

# The Polesworth School

ENSURING EXCELLENCE



## Year 10 GCSE Success Information Booklet

Name:

Tutor Group:

## CONTENTS

	Page
Contents	2
Welcome	3
How we learn?	4
What helps us learn?	5
Helping you beat exam stress	6
Getting help with study	7
Inclusion department	8
Art	9
Business	11
Drama	13
English	15
Enterprise	16
Geography	18
History	19
IT Media	21
Maths	23
Modern Foreign Languages	24
Music	26
PE Dance	27
PE Sports Science	29
Religious Studies	31
Science (combined)	33
Single Sciences (Triple)	35
Sociology	37
Technology Child Development	39
Technology Food	40
Technology Resistant Materials	42
Travel & Tourism	44



# The Polesworth School

Ensuring Excellence

## Welcome

At The Polesworth School, we recognise the importance of working in partnership with students and parents/carers to secure the best possible outcomes for the young people in our care. We know from research that parental engagement helps to maximise young people's achievements, whether they are settling into their GCSE subjects in Year 10 or working with the end exams in sight in Year 11. The aim of this booklet is to provide you with information and guidance to support your son or daughter to achieve their very best in their chosen qualifications over the next two years of study.

Mr Ford and Mr C Quinney  
Deputy Headteachers

# How We Learn?

Retrieval practice + Spaced practice =  
Long term memory

Long-lasting memory requires 4-5 correct retrievals or recalls

The Ebbinghaus forgetting curve on the right shows how information is lost over time when there is no attempt to retrieve it.

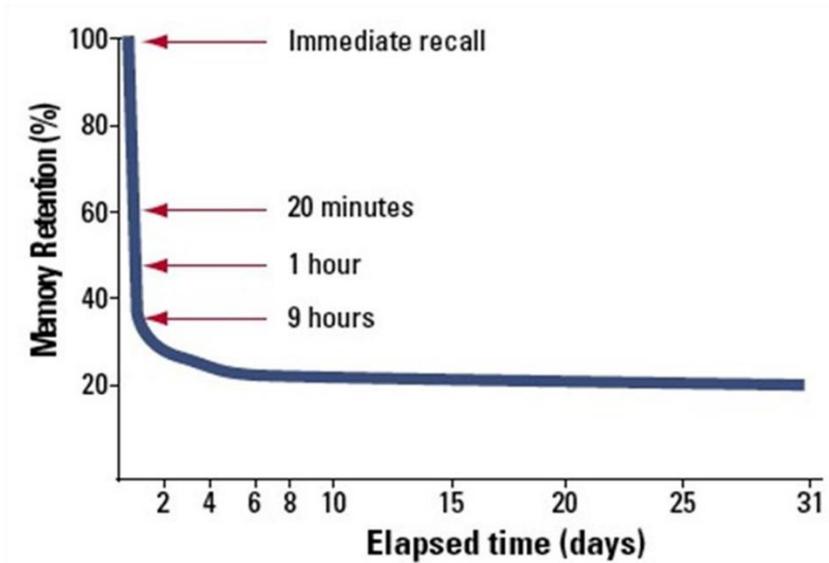


Image reference: securityawarenessapp.com

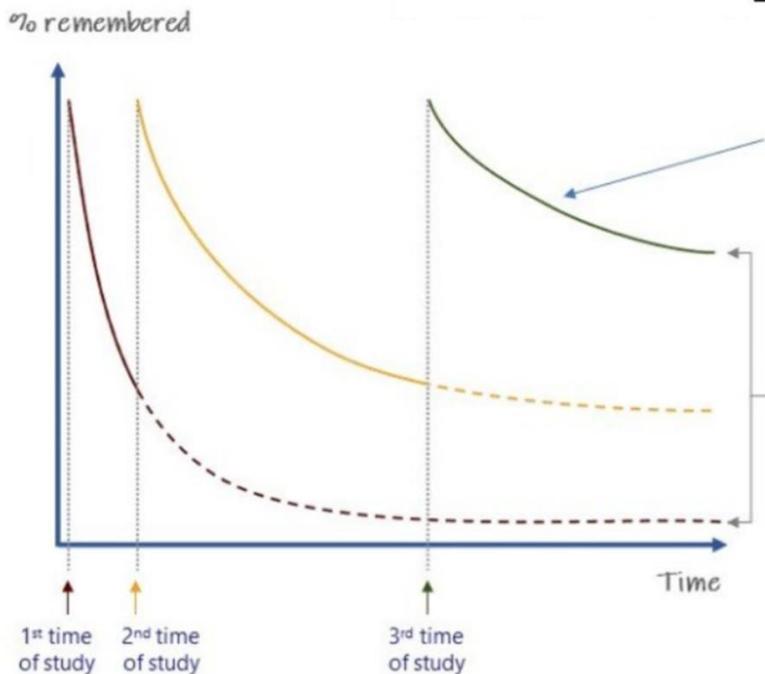


Image reference: examstudypert.com

Look at how much more slowly you forget after revisiting a couple of times!

Look at how much more you can remember after revisiting the material a few times versus only studying it once!

# What helps us learn?

If you're determined to do well, you need to understand what helps us learn. Nothing beats hard-work, especially when it comes to studying, but there are ways you can guide your brain to recall information more easily, which supports your ability to learn.

## Believe in yourself

Recognise your own potential and aim to meet or exceed this. Don't compare yourself to others. All that matters is that you do the best that you can do. Don't let negative thoughts take over. Just because you have the thought does not mean that it is true or that you must believe it.

## Use Mind Maps to connect ideas

If you find it difficult to remember lots of study notes, Mind Maps may be the key to improving your memory. A Mind Map making tool can be found on the Get revising website: <https://getrevising.co.uk/> along with Flash Card and Revision Card making tools.

## Practice, Practice, Practice

Mix up your study habits and methods by trying some of these: listening to podcasts; watching videos or documentaries; writing quizzes; moving to a different study area; or even something as simple as using different colours for your study notes.

## Adapt for different subjects

It may seem obvious, but many students try to study for different subjects using the same study methods. **Your learning should take account of the difference between your subjects** and the challenges they represent.

For example, flashcards are ideal for learning in languages and Science where you need to remember key definitions. However, <https://hegartymaths.com>

is a great way to test your GCSE Maths skills. Once you understand that different subjects need to be approached in different ways, there is no stopping you!



Image reference: [www.medium.com](http://www.medium.com)

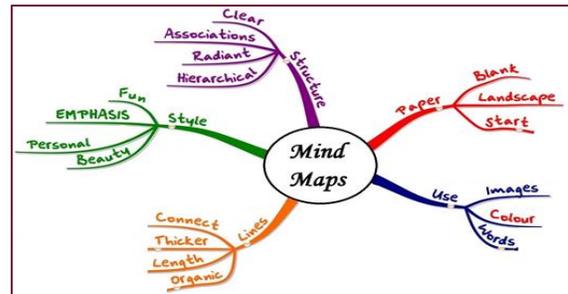


Image reference: [www.lifehack.org](http://www.lifehack.org)

Image reference: [www.thereadingadvicehub.com](http://www.thereadingadvicehub.com)



# Helping you beat exam stress

Tests and exams can be a challenging part of school life for children and young people. But there are ways to ease the stress.

## Watch for signs of stress

If you are stressed, you may:

- worry a lot
- feel tense
- have headaches and stomach pains
- not sleep well
- be irritable
- lose interest in food or eat more than normal
- not enjoy activities they previously enjoyed
- be negative and have a low mood
- feel hopeless about the future



Having someone to talk to about your work can help. Support from a parent, tutor or study buddy can help you share your worries and keep things in perspective.

You can always talk to a member of school staff who you feel is supportive.

## Make sure you eat well

A balanced diet is vital for your health and can help you feel well during exam periods.

You might find high-fat, high-sugar and high-caffeine foods and drinks, such as energy drinks, cola, sweets, chocolate, burgers and chips, make you hyperactive, irritable and moody.

Where possible, get involved in shopping for food and choose some healthy snacks.

## Get enough sleep

Good sleep improves thinking and concentration. Most teenagers need 8 to 10 hours' sleep a night.

Allow half an hour or so to wind down between studying, watching TV or using a computer and going to bed, to help get a good night's sleep.

Cramming all night before an exam is usually a bad idea. Sleep will benefit you far more than a few hours of panicky last-minute study.



Image reference: [www.vox.com](http://www.vox.com)

## Get help with study

Make sure you have somewhere comfortable to study. Ask your parents/carers for support with your revision.

They may have some good practical ideas that will help you revise, such as drawing up a revision schedule or getting hold of past papers for practice.

### Talk about exam nerves

Remember that it's normal to feel anxious. Nervousness is a natural reaction to exams. The key is to put



Image reference: [www.telegraph.co.uk](http://www.telegraph.co.uk)

these nerves to positive use.

If anxiety is getting in the way rather than helping, practise the activities you'll be doing on the day of the exam. This will help it feel less scary. For example, this may involve doing practice papers under exam conditions or seeing the exam hall beforehand. School staff should be able to help with this. Get help facing your fears and see

these activities through, rather than avoiding them. Think about what you know and the time you have already put into studying to feel more confident.

### Exercise during exams

Exercise can help boost energy levels, clear the mind, and relieve stress. It does not matter what it is – walking, cycling, swimming, football, and dancing are all effective.

Activities that involve other people can be particularly helpful.



Image reference: [www.sportsinjuryclinic.net](http://www.sportsinjuryclinic.net)

### When to get help



Image reference: [www.mirror.co.uk](http://www.mirror.co.uk)

Some young people feel much better when exams are over, but that's not the case for all young people.

Get help if your anxiety or low mood is severe, persists and interferes with their everyday life. Seeing a GP is a good place to start.

Remember our Student Support Managers are always here to help should you need any further guidance. You can email them at any time for confidential support and advice.

Pastoral support email: [help@thepolesworthschool.com](mailto:help@thepolesworthschool.com)

Health advice email: [www.nhs.co.uk](http://www.nhs.co.uk)



# Inclusion Department

At Polesworth we appreciate that some of our students may find assessments and exams really challenging, both academically and emotionally. It is the role of the Inclusion department to ensure that our students with additional needs have those needs met when it comes to taking their exams or completing assessments.

The Inclusion department is a large team that works across the whole school. We have several very experienced members of staff who are trained in how to get the best out of our students. They are also highly skilled at building relationships, nurturing, and mentoring.

If you think that your child needs some extra support for their exams it is important that we know about this as soon as possible so that we can put things in place and so that your child can familiarize themselves with what could end up being a new way of working. The Joint Council for Qualifications (JCQ) specifies that for a student to have extra-time or a scribe in exams they must meet certain criteria and they also must complete a standardized assessment completed by a trained assessor. They also require school to provide evidence that endorses the need for extra support. For example, if using a laptop is their normal way of working, we would need to show proof that this is how they work normally and not just something that we have requested for their exams.

If you would like to discuss things further or need to raise any concerns, please get in touch with the Inclusion department by phone or email.

SEN support email: [inclusionstaff@thepolesworthschool.com](mailto:inclusionstaff@thepolesworthschool.com)

SENCO email: [p.rosten@thepolesworthschool.com](mailto:p.rosten@thepolesworthschool.com)

## Curriculum information for Art Year 10

<b>Which exam board and course are used?</b>	AQA GCSE Art and Design (Fine Art) AQA GCSE Photography
<b>What curriculum topics are being covered this year?</b>	<p>September Year 10 to January Year 10.</p> <p>Students will produce a directed project from a limited number of starting points/themes. This will introduce the students to new techniques and methods of constructing a GCSE project.</p> <p>February Year 10 to January Year 11.</p> <p>Students will produce a second Art/Photography project as above to further reinforce their previous learning.</p> <p>Within each project students must demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>• develop their ideas through investigations informed by selecting and critically analysing sources.</li> <li>• apply an understanding of relevant practices in the creative and cultural industries to their work.</li> <li>• refine their ideas as work progresses through experimenting with media, materials, techniques, and processes.</li> <li>• record their ideas, observations, insights, and independent judgements, visually and through written annotation, using appropriate specialist vocabulary, as work progresses.</li> <li>• use visual language critically as appropriate to their own creative intentions and chosen area(s) of study.</li> <li>• use drawing skills for different needs and purposes, appropriate to context.</li> <li>• realise personal intentions through sustained application of the creative process.</li> <li>• coursework portfolio represents 60% of the total GCSE mark.</li> </ul>
<b>How many exams have students got and what is covered in each one?</b>	<p>Students currently in Y10 will complete one external exam when they reach the end of Year 11.</p> <p>They will receive the exam paper in January of Year 11, which will contain several different starting points (themes).</p> <p>There will then be a period of preparation time, which will culminate in a 2-day, 10-hour practical exam.</p> <p>This represents 40% of the total GCSE mark.</p>
<b>What should students be focusing on?</b>	<p>Your child should be focusing on ensuring that all deadlines are met and that the work is as high a quality as they can possibly make it.</p> <p>Art takes time to make; it needs time to make it good.</p>
<b>What is the best way for parents to</b>	<p>Promote a sense of resilience within your child to continually improve their work. Too often students see projects that are just a series of tasks. To</p>

<b>support students in this subject?</b>	achieve top quality marks, top quality work that has been continually improved is essential.
<b>What websites and resources would be helpful?</b> <b>What wider reading would be helpful?</b> <b>Where can I get resources?</b>	<a href="https://www.bbc.com/bitesize/subjects/z6hs34j">https://www.bbc.com/bitesize/subjects/z6hs34j</a>  <a href="https://www.studentartguide.com/articles/art-sketchbook-ideas#sketchbook-contents">https://www.studentartguide.com/articles/art-sketchbook-ideas#sketchbook-contents</a> <a href="https://www.studentartguide.com/">https://www.studentartguide.com/</a> <a href="https://www.studentartguide.com/featured/high-school-photography-projects">https://www.studentartguide.com/featured/high-school-photography-projects</a>
<b>Have previous students got any tips or advice for this subject?</b>	<p>'Art takes time to make, put the time and effort in and it pays off!'</p> <p>'Don't just rely on working in the classroom, you need to work at home as well!'</p>

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## Curriculum information for Business Year 10

<b>Which exam board and course are used?</b>	OCR GCSE Business (J204)
<b>What curriculum topics are being covered this year?</b>	<p>Business Activity: entrepreneurs, business planning, business ownership, aims and objectives, stake holders and business growth.</p> <p>Marketing: the 4 P's of marketing. Product, Price, Place and Promotion.</p> <p>People: recruitment &amp; selection, communication in business, motivation and retention, training and development and employment law.</p>
<b>How many exams have students got and what is covered in each one?</b>	<p>External exams: None in year 10.</p> <p>3 x formal internal examinations. Business Activity, Marketing and People. One end of year examination. All topics assessed.</p> <p>Each of the topics will be assessed through internally marked <b>End of Topic Tests</b>. These will be in the form of 50-minute tests comprised of questions taken from previous exam papers. These will be completed in exam conditions (timed, in silence, without prior knowledge of the questions themselves). Students will be given several weeks warning that the test is approaching.</p>
<b>What should students be focusing on?</b>	<p>The main difficulty that GCSE students face is the sheer amount of content that needs to be learned. Students are strongly advised to revisit material covered in lesson and put together revision notes/posters/mind maps <b>as they go</b> rather than leaving it until each topic has been completed.</p> <p>Students should pay particular attention to:</p> <ul style="list-style-type: none"> <li>• Learning key terms and making use of business language in their written responses.</li> <li>• Applying business theories to real life business examples i.e., through the case studies used in booklets and relevant examples of businesses talked about in the media.</li> <li>• Being able to construct in-depth responses considering the implications of business decisions/recommendations and justifying why businesses should make certain decisions (skills of analysis and evaluation).</li> </ul>
<b>What is the best way for parents to support students in this subject?</b>	<ul style="list-style-type: none"> <li>• Test them on their knowledge of key terms.</li> <li>• Ensure that your child is revising for end of topic tests.</li> <li>• Encourage them to take an interest in businesses reported in the news to help them apply their classroom learning to real life business examples.</li> <li>• Help ensure homework and deadlines are met with relevant level of detail and use of key terms.</li> <li>• Support attendance at intervention and/or revision sessions.</li> </ul>
<b>What websites and resources would be helpful?</b>	<ul style="list-style-type: none"> <li>• BBC Bitesize, Tutor2U, Two Teachers, OCR.</li> </ul>

<p><b>What wider reading would be helpful?</b> <b>Where can I get resources?</b></p>	<ul style="list-style-type: none"> <li>• Students have been provided with everything that they need in the form of <b>content booklets</b>. For each of the main topic areas, they will be provided with a booklet.</li> <li>• Revision guides are available to purchase on the school shop.</li> <li>• In addition to physical copies of these booklets, all materials have been uploaded to Microsoft Teams and can be accessed remotely.</li> </ul>
<p><b>Have previous students got any tips or advice for this subject?</b></p>	<p>“Learn the key terms so you don’t lose easy marks in the exam by not knowing them”</p> <p>“Use the suggestions and tips your teacher gives for answering long exam questions”</p> <p>“Take an interest in businesses reported in the news. It helps to understand things better”</p>

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## Curriculum information for Drama Year 10

<b>Which exam board and course are used?</b>	AQA GCSE Drama, specification 8261/W
<b>What curriculum topics are being covered this year?</b>	<ul style="list-style-type: none"> <li>• Revision - stage space, stage configurations; theatre roles</li> <li>• Theatre design – set, costume, lighting, sound</li> <li>• Set text – Around the World in 80 Days</li> <li>• Performance / design practical skills – scripted and devised</li> <li>• Written coursework structure</li> </ul>
<b>How many exams have students got and what is covered in each one?</b>	<p>In year 10 students' complete assessments which are worth 40% of the final qualification; they also prepare for the year 11 end of course examinations.</p> <ul style="list-style-type: none"> <li>• Written examination (PPE) – end of year 10</li> <li>• Devised drama – performance – deadline set by teacher – 10% of final grade</li> <li>• Devised Drama – 3 pieces of written coursework – deadline set by teacher – 30% of final grade</li> </ul>
<b>What should students be focusing on?</b>	<ul style="list-style-type: none"> <li>• Developing their practical skills for performance work (acting, set, lighting, sound, costume).</li> <li>• Completing research to guide practical ideas.</li> <li>• Experimenting in practical work with theatrical styles and techniques.</li> <li>• Completing all written coursework.</li> <li>• Learning content in preparation for written examination.</li> </ul>
<b>What is the best way for parents to support students in this subject?</b>	<p>Ask them about their current performance work:</p> <ul style="list-style-type: none"> <li>• Which skill have you chosen?</li> <li>• Which role are you playing?</li> <li>• What are you trying to communicate to the audience? How?</li> <li>• How could you improve your work?</li> </ul> <p>Help them to improve their practical work:</p> <ul style="list-style-type: none"> <li>• Listen to them say their lines – comment on vocal tone / facial expression / eyeline</li> <li>• Ask them to explain / show their design ideas</li> <li>• Encourage them to research to develop their understanding of their chosen role.</li> </ul> <p>Ask them to tell you about their set play, 'Around the World in 80 Days':</p> <ul style="list-style-type: none"> <li>• The story</li> <li>• How do they travel around the world?</li> <li>• What is Fogg / Fix / Passepartout / Mrs Aouda like? How does the multi-roling work?</li> <li>• Are any of the characters like anyone we know / famous people? How and why?</li> <li>• What would the set / costumes / props / puppets / lights for this play look like?</li> </ul>
<b>What websites and resources would be helpful?</b>	<ul style="list-style-type: none"> <li>• Resources in your class 'Team'.</li> <li>• Some resources from the original production are available online.</li> <li>• Re-read 'Around the World in 80 Days' – every student has a copy</li> <li>• Exam board resources - <a href="http://www.aqa.org.uk/subjects/drama/gcse/drama-8261">http://www.aqa.org.uk/subjects/drama/gcse/drama-8261</a></li> </ul>

<b>What wider reading would be helpful? Where can I get resources?</b>	
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## Curriculum information for English Year 10

<b>Which exam board and course are used?</b>	AQA
<b>What curriculum topics are being covered this year?</b>	<p><b>Language:</b> Paper 1 and Paper 2- Creative writing, writing to argue, analysis skills, comparison skills, summary skills, SPaG.</p> <p><b>Literature:</b> AQA Poetry anthology, A Christmas Carol, An Inspector Calls.</p>
<b>How many exams have students got and what is covered in each one?</b>	<p><b>Language:</b> Writing paper 1 in Autumn, Reading Q1-4 paper 1 in Spring and a whole paper 2 in summer.</p> <p><b>Literature:</b> Assessments each term on the set texts, A Christmas Carol in January, Poetry in April.</p>
<b>What should students be focusing on?</b>	<p>Analytical skills and reading skills. Practice papers for English Language. Revision for literature texts to understand characters, plot, themes, and the effects of the writers' techniques. Making detailed notes.</p>
<b>What is the best way for parents to support students in this subject?</b>	<ul style="list-style-type: none"> <li>• Testing them on quotations from key texts.</li> <li>• Making sure all homework tasks are complete.</li> <li>• Read through the 'Walking Talking' mock scripts to help them time each question for the language papers.</li> <li>• Guide them through the activities in revision booklets provided by the English Department.</li> <li>• Providing opportunities for students to work quietly at home.</li> </ul>
<b>What websites and resources would be helpful?</b> <b>What wider reading would be helpful?</b> <b>Where can I get resources?</b>	<ul style="list-style-type: none"> <li>• BBC Bitesize</li> <li>• Seneca</li> <li>• Spark notes</li> <li>• Youtube- Mr Bruff's Channel</li> <li>• CGP and Collins revision guides</li> <li>• York Notes</li> <li>• Massolit</li> </ul> <p>The revision guides are available on the school shop on ParentPay.</p>
<b>Have previous students got any tips or advice for this subject?</b>	<p>"Make notes and quotation banks throughout the year rather than all at the end. Make revision cards as you go as there is no time in Year 11."</p> <p>"Your class notes are really important when it comes to revision so make sure you catch up on them if you miss a lesson."</p>

## Curriculum information for BTEC Enterprise Year 10

<p><b>Which exam board and course are used?</b></p>	<p>Pearson BTEC Level 1/Level 2 Tech Award in Enterprise (603/7063/4)</p>
<p><b>What curriculum topics are being covered this year?</b></p>	<p><b>Component 1: Exploring Enterprises</b>  A. Understand how and why enterprises and entrepreneurs are successful.  B. Understand customer needs and competitor behaviour through market research.  C. Understand how the outcomes of situational analyses may affect enterprises.</p> <p><b>Component 2: Planning &amp; Presenting a Micro Enterprise idea</b>  A. Choose an idea and produce a plan for a micro-enterprise idea.  B. Present a plan for the micro-enterprise idea to meet specific requirements.  C. Review the presentation of the micro-enterprise idea to meet specific requirements.</p>
<p><b>How many exams have students got and what is covered in each one?</b></p>	<p>Students will be completing both coursework elements in year 10</p> <p>Component 1: Exploring Enterprises</p> <p>Component 2: Planning &amp; Presenting a Micro Enterprise idea</p> <p>They will not be externally examined until year 11 after they study Marketing and Finance.</p>
<p><b>What should students be focusing on?</b></p>	<p>Students begin the course by learning the core knowledge. They should be creating additional resources at home to better understand each new concept.</p> <p>Prior to each assessment there will be a practice assessment which they will receive feedback on. Students should ensure they act on this feedback to achieve a better grade in their final assessment.</p> <p>Students will be required to investigate several small businesses. Therefore, commencing visits at this early stage would be advantageous.</p>
<p><b>What is the best way for parents to support students in this subject?</b></p>	<ul style="list-style-type: none"> <li>• Encourage them to choose local businesses of interest and carryout several visits and speak with the owners.</li> <li>• They will also be asked to create and carryout out primary research in the form of a survey. They will need to ask family and friends outside the school environment to complete them.</li> <li>• Encourage them to take an interest in businesses reported in the news to help them apply their classroom learning to real life business examples.</li> <li>• They will also be required to present a business idea to a small audience next year. Any opportunity to speak in public should be encouraged.</li> <li>• Support attendance at intervention.</li> </ul>

<p><b>What websites and resources would be helpful?</b></p> <p><b>What wider reading would be helpful?</b></p> <p><b>Where can I get resources?</b></p>	<p>BBC Bitesize. Two teachers. Pearson</p> <p>Component booklets are provided by the department.</p> <p>Revision guides will be available from the school shop as soon as they have been published by the exam board</p>
<p><b>Have previous students got any tips or advice for this subject?</b></p>	<p>“Follow the teacher’s feedback from the practice assessment in order to get a better grade in the actual assessment.”</p> <p>“Don’t waste time in class messing about with the computers, just do the work and it will save after school catch ups.”</p> <p>“Visit local businesses in person, this will help with your coursework”.</p>

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## Curriculum information for Geography Year 10

<b>Which exam board and course are used?</b>	AQA
<b>What curriculum topics are being covered this year?</b>	Nigeria, Settlement (Mumbai), UK Urban Change (Birmingham), Ecosystems and Tropical Rainforests, Hot deserts, Climate Change, Rivers
<b>How many exams have students got and what is covered in each one?</b>	Students will have one formal large assessment at the end of each topic. They will also have an end-of-year exam that will include both human and physical content. Additionally, practice past-paper questions will be embedded throughout each topic to be completed either during lessons or as homework activities.
<b>What should students be focusing on?</b>	Students should be focusing on learning the key content and practicing their geographical skills such as describing, explaining, assessing, evaluating and map-skills.
<b>What is the best way for parents to support students in this subject?</b>	<ul style="list-style-type: none"> <li>• Talk and ask them what they have been learning about.</li> <li>• Encourage them to watch any geographical documentaries.</li> <li>• Watch the news or follow a news App, also the department twitter feed <a href="#">@Polesworth Geog</a></li> <li>• Encourage them to revise for assessments and key geographical terminology.</li> </ul>
<b>What websites and resources would be helpful?</b> <b>What wider reading would be helpful?</b> <b>Where can I get resources?</b>	<ul style="list-style-type: none"> <li>• <b>Timeforgeography</b>. This is a fantastic website which allows students to revise their understanding of physical and human processes. <a href="https://timeforgeography.co.uk/#">https://timeforgeography.co.uk/#</a> .</li> <li>• The <b>BBC bitesize Geography website</b> is also really good and specific to the AQA course <a href="https://www.bbc.com/education/examspecs/zy3ptyc">https://www.bbc.com/education/examspecs/zy3ptyc</a></li> <li>• Seneca. Useful for revision and testing subject knowledge.</li> <li>• Buy a GCSE revision guide, there is one on parent pay to purchase for £2.59.</li> <li>• Students will be given a knowledge organiser that contains a summary of the course which can be used for revising.</li> </ul>
<b>Have previous students got any tips or advice for this subject?</b>	Attend revision sessions. Pay attention on the fieldtrip. Buy a revision guide early. Ask your teacher if you're unsure – they are there to help you.

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## Curriculum information for History Year 10

<b>Which exam board and course are used?</b>	OCR History SHP B
<b>What curriculum topics are being covered this year?</b>	<p>We have 5 key components of the GCSE course:</p> <ul style="list-style-type: none"> <li>• People’s Health, 1250 – Present.</li> <li>• The Elizabethans 1580-1603.</li> <li>• Making of America 1789-1900.</li> <li>• Life in Nazi Germany 1933-1945.</li> <li>• ‘History Around Us’ Site Study (Raglan Castle).</li> </ul> <p>We will be studying ‘Life in Nazi Germany 1933-1945,’ until Christmas, which carries forward their prior learning on the Holocaust. Students will then be studying the Making of America before finishing the year with our site study of Raglan Castle, which will also include a visit to the site.</p>
<b>How many exams have students got and what is covered in each one?</b>	<p>We have 3 exams at the end of year 11:</p> <p><b>British history</b> – thematic study and depth study (1 h 45 min)  <b>History Around Us</b> – (1 h)  <b>World history</b> – period study and depth study (1 h 45 min)</p>
<b>What should students be focusing on?</b>	<ul style="list-style-type: none"> <li>• We will be setting assessment work on the Nazi section and consolidating learning through knowledge recall. It is always useful to go back through learning.</li> <li>• Clearly, REVISION. We have limited time in lessons, so they need to ensure that they are doing work outside of lessons. This can take various forms.</li> <li>• Use of Seneca will embed learning in the first three modules listed above.</li> <li>• Practise exam questions using the resources provided.</li> </ul>
<b>What is the best way for parents to support students in this subject?</b>	<ul style="list-style-type: none"> <li>• Just keep them going!</li> <li>• Making sure they are revising and keeping up with home learning tasks.</li> <li>• Encouragement to use the additional resources.</li> <li>• Some tasks are accompanied by audio narration to guide them through. They could create low stakes quizzes to aid them, and you could ask the questions!</li> </ul>

<p><b>What websites and resources would be helpful?</b>  <b>What wider reading would be helpful?</b>  <b>Where can I get resources?</b></p>	<p><b>Seneca.</b> It is an online system that has 3 revision areas: The Elizabethans (1580-1603), Life Under the Nazis (1933-45) and People’s Health Over Time (1250-Present). Questions have been set as an ‘assignment’ and their scores and time spent on Seneca is communicated to their teachers.</p> <p><b>Revision booklets.</b> We have created revision ‘workbooks’ with tasks, revision knowledge organisers and exam skills materials. They need to be completing these and attempting tasks to help in their revision.</p> <p><b>OCR Revision Guides.</b> We have utilised the revision guides available to form the booklets, but there are published revision guides available to buy at various online outlets.</p>
<p><b>Have previous students got any tips or advice for this subject?</b></p>	<p>Some helpful tips from students:</p> <p>“Revise in bitesize chunks. It makes it easier to go back over things as well.”</p> <p>“Start early! There is a lot to get through and little time to get it done!”</p> <p>“Use the revision sessions available. I found it helped to remind me of areas we have studied.”</p> <p>“Make sure you cover all topic areas. There are 5 and they all need to be studied.”</p>

Notes:

## Curriculum information for IT - iMedia Year 10

<p><b>Which exam board and course are used?</b></p>	<p>OCR Level 1/2 Cambridge National Certificate in Creative iMedia - J817.</p>
<p><b>What curriculum topics are being covered this year?</b></p>	<p><b>R081 - Pre-Production Skills (Exam - 25% of overall grade).</b> Exam unit revision from Year 9.</p> <p><b>R082 - Creating Digital Graphics (Coursework - 25% of overall grade).</b></p> <ul style="list-style-type: none"> <li>• LO1 Investigating digital graphics uses, types and formats and design &amp; layout.</li> <li>• LO2 Plan the digital graphic including client requirements, work plans, visualisation diagrams, assets &amp; resources, and legislation.</li> <li>• LO3 Create the digital graphic by sourcing and creating graphics, using tools and techniques, exporting graphics in different formats and version control.</li> <li>• LO4 Check &amp; review the digital graphic by critically Identifying positives, negatives, and improvements of the finished graphics.</li> </ul>
<p><b>How many exams have students got and what is covered in each one?</b></p>	<p>In Year 10, students will sit their R081 exam which is worth 25% of their overall grade.</p> <p>R082 graphics coursework will be completed and moderated at the end of year 10. They will start one of the other coursework units which will be moderated in Year 11.</p>
<p><b>What should students be focusing on?</b></p>	<ul style="list-style-type: none"> <li>• Revising R081 content in preparation for their external exam in January.</li> <li>• Practicing their Photoshop skills and watching YouTube tutorials on Photoshop covering some of the advanced skills.</li> <li>• Understanding the coursework content.</li> <li>• Meeting deadlines (students may have to attend catchups if they miss lesson time on their coursework).</li> </ul> <p><b>(Please note coursework should be completed under supervision in school, but if remote learning is needed then these will be timed and logged sessions. Students are not allowed to complete work at home outside of the timed sessions.)</b></p>
<p><b>What is the best way for parents to support students in this subject?</b></p>	<ul style="list-style-type: none"> <li>• Revision guide (on ParentPay) My Revision Notes: OCR Cambridge Nationals in Creative iMedia L1/2.</li> <li>• BBC Bitesize Media Studies Concepts - <a href="https://www.bbc.com/bitesize/subjects/ztnygk7">https://www.bbc.com/bitesize/subjects/ztnygk7</a></li> <li>• Photoshop YouTube tutorials.</li> <li>• Graphics design and creation related websites: <a href="https://www.sqa.org.uk/e-learning/BitVect01CD/page_01.htm">https://www.sqa.org.uk/e-learning/BitVect01CD/page_01.htm</a> <a href="https://1stwebdesigner.com/graphic-design-basics-elements/">https://1stwebdesigner.com/graphic-design-basics-elements/</a> <a href="https://www.lifewire.com/what-is-graphic-design-1697521">https://www.lifewire.com/what-is-graphic-design-1697521</a></li> </ul>
<p><b>What websites and resources would be helpful? What wider reading would be helpful?</b></p>	<p><b>R081 (Exam)</b></p> <ul style="list-style-type: none"> <li>• Test them on their knowledge of the 5 key pre-production documents: purpose, uses – audience, content, suitability of their use as a pre-production document.</li> </ul>

<p><b>Where can I get resources?</b></p>	<ul style="list-style-type: none"> <li>• Ask them about their current confidence of knowing the content: What sections are your strengths? What sections do you feel you have weaknesses? What revision techniques work best for you? How could you improve your work further?</li> <li>• Assist them to learn key terms and definitions.</li> <li>• Encourage them to complete R081 past papers (available: <a href="https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/assessment/">https://www.ocr.org.uk/qualifications/cambridge-nationals/creative-imedia-level-1-2-award-certificate-j807-j817/assessment/</a>).</li> <li>• Read their practise answers/look at their pre-production planning designs and ask them to explain their ideas to you.</li> </ul> <p><b>R082 (Coursework Project)</b></p> <ul style="list-style-type: none"> <li>• Help them understand and interpret the scenario and tasks required.</li> <li>• Supporting them with conducting relevant research on LO1 to aid the project.</li> <li>• Encourage them to practice creating relevant pre-production documents, i.e., mood boards, mind maps, visualisation diagrams etc.</li> <li>• Watching Photoshop YouTube tutorials and practicing the skills when in school.</li> </ul>
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## Curriculum information for Mathematics Year 10

<b>Which exam board and course are used?</b>	<b>Edexcel GCSE Mathematics (9-1)</b>	
<b>What curriculum topics are being covered this year?</b>	<b>Working with Circles</b>	<b>Vectors</b>
	<b>Data Collection and Representation</b>	<b>Indices and Roots</b>
	<b>Ratio and Fractions</b>	<b>Manipulating Expressions</b>
	<b>Congruence, Similarity and Enlargement</b>	<b>Equations and Inequalities</b>
	<b>Simultaneous Equations</b>	<b>Types of Sequences</b>
	<b>Percentages and Interest</b>	<b>Probability</b>
	<b>Types of Numbers</b>	<b>Trigonometry</b>
<b>How many exams have students got and what is covered in each one?</b>	<p><u>Final External Assessment (Examined in Year 11).</u></p> <ul style="list-style-type: none"> <li>• 3 Papers (2 Calculator, 1 Non-Calculator).</li> <li>• Each Paper is 1 hour 30 minutes.</li> <li>• Each paper is worth 80 marks.</li> </ul> <p><u>Internal Assessment.</u></p> <ul style="list-style-type: none"> <li>• End of term assessments based on work that students have covered so far will be assessed.</li> <li>• Mock exams will be the same set-up as the final examinations.</li> </ul>	
<b>What should students be focusing on?</b>	<p>Students have homework set on Sparx weekly. Full completion of the homework is essential as research has shown this has a great impact on their overall grade. Homework questions are individualised for every student and there is opportunity to extend using the 'Target' section.</p> <p>Once their assessments have been completed a grid highlighting their personal strengths and weaknesses will be shared with students and parents. Students should use this as a guide for their revision.</p>	
<b>What is the best way for parents to support students in this subject?</b>	<ul style="list-style-type: none"> <li>• Support students in completing the suggested revision from their grid.</li> <li>• Encourage you child to complete their Sparx fully every week.</li> <li>• Ensure your child has the correct equipment including a scientific calculator that can be found on the school shop (costing £8.30).</li> </ul>	
<b>What websites and resources would be helpful? What wider reading would be helpful? Where can I get resources?</b>	<p><b>Sparx Maths</b> - <a href="http://www.sparxmaths.com">www.sparxmaths.com</a> Personalised homework suited to the students level.</p> <p><b>Maths Genie</b> - <a href="http://www.mathsgenie.co.uk">www.mathsgenie.co.uk</a> Suitable for Exam Practice and Topic Based Revision (Solutions are available).</p> <p><b>On Maths</b> – <a href="http://www.onmaths.com">www.onmaths.com</a> Suitable for Online Paper Practice (Self-marking Exam Papers).</p> <p><b>Physics and Maths Tutor</b> – <a href="http://www.physicsandmathstutor.com">www.physicsandmathstutor.com</a> GCSE Revision by Topic/Grade and Past Paper Practice</p> <p><b>Revision Guides, Workbooks and Scientific Calculators are also sold on Parent Pay.</b></p>	

Notes:

## Curriculum information for Modern Foreign Languages Year 10

<b>Which exam board and course are used?</b>	AQA
<b>What curriculum topics are being covered this year?</b>	<p>Year 10 – Theme 2 AQA GCSE - Home, town, neighbourhood and region.</p> <p>Travel and tourism:</p> <ul style="list-style-type: none"> <li>• Holiday destinations, transport, accommodation</li> <li>• Past &amp; future holidays</li> </ul> <p>Global issues:</p> <ul style="list-style-type: none"> <li>• The environment.</li> <li>• Poverty/homelessness.</li> </ul> <p>Festivals, customs &amp; traditions</p> <ul style="list-style-type: none"> <li>• German/French festivals &amp; traditions</li> <li>• Favourite festival or celebration.</li> <li>• The differences between German/French and UK festivals.</li> </ul> <p><b>Previous topic areas (Theme 1) revisited</b></p>
<b>How many exams have students got and what is covered in each one?</b>	<p>Four skills are examined – 25% each during year 11:</p> <ul style="list-style-type: none"> <li>• Listening.</li> <li>• Reading &amp; translation.</li> <li>• Writing.</li> <li>• Speaking.</li> </ul>
<b>What should students be focusing on?</b>	<ul style="list-style-type: none"> <li>• Building up vocabulary over time – the little and often approach.</li> <li>• Structure to transfer from topic to topic.</li> <li>• Developing answers – to give extended answers with reasons, opinions.</li> <li>• Revise / develop confidence with tenses and using 3 tenses confidently.</li> </ul>
<b>What is the best way for parents to support students in this subject?</b>	<ul style="list-style-type: none"> <li>• Vocabulary practice – little and often.</li> <li>• Encourage them to use their language skills at home.</li> <li>• Encourage them to practise their paragraphs and other speaking activities aloud!</li> <li>• Reinforce the value of languages in our modern globalised world.</li> </ul>
<b>What websites and resources would be helpful? What wider reading would be helpful? Where can I get resources?</b>	<ul style="list-style-type: none"> <li>• GCSE Bitesize.</li> <li>• Kerboodle – log-in issued by class teacher.</li> <li>• Quizlet/Mem-rise.</li> <li>• CGP revision booklet / practice book.</li> <li>• Teachit revision booklet (issued by teacher in lessons).</li> <li>• Purple speaking booklet – with model answers and phrases to support home learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Vocabulary packs and Knowledge organisers.</li> </ul>
<b>Have previous students got any tips or advice for this subject?</b>	<ul style="list-style-type: none"> <li>• Revise little and often (10 – 15 minutes daily).</li> <li>• Practise <i>aloud</i> any aspect of the speaking.</li> <li>• Practise vocabulary every day.</li> <li>• Attend weekly 30-minute revision sessions regularly.</li> </ul>

Notes:

## Curriculum information for Music Year 10

<b>Which exam board and course are used?</b>	Pearson BTEC Level 2 Tech Award in Music Practice
<b>What curriculum topics are being covered this year?</b>	BTEC is a vocational course with an emphasis on real life scenarios. Over the course students will be looking at jobs in the industry, music performance, ensemble skills, creating a product and studying musical styles and genres.
<b>How many exams have students got and what is covered in each one?</b>	The course is moderated over the two years however two out of the three units will be completed under workshop and controlled conditions and will be externally assessed. Students will be expected to perform in several concerts and events which will be used as evidence in their performance units.
<b>What should students be focusing on?</b>	Instrumental practice at home making sure they are confident and secure with their parts. Listening to music at home and expanding their experience of styles and genres. Reading around techniques and styles covered in class.
<b>What is the best way for parents to support students in this subject?</b>	Parents/carers can support their child in their music making by making sure they establish a regular practice routine at home. Arrange specialist instrumental lessons for them. Ensure they complete work set to a deadline. Attend any performance opportunities – Live Lounge, Summer Sessions, Talent Show, Performing Arts Evening.
<b>What websites and resources would be helpful? What wider reading would be helpful? Where can I get resources?</b>	Students will be given a unit booklet that will have all the recommended websites and resources needed to complete the relevant tasks. These will also be on the departmental website which can be accessed through <a href="http://www.thepolesworthschool.com">www.thepolesworthschool.com</a> .  The library has a designated section for BTEC music which also includes books about the music industry, careers, and events management. There is also an excellent source of reference books, guidance booklets and printed scores/lead sheets in the department that can be accessed throughout the course. Publications that would help develop your child's ability are published by RSL (Rock School) and ABRSM who publish grade books for all instrumental disciplines. Staff in the music department would be able to advise you further (s.glover@thepolesworthschool.com)
<b>Have previous students got any tips or advice for this subject?</b>	Practice, practice and practice some more!  You get out of the course what you put in. Only you can learn your part, but the best buzz is when you go up on stage with your band and hear it all put together.  You make mistakes all the time. The key is to learn from them and not make the same mistakes again – Ed Sheeran.

Notes:

## Curriculum information for GCSE Dance Year 10

<b>Which exam board and course are used?</b>	AQA GCSE Dance (Current year 10, 11)
<b>What curriculum topics are being covered this year?</b>	<p><b>Year 10:</b> Solo set phrases (Breathe and Shift). 4 Professional set works. Duet. Technique/skills of a dancer. Choreography.</p> <p><b>Year 11:</b> Choreography. 2 Professional set works. Critical appreciation of own work. All Practical assessments. Revision.</p>
<b>How many exams have students got and what is covered in each one?</b>	<p><b>1 practical exam:</b> 2 Set Phrases. 1 Duet/Trio. 1 piece of choreography.</p> <p><b>1 theory paper:</b> <i>Section A</i> – Knowledge and understanding of choreographic processes and performing skills. <i>Section B</i> – Critical appreciation of own work. <i>Section C</i> – Study and analysis of 6 professional works.</p>
<b>What should students be focusing on?</b>	<p><b>Performance:</b> Physical, technical, expressive, and mental skills.</p> <p><b>Choreography:</b> Selection and use of appropriate actions and dynamics, space and relationships, structuring devices, choreographic devices, aural setting, and performance environment.</p> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Understand the theory of choreography and associated key terms.</li> <li>• Understand safe dance practise.</li> <li>• Be able to define, explain and example physical, technical, expressive, and mental skills.</li> <li>• Study and understand 6 professional set works in detail, being able to compare them and give clear examples.</li> <li>• Analyse and evaluate own performances and choreography.</li> </ul>
<b>What is the best way for parents to support students in this subject?</b>	Encourage and support your child to attend clubs, dance performances, shows and competitions in and out of school. Support them in completing homework, set tasks and practical deadlines on time.

	Encourage your child to maintain commitment towards the subject, keeping physically fit and active to aid with practical elements.
<b>What websites and resources would be helpful?</b> <b>What wider reading would be helpful?</b> <b>Where can I get resources?</b>	<p>A wide variety of Dance resources are provided through booklets and revisions aids.</p> <p>Students have access to the schools Planet E-Stream, where all the professional works are available to watch.</p> <p>Students can access the set phrase videos through the AQA website, either search for the subject or type in the URL below:  <a href="https://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases">https://www.aqa.org.uk/resources/dance/gcse/dance/teach/set-phrases</a></p>
<b>Have previous students got any tips or advice for this subject?</b>	<ul style="list-style-type: none"> <li>• Stay organised and on top of deadlines, particularly within practical elements.</li> <li>• Use rehearsal time in school during class or lunchtimes to get help and refine practical aspects.</li> <li>• Use past papers to understand the structure of questions and techniques required.</li> <li>• Watch the videos of the professional works as much as possible.</li> </ul>

Notes:

## Curriculum information for Sports Science Year 10

<b>Which exam board and course are used?</b>	OCR - Cambridge National Sport Science (J828)
<b>What curriculum topics are being covered this year?</b>	<p><b>Year 10:</b></p> <ul style="list-style-type: none"> <li>• Fitness and training coursework (TA1-4)</li> <li>• Nutrition coursework (TA1-2) – complete in Y11</li> </ul> <p><b>Year 11:</b></p> <ul style="list-style-type: none"> <li>• Nutrition coursework (TA3-4)</li> <li>• Injuries exam (TA1-5)</li> </ul>
<b>How many exams have students got and what is covered in each one?</b>	<p><b>June Year 11 Injury exam</b></p> <p>Section A – 25 marks (multiple choice &amp; short answer)</p> <p>Section B – 45 marks (short &amp; medium answer questions – scenario based)</p> <ul style="list-style-type: none"> <li>▪ Different factors which influence the risk and severity of injury.</li> <li>▪ Warm up and cool down routines.</li> <li>▪ Different types and causes of sports injuries.</li> <li>▪ Reducing risk, treatment and rehabilitation of sports injuries and medical conditions.</li> <li>▪ Causes, symptoms and treatment of medical conditions.</li> </ul>
<b>What should students be focusing on?</b>	<p><b>Coursework – 60% of course:</b></p> <ul style="list-style-type: none"> <li>▪ Applying the theory of fitness (40%) and nutrition (20%) to practical sporting examples.</li> <li>▪ Thinking about how to improve performance by utilising the theories behind fitness and nutrition.</li> </ul> <p><b>Injury exam – 40% of course:</b></p> <ul style="list-style-type: none"> <li>▪ Understand how extrinsic and intrinsic factors can increase risk of injury.</li> <li>▪ Identify, explain and apply treatments to common sporting injuries.</li> <li>▪ Understand how a warm-up and cool-down can help prevent injury.</li> <li>▪ Understand the symptoms of, and treatments for common medical conditions.</li> </ul>
<b>What is the best way for parents to support students in this subject?</b>	<ul style="list-style-type: none"> <li>▪ Encourage your child to do independent research to apply their knowledge of fitness and training and nutrition to sporting examples to improve their coursework.</li> <li>▪ Pupils will be shown how to use Microsoft OneDrive (cloud-based) but can alternatively use a memory stick or Google Drive to save their work and may need support accessing these at home.</li> <li>▪ Guide your son/daughter towards proficiency using Microsoft Word and/or Microsoft PowerPoint.</li> <li>▪ Ensure your child meets deadlines (R181 final draft – Summer term of 10, there will be interim deadlines for smaller sections).</li> <li>▪ Encourage your child to seek support and/or attend catch-up sessions when needed.</li> <li>▪ Contact us if you have any concerns / queries.</li> </ul>

<p><b>What websites and resources would be helpful?</b>  <b>What wider reading would be helpful?</b>  <b>Where can I get resources?</b></p>	<ul style="list-style-type: none"> <li>▪ Teaching slides are always available and signposted in lessons. Students will be given a printed copy of these to support completion of their coursework projects.</li> <li>▪ Students should use the student checklists at the front of their classwork booklets for each of the coursework units.</li> <li>▪ Students will be provided with exam unit revision resources and exam questions.</li> <li>▪ Students should be actively interested in sport, developing a greater breadth and depth of understanding to enhance their work.</li> </ul>
<p><b>Have previous students got any tips or advice for this subject?</b></p>	<ul style="list-style-type: none"> <li>• Stay as organised as possible.</li> <li>• Work hard every lesson.</li> <li>• Use practical sporting examples.</li> <li>• Use the internet to find case studies from specific athletes.</li> </ul>

Notes:

## Curriculum information for Religious Studies Year 10

<b>Which exam board and course are used?</b>	AQA, specification A.
<b>What curriculum topics are being covered this year?</b>	<ul style="list-style-type: none"> <li>• Christian Beliefs, Teachings and Practices</li> <li>• Peace and Conflict</li> <li>• Islam Beliefs</li> </ul>
<b>How many exams have students got and what is covered in each one?</b>	<p>External examinations: none in year 10</p> <p>Internal assessments: mid and end of each unit. These will be under exam conditions and timed. Questions will be taken from previous GCSE exam papers.</p>
<b>What should students be focusing on?</b>	<p>Students should secure their understanding by reviewing their learning on Teams, BBC Bitesize and using their knowledge organiser. There is a lot of content to learn and so students would benefit from creating revision resources, such as flash cards and mind maps, which they can use through the whole of their course.</p> <p>In class, students should focus on building their skill set. They should ensure that they have learnt evidence to support their points.</p>
<b>What is the best way for parents to support students in this subject?</b>	<p>Parents can test their son/daughter's knowledge and understanding of key terms and ideas, especially in the run up to assessments. Parents should encourage their son/daughter to revisit topics previously learnt to keep their knowledge fresh.</p> <p>Parents can also talk and debate with their son/daughter about the issues which have come up in the various topics. This helps develop evaluation skills and supports students in being able to explain arguments clearly.</p>
<b>What websites and resources would be helpful? What wider reading would be helpful? Where can I get resources?</b>	<p>The most useful websites for revision are BBC Bitesize and senecalarning.com. Both sites provide information and explanation, as well as quick quizzes to test knowledge.</p> <p>An RS revision guide is available to buy cheaply from the school's online shop. This guide is useful both at home and when used to support learning in lessons and one guide covers all topics examined in year 11.</p> <p>Most of the topics can also be found on Oak National Academy which is useful if lessons have been missed.</p>
<b>Have previous students got any tips or advice for this subject?</b>	<ul style="list-style-type: none"> <li>• Give yourself plenty of time to revise for assessments and exams. Leaving it until the last minute means you don't do your best work.</li> </ul>

	<ul style="list-style-type: none"><li>• Try to think about how ideas relate to each other. There are many times that quotes used in one topic can be used in others too.</li></ul>
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## Curriculum information for Combined Science Year 10

<b>Which exam board and course is used?</b>	AQA – Trilogy (Combined Science)
<b>What curriculum topics are being covered each year?</b>	Topic numbers included in brackets link to the revision guide
	<b>Biology</b> Infection and response (3), Bioenergetics (4), Homeostasis and Response (5)
	<b>Chemistry</b> Bonding and Structure – Covalent and Nanotechnology (2), Quantitative (3), Energy Changes (5), Rate and Extent of Chemical Change (6)
	<b>Physics</b> Atomic Structure (4) Forces (5), Electricity (2)
<b>How many exams have they got and what is covered in each one?</b>	Students continue to have end of topic tests as a form of formal assessment. In the summer term, students will sit their End of Year exam which is a Paper 1 PPE for Biology, Chemistry and Physics. Combined Science exams each last 1hr 15mins. Single Science exams each last 1hr 45mins.
<b>What should my child be focusing on?</b>	Key word definitions for all subjects and equations for Physics. Completing practice papers. Completing homework on Educake and setting self-tests on Educake to further revise. Completing lessons on Oak Academy for any topics which students have found difficult or missed due to absence.
<b>What is the best way for me to support my child in this subject?</b>	<ul style="list-style-type: none"> <li>✓ Ensure your child has a quiet area to do regular revision or homework on a weekly basis.</li> <li>✓ Ask your child to show you the work they have completed during this time.</li> <li>✓ Talk to your child about the topics they have been taught recently and how they link to previous topics; ask them what they have done in lesson that day.</li> <li>✓ Ensure students have got resources for revision/homework using the information below.</li> </ul>
<b>What websites and resources would be helpful?</b>  <b>What wider reading would be helpful?</b>  <b>Where can I get resources?</b>	<ul style="list-style-type: none"> <li>• Educake – used for homework/revision - <a href="https://www.educake.co.uk/">https://www.educake.co.uk/</a></li> <li>• BBC bitesize – Combined - <a href="https://www.bbc.com/bitesize/examspecs/z8r997h">https://www.bbc.com/bitesize/examspecs/z8r997h</a></li> <li>• BBC bitesize – Single Sciences - <a href="https://www.bbc.com/bitesize/subjects/zrkw2hv">https://www.bbc.com/bitesize/subjects/zrkw2hv</a></li> <li>• Free science lessons - <a href="https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw">https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw</a></li> <li>• Oak academy - <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4</a></li> <li>• SENECA learning - <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></li> <li>• Revision guides can be bought through the school shop on parent pay. (Order online and then students can collect after 3 working days subject to availability)</li> </ul>
<b>Have previous students got any</b>	Start regular sessions of revision early – from the beginning of Year 10.

<b>tips or advice for this subject?</b>	Learn all your equations for Chemistry and Physics and download the 23 Equations app! Revise little and often to keep it fresh in your mind.
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## Curriculum information for Science Year 10

<b>Which exam board and course is it?</b>	AQA – Single Sciences (Triple) – Biology, Chemistry, Physics						
<b>What curriculum topics are being covered each year?</b>	<p>Topic numbers included in brackets – these link to the revision guide</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;"><b>Biology</b></td> <td>Infection and response (3), Bioenergetics (4), Homeostasis and Response (5)</td> </tr> <tr> <td style="text-align: center;"><b>Chemistry</b></td> <td>Chemical changes (4), Quantitative (3), Energy Changes (5), Rate and Extent of Chemical Change (6)</td> </tr> <tr> <td style="text-align: center;"><b>Physics</b></td> <td>Atomic Structure (4), Forces (5), Electricity (2)</td> </tr> </table>	<b>Biology</b>	Infection and response (3), Bioenergetics (4), Homeostasis and Response (5)	<b>Chemistry</b>	Chemical changes (4), Quantitative (3), Energy Changes (5), Rate and Extent of Chemical Change (6)	<b>Physics</b>	Atomic Structure (4), Forces (5), Electricity (2)
<b>Biology</b>	Infection and response (3), Bioenergetics (4), Homeostasis and Response (5)						
<b>Chemistry</b>	Chemical changes (4), Quantitative (3), Energy Changes (5), Rate and Extent of Chemical Change (6)						
<b>Physics</b>	Atomic Structure (4), Forces (5), Electricity (2)						
<b>How many exams have they got and what is covered in each one?</b>	<p>Students continue to have end of topic tests as a form of formal assessment. In the summer term, students will sit their End of Year exam which is a Paper 1 PPE for Biology, Chemistry and Physics.</p> <p>Combined Science exams each last 1hr 15mins. Single Science (Triple) exams each last 1hr 45mins.</p>						
<b>What should my child be focusing on?</b>	<p>Key word definitions for all subjects and equations for Chemistry and Physics. Completing practice papers. Completing homework on Educake and setting self-tests on Educake to further revise. Completing lessons on Oak Academy for any topics which students have found difficult or missed due to absence.</p>						
<b>What is the best way for me to support my child in this subject?</b>	<ul style="list-style-type: none"> <li>• Ensure your child has a quiet area to do regular revision or homework on a weekly basis.</li> <li>• Ask your child to show you the work they have completed during this time.</li> <li>• Talk to your child about the topics they have been taught recently and how they link to previous topics; ask them what they have done in lesson that day.</li> <li>• Ensure students have got resources for revision/homework using the information below.</li> </ul>						
<p><b>What websites and resources would be helpful?</b></p> <p><b>What wider reading would be helpful?</b></p> <p><b>Where can I get resources?</b></p>	<ul style="list-style-type: none"> <li>• Educake – used for homework/revision - <a href="https://www.educake.co.uk/">https://www.educake.co.uk/</a></li> <li>• BBC bitesize – Combined - <a href="https://www.bbc.com/bitesize/examspecs/z8r997h">https://www.bbc.com/bitesize/examspecs/z8r997h</a></li> <li>• BBC bitesize – Single Sciences - <a href="https://www.bbc.com/bitesize/subjects/zrkw2hv">https://www.bbc.com/bitesize/subjects/zrkw2hv</a></li> <li>• Free science lessons - <a href="https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw">https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw</a></li> <li>• Oak academy - <a href="https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4">https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4</a></li> <li>• SENECA learning - <a href="https://senecalearning.com/en-GB/">https://senecalearning.com/en-GB/</a></li> <li>• Revision guides can be bought through the school shop on parent pay. (Order online and then students can collect after 3 working days subject to availability)</li> </ul>						

<b>Have previous students got any tips or advice for this subject?</b>	Start regular sessions of revision early – from the beginning of Year 10. Learn all your equations for Chemistry and Physics and download the 23 Equations app! Revise little and often to keep it fresh in your mind.
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## Curriculum information for Sociology Year 10

<p><b>Which exam board and course is it?</b></p>	<p>AQA GCSE Sociology (8192)</p>
<p><b>What curriculum topics are being covered this year?</b></p>	<ol style="list-style-type: none"> <li>1) The Sociological Approach (sociological theory)</li> <li>2) Research Methods</li> <li>3) Families</li> <li>4) Education</li> </ol>
<p><b>How many exams have they got and what is covered in each one?</b></p>	<p>External exams: none in year 10</p> <p>Internal tests: 2</p> <p>Both the Families and Education sections will be assessed through internally marked <b>End of Topic Tests</b>. These will be in the form of 50-minute tests comprised of questions taken from previous exam papers. These will be completed in exam conditions (timed, in silence, without prior knowledge of the questions themselves). Students will be given several weeks warning that the test is approaching.</p>
<p><b>What should my child be focusing on?</b></p>	<p>The main difficulty that GCSE students face is the sheer amount of content that needs to be learned. Students are strongly advised to revisit material covered in lesson and put together revision notes/posters/mind maps <b>as they go</b> rather than leaving it until each topic has been completed.</p> <p>Students should pay particular attention to:</p> <ul style="list-style-type: none"> <li>• The ideas of <b>key theorists</b> (these will be clearly marked in their booklets)</li> <li>• <b>Key debates</b> within each section (which will often be tested as 12-mark essay questions)</li> <li>• The application of <b>research methods</b> to the study of society</li> </ul>
<p><b>What is the best way for me to support my child in this subject?</b></p>	<ul style="list-style-type: none"> <li>• Test them on the contributions of key theorists. Information on these can be found in your child's content booklets. Look for "<b>Key Theorist: &lt;name&gt;</b>"</li> <li>• Test them on their knowledge of key terms. Students will be provided with a glossary of key terms and definitions for each section of the course</li> <li>• Ensure that your child is revising for end of topic tests</li> </ul>
<p><b>What websites and resources would be helpful?</b></p>	<ul style="list-style-type: none"> <li>• There are no particularly good websites for GCSE sociology since it is not offered in every school around the country. Furthermore, as this is a new specification, most online resources are no longer applicable.</li> </ul>

<p><b>What wider reading would be helpful?</b></p> <p><b>Where can I get resources?</b></p>	<ul style="list-style-type: none"> <li>• Students have been provided with everything that they need in the form of <b>content booklets</b>. For each of the main topic areas, they will have 3 booklets of information. In addition to this, they will be given a <b>key terms booklet</b> as well as a “<b>revision booklet</b>” containing exam questions which will be completed for homework.</li> </ul>
<p><b>Have previous students got any tips or advice for this subject?</b></p>	<p>“Don’t leave it until the last minute!”</p> <p>“Make sure you keep refreshing your knowledge of research methods – there are so many questions on these”</p> <p>“Ask your teachers for help when you need it and don’t just miss out questions you don’t know the answer to”</p> <p>“Watch the clock when you’re doing exam questions. Don’t rush through the shorter ones, but also make sure you’re giving yourself enough time for the essays”</p>

## Curriculum information for Year 10 NCFE/CACHE- Child Development

<b>Which exam board and course is used?</b>	NCFE Level 1/2 Technical Award in Child Development and Care in the Early Years (603/7012/9)
<b>What curriculum topics are being covered this year?</b>	Section 1 Examined unit - HT1 Child development. Factors that influence the child's development. HT2 Care routines, play and activities to support the child. Early years provision. HT3 Legislation, policies, and procedures in the early years. Expectations of the early years practitioner. HT4 Roles and responsibilities within early years settings. HT5 The importance of observations in early years childcare. HT6 Planning in early years childcare.
<b>How many exams have they got and what is covered in each one?</b>	Topic test at the end of every unit. Exercises and homework within the workbook. All the Learning outcomes in this are covered in the pre public examination in May/June of Year 11.
<b>What should my child be focusing on?</b>	Students should be focused on the knowledge and information that is taught in lesson in their 9 booklets. They will be given revision resources to help them retain the information. This could be in the form of a quick quiz or as a knowledge organiser that they have created in lesson. They can also access Teams which has resources on it.
<b>What is the best way for me to support my child in this subject?</b>	Support your child by watching videos or using the websites below when they are completing homework, coursework, or revision. Attend the curriculum evening and parents' evening that will be on during the year to gain a better understanding of your child's progress and how to support them.
<b>What websites and resources would be helpful?</b>	TV Programmes on catch up - The Secret Life of a 3/4/5-year-old – Information on physical development, social development and intellectual development. (Channel 4/Youtube).
<b>What wider reading would be helpful?</b>	Get Revising – Some resources and mind mapping/revision card templates <a href="https://getrevising.co.uk/">https://getrevising.co.uk/</a>
<b>Where can I get resources?</b>	Gojimo – set up for different courses. Kahoot – complete the quizzes on there or make your own. Quizlet – make flash cards. QUIZZIZ – website with quizzes – premade. Child Development books including the developmental areas and Early Year provision could be utilised. Students will be provided with resources, and many will be available from Teams. The Child Development Revision Guide can be purchased from the parent pay shop from November when it is published.
<b>Have previous students got any tips or advice for this subject?</b>	Make sure you plan your revision and attend extra sessions offered. Try to achieve your target grade or beyond in assessments. Attend catch up sessions for help if set. Write in detail in your workbook and assessments.

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## Curriculum information for Technology Food Preparation and Nutrition Year 10

<b>Which exam board and course are used?</b>	AQA- GCSE Food Preparation and Nutrition
<b>What curriculum topics are being covered this year?</b>	<p>Food preparation skills and theory are intended to be integrated into the five sections: <b>1.</b> Food nutrition and health <b>2.</b> Food science <b>3.</b> Food safety <b>4.</b> Food choice <b>5.</b> Food provenance</p> <p><b>Year 10</b> – Students will revisit knowledge and skills introduced in year 9 in more depth to ensure students are confident. The units of work in year 10 include:</p> <ul style="list-style-type: none"> <li>• Food Nutrition and Health</li> <li>• Food science</li> <li>• Food Safety</li> <li>• Food Choice</li> <li>• Food Provenance</li> <li>• NEA practice</li> </ul>
<b>How many exams have students got and what is covered in each one?</b>	<p><b>Year 10</b> –</p> <p>Topic test at the end of every half term/unit of work and a PPE exam at the end of year 10.</p>
<b>What should students be focusing on?</b>	<ul style="list-style-type: none"> <li>• Knowledge and information that is taught in lesson. (Exam questions and quizzes).</li> <li>• Homework and revision to help them retain the information and help the students learn how to apply their knowledge.</li> </ul>
<b>What is the best way for parents to support students in this subject?</b>	<ul style="list-style-type: none"> <li>• Encourage your child to revise and complete work on time.</li> <li>• Involve your child in preparing and cooking dishes at home.</li> <li>• Attend the curriculum and parents’ evenings during the year.</li> <li>• Quiz nights – Create a Kahoot account and you can search for quizzes <u>based on the course</u>.</li> </ul>
<p><b>What websites and resources would be helpful?</b></p> <p><b>What wider reading would be helpful?</b></p> <p><b>Where can I get resources?</b></p>	<ul style="list-style-type: none"> <li>• <b>TV programmes:</b> Master Chef, The Great British Bake off, and Inside the factory.</li> <li>• <b>Revision guides/packs:</b> Exam specific revision guides (AQA) - available on parent pay.</li> <li>• <b>Website: AQA:</b> <a href="https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/assessment-resources">https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585/assessment-resources</a></li> <li>• <b>Website: BBC Bitesize:</b> <a href="https://www.bbc.com/bitesize/subjects/zdn9jhv">https://www.bbc.com/bitesize/subjects/zdn9jhv</a></li> <li>• <b>Website: Seneca:</b> <a href="https://senecalarning.com/en-GB/">https://senecalarning.com/en-GB/</a></li> <li>• <b>Website: Food a fact of Life:</b> <a href="https://www.foodafactoflife.org.uk/">https://www.foodafactoflife.org.uk/</a></li> </ul>
<b>Have previous students got any</b>	<ul style="list-style-type: none"> <li>• Bring ingredients to each practical lesson and give parents notice in good time.</li> <li>• Practice practical skills at home.</li> </ul>

<b>tips or advice for this subject?</b>	<ul style="list-style-type: none"><li>• Attend any catch ups or revision sessions scheduled.</li></ul>
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## Curriculum information for Technology Resistant Materials Year 10

<b>Which exam board and course are used?</b>	AQA Design & Technology 9-1 (Specialism Timbers) <a href="https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552">https://www.aqa.org.uk/subjects/design-and-technology/gcse/design-and-technology-8552</a>
<b>What curriculum topics are being covered this year?</b>	During this year students will focus on the theory needed for their written exam in year 11. The half terms have been split into each core material that the students need to study. The practical element will allow students to apply their knowledge that they are learning throughout the year. Timbers Project – Dog Lamp (HT1), Plastic Project – Phone Amplifier (HT2), Metals Project (HT3), Paper & Boards – Flat Pack Furniture (HT4), Textiles – Screen Printing (HT5), During HT6 the NEA contexts are released, and students will start their coursework.
<b>How many exams have students got and what is covered in each one?</b>	At the end of every half term, the students undertake a topic test of the knowledge that they have covered. This gives the students an opportunity to recall and apply what they have learnt. They are also learning how to access exam questions which will later support them during their pre-public and final exam in year 11.
<b>What should students be focusing on?</b>	Students should focus on the knowledge and information that is taught in lesson. They will be given many revision resources to help them retain the information. This could be in the form of a quick quiz on Microsoft Teams or as a knowledge organiser that they have created in lesson.
<b>What is the best way for parents to support students in this subject?</b>	Encourage your son/daughter to watch videos or use the websites below when they are completing homework, coursework, or revision. Attend the curriculum and parents' evenings during the year to gain a better understanding of your son/daughter's progress.
<b>What websites and resources would be helpful? What wider reading would be helpful? Where can I get resources?</b>	Buy a Design & Technology – RM Pack on Parent Pay Shop. This includes a revision guide, stationery, and pencil case that they can use during lessons, for their coursework and during their exam. The pack also includes all the folders that they will need for their classwork, revision and coursework. There is also an apron and mask that ensures the safety of your child which is recommended by CLEAPSS. <a href="http://www.technologystudent.com/">http://www.technologystudent.com/</a> - covers all the key knowledge needed for the exam and there is also guidance for the students when completing their coursework. <a href="https://www.bbc.com/bitesize/examspecs/zby2bdm">https://www.bbc.com/bitesize/examspecs/zby2bdm</a> - a fantastic resource that is tailored to the exam boards specification. Here you can revise the key information, watch videos to motivate students and there are quick tests at the end to ensure that the information has been understood. <a href="http://app.gojimo.co/product/e8a61fda-74c7-4be5-a63b-a7fb3b50f72a">http://app.gojimo.co/product/e8a61fda-74c7-4be5-a63b-a7fb3b50f72a</a> - Gojimo is an app that has many tests that can be completed on the go. GCSE Design & Technology (Pocket Poster App) – this is a free app that has many posters that condenses the information to easy and memorable chunks. This is perfect for all learners.
<b>Have previous students got any</b>	The practical projects are enjoyable to make but the written work is important.

<b>tips or advice for this subject?</b>	Make sure you revise for your topic test!
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## Curriculum information for Travel & Tourism Year 10

<b>Which exam board and course are used?</b>	BTEC First AWARD Travel & Tourism 2018 edition Pearson Edexcel is the exam board. <a href="https://qualifications.pearson.com/en/home.html">https://qualifications.pearson.com/en/home.html</a> .
<b>What curriculum topics are being covered this year?</b>	The Travel & Tourism Sector (Exam unit). UK Destinations & Customer Service in Travel & Tourism (Coursework).
<b>How many exams have students got and what is covered in each one?</b>	<p>Year 10 are taking their exam in January 2023 Subject: Travel &amp; Tourism Sector. Topics are: - Types of Tourism. Types of Travel. Principles and Benefits of Sustainable Tourism. The Importance of T &amp; T to the UK Economy. Industries within the Sector. Types of Accommodation. Types and Changing Influence of Transport. Key Organisations: ABTA, ATOL, CAA, AITO, ORR. Public, Private &amp; Voluntary Organisations. The Interrelationship and Interdependence of Organisations. Consumer Technology.</p> <p>The Customer Service Coursework will be based on three attractions from the public, private and voluntary sectors. Currently these are the Tourist Information Centre, Alton Towers and Shakespeare's Birthplace Trust.</p>
<b>What should students be focusing on?</b>	<p>Knowledge of key terms is the bare essential. Ability to understand context of questions and justifications in answers. Analysing and evaluating figures and data relating to the industry and drawing realistic conclusions. All of this is listed in the unit one guides that they will be given.</p>
<b>What is the best way for parents to support students in this subject?</b>	<p><b>Year 10 – exam unit: (Revision starts December)</b></p> <ul style="list-style-type: none"> <li>• Test your child on the key terms and definitions.</li> <li>• Ensure completion of past paper revision.</li> </ul> <p><b>Coursework:</b></p> <ul style="list-style-type: none"> <li>• Ensure they meet deadlines and work that is submitted meets the specific criteria</li> </ul>
<p><b>What websites and resources would be helpful?</b> <b>What wider reading would be helpful?</b> <b>Where can I get resources?</b></p>	<p>All courses require students to read around the subject and the following are suggestions: -</p> <ul style="list-style-type: none"> <li>• Watch travel programmes and reports on the television.</li> <li>• Simon Reeves has excellent travel documentaries.</li> <li>• BBC travel programmes.</li> <li>• BBC website for travel and tourism updates.</li> <li>• Travel Weekly website for current affairs.</li> <li>• Hotel &amp; accommodation programmes.</li> </ul>

	<ul style="list-style-type: none"> <li>• Visit Britain.org for national promotion and data.</li> <li>• Tour operator websites, Thomas Cook, Tui.</li> <li>• Airline websites, EasyJet.</li> </ul>
<b>Have previous students got any tips or advice for this subject?</b>	<p>Keep up to date in coursework and theory lessons.</p> <p>Attend revision sessions.</p> <p>Don't throw away the chance to only take the exam once.</p> <p>Resits are not always necessary.</p> <p>Read and annotate the revision materials.</p> <p>Test each other, make revision cards.</p>

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