allocated homework time. This homework will consist of analysis, research and making artwork/photography. You will also be interacting with the art world to find further ideas, this could be done via Instagram, Pinterest, Lensculture, podcasts or Youtube videos – along with gallery visits.

- Use of resources – you will actively use the provided resources to structure your work.

USEFUL LINKS:

GCSE Specification:
https://www.ocr.org.uk/Images/220463-specification-accredited-gcse-art-and-design-j170-j176.pdf

Sketchbook Ideas: https://www.studentartguide.com/articles/art-sketchbook-ideas

Royal Academy Student Show: https://youngartists.royalacademy.org.uk/

Business Studies

How to be a grade 9 student in Business Studies:

- Show engagement in all lessons including participation in class discussion to add / offer ideas as well as ask questions.
- Ask relevant questions.
- Demonstrate understanding through examples provided *(using pertinent business examples to support points made).*
- Think independently. Read Financial Times (free access – code via LRC & on an app)
- Learn all basic facts using your Knowledge Organiser. Convert into flash card library – USE the flash cards everyday.
- Challenge yourself. If you complete tasks set (including all challenge questions) use your extension task / booklet to stretch and challenge.
- Question information provided *e.g. is this always true, what circumstances may this not be true, what business may it apply to or not apply to.*
- Complete additional revision activities outside of the classroom (in addition to the weekly revision home learning).

Examination success:

- Practise consistent case study specific detail in context questions from past papers - In *sections B and C in both the GCSE examination papers.*
- Ability to interpret data presented in a range of different formats including bar, pie, line graphs and charts). Subsequently, utilise these in your answers to support your argument made.
- Consistently use subject specific terminology, particularly in extended responses *including the 6, 9 and 12 mark questions. Revise terminology from Part B of your Knowledge Organiser.*
- Interpret command words with ease and follow the necessary exam question structure for each of those questions *e.g. BELT and AJIM etc.*
- Interpret and utilise mathematical skill instinctively, particularly as an integral part of calculation and extended answer responses. Learn the basic calculations (see sheet in S8).
- 12 mark question success is derived from being able to manipulate information given (plus information interpreted from the case studies) and utilise in your responses.
- Demonstrate wider understanding of the specification, using knowledge from other topics to add depth and show a holistic understanding of the GCSE specification from both themes 1 and 2.

How to revise successfully for science:

- Use revision map to RAG content (see Mr Dunn for copies / file or https://purbeckschool.sharepoint.com/:f:/s/Section_PUR-2022-10R-Bu1/ErJ7MO6rCxVOlhOfJmwMgo8BFgbwcoz-wi835LeBepcN7Q?e=Dya5hJ
- Practice exam questions / past papers (from text book / Edexcel website) under timed conditions and get feedback https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business-2017.coursematerials.html#%2FfilterQuery=Pearson-UK:Category%2FExam-materials
- Create revision cards (Flash cards) to assist with learning facts. Use daily.
- Teach someone else.
- Use additional resources, the best being https://www.youtube.com/@Bizconsesh and https://www.bbc.co.uk/bitesize/subjects/zpsvr82

Computing and ICT

How to be a grade 9 student in Computing and ICT:

Written work

- When completing written work in their student learning records, it should be done so that it shows an excellent level of depth of understanding, and that key terminology is used appropriately.
- When completing end of unit tests, they need to consider the question stems, and ensure that they complete the question to the right level of detail, taking into account the marks awarded for the question.
- When answering questions of a higher mark ie 6 or 8, they need to structure their answer, ensuring that they have broken down the requirements for the question, and that they are relating the answer to the context of the scenario used.

Programming

- Using correct techniques, appropriate to the task, as required.
- Naming variable and functions with appropriate names, relevant to the question.
- Producing well-structured code, which is commented.
- Ensuring functions and procedures are used effectively, to make coding more efficient.
- Is able to independently investigate solutions to coding problems, and appropriately reference any sources used in their work.
- When given a piece of code, they are able to read, interpret and amend code if necessary, to provide a working solution.

Where to go for research and more information

- Exam specification: https://www.ocr.org.uk/Images/558027-specification-gcse-computer-science-j277.pdf
- Sample assessment materials https://www.ocr.org.uk/qualifications/gcse/computer-science-j277-from-2020/assessment/

How to revise successfully for Computer Science

- Practise exam practice questions under timed conditions.
- Watch Craigndave YouTube videos for J277 - https://www.youtube.com/playlist?list=PLCiOXwirraUAEhj4TUjMxYm4593B2dUPF

Design and Technology

How to be a grade 9 student in Design and Technology

- Consistently use the marking criteria for work set to identify how to improve work.
- Be able to investigate extensively design possibilities with a clear understanding of the impact on society.
- Consistently use key design and technology terminology particularly in extended responses.
- Interpret/determine command words with ease and follow structures implemented e.g. discuss/evaluate/explain etc.
- Be imaginative, creative and innovative with excellent communication skills.
- Create a prototype that demonstrates exceptionally high level of making/finishing skills. Prototype has the potential to be commercially viable.
- Extensive evidence that various iterations are a direct result of considerations linked to testing, analysis and evaluation of the prototype.
- Demonstrate and apply knowledge and understanding of technical principles and designing and making principles.

Where to go for research and more information

- Work book – AQA Design and Technology – CGP exam practice
- SENECA
- Revision guide – AQA Design and Technology - CGP revision and practice exam questions

How to revise successfully for Design and Technology:

- Practise exam style questions (from CGP revision guide)
- Focus on KOs (create revision cards)
- Complete exam practice under timed conditions (Qs in CGP practice booklet as well as questions covered each single lesson) Mark and purple pen each to identify areas of improvement
- Use revision map to RAG topics
- Complete theory sheets with mind maps with exam questions

Drama

Skills and Behaviour of a grade 9 student in Drama

- Respond to drama tasks with ease, suggest original, imaginative and creative approaches to tasks set.
- Look for different and unusual ways of working.
- Have a range of drama information - often intuitively - which they bring to the work.
- Take the lead in group work and are comfortable as director and actor.
- Identify impact on the audience.
- Be adaptable and versatile and able find solutions to problems encountered in rehearsal.
- Empathise and understand how characters develop instinctively.
- Be highly motivated and expressive.
- Demonstrate excellent leadership/directorial qualities and show excellent social skills and ability to work in groups.
- Have exceptional physical and vocal skills.
- Command presence on the stage as an individual performer (we are drawn to them from an audience viewpoint).
- Have creative ideas linked to set, use of colour, costume, lighting and sound which show exceptional knowledge and understanding.
- Confidently and consistently use subject specific terminology in all written work.
- Produce perceptive and well-informed critical analysis and evaluation of drama seen and made.

Where to go for more info/help:

- Watch live theatre - this will help you develop both as a performer and director, as well as giving you ideas and inspiration for when creating your own original work.
- Read scripts – there is a large selection which can be borrowed from the Drama Department.
- Research and read about key theatre practitioners such as *Stanislavski* and *Brecht* as well as contemporary theatre companies such as *Frantic Assembly* and dance companies such as *Ballet Rambert*. This will particularly help your work in C01.

How to revise successfully in Drama:

C01 - Devised Performance

- Regularly attend extra afterschool rehearsals

C02 – Scripted Acting Performance

- Regularly attend extra afterschool rehearsals

C03 Theatre Makers in Practice - Written Exam (The Crucible and Live Theatre)

- Mind-map responses/complete revision questions on both The Crucible and Live Theatre performance.
- Complete past examination papers to time
- Create a mood board of images to help remind you of set, costume, lighting and sound in the Live Theatre performance.
- Read online reviews of the performance
- If possible/available read the script of the live performance watched to help trigger memories of the live acting performance.

Additional beneficial revision materials include:

CGP Grade 9-1 GCSE Drama Play Guide - The Crucible ISBN: 9781782949657 ISBN: 9781782949657
https://www.bbc.co.uk/bitesize/examspecs/zkvm2sg

Food Preparation and Nutrition

How to be a grade 9 student in Food Preparation & Nutrition

- Consistently use the marking criteria for work set to identify how to improve work
- Ability to interpret a range of resources (bar/pie/line/climate graphs) and then utilise to support arguments when answering exam style questions
- Consistently use subject specific terminology particularly in extended responses
- Interpret/determine command words with ease and follow structures implemented e.g. discuss/evaluate/explain etc.
- Imbed statistics when appropriate to support arguments e.g. no more than 35% of the energy consumed each should come from fat / product A would be more suitable for a diabetic than product B as the sugar content is 33% of the RDI in comparison to 46%
- Be able to accurately apply skills and knowledge to unfamiliar scenarios e.g. predicting results from completing practical experiments – using secondary evidence to support a hypothesis in NEA 1
- Be able to accurately apply practical skills when making new and challenging dishes that demonstrate a mastery of all twelve practical skills
- Extended knowledge of food safety, nutrition, food science, provenance and factors affecting food choice outside of the basic specification

Where to go for research and more information

- Online Textbook - https://www.illuminate.digital/aqafood/
  Login: Spur3 Password: Student3
- BBC Bitesize – https://www.bbc.co.uk/bitesize/subjects/zm6wfg8
- Revision guide – AQA Food Preparation and Nutrition - CGP revision and practice exam questions

How to revise successfully for food preparation & nutrition:

- Practise exam style questions (from CGP revision guide)
- Focus on KOs (create revision cards)
- Complete exam practice under timed conditions (Qs in CGP practice booklet as well as questions covered each single lesson) Mark and purple pen each to identify areas of improvement

Geography

How to be a grade 9 student in Geography

- Consistent use of case study specific detail (Use green booklet to help you).
- Practise interpreting a range of resources (bar/pie/line/climate graphs) and then use the data to support arguments.
- Consistently use subject specific terminology particularly in extended responses
- Interpret and understand command words with ease and follow structures
    - Describe – Trend, exception and figure
    - Explain – connectives
    - Evaluate / Assess / To what extent – Balanced argument, explain, evidence and conclusion
- Imbed synoptic links when appropriate to support arguments e.g. links to time/scale/space/other topics (particularly for the DME)
- Be able to accurately apply fieldwork knowledge to unfamiliar scenarios e.g. positives/negatives of methods/drawing conclusions from unfamiliar fieldwork – using secondary evidence to support an unknown hypothesis
- Interpret and utilise maths skills, instinctively, as an integral part of their answers
- Extended knowledge of locations and places, environments and processes outside of the basic specification

Where to go for research and more information

- Green 'Geography Booklet'
- BBC Bitesize – OCR B - https://www.bbc.co.uk/bitesize/examspecs/zpsx2p3
- Kerboodle – Online Textbook

How to revise successfully for geography:

- Practise exam practice questions (from little green booklet) – Write them and get feedback from your teacher
- Focus on case study detail (create revision cards)
- Complete exam practice under timed conditions (speak to your teacher)

Geology

How to be a grade 9 student in Geology

- Learn all the basic facts on each topic using your Knowledge Organiser.
- Ability to interpret a range of resources (bar/pie/line/climate graphs) and then utilise these to support statements and theories.
- Be able to accurately apply Geological fieldwork knowledge to unfamiliar scenarios e.g. Methods of measuring Dip and strike/drawing conclusions from unfamiliar fieldwork – using secondary evidence to develop a Geological History of an area.
- Ensure sound knowledge of practical techniques (required practical activities).
- Apply your knowledge to unfamiliar scenarios / situations.
- Consistently use subject specific terminology particularly in extended responses.
- Interpret/determine command words with ease and follow structures implemented e.g. evaluate / explain / describe etc.
- Extended knowledge of Geological locations, events, environments and processes outside of the basic specification. i.e. Reading around the subject
- Use a range of mathematical skills to perform complex, multi-step Geological calculations such as calculating Rates of Sea floor spreading, Absolute dating mineral specimens.
- Demonstrate relevant and comprehensive knowledge and understanding and apply these correctly to both familiar and unfamiliar contexts using accurate Geological terminology
- Critically analyse qualitative and quantitative data and draw logical, well-evidenced conclusions.

Where to go for research and more information

- Geological revision booklet (Teams)
- Geological Society website (there are lots of useful links and information)
- BGS website (British Geological survey)

How to revise successfully for Geology:

- Practise exam practice questions
- Create revision cards to assist with learning facts.
- Teach someone else.

History

How to be a Grade 9 student in History

- Create revision resources regularly (little and often) to help remember specific historical knowledge. Doing this with a friend is even better!

- Reflect on your historical writing, especially the 'explain' part of your PEEL paragraphs. Have you developed a strong argument using precise historical evidence?

- Make sure that you can clearly explain the purpose of historical sources, using your analysis of content and origin to come to a judgement.

- Think critically about historians and authors of historical interpretations: what is their historical perspective? Why might they have this perspective? How valid is it?

- Read widely around our exam topics. There are plenty of excellent books in the library and podcasts you can subscribe to.

- Consider the big questions: what ties history together, the actions of individuals or the 'invisible forces' of human change?

Where to go for research and more information

- A revision guide is available: My Revision Notes: WJEC Eduqas GCSE (9-1) History by R. Paul Evans

- The school library

- Podcasts, such as 'The Rest is History'. Search online for the most highly rated shows.

How to revise successfully for History:

- Create timelines, first using your notes and then increasingly from memory.

- Create mind-maps, first using your notes and then increasingly from memory.

- Create flashcards on specific historical knowledge (dates, places, people and events).

- Plan answers to past exam questions, especially the longer 12-mark and 16-mark questions.

Media Studies

How to be a grade 9 student in Media Studies

In your exams…

- Use terminology consistently and appropriately.
- Engage with nuanced aspects of the text.
- Be critical in your analysis. In this case, 'critical' refers to having skilful judgement.
- Apply theory consistently and appropriately.
- Relate your ideas back to the wider framework.
- Link your ideas to specific elements of contexts.
- Use relevant evidence consistently and appropriately.
- Develop a clear argument that illustrates your perceptive judgements and conclusions.
- Focus on the question that you have been asked.
- Use specific examples from your Close Study Products.

In your NEA…

- Follow conventions of the form and genre closely.
- Demonstrate excellent understanding of media language through the selection and combination of elements to communicate very clear meanings throughout your product.
- Show deliberate control of connotations to purposefully construct point of view.
- Consider the narrative of your product.
- Use representation to create clear meanings.
- Ensure your representations are appropriate for the audience, form and genre.
- Ensure your work appeals to the designated target audience.
- Ensure your work meets all the requirements of the brief.
- Consistently use effective and appropriate mode of address.

How to revise successfully for Media Studies

- Revise from your Knowledge Organisers
- Learn specific examples from each Close Study Product
- Learn theories and terminology.
- Use flash cards/mind maps/look-cover-check/mini white boards/quizzes

French & Spanish

How to be a grade 9 student in French and Spanish

- Demonstrates speed in the assimilation and manipulation of new grammatical structures and vocabulary.
- Has an ability to perceive patterns quickly and make links so that they are able to use these patterns in other contexts.
- Notices features and structures and uses them in their own free writing tasks. This is demonstrated by the use of appropriate language in different contexts.
- Recognises familiar language in an unfamiliar context and uses verbal and non-verbal clues to understand challenging material.
- Asks questions about exceptions to rules or complex grammatical queries.
- Takes it upon themselves to investigate areas of linguistic and cultural interest. They will then for example use slang/terminology not taught in lesson in a written or spoken piece of work.
- Shows aural ability, especially in the ability to grasp the gist of the language without having to know every word.
- Picks up accent and intonation quickly by recognising differences and inquiring into them.

Where to go for more info / help

- Knowledge Organisers
- Sentence Builders + Special expressions and idioms box (Spanish)
- https://www.bbc.co.uk/bitesize/examspecs/z4yyjhv (Spanish)
- https://www.bbc.co.uk/bitesize/examspecs/zr8bmfr (French)

How to revise successfully in MFL

- Complete exam practice under timed conditions.
- Practise free writing tasks using exam questions.
- Listen to songs/tv programmes in Spanish or French with lyrics/subtitles – it will help your listening skills.

Philosophy, Religion and Ethics

How to be a grade 9 student in PRE?

- Demonstrate relevant and comprehensive knowledge and understanding of a wide range of beliefs and practices with well-integrated reference to sources of wisdom and authority.
- Demonstrate detailed understanding of common and divergent views and practices within and between religions or beliefs.
- Construct a sustained and convincing argument on matters of religion or belief based on critical analysis and evaluation of different perspectives and using accurate specialist terminology.

Where to go for more info / help

- Please see your PRE teacher for more help

How to revise successfully in that subject

- Read widely around the topic your studying and revising, use resources like the LRC.
- For key stage three, start with the Knowledge Organiser, create revision posters with the question, key word and a picture to help you remember it.
- BBC bitesize https://www.bbc.co.uk/bitesize/subjects/zh3rkqtkey
- For GCSE PRE start with the Knowledge Organiser, create revision posters with the question, key word/ quote and a picture to help you remember it.
- All the resources are on Teams so ensure that you catch up if you miss a lesson. There are also work booklets which has key information for each topic area of the course with questions and exam questions for each area, ensure that you work through this.
- BBC Bitesize AQA GCSE is a good place to revise knowledge and do the quick tests. https://www.bbc.co.uk/bitesize/topics/zbndy9q

Sport

How to be a grade 9 student in PE?

Pupils who are more able in PE / Sport are likely to show many or all of the following characteristics in their performance and approach to PE, sport and dance.

In their approach to work: they may:

- be confident in themselves and in familiar contexts
- take risks with ideas and approaches, and be able to think 'outside the box'
- show a high degree of motivation and commitment to practice and performance. In their performance

They may:

- be intelligent, independent, thoughtful performers, actively forming and adapting strategies, tactics or compositions
- be able to reflect on processes and outcomes in order to improve performance, understanding the close and changing relationship between skill, fitness and the tactics or composition of their performance
- be good decision-makers and able to take the initiative, often showing high levels of autonomy, independence and leadership
- be creative, original and adaptable, responding quickly to new challenges and situations, and often finding new and innovative solutions to them. In body skilfulness and awareness
- have a high degree of control and coordination of their bodies - show strong awareness of their body in space – combine movements fluently, precisely and accurately in a range of contexts and activities.

Some pupils may have unusual abilities in specific aspects of the programme of study or areas of activity, such as:

- evaluating and improving performance through leadership acquiring, developing and performing advanced skills and techniques
- have a conceptual understanding, shown through the sophisticated selection and application of advanced skills, tactics and compositional ideas for their age
- particularly high levels of fitness for their age, in both specific and general areas - have specific strengths in general areas, such as games activities or dance activities.

Music

How to be a grade 9 student in Music

Performance:

- Perform a more difficult piece (ABRSM/Trinity Grade 4+ or equivalent) with excellent technical control, expression and interpretation.
- When performing in an ensemble; react or adjust to coordinate your part with the other performers showing an effective awareness of balance throughout; performing with sensitivity to the needs of the piece and the group.

Composition:

- Create pieces that show high levels of creativity and effective development of musical ideas.
- Ensure that compositions show skilful technical control of musical elements and resources.
- Create pieces that have a highly effective structure and demonstrate high levels of stylistic coherence

Listening & Appraising:

- Have a thorough understanding of the elements of music and how to write about them in response to music that you hear.
- Consistently use of a wide range of accurate specialist vocabulary in your responses.
- Have an extensive knowledge of the two set work pieces that can be studied in advance of the exam.
- In the essay question of the exam you should aim to give a perceptive answer which gives detailed explanation of the musical features, including critical judgements.

Where to go for research and more information

- ZigZag resource booklets
- Teoria.com and MusicTheory.net are two excellent websites for ear training and music theory development

How to revise successfully for Music:

- 30 minutes productive performance practice at least 4 times per week on your instrument
- Regular exam practice questions
- Intentional listening; complete “MAD-T-SHIRT” analysis in your head on any/every piece of music you hear

Extra Curricular

Extension and Enrichment within the Curriculum

- All schemes of work indicate appropriate extension resources and materials for use with More Able students in lessons.
- More Able mathematicians have the opportunity to complete an extra GCSE in Further Mathematics. Further Mathematics is available as an A Level option.
- All subjects share designated enrichment components for use with More Able students in their schemes of work.
- PE department run an extensive range of additional clubs plus The Purbeck Sports Ambassadors Programme.
- The Enrichment Coordinator will run extra speakers and provide opportunities for students to enrich their education.

Careers Information Advice and Guidance

Provision exists across The Purbeck School for Careers, Information, Advice and Guidance. The Purbeck School has their own impartial careers adviser based in R12 – Mrs Scott. Please email MBeale@purbeck.dorset.sch.uk if you would like to book a careers appointment.

The school has strong links with industry leaders. In addition, More Able students have numerous opportunities to participate in STEM, humanities, creative arts and sport events throughout their school career.

Enrichment extra-curricular opportunities

- STEM Engineering Club
- Lunch time clubs including debating, classics and linguistics
- Participation in enrichment projects e.g. National Trust