

<b>SUBJECT</b> GCSE Chemistry	<b>YEAR</b> 10 & 11
<b>HEAD OF DEPARTMENT</b> Miss E James	
<b>GROUPING POLICY</b> Students are grouped by ability	
<b>EXAM BOARD</b> AQA	
<b>ASSESSMENT:</b> 100% External examination	
<p><b>Link to Specification:</b> Students follow the AQA GCSE Chemistry course. This is examined at the end of Year 11.</p> <p><a href="http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462">http://www.aqa.org.uk/subjects/science/gcse/chemistry-8462</a></p>	
<p><b>COURSE CONTENT</b></p> <p><b><u>What will my child learn?</u></b></p> <p>Over the two years of the GCSE course, students will study the following topics:</p> <ol style="list-style-type: none"> <li>1. <b>Atomic structure and the periodic table:</b> what is the structure of an atom and how was this discovered?</li> <li>2. <b>Bonding, structure and the properties of matter:</b> how are atoms arranged into the molecules that make up the world around us?</li> <li>3. <b>Quantitative chemistry:</b> how can chemists predict how much of a substance they will make?</li> <li>4. <b>Chemical changes:</b> students will learn about different types of chemical reactions.</li> <li>5. <b>Energy changes:</b> students will learn about how and why chemical reactions happen; why does burning a fuel create heat, for example?</li> <li>6. <b>The rate and extent of chemical change:</b> what determines how fast a chemical reaction happens? How can chemists speed up reactions?</li> <li>7. <b>Organic chemistry:</b> all living things are based on long chains of the element carbon. This branch of chemistry looks at the different kinds of molecules that carbon can form, and their properties.</li> <li>8. <b>Chemical analysis:</b> once a chemical reaction has occurred, how can you be sure of what the products are?</li> <li>9. <b>Chemistry of the atmosphere:</b> how was the atmosphere that surrounds the Earth formed, and how are humans affecting its composition?</li> <li>10. <b>Using resources:</b> students will learn the chemistry behind creating and using key materials such as metal alloys and fertilisers.</li> </ol>	

**What will homework look like?**

Students will be set one homework per week. This may be a written task to consolidate material learnt in class, revision for a test or the learning of key terminology.

**What enrichment opportunities are available?**

Appropriate enrichment opportunities will be arranged and communicated to students as this new course progresses.

**ASSESSMENT****How will my child's work be assessed?**

Students will be assessed formally by each teacher in every reporting cycle; the test will be common to the whole cohort. As this is a new course, students will be given estimated 1-9 grades for these tests. We will also use mathematical techniques to track students' progress against prior attainment. All of those who we judge not to be progressing as we expect will be invited to attend a retest in the first instance, and then considered for additional support. In addition, students' progress will be assessed continuously through their classwork, homework and smaller in-class tests.

Practical skills will be developed through 'required practicals' set by the exam board. These are examined formally in the written examinations at the end of Year 11, however, students will need to have experienced the class practicals in order to answer the questions. Students who miss the practicals will be asked to catch up, and invited for additional support after school if they do not or cannot do this themselves.

There are two written examination papers which students will sit at the end of Year 11. Each paper will assess a set of topic areas and consist of a mixture of multiple choice, structured, closed short answer and open response questions

**Paper 1** – Assesses the topics on Atomic structure and the periodic table; Bonding, structure, and the properties of matter; Quantitative chemistry, Chemical changes; and Energy changes (50% of GCSE), 1 hour 45 minutes

**Paper 2** – Assesses the topics on The rate and extent of chemical change; Organic chemistry; Chemical analysis, Chemistry of the atmosphere; and Using resources (50% of GCSE), 1 hour 45 minutes

## **ADDITIONAL INFORMATION**

### **How can I support my child in this subject?**

- Be positive about learning Science when speaking to your child, whatever your personal experience of Science was.
- Discuss what your child is learning in Science with them; get them to explain everyday phenomena to you. Draw their attention to and discuss scientific advances that are reported in the news.
- Your child should receive homework weekly – please insist that this is completed to a good standard. If you are able to, help your child to complete the homework. If they are stuck, encourage them to contact their teacher, who will be happy to help.
- Look through your child's Science book with them. Discuss the feedback they have received and how they can improve. Ask them to show you work that they are interested in or proud of.
- Encourage and help them to learn key words and formulae.

### **How can I support my child with exams?**

- Upcoming tests will be written in your child's planner. Help them to identify the material they need to revise.
- Help your child to plan their revision – a little, often is much better than cramming.
- Try to encourage your child to revise actively by condensing their notes, making mind maps, making revision cards. Ask them to identify specifically what they are learning then test them on it.