

# **SUBJECT SUPPORT INFORMATION**

**for Parents / Carers**

**of**

**Year 10 Students**

**2019/2020**





# Welcome



Dear Year 10 Parents and Carers

Welcome to our Year 10 Curriculum Information Evening.

We hope that your child has made a successful start to Year 10, and that they are enjoying the core and option subjects that form their personal curriculum.

The purpose of tonight's event is to provide you with details of the schemes of work that your child will be following in Year 10 and how you can best support their learning and progress. We will also be sharing key information regarding the examinations and controlled assessments that link to the wide range of qualifications we offer.

Directors of Learning and Curriculum Leaders from English, Mathematics and Science will be in attendance this evening to deliver a short presentation each and to answer any specific questions you may have regarding their subject. Information about all of the other subjects on your child's timetable can be found within this booklet. In addition, Mrs Slack will provide an update on the careers information, advice and guidance that your child will receive this year.

We hope you find the evening useful and informative. All of the presentations from this evening will be available on the school's website from tomorrow.

All the presentations from tonight's event will be uploaded to our website tomorrow.

If you still have any unanswered questions at the end of tonight's proceedings, please do not hesitate to approach myself or one of my colleagues and we will ensure that any issues are addressed.

Mr C Burns  
Headteacher



# English



**GCSE English Language and Literature:** All students will study both GCSE English Language and English Literature.

## **The reformed GCSEs (since 2017)**

- The final award will be a number between 1 and 9 (9 being the highest) rather than A\*-G.
- There will be no tiers of entry.
- Students will be expected to read more challenging unseen and previously studied texts.
- Students will, for both Language and Literature have to study texts from the nineteenth century.
- The lengths of the examinations have been lengthened, the longest being 2 hours 15 minutes.
- The Literature exams are all 'closed book', which means they will not be permitted to take a copy of the text into the exam.

## **English Language AQA**

There will be two exams, each lasting one hour 45 minutes. Both of these exams will require students to respond to a series of questions on unseen texts, one literary fiction, one literary non-fiction (diary, travel writing etc), and one non-fiction. These texts will have been written in the nineteenth, twentieth and twenty first century (one from each century).

### **Paper 1: 'Explorations in Creative Reading and Writing.' 50%**

#### **Section A: Reading 25%**

Four questions on one literature fiction text from either the 20<sup>th</sup> or 21<sup>st</sup> century.

#### **Section B: Writing 25%**

One question, out of a choice of two narrative or descriptive tasks.

### **Paper 2: 'Writer's viewpoints and Perspectives.' 50%**

#### **Section A: Reading 25%**

Four questions on two texts, one literary non-fiction and one non-fiction. One of these texts will be from the nineteenth century.

#### **Section B: Writing 25%**

One question out of a choice of two discursive tasks.

## **English Literature AQA**

There will be two exams, the first lasting one hour 45 minutes and the second lasting two hours fifteen minutes. Students will read and study a variety of whole texts, including a play by Shakespeare, a nineteenth century novel, a modern novel or play and an Anthology of poetry.

### **Paper 1: Shakespeare and the nineteenth century novel (40%)**

#### **Section A: Shakespeare: Romeo and Juliet**

**Section B: The nineteenth century novel:** Frankenstein (Mary Shelley) or A Christmas Carol (Charles Dickens)

For both sections of the exam, students will be provided with a key extract from the play/novel, which they will be expected to analyse. They are then required to links this to the rest of the novel. There are no choices of questions.

## **Paper 2: Modern texts, poetry and unseen poetry (60%)**

**Section A: Modern texts:** Lord of the Flies (William Golding), Animal Farm (George Orwell) or An Inspector calls (J. B. Priestly). For this question there will be no extracts, but there will be a choice of two titles.

**Section B: Poetry:** Power and Conflict cluster from the AQA Anthology. One poem from the cluster will be printed on the paper, then students will select a further poem and compare the two in relation to the given theme.

**Section C: Unseen poetry:** For this section, there are two questions. The first is on a single poem and the second is a comparison with a second poem. Again there is no choice of questions.

## **Speaking and Listening**

Speaking and Listening no longer forms a part of the English Language exam, although it is still a compulsory element of the National Curriculum. Students are required to compose and perform a formal speech on a subject of their own choice, and then answer questions from their peers. For this they will be graded Pass, Merit or Distinction. All Speaking and Listening assessments will be taking place in June 2018.

## **English Language and Literature Examinations:**

All students will take the **examinations** in **May and June 2021**. There will be a number of revision activities taking place in the months prior to this. These will include:

- Revision sessions after school and in the holidays.
- Drop-in sessions at lunchtimes.
- Targeted revision materials.

**At home studies could be supported by:**

### **English Language**

Completing the following activities:

#### **Reading**

- Learning what will be assessed and the types of questions that will be asked.
- Completing practice papers. Getting used to looking at the amount of marks each question is worth and spending the appropriate amount of time on answering it (when available).
- Practising annotating texts (newspapers, fliers, leaflets etc) for following an argument, language and structural features and comparing viewpoints and presentations of a topic.
- Using the British Library website and getting used to reading extracts of fiction and non-fiction from the nineteenth century.
- Reading a variety and identify their audience, purpose and form. Practising annotating them for linguistic and structural devices.
- Choosing a text with an argument in it and identifying the “smaller” points the writer has used to make their “big” point.
- Looking for two different texts about the same thing and making a list of how they are similar and/or different.

- Practising writing two answers to the same question - one that identifies lots of techniques and explains their effects briefly and one that looks at a few techniques and has extended explanations- Point Evidence Explain.
- Analysing texts for their uses of facts and opinions. Looking for patterns in the whole text and identifying why they have been used. What effect they have on the reader.
- Buying the CGP Non-Fiction Reading guide and workbook.
- Learning the technical terms and using them in practice responses;
- Going to the BBC Bitesize web site English section, and completing the Reading Non-fiction Texts pages: getting started, genre, audience, purpose, language, information, style, tone.

### **Discursive Writing**

- Learning the features different types and forms of writing.
- Reading a wide variety of styles of writing – fiction and non-fiction.
- Writing practice answers to sample questions then going back and annotate their own writing with the features.
- Practising planning answers to sample questions.
- Learning punctuation or spelling weaknesses – Revision books are available from Mrs Birchenall.
- Revising semi colons, colons, dashes, commas for subordinate clauses.
- Learning how to set out each form of writing in exams e.g. letter, newspaper article, speech.

### **Descriptive or Narrative Writing**

- Learning the features of describe writing and making a poster to display in their bedroom.
- Practising planning answers to sample questions.
- Revising semi colons, colons, dashes, commas for subordinate clauses.
- Re-drafting work focusing entirely on correct sentence structures and punctuation.

### **English Literature**

- Reading and watching Of Mice and Men, An Inspector Calls/Lord of the Flies, Frankenstein/A Christmas Carol and Romeo and Juliet.
- Using Cliff's Notes or Sparks Notes for the texts (internet).
- Using BBC Bitesize and the TES website.
- Visiting GCSE Pod.
- Purchasing revision guides from the Library on the set texts.
- Shortly AQA will be launching an online resource for students, which will contain lots of information and activities to support study and revision. When this is available we will let both yourselves and students know.
- <https://englishapp.pixl.org.uk/>



# Mathematics



Students are following the **Edexcel** GCSE (9-1) Mathematics course.

- 100% Examination
- No coursework
- 1½ hour Non Calculator paper (80 marks)
- 1½ hour Calculator paper (80 marks)
- 1½ hour Calculator paper (80 marks)

## Examinations:

June 2020

Tier of entry: Higher (grades 4-9)  
Foundation (grades 1-5)

There have been many changes to the content in each Tier. Higher now contains a number of topics that were previously A-Level and Foundation now has a number of topics that were previously only Higher.

There is a greater emphasis on problem solving and mathematical reasoning.

More formulae will need to be remembered.

In short, the exam is now much more challenging for students. The result of this is that more students are likely to be entered for Foundation than in previous years.

## Support

Resources available to help your child:

- MathsWatch - <https://www.mathswatchvle.com>
- Method Maths - [www.methodmaths.co.uk](http://www.methodmaths.co.uk)
- PiXL Maths App – <https://mathsapp.pixl.org.uk/>
- Revision guide and workbooks available from the library.
- Past paper booklets will be available as we get nearer to the exams in Year 11



# Science



Students are following the **Edexcel** GCSE (9-1) Science course.

## **Combined Science (all pupils who did not take the option of Triple Science – two GCSEs)**

Pupils will sit six external exams which are 1 hour and 10 minutes in length in May/June 2020, with each exam worth 16.7% of the Combined Science GCSE grade:

Biology – B1/B2  
Chemistry – C1/C2  
Physics – P1/P2

Pupils will also sit 'official' Edexcel mock exams in May of 2020.

## **Separate Science (3 GCSEs)**

Pupils will sit six external exams which are 1 hour and 45 minutes in length in May/June 2020, with each exam worth 16.7% of the Combined Science GCSE grade:

Biology – B1/B2  
Chemistry – C1/C2  
Physics – P1/P2

Pupils will also sit mock exams in May of 2020.

## **Parental Support**

- ActiveLearn is a website for homework, revision & independent learning for Edexcel Science ([www.pearsonactivelearn.com](http://www.pearsonactivelearn.com)). It is matched to the Edexcel specification so all material is relevant to your child's Science course. It includes a range of guided, interactive learning activities that cover short and extended answer questions. It provides instant, automated marking and feedback as well as an online textbook for each unit of study which can be annotated. There is also a tracking screen to show your child's progress and attainment. Your child will require a username and password to access the website which has been given to him/her by his/her Science teacher. Your child has received training on how to use the website in order for him/her to maximise its potential. Please encourage your child to use this resource beyond activities that have been assigned by his/her Science teacher.
- Encourage the use of revision websites such as:
  - [www.bbc.co.uk/revision](http://www.bbc.co.uk/revision)
  - [www.s-cool.co.uk](http://www.s-cool.co.uk)
  - [www.gcsescience.com](http://www.gcsescience.com)
  - [www.schoolscience.co.uk](http://www.schoolscience.co.uk)
- Other electronic resources include:
  - Apps <https://apps.cgpbooks.co.uk/home>.
  - Revision creation websites: [www.cram.com](http://www.cram.com) [www.flashcardmachine.com](http://www.flashcardmachine.com).
- Revision Guides are available from the school library at a cost of £5.50 for Combined Science and £3 each for the Biology, Chemistry and Physics revision guides needed for Separate Science. Workbooks with additional exam-style questions are also available.

- It is important that you and your child know what his/her target grade is and whether he/she is sitting the Higher or Foundation tier paper. This should be displayed on the front of every Science book, along with “Working At Grades (WAGs)” for the entire year. This information will help you to determine how close your child is to achieving his/her target grade at key points.
- Encourage your child to attend his/her Science teacher’s weekly “Office Hours” for extra support.
- Encourage the creation of a revision timetable in plenty of time before the mock exam dates.
- Help your child to create individual revision materials (i.e. mind maps, flash cards, revision notes etc – see above for some websites which help with this).
- Ensure that all classwork and homework is complete and is of a good standard. Please use [www.showmyhomework.co.uk](http://www.showmyhomework.co.uk) to keep up to date on homework tasks that are set by your child’s Science teacher.





# Art & Design



Art & Design is an extremely successful & popular choice for students to take at GCSE level and is the most established, direct and reliable route to higher study in all Art and Design disciplines both at A-level, on vocational courses and at degree level.

As a department we consistently achieve excellent results and student satisfaction is very high. We follow the AQA 'Art, craft & design 8201' specification which covers all areas of art, craft & design and offers students the platform to explore their creativity in the best possible way.

The majority of studio practice follows teacher modelling, demonstration and student development. Experimentation is supported by a confident, risk-taking approach from students and sound teacher expertise, as well as individual support. We always look at equipping students with skills and knowledge that will enable them to work with greater independence and make excellent progress over time.

Throughout the two year course students will produce both preparatory and experimental work and refined final outcomes. These will be presented as a coursework portfolio which is worth 60% of the final grade. At the end of the course, students will undertake an externally set assignment; again this will include both preparatory work and a final outcome and is worth 40% of the final grade. There will be half a term's preparation time for this and a 10 hour controlled test.

**Students will need to spend a minimum of 2 hours per week outside of lesson time if they wish to access the top grades available and will be supported by their teacher in doing this.**

Preparatory (sketchbook) work involves: Observational and analytical drawings and photographs, studies of the work of historical and contemporary artists and designers (including written annotation and written links to artists' work), experimental work to explore materials, processes and techniques.

Final outcomes include; personal responses to given starting points in a wide range of media including; drawing in pencil, charcoal, pen, graphite; painting in watercolour, ink and acrylic; printmaking relief and intaglio; collage or mosaic; photography/digital manipulated imagery; 3D work, construction and/or modelling.

The AQA GCSE course has four Assessment Objectives which are shared with the students. These value and reward the main strands of all study in Art and Design:

- Investigating artists and contexts
- Experimenting and refining
- Recording through drawing, photography and brief written annotations
- Creating a personal response

The art studios are available most lunchtimes for students to develop and refine their work; after school sessions are also available by arrangement.



# Beliefs & Values



In Year 10 students continue to study Beliefs and Values for 2 lessons per fortnight, though this is not an examined course.

The topics we will consider in **YEAR 10** are:

## **Politics and power**

Including the structure and function of parliament  
Representation  
Voting systems

## **Relationships and Sex Education/Health Education**

Including media distortion and body image  
The impact of pornography  
LGBT+  
Mental health and well-being

## **Difficult decisions – Ethical decision-making**

A study of key ethical systems and thinkers  
Situations and scenarios to apply ethical systems

## **Human Rights**

Including the Human Rights act, the Universal Declaration of Human Rights and the European Convention on Human Rights.

## **Careers**

Including where to seek independent advice and guidance.

**For any further information please contact Mr Jones, Curriculum Leader of Beliefs and Values.**



## **GCSE Business Studies**

The students will start by exploring the world of small businesses through the lens of an entrepreneur. How and why do business ideas come about? What makes a successful business? They will learn how to develop an idea, spot an opportunity and turn it into a successful business. Students will understand how to make a business effective, manage money and see how the world around us affects small businesses and all the people involved.

Then in Year 11 they will move on to investigating business growth. How does a business develop beyond the start-up phase? Students will learn about key business concepts and issues and decisions you need to make when growing a business and working in a global business. They will investigate meeting customer needs, making marketing, operational, financial and human resourcing decisions and they will explore how the wider world impacts the business as it grows.

The course is the Edexcel Business Studies 9-1, examined via 2 terminal exams at the end of Year 11, both worth 50% of their final grade. Each exam is 90 minutes long and has 90 marks. Both exam papers have 3 sections and include multiple choice, calculation, short answer and extended writing questions.

## **GCSE Computing:**

Throughout Year 10, students will have the opportunity to develop their programming skills through learning the fundamentals of coding with Python. At the same time, students will study Computer Science through learning about: Problem Solving, Programming (theory), Data and Computers. The final two elements of the course (Communications and the Internet, and The bigger Picture) will be studied during Year 11.

Students will complete Component 3 – The Project at the end of Year 10, in June and July of 2017 (20% of overall GCSE marks). Both written papers, Principles of Computer Science (40%) and Application of Computational Thinking (40%), will take place in June 2021.

## **How parents can help:**

- Encouraging students to practise their skills at home
- Help students to learn key terms and check their spellings of key terms
- Purchase revision guides
- Ensure you protect your children in the virtual world as well as you do in the physical world, visit <https://www.thinkuknow.co.uk/parents/> for more information



# Design & Technology

## GCSE in Design & Technology



### Rationale

The GCSE in Design and Technology will prepare students to participate confidently and successfully in an increasingly technological world. Students will gain awareness and learn from wider influences on Design and Technology including historical, social, cultural, environmental and economic factors.

The GCSE allows students to study core technical and designing and making principles, including a broad range of design processes, materials techniques and equipment. They will also have the opportunity to study specialist technical principles in greater depth.

In Year 10, students study the 3 areas of **core technical principles**, **specialist technical principles** and **designing and making principles** through a mix of theory and practical lessons.

The **core technical principles** are:

- energy generation and storage
- developments in new materials
- systems approach to designing
- mechanical devices
- materials and their working properties

The **specialist technical principles** are:

- selection of materials or components
- forces and stresses
- ecological and social footprint
- sources and origins
- using and working with materials
- stock forms, types and sizes
- scales of production
- specialist techniques and processes
- surface treatments and finishes.

The **designing and making principles** are:

- investigation, primary and secondary data
- environmental, social and economic challenge
- the work of others
- design strategies
- communication of design ideas
- prototype development
- selection of materials and components
- tolerances
- material management
- specialist tools and equipment
- specialist techniques and processes

Full course details can be found at [www.aqa.org.uk](http://www.aqa.org.uk) under the specification code 8552 GCSE in Design & Technology



# Design & Technology

## WJEC Level 1/2 Vocational Award in Hospitality & Catering



During Year 10 students will gain knowledge and develop new skills in order to complete their Unit 2 assessment and Unit 1 written exam.

Students will be completing a number of practical lessons in order to practice skills for Unit 2 Hospitality and Catering in Action. Each half term the students are issued with an ingredients list and dates they will be cooking. The information will also be displayed on Frog.

Students will complete one assessed piece of work for Unit 2 Hospitality and Catering in Action. The assessment includes a cooking exam. The assessment is worth 60% of the final grade awarded.

The remaining 40% of the Level 2 award will be assessed by a 90 minute written examination at the end of Year 11.

Students will be covering numerous practical skill areas over Year 10 to prepare them for the cooking exam in Year 11.

The skills include knife skills, preparing fruit and vegetables, weighing and measuring, use of equipment, using the hob, oven and grill, making sauces and making types of dough. The practical sessions also give students the opportunity to work on food presentation and styling.

Students will also be covering the following areas to prepare them for the written paper which will take place in Year 11.

The main areas of study

1. The Hospitality and Catering Industry
2. Health and Safety
3. Diet and good health
4. Food Safety
5. Planning Menus
6. Special Diets

Students may also find the following websites useful:

[www.eatwell.gov.uk](http://www.eatwell.gov.uk)  
[www.bnf.org.uk](http://www.bnf.org.uk)  
[www.foodafactoflife.co.uk](http://www.foodafactoflife.co.uk)

Full course details can be found at [www.aqa.org.uk](http://www.aqa.org.uk) under the specification code 8552 GCSE in Design & Technology



# Design & Technology



## GCSE Art & Design (Graphic Communication)

Graphic Communication is defined here as the process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief.

### Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of graphic communication, such as those listed below:

- communication graphics
- design for print
- advertising and branding
- illustration
- package design
- typography
- exhibition graphics.

They may explore overlapping areas and combinations of areas.

### Component 1 - Portfolio

A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.

A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; independent study and evidence of the student's specific role in any group work undertaken.

Work selected for the portfolio should be presented in an appropriate format and could include: sketchbooks, visual diaries, design sheets, prototypes and digital presentations.

### Component 2: Externally set assignment

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The Preparation period will begin on or after **2 January 2020** is followed by 10 hours of supervised unaided work in which students are required to realise their intentions

**Skills-** Within the context of graphic communication, students must demonstrate the ability to work with:

- typography
- illustration
- hand rendered working methods
- digital working methods
- pencil, pen and ink, pen and wash, crayon, and other graphic media
- layout materials
- digital media



# Design & Technology

## GCSE Art & Design (Textile Design)



Textile Design is defined here as the creation of designs and products for woven, knitted, stitched, printed or decorative textiles that might have a functional or non-functional purpose.

### Areas of study

In Component 1 and Component 2 students are required to work in one or more area(s) of graphic communication, such as those listed below:

- fashion design and illustration
- costume design
- constructed textiles
- printed and dyed textiles
- surface pattern
- stitched and/or embellished textiles
- soft furnishings and/or textiles for interiors

They may explore overlapping areas and combinations of areas.

### Component 1 - Portfolio

A sustained project developed in response to a subject, theme, task or brief evidencing the journey from initial engagement with an idea(s) to the realisation of intentions.

A selection of further work resulting from activities such as trials and experiments; skills-based workshops; mini and/or foundation projects; responses to gallery, museum or site visits; independent study and evidence of the student's specific role in any group work undertaken.

Work selected for the portfolio should be presented in an appropriate format and could include: sketchbooks, visual diaries, design sheets, prototypes and digital presentations.

### Component 2: Externally set assignment

AQA will provide a separate externally set assignment for each title, each with seven different starting points. Students must select and respond to one starting point from their chosen title. The Preparation period will begin on or after **2 January 2020** is followed by 10 hours of supervised unaided work in which students are required to realise their intentions

**Skills** - Within the context of textile design, students must demonstrate the ability to work with :

- felting
- stitching
- appliqué
- construction methods
- printing
- threads/ fabrics
- textile materials

Please e-mail [Textiles@priestnall.stockport.sch.uk](mailto:Textiles@priestnall.stockport.sch.uk) if you have any questions.



# Drama

Course Description: Students are assessed on their knowledge of how drama and theatre is developed and performed and on their ability to analyse and evaluate the live theatre work of others.

The subject content for GCSE Drama is divided into three components:

## Breakdown of Examination Components:

**Component 1: Understanding Drama** – This is a Written exam: **80 marks = (40% of the GCSE)**. The exam lasts **1 hour and 45 minutes** & is divided into **three** compulsory sections:

**Section A:** Knowledge & understanding of drama terminology & theatre - multiple choice (4 marks)

**Section B:** Study of set text - four questions on a given extract from the set play chosen (44 marks)

**Section C:** Live theatre production - **Analysis & evaluation of the work of live theatre makers** One two part question (from a choice) based on a single live theatre production (32 marks)

## **Component 2: Devising drama (practical) – What is assessed?**

- Process of creating devised drama
- Performance of devised drama
- Analysis and evaluation of own work

### How is it assessed?

- Devising log (**60** marks)
- Devised performance (**20** marks)
- **80** marks in total = **40%** of GCSE

## **Component 3: Texts in practice (practical) – What is assessed?**

- Performance of two extracts from one play

### How is it assessed?

- Performance of **Extract 1** (20 marks) **and Extract 2** (20 marks)
- 40 marks in total
- 20% of GCSE

Parents and carers can help support their child by enquiring about:

- Recent practical work undertaken.
- How did they change their voice, movement and body language to communicate their character to the audience?
- What could they have done to improve their final performance & what are their targets for future performances?
- What they found to be the biggest challenge. (Learning lines/performing with confidence/staying in role/maintaining an active role in groups etc.)
- How well they think their rehearsal process & final performance went?



## **Broad overview of what the students in Year 10 are studying in Drama**

Throughout the year, students will develop their group skills and confidence when creating, performing and responding to scripts and improvised dramatic performance. They will also develop the skills required to effectively communicate their intentions to an audience.

### **Term 1: SCRIPTED PERFORMANCE: Development of performance skills and techniques.**

Developing the skills and ability to interpret and perform a scripted extract.

Working in groups, students must learn and perform a section from the script “Bouncers” by John Godber and evaluate/analyse their performance. They will then explore a range of Scripts: Developing Knowledge and understanding of the skills required to effectively communicate intentions to an audience. Scripts included are “A Taste Of Honey”/”The Birthday Party”/”Road”/”Drinking Companions”/”Politics and Terror” (Issue based) Duologues: “The Dumb Waiter”/”Two”.

Development of practical knowledge of ways to interpret, rehearse & perform a text and enhance knowledge of a range of rehearsal techniques.

**Term 2: Section B:** Study of set text – Students explore the play Blood Brothers in depth. They develop their knowledge and understanding of the social and historical context of the play. They will then explore various questions on a given extract from the set play chosen.

**Term 3: DEVSING and IMPROVISATION: Development of improvisation skills and techniques.** Working in groups, students need to devise, rehearse, refine and perform a polished improvisation responding to a range of themes. Improvisation is defined as any non-scripted work in drama. The performance must last a minimum of 8 minutes. Students should respond creatively, with imagination to devise and prepare an improvised performance.

**Students will need to keep a DEVISING LOG which outlines how they have developed and improved their practical work.**

#### **Component 2: Devising drama**

Analysis and evaluation of own work

As part of their coursework, students must write a Devising Log to analyse and evaluate the process of devising theatre and their devised performance. The log is worth 60 marks (20 for each section) and should be approximately 2,500 words in total.

Responding to practical work, students should be able to write about and should be able to demonstrate the following:

- a clear understanding of the practical performance work undertaken
- an informed knowledge and understanding of the acting skills required and the technical and design elements
- the ability to analyse and evaluate the effectiveness of the skills involved
- the ability to reflect upon and respond constructively to their own work and that of others, with an awareness of their own strengths and weaknesses in rehearsal and performance.
- the ability to analyse and evaluate the effectiveness of the work as a whole.



# Ethics & Philosophy



## What do I need to know?

There is no coursework component to this GCSE, learning leads to a 2 hour exam and two 1 hour examinations at the end of Year 11. Students follow units of study from the WJEC Religious Studies GCSE.

The thematic topics we are using to cover the WJEC syllabus are:

- In the beginning – creation and evolution perspectives, including causation arguments
- What is God like?
- The Problem of Evil
- Evil and suffering, the solution
- Where is the instruction manual (Holy texts)
- Read instructions before assembly (Applications of teaching for living)
- How does it work – Organised faiths
- What are we celebrating – festivals and rites
- We're not related! – Family and relationships
- Hello and Goodbye –Matters of life and death
- How will it end? – Life after death

Sex and relationships will be taught, including contraception, Sexually transmitted infections, domestic violence and consent, and tackling homophobia

- Students will have an introduction to ethical thinking and begin learning religious and secular theory.
- Focus is given on balancing two key skills: AT1 (Learning about Religion) and AT2 (Learning from Religion)
- Focus is given on improving writing skills and structuring exam answers.

## What do students need to do to succeed?

- Act on advice in class and complete all homework tasks as directed.
- Show a readiness to improve extended writing skills.
- Revise for regular practice questions/short focussed practice exams.
- Watch documentaries and films based on the topics and keep up to date with events in the news that relate to ethical issues. Reading a newspaper once a week can give students valuable up to date examples of current issues.
- Link learning to fiction and wider reading to improve an understanding of the complexity which surrounds many of these issues. Novels and films will be recommended throughout the GCSE.
- Use revision guides given to students in the run up to the examinations (these are also available on the VLE).
- Attend catch up/ homework drop in sessions at lunch time if any clarification or help is needed. These run for a minimum of one term in Year 11.

**For any further information please contact Mr Jones, Curriculum Leader of Beliefs and Values.**



## **Component 1 – Developments in US Film (externally assessed exam) 35% of final GCSE**

Students will be studying two thematically-linked films produced by the mainstream/Hollywood studios.

They will also study an Independently-produced US film. This is a formal one and a half examination, and will involve the in-depth study and comparison of the chosen films.

- The mainstream films are *Rebel Without a Cause* and *Ferris Beuller's Day Off*. The focus will be context, narrative and genre
- The independent movie is *Little Miss Sunshine*, and the focus will be 'Specialist Writing', such as broadsheet/film magazine films reviews, as well as critical and theoretical essays.

## **Component 2 – Global Film (externally assessed exam) 35% of final GCSE**

Students will be studying three films, each of which fits under the following respective headings: Global (English Language), Global Global (Non English Language) and Contemporary British. This will be a formal, one and a half hour exam.

- The Contemporary British film is *Attack the Block*, with a specific focus on aesthetics.
- The Global (English Language) film will be *District 9*, focussing on narrative.
- The Global (Non English Language) film will be *Let the Right One In*, focussing on the theme of representation.

## **Component 3 – Non-Examined Assessment Film production 30% of final GCSE**

Students will be required to produce a playscript for a two/two and a half minute sequence for a film within a specific genre. This will be accompanied by a 750-800 word evaluation. We will begin preparing and producing our films in the summer term. The final editing date will be during the Winter term in Year 11.

Study support Materials are all on the VLE, under the media section. These will support both examination components, as well as the practical production coursework.

### **Support from Home:**

One of the most important methods of revision this year is to ensure the pupils are watching/re-watching the movies covered last year – especially the key scenes at the beginning and end of each movie. If the pupils do not have access to the full films, the selected clips are also on Youtube.

Websites such as BFI, Into Film and IMDB contain a wide range of revision materials and academic articles on many of the films covered within the course.

Finally, and perhaps most importantly, ensure pupils familiarize themselves with quality film reviews and the more scholarly form of film writing that is published within broadsheet newspapers and dedicated film magazines. We have copies of Empire and Total Film within the Priestnall School library, and many of the newspapers also reproduce their reviews online in instances where the pupils may not have access to the physical copies.



# Geography



## GCSE EXAMINATIONS: 3 Exam Papers (100% of total marks)

### PAPER 1 (35% of total marks) Living with the Physical Environment (1½ hours)

- A series of structured questions on each of 3 topics: The Challenge of Natural Hazards / The Living World / Physical Landscapes of the UK – River Landscapes and Coastal Landscapes (already studied in Year 9).
- **Students will sit this paper in May 2021**

### PAPER 2 (35% of total marks) Challenges in the Human Environment (1½ hours)

- A series of structured question on each of 3 topics: Urban Issues and Challenges / The Changing Economic World / Challenge of Resource Management
- **Students will sit this paper in June 2021**

### PAPER 3 (30% of total marks) Geographical Applications (1¼ hours)

- This paper allows to draw together knowledge, understanding and skills from the full course of study. It is an opportunity for students to show their breadth of understanding and an evaluative appreciation of the interrelationships between different aspects of geographical study.
- A series of structured question on each of 2 sections: The Issue Evaluation / Fieldwork
- **Students will sit this paper in June 2021**

For each of the papers, the topics that will be covered in Year 10 have been underlined. There will also be ongoing preparation for Paper 3.

**LOCAL FIELDWORK INVESTIGATIONS** Students will complete two **local fieldwork investigations** – one based on the Human Environment topic (Year 10) and one on the Physical Environment (Year 11). The fieldwork involves students going out of school to collect data at two points during the GCSE course. This work will be written up and will be examined in **Paper 3**.

## HOMEWORK

- All homework tasks are available through Frog.

## REVISION GUIDES

- The recommended CGP revision guide is on sale in the library.

## SUPPORT

Parents can support students by helping to ensure they make use of our Top Tips for Success in Geography, students should:

- **Highlight** the **relevant chapters** in the revision book.
- Learn which questions they should answer and which **not** to do.
- Catch up on any missed work using lessons on Frog.
- Learn **all** the **case studies** in detail.
- Learn the **command words** for the exam questions and what they mean (e.g. *Describe, Explain, and Compare*).
- Check that they have a **complete** set of notes in your exercise book, including all sheets stuck in at the correct place.
- **Practise** exam questions and check your answers against the mark scheme to see how to improve.
- **Learn** all the key words for each topic.
- **Know** how many marks they need to get (out of the overall total of 400) in order to reach their target grade.



# History

## Exam dates and GCSE overview for the year

Students in History will study 4 key units as part of their GCSE:

- The course is Edexcel GCSE (9-1)
- There are 3 Papers.
- No controlled Assessment
- **Paper One**-Medicine in Britain, c1250–present *And* The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. (1hr 15 mins, 30%)
- **Paper Two**- Superpowers: Cold War (1941-91) /Early Elizabethan England, 1558–88/ (1hr 45 minutes) 40% qualification.
- **Paper Three**-The USA, 1954–75: conflict at home and abroad. (1hr 20 mins) 30
- More information found at: <https://qualifications.pearson.com/en/home.html>

## What happens in Year 10?

### Students will cover the following:

- Medicine In Britain, 1250 to present. The British Sector. (Paper 1)
- The USA, 1954–75: conflict at home and abroad. (Paper 3)

### What do students need to do to succeed?

- Come to lessons with a positive 'can do' approach, prepared to learn and with all equipment needed.
- Complete all homework (at least 1 creative revision resource per week).
- Students may choose to access the VLE where practice exam papers can be found.
- Students should be working on the timing of their questions using their exercise books and the VLE for practice papers.
- Use the internet and YouTube to access relevant videos to assist their learning.
- Use revision guides given to students in the run up to the examinations (these are also available on the VLE).
- Students may also choose to buy an Edexcel endorsed revision guide from the Library. These will be priced around £3.25,
- Revising keywords regularly/ referring back to their completed glossaries or ensuring any outstanding words are completed.
- Repeating extended writing if target grade or above is not met.



# Modern Foreign Languages

## French



The GCSE centres around the four attainment areas of listening, speaking, reading and writing. Competences such as note-taking, drafting, editing, identifying key points, writing presentations, and other work-related skills are developed throughout the course.

### GCSE course outline

**Listening (25%) and reading (25%) Speaking (25%) and writing (25%)**

ALL Assessed by examination at the end of Year 11

The topics covered throughout the course are:

- Identity and Culture (Year 10)
- School/Study (Year 10)
- Work/Future aspirations (Year 10)
- Local area/Holidays/Travel (Year 11)
- International/Global dimension (Year 11)

Year 10 students have access to listening/reading resources via the website which include a variety of practice questions on all relevant topics offering students invaluable practice using correct examination techniques. Moreover, students will be encouraged to complete homework online using ActiveLearn to practise these skills at home as well as the expected independent vocabulary learning using all the other websites suggested in class.

The speaking examinations are conducted by the class teacher and recordings are sent to the examination board for assessment. Students will have studied all topics in depth beforehand, so they are able to prepare themselves well. All students will face a Role Play task, a Picture based discussion and a Conversation on 2 topic areas.

Writing is assessed by one final examination – again, any of the GCSE topics could be on the paper. Possible writing examination tasks include: short paragraph responses, picture based responses, extended essays and there will also be one English to French translation question.

### YEAR 10 FRENCH ASSESSMENT

During the year, Year 10 students will have the following assessments:

½ term 1	Identity & Culture V/G part 1	Raw Score /50
½ term 2	Winter L	1-9 grade
	Winter R	1-9 grade
	Winter W*	1-9 grade
	Role Play S	Raw Score /10 and 1-9 grade
½ term 3	Identity & Culture V/G part 2	Raw Score /50
	Picture S	Raw Score /24 and 1-9 grade
½ term 4	School V/G	Raw Score /50
	Conversation S	Raw Score /36 and 1-9 grade
½ term 6	Summer L	1-9 grade
	Summer R	1-9 grade
	Summer W*	1-9 grade
	Y10 S	1-9 grade

## **REVISION ADVICE and USEFUL INFORMATION**

What **students** should be focusing on:

### **Listening and reading:**

Learning as much topic-related vocabulary as possible. Vocabulary building needs to be done at regular intervals and not just when learning is set for homework for a test. Students are expected to revise lesson content each evening after a Languages lesson has been delivered.

Practise finding and using synonyms.

Use reading and listening materials to practise exam questions. Their language teacher will be happy to help with any difficulties they encounter in completing the questions.

### **Speaking and Writing:**

Ensure all class notes are up to date and thorough to be used to support revision for exams.

Examine the mark scheme so you know what you need to do for the higher grades.

Make sure you include a range of tenses.

How **you** can help your child:

Test them at regular intervals. This does not mean that you should be spending hours learning it with them!

Encourage them to use the internet to practise vocabulary/grammar they have learnt:

[www.bbc.co.uk/schools/gcsebitesize/french](http://www.bbc.co.uk/schools/gcsebitesize/french)

[www.linguascope.com](http://www.linguascope.com)

[www.atantot.co.uk](http://www.atantot.co.uk)

[www.languagesonline.co.uk](http://www.languagesonline.co.uk)

Encourage them to use the strategies on how to answer questions they have learnt in class. This will greatly increase their chances of a higher grade.

Encourage them to practise their exam prep and test them as they manage small chunks of it.

Encourage students to visit the VLE and to use Active Learn to advance listening skills using the practice activities.



# Music



## Listening to & Appraising Music – 40%

- 1 hour 30 minute Written exam – based on CD of musical extracts
- Musical extracts cover a broad range of styles
- Based on **4 Areas of Study**

### Areas for Study

1. Western Classical Tradition 1650 – 1910
2. Popular Music
3. Traditional Music
4. Western Classical Tradition since 1910

### Study pieces

- **Compulsory study piece** - Western Classical Tradition 1650 – 1910 - Haydn: Symphony 101 in D major, The Clock, movement 2
- 

### Choice of one from the following:

Popular Music – The Beatles: Sgt Peppers Lonely Heart Club Band

- Traditional Music – Santana: Supernatural – Smooth, Migra, Love of My Life
- Western Classical Tradition since 1910 – Aaron Copland: Saturday Night Waltz and Rodeo from Hoedown

## Performing Music – 30%

- Performances are recorded
- One solo performance – can be acoustic, or technology based
- Solo can be accompanied by piano, guitar, backing track, etc
- Ensemble must have two or more live players.
- **Internally assessed, externally moderated**

## Composing Music – 30%

- Composition 1 (any style or genre)
- Composition 2 (to a given brief)
- **Internally assessed, externally moderated.**

### Course delivery

- Based around Areas of Study and Elements of Music
- Composition practice
- Frequent performance recording.
- Support materials and homework tasks found on VLE
- Out of school learning experiences and joint projects with outside agencies based around the course content.

### Key Dates

Deadline for performances – Performance 1 (solo or ensemble) Friday 27<sup>th</sup> September 2019

Performance 2 (solo or ensemble) Friday 24<sup>th</sup> January 2020

Deadline for composition 1 – Friday 20<sup>th</sup> September 2019

Deadline for Composition 2 – Friday 20<sup>th</sup> March 2020

One to one support from Mr Parker and Mr Thomas is available as and when required throughout Year 10 and 11.

Revision materials and exam practice resources on the VLE.





# Music BTEC



Examination Board: Pearson

## Course Description:

### Component 1: Exploring Music Products and Styles

- explore musical styles and techniques, and gain an understanding of roles in the Industry

### Component 2: Music Skills Development

- develop musical knowledge, skills, and techniques and apply them to a music product

### Component 3: Responding to a Commercial Music Brief

- put skills into practice by responding to a brief as a composer, performer or producer

## Breakdown of Examination Components:

Component 1:	Internally Assessed Assignments	40%
Component 2:	Internally Assessed Assignments	30%
Component 3:	Externally Assessed Task	30%

This exam is untiered. Grades: Pass / Merit / Distinction

## Further Information:

<https://qualifications.pearson.com/en/qualifications/btec-tech-awards/music-practice.html>

Completion of assignment 1 – 11<sup>th</sup> September 2019

Completion of assignment 2 – 20<sup>th</sup> December 2019



# Physical Education GCSE



Exam Board: Edexcel

This course covers both practical and theoretical aspects of PE.

Component 1: Fitness and Body Systems written exam	36%
Component 2: Health and Performance written exam	24%
Component 3: Practical Performance	30%
Component 4: Personal Exercise Programme (PEP)	10%

## **Theory:**

### Component 1:

- Applied anatomy and physiology
- Movement analysis
- Physical training
- Use of data.
- Written exam, 1 hour 45 minutes. Assessed consists of multiple choice, short and extended answer writing.

### Component 2:

- Health, fitness and well-being
- Sports psychology
- Socio-cultural influences
- Use of data
- Written exam, 1 hour 15 minutes. Assessed consists of multiple choice, short and extended answer writing.

### Component 4:

Students will produce a Personal Exercise Programme (PEP), analysis and evaluating performance. Assessment is both written and practical.

## **Practical:**

The practical element is worth 30%

Three activities, chosen from those already studied at Key Stage Three. The three activities must be: one team sport, one individual and one of choice.

In addition, students may opt to take a sport they do outside school such as lacrosse, at a recognised sports club. The assessment of these activities can either be completed through video evidence or teacher observation at the club. They must also be detailed on the Edexcel specific list.

## **Key Websites:**

[www.bbc.co.uk/sportacademy](http://www.bbc.co.uk/sportacademy)  
[www.bbc.co.uk/gcsebitesize](http://www.bbc.co.uk/gcsebitesize)  
[www.brianmac.co.uk](http://www.brianmac.co.uk)  
[www.teachpe.com/gcs](http://www.teachpe.com/gcs)

[www.edexcel.org.uk/qual/gcse/gcse09/pe](http://www.edexcel.org.uk/qual/gcse/gcse09/pe)

**Controlled Assessments:**

- PEP – Personal Exercise Programme – Will be completed from April 2020 to July 2020
- Year 10 July 2020 – Combined paper 1 and 2 end of year test.
- Year 10 July 2020 – offsite video evidence to class teacher
- Year 11 Dec 2021 – Mock Exam Paper
- Year 11 Dec 2021 – Mock Practical Exam Day
- Year 11 March 2021 – Practical Assessment Week – Students will perform in their 3 practical sports. This is an exam and the results the students gain in this week will be the marks given for their practical score.
- Year 11 June 2021 – Theory Exams

**Resources:**

- Priestnall School Revision Power point – Frog Learning Platform
- Past Papers – Frog Learning Platform
- Students can buy GCSE PE revision guide from the library
- Edexcel GCSE Physical Education text book ISBN 781--292-12988-4
- Revision cards ISBN 978-1-292-18243-8



# Physical Education

## OCR Sports Studies



NQF Level: Level 1 / 2

Guided Learning Hours: 180

### **R053 – Sports Leaders – Ongoing written and practical assessment – Centre Assessed Task / OCR Moderated – 25%**

Students need to complete 4 tasks some practical and some theory.

- Task 1 – written piece of work linked to the personal qualities, styles, roles and responsibilities associated with effective sports leadership
- Task 2 – Designing a sports activity plan and risk assessment
- Task 3 – Delivering the sports activity plan
- Task 4 - Evaluating the delivery of the sports activity plan

### **R052 – Sports Skills and Developing Sports Skill - Ongoing written and practical assessment – Centre Assessed / OCR Moderated – 25%**

Students will need to complete 3 tasks mostly practical.

- Task 1 - Take part in 1 individual and 1 team sport
- Task 2 – Officiate in 1 sport
- Task 3 – Write a review of performance and devise a development plan

### **R054 - Sport in the Media – Ongoing written assessments – Centre Assessed / OCR Moderated – 25%**

Students will need to complete 4 tasks all theory based.

- Task 1 – Identifying different areas of the media that cover sport
- Task 2 – Understanding the positive and negative effects of the media
- Task 3 – Describe the relationship between sport and the media
- Task 4 – Evaluate media coverage of sport

### **R051 – Contemporary Issues in Sport – Written paper 25%**

1 hour written exam, 60 marks

LO1 Understand the issues which affect participation in sport

LO2 Know about the role of sport in promoting values

LO3 Understand the importance of hosting major sporting events

LO4 I know about the role of national governing bodies in sport

#### **Resources:**

- Priestnall School Revision Power point – Frog Learning Platform
- Revision guide from Mrs Hickson



# Physical Education

## GCSE: Dance



Throughout the two years students will be introduced to the genre of contemporary dance. They will work to improve their performance, composition and choreography skills all of which should be enhanced by students attending at least one of the weekly extra-curricular dance clubs offered.

### CONTROLLED ASSESSMENTS AND EXAMINATIONS

All assessments for GCSE Dance take place throughout Year 11.

#### **Component 1: Performance and choreography** (Total of 60% of GCSE)

Performance: 30% of GCSE (40 Marks)

Choreography: 30% of GCSE (40 Marks)

#### **Component 2: Dance appreciation** (Total of 40% of GCSE)

Written exam: 40% of GCSE (80 Marks)

- Knowledge/understanding of choreographic processes/ critical appreciation of own work: 15%
- Critical appreciation of professional works: 25%

In addition, students may consider joining a dance club outside of school to further enhance dance technique and performance skills. Such experiences can be invaluable to the amount of progress made on the course.

All students will be given a dance exercise book which will be used for all class work in practical and theory. In addition, all worksheets, hand-outs and resources used in lessons are available on the VLE.

All GCSE Dance students will be expected to attend at least one extra-curricular club offered at school to boost their practical grades.

### RESOURCES

- GCSE Dance Revision Guide available on Priestnall's VLE
- Revision PowerPoint's on Priestnall's VLE
- Specimen Examination Papers available from [http://web.aqa.org.uk/qual/newgcse/art\\_dan\\_dra\\_mus/new/dance\\_overview.php](http://web.aqa.org.uk/qual/newgcse/art_dan_dra_mus/new/dance_overview.php)
- Several online revision programmes and materials available from [www.arts-pool.co.uk](http://www.arts-pool.co.uk)



# Sociology

## What do you need to know?

- The course is AQA GCSE Sociology (New course, code 8192)
- There are 2 units
- Unit 1 is examined in Year 11 and is worth 50% of the final grade
- Unit 2 is also examined in Year 11 and is worth 50% of the final grade
- There is no coursework or controlled assessment
- More information found at: <http://www.aqa.org.uk/subjects/sociology/gcse/sociology-8192>

## What happens in Year 10?

- Students will be studying for the Unit 1 examination, and will be sitting a mock exam at the end of the year.
- The examination covers the in-depth topics of The Family and Education - students will be expected to answer extended writing/ essay based answers.
- There will also be short response and source based questions on relevant areas of social theory and methodology

## What do students need to do to succeed?

- Come to lessons with a positive 'can do' approach, prepared to learn and with all equipment needed.
- Complete all homework (at least 1 written exam style question every 2 weeks plus varied activities).
- Watch documentaries based on the Unit 1 topics (Family- changes within it/ changes in roles between men and women/ different family forms. Education- inequality in education/ the purpose of education).
- Keep up to date with events in the news that relate to these. Reading a newspaper at least once a week can give students valuable up to date examples of current issues.
- Use revision guides given to students in the run up to the examinations (these are also available on the VLE).
- Revising keywords regularly/ ensuring revision home work is completed.
- Repeating extended writing if target grade or above is not met.
- Attending revision sessions in the run up to the exam.

## How is it assessed?

- 2 x written exams, each exam 1 hour 45 minutes
- 100 marks are available in the unit 1 and 2 examination



# Careers Education & Guidance at Priestnall



The aim of Priestnall's career's programme is to ensure that each young person receives independent and impartial careers education, information advice and guidance that will enable them to make informed and mature choices about their future. We tailor all events and activities and advice and guidance to the specific needs of our students to assist them to make the right decision about their future learning.

Now your son/daughter is in Year 10, they will begin to consider their future beyond Priestnall. Do they want to stay on in full-time education or would they prefer to start work and continue learning while earning at the same time? It is important to remember that the **Raising of the Participation Age** (RPA) legislation means that all students must continue in education or training until they are 18.

## **Post 16 Options**

**Full time** college courses can be practical, vocational and academic.

### **Practical Courses**

Examples of these are plumbing, motor mechanics, hairdressing, carpentry and joinery, plastering, bricklaying, electrical installation etc. Construction courses are extremely popular and applications to college should be made early.

### **Vocational Courses**

These courses give students the skills they need to either move on to Higher Education or go straight into employment. They provide a practical, real world approach to learning without sacrificing any of the essential subject theory. They are linked to an employment sector for example IT, Engineering, Business, Sport and Health and Social Care. They involve coursework, very few exams and some work experience. Examples include BTECs, OCR and the CACHE qualifications.

### **Academic Courses**

'A' Levels are level 3 qualifications. However, from **September 2015** the A level qualification has been changing and the content of each A Level has now been revised. However the major change is to the A Level exams themselves, which are now all 'linear' (taken at the end of the two year course). In practice most of the changes are designed to ensure the exams are more rigorous, to make the qualifications more consistent with each other and to align them with university expectations. The AS level has become a stand-alone qualification and no longer contributes to the full A level. The new AS level covers half the content of a full A level and is as intellectually demanding. If your son/daughter is intending to take this route they will experience all the changes to the A level qualification. See the online document below for more information.

<https://www.gov.uk/government/publications/get-the-facts-gcse-and-a-level-reform/get-the-facts-as-and-a-level-reform>

## **Apprenticeships/Jobs with Training**

An Apprenticeship can provide great opportunities and widen career prospects. An Apprenticeship is a great way to learn the specific knowledge, skills and qualifications required for a particular occupation along with valuable skills for starting a career. In today's increasingly tough job market an Apprenticeship is a great way to connect with employers who are looking for young people with the desire to learn and who have an ambition to grow into their chosen career.

As employees, apprentices earn a wage and work alongside experienced staff to gain job-specific skills. Off the job, usually on a day-release basis, apprentices receive training to work towards

nationally recognised qualifications. This training is arranged through a training provider or college, who put together a training plan.

Apprenticeships are available across a wide range of occupational areas from Business, Pharmacy, Media, IT & Digital Marketing, Law, Education and many more.

There is a lot of competition for Apprenticeships so students need to be proactive. Employers are often looking for candidates who have the equivalent of five GCSEs grades 9 to 4/5 particularly in English and Maths.

### **Useful Websites**

- [www.startprofile.com](http://www.startprofile.com)
- [www.gov.uk/browse/education](http://www.gov.uk/browse/education) The 'Education and Learning' pages have information on young people's choices, financial support for learning and sources of help.
- <http://nationalcareersservice.direct.gov.uk> This website has careers information, advice, practical tools, guides and a helpline.
- [www.apprenticeships.gov.uk](http://www.apprenticeships.gov.uk) The 'Parents' section answers common questions that parents may have about Apprenticeships, the new Traineeships and why following this pathway could be right for your son/daughter.

The '**Careers**' page on the school website provides more information about organisations that can offer information, help and support and the careers section of the school library.

### **School Support for your son/daughter during Year 10**

- Career and Post 16 timetabled lessons
- Cross curricular careers advice from subject teachers.
- Access to the extensive careers information resource area in the library, including prospectuses and application forms for all sixth form colleges. Plus access to a range of support agencies.





# Independent Learning



All homework is published via Frog

## Using the Virtual Learning Environment

There is a need for students to work independently if they are going to achieve their true potential. In school staff will set work that increasingly relies on students working through problems and issues at their own pace; making decisions about what resources to use and which approaches to take. Students also need to work more independently at home.

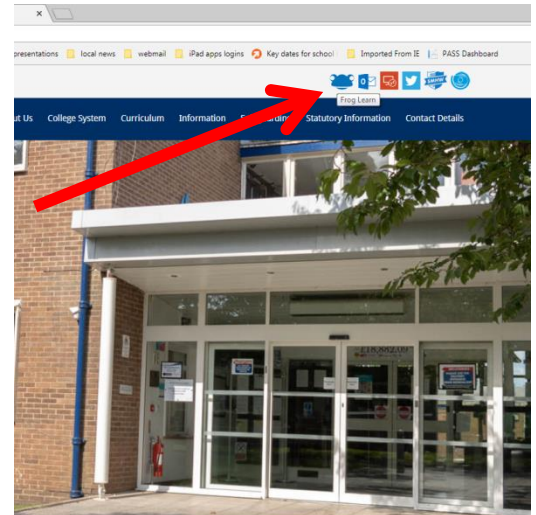


Students and parents can access resources from home via the School's Learning platform. The platform is called Frog and is accessible via the school website, by clicking on the blue frog at the top of the screen. Students have a login for the school network, and this is the same username and password that is required to access Frog when outside the school building. Parents should have a username and password issued. If you do not, then please contact the school office.

Within Frog there are a growing number of resources that are available to students and parents. A group of teachers are currently developing content and this will be used more widely during the course of this year. When a new page (known as a "site") is created and you are given access to it, you will receive a notification.

The Learning platform will become increasingly interactive, allowing students to access and submit work.

Parents can currently access the Priestnall post from their home page and access student reports that are issued each half term.

The aim of the platform is to improve communication, sharing information more effectively and ensuring that all students have the support needed to ensure they realise their true potential.

Research by Cambridge University (2015)


**During Year 11:**  
Each extra hour per day on the Internet, playing video games or watching TV resulted in:

**Two grades lower at GCSE**

Each extra hour per day doing homework or reading resulted in:

**Four grades higher at GCSE**

**THE SCHOOL EXPECTATION IS THAT YEAR 10 STUDENTS COMPLETE TWO HOURS HOMEWORK PER NIGHT**





# Glossary of Terms



AS	Advanced Subsidiary Qualification
BTEC	Business & Technology Education Council
CYPD	Children's & Young People's Directorate
DfE	Department of Education
DLD	Deep Learning Day
FSMQ	Free Standing Mathematics Qualification
GCSE	General Certificate of Secondary Education
NEA	Non Examinable Assessment (Typically a practical task)
NQF	National Qualification Framework
NVQ	National Vocational Qualifications
QCDA	Qualifications and Curriculum Development Agency
UCAS	Managing applications to higher education courses in the UK
VLE	Virtual Learning Environment ( <i>accessed via the school website</i> )