



Year 10 Curriculum and Work Experience Information Evening



GCSE courses and examinations



DISCOVERY



KS4 Curriculum Content

- Detailed curriculum maps and information can be found in the curriculum area of the school website for each subject area.
- Curriculum weighting over the fortnight:
 - English Language and Literature 8 lessons - 2 GCSEs
 - Maths 7 lessons - 1 GCSE
 - Science 12 lessons – 2 or 3 GCSES
 - 3x options subjects 6 lessons each
 - Core PE 4 lessons
 - Enrichment 1 lesson

FPN Year 10	Curriculum Intent: The aim of the FPN GCSE is to equip learners with the knowledge, understanding and skills required to cook and apply principles of food science, nutrition and healthy eating. It encourages learners to cook, enables them to make informed decisions about food and nutrition and allows them to acquire knowledge in order to be able to feed themselves and others affordably and nutritiously, now and later in life. In Year 10, students will consolidate the knowledge and understanding of food and nutrition from their Key Stage 3 experience and use this as a solid foundation for the development and acquisition of new learning. Across the year, students will study the areas of content of the GCSE, utilising the single lessons to enhance the learning of key concepts and to apply them to their practical experiences. Students will develop technical skills across the year, each term building upon the previous experience to ensure excellent progress is accessible for all. The final term provides an excellent opportunity to prepare students for the non-examined components of the course that take place in Year 11.																																											
	Term 1: Basic Preparation & Principles of Nutrition					Term 2: Using the Hob & Diet & Good Health					Term 3: Making Sauces & Science of Food				Term 4: Making Dough & Where Food Comes From				Term 5 & 6: Higher Skills and NEA Practise																									
	Interleaving					Knowledge and understanding of ingredients, their functions and techniques applied in practice.																																						
	Practical Skills					Knife skills; Time-planning; Basic food preparation, such as peeling and grating.					Frying; Stir-frying; Boiling and simmering; Poaching and steaming.					Blended white sauce; Reduction sauce; Emulsion.				Bread; Pastry; Pasta.				Portioning chicken; Choux pastry; Making complex dish from scratch; Making multiple dishes.																				
	Knowledge					Macro/micro nutrients and their sources; Dietary reference values; Energy balance.					Eatwell guide; Specific dietary needs; Nutritional values.					Effect of cooking on food; Heat transference; Food spoilage.				Food provenance; Food manufacturing.				Food groups; Value in diet; Correct storage; Origins of each commodity.																				
Understanding					Functions of nutrients; Role of water and dietary fibre; Consequences of malnutrition.					How diet is affected by age, lifestyle, activity level, gender etc; How to adapt recipes/diets to suit specific dietary needs.					Working characteristics; Functional and chemical properties of ingredients.				Impact of food miles and sustainability; Primary and secondary processing.				Working characteristics of each commodity.																					
Skills					AO1		AO2		AO3		AO4		AO1		AO2		AO3		AO4		AO1		AO2		AO3		AO4		AO1		AO2		AO3		AO4									
					Demonstrate knowledge and understanding		Apply knowledge and understanding		Plan, prepare and make		Analyse		Evaluate		Demonstrate knowledge and understanding		Apply knowledge and understanding		Plan, prepare and make		Analyse		Evaluate		Demonstrate knowledge and understanding		Apply knowledge and understanding		Plan, prepare and make		Analyse		Evaluate		Demonstrate knowledge and understanding		Apply knowledge and understanding		Plan, prepare and make		Analyse		Evaluate	
Assessment					Verbal feedback; Self and peer assessment; Practical assessment; Formative quiz on SMH.					Verbal feedback; Self and peer assessment; Practical assessment; Formative quiz on SMH.					Verbal feedback; Self and peer assessment; Practical assessment; PPE exam; Formative quiz on SMH.				Verbal feedback; Self and peer assessment; Practical assessment; Formative quiz on SMH.				Verbal feedback; Self and peer assessment; NEA practise; Formative quiz on SMH.																					

Drama Year 10	Curriculum Intent: This year aims to explore and consolidate the roles of theatre makers, enabling students to make, perform and respond to Drama. In this year, the set text of 'Blood Brothers' will be explored, building knowledge and understanding of the structure, plot, characters and themes in order to form and experiment with ideas for how it might be best presented to an audience by actors, directors and theatre designers. Students will regularly get the opportunity to work collaboratively to generate, develop and communicate ideas to an audience, culminating in the completion of Component 2: Devising Drama. Throughout the year, learning will predominantly occur through practical exploration, backed up with bi-weekly theory lessons, enabling students to continue developing individual performance skills in preparation for the performance exam in Year 11.															
	Project 1				Project 2				Project 3				Project 4			
Main Topic	Theatre Making				'Blood Brothers'				Mock Component 3				Devising Drama			
Knowledge	Story structure Theme Symbolism & marking the moment Props, set, lighting & sound Audience impact				Themes Plot, structure & techniques Character development Design skills Acting skills Directing Description and analysis				Acting skills Artistic intentions				Devising skills & techniques Group skills Performance skills Responding, developing & performing Description, analysis & evaluation			
Understanding	Use this knowledge, working collaboratively in a group, to develop a performance, with a focus on making an impact on the audience.				Practical exploration of the text and application of knowledge to exam style questions.				Apply acting skills to realise artistic intentions in live performance.				Respond to a stimulus; develop initial ideas into a performance using the group and devising skills learned; develop a role as an individual for performance.			
Interleaving	Interleaving plans for students to build their skills throughout the year in: creating and developing ideas to create meaning (AO1); realising artistic intentions in live performance (AO2); demonstrating knowledge and understanding of how drama is developed and performed (AO3); and analysis and evaluation (AO4).															
Skills	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4	AO1	AO2	AO3	AO4
Assessment Strands and Weightings										Mock 10%			20%	10%		10%
Assessment Task	Develop and perform a group piece based on 'Jack and Jill' and write an analysis and evaluation of the most successful moment.				Develop and perform various explorations of the text and answer a number of exam style questions from Section B of Component 1.				Present a key extract (monologue, duologue or group performance) from 'Blood Brothers'.				Produce an individual Devising log documenting the devising process. Contribute to a final devised group performance.			

KS4 Curriculum Support

- Talk to your children about what they are learning and support with resources at home.
- Help them get organised with folders for each subject, with areas for each topic, wider reading, exam practice, homework etc.
- Support them by ensuring they have the correct equipment.

Year 10 Assessments and Reporting

- Assessments will take place in every subject area across each half-term.
- These results are reported on every term, informing each student's working at grade and projected grade in each subject.
- These are monitored against target grades which are based on external statistical analysis through an organisation called FFT.

Year 10 Term 3 report: [REDACTED]

Attendance: 94.51%

Late marks: 0

House points: 359

Behaviour points: 0



+ Performance has improved since last report.

= Performance has remained consistent since last report.

- Performance has decreased since last report.

Subject	Target grade	End of Year Exam Grade	Working at grade		Projected grade		Engagement		Homework		Learning targets
	Based on a student's prior attainment		The student's current attainment		The most likely final grade		Focus and participation in lessons		Quality of work outside of lessons		Next steps to improve learning
Core Subjects											
English Language <i>Mrs Z Higton</i>	6	8	7	=	8	+	Exceeds	=	Exceeds	=	Continue to develop a perceptive response to texts, considering authorial intent, writer's choices and their impact. Continue to develop your writing by including lots of persuasive devices and varied sentence structures.
English Literature	6	7	7	=	8	+					
Maths <i>Mr S Jones</i>	8	Higher 8	8	+	9	=	Exceeds	=	Exceeds	=	Maintain your outstanding attitude towards Maths by continuing to engage fully in lessons and seek out additional tasks to extend your learning. Make effective use of your Class Notebook in OneNote to review personalised feedback from assessments completed throughout the year and use this to guide your revision. Accessing lesson resources and additional materials within it, including video explanations, worksheets and exam-style questions, will help consolidate your understanding and support your GCSE preparation.
Triple Science											
Biology <i>Mrs E Rogers</i>	9	Higher 9	9	+	9	=	Exceeds	=	Exceeds	+	Continue revisiting Paper 1 content (Topics 1-4) to build your confidence and understanding. Use Cognito videos to support your revision. Focus on learning and applying the key scientific vocabulary for each topic, as this will help you answer exam questions more accurately and successfully. Practise answering required practical exam questions to improve application of practical knowledge and data analysis skills.
Chemistry <i>Mr D Jarvis</i>	8	Higher 9	8	=	9	+	Exceeds	=	Meets	=	When we head back to school in September, we'll be just 40 weeks away from your GCSE exams! To keep your momentum going, try tackling some past paper questions over the summer to reinforce your Chemistry Paper 1 topics. You can easily find these by searching for "AQA Chemistry" on the Physics & Maths Tutor website. Also, remember to give plenty of attention to the required practical elements, as they are worth a crucial 20% of

											your grade. Continue to make the most of classroom engagement during your final year. Actively participating in lessons can make a significant difference to your understanding, performance, and ultimately your final grades.
Physics <i>Miss E McNeill</i>	9	Higher 9	9	=	9	=	Exceeds	=	Exceeds	=	Make sure you revise atomic structure, paying particular attention to the properties of the different types of radiation. Use the CTG feedback from your mock to hone in on specific topics that may require further revision. Past exam questions on PMT are your best friend for this.
Options Subjects											
Geography <i>Mr A Wilson</i>	7	9	9	+	9	+	Exceeds	=	Meets	=	Revise your place specific detail and use it in your PEE paragraphs e.g. 62 environment agency pumps used on Somerset Levels in winter 2014. Create and start a revision timetable including quizzing, past paper questions and revision cards.
History <i>Mrs E Huxley</i>	7	9	8	+	8	+	Exceeds	=	Meets	=	Ensure any outstanding tasks in your paper 1 booklets (medicine and Normans) are completed over summer. In September we will begin looking at our next topic, OCR B Nazi Germany. Please use BBC Bitesize to familiarise yourself with this course.
French <i>Miss Z Frayne</i>	8	Higher 9	6	+	9	+	Exceeds	=	Exceeds	=	Continue to push yourself with the inclusion of new complex phrases.

The curriculum area of our [website](#) shows what students are learning in each subject. The reporting schedule can be found [here](#).

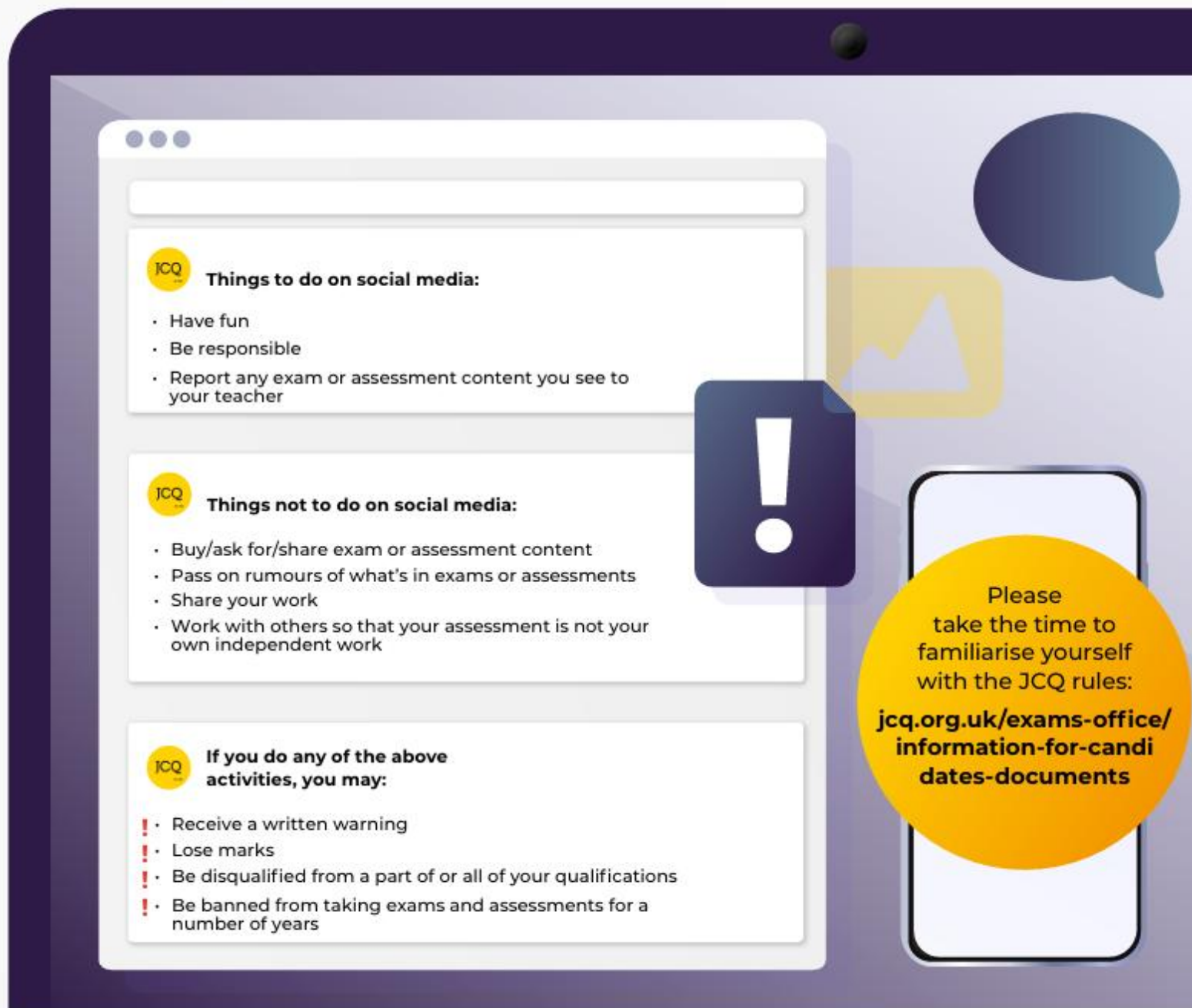
GCSE estimates are generated nationally based on a student's performance in their end of KS2 SATs exams. We use these estimates as target grades to give a grade for a student to aim towards as a goal, but these target grades are not definitive and can be exceeded if a student makes excellent progress. A student's projected grade is the better indication of which grade they may achieve at the end of the course.

Mock Exams

- Year 10 mock exams will take place between 7th – 25th June (students will be given a timetable nearer the date).
- These will be conducted like real exams to prepare students, following JCQ guidelines.
- All exams information can be found in the exams area of the school website.
- JCQ guidelines must also be followed for all NEA work completed during the year.
- Particular consideration given to use of:
 - AI – must not use it to complete your work.
 - Social media - no sharing of images of work e.g. Art on social media by students or family members.

While we like to share our experiences online, when it comes to exams and other assessments, we have to be careful.

- Sharing ideas online can be helpful when you're studying or revising
- However, sharing certain information (see information on the right) can break the rules and could affect your results
- If you're not sure what you can and can't discuss online, check with your teacher
- If you receive exam content on social media, you must tell your teacher
- Don't be caught out by scammers selling fake exam papers

Things to do on social media:

- Have fun
- Be responsible
- Report any exam or assessment content you see to your teacher

Things not to do on social media:

- Buy/ask for/share exam or assessment content
- Pass on rumours of what's in exams or assessments
- Share your work
- Work with others so that your assessment is not your own independent work

If you do any of the above activities, you may:

- Receive a written warning
- Lose marks
- Be disqualified from a part of or all of your qualifications
- Be banned from taking exams and assessments for a number of years

Please take the time to familiarise yourself with the JCQ rules:

[jqc.org.uk/exams-office/information-for-candidates-documents](https://www.jcq.org.uk/exams-office/information-for-candidates-documents)



What is AI?

- AI stands for artificial intelligence and using it is like having a computer that thinks
- AI tools like ChatGPT or Snapchat My AI can write text, make art and create music by learning from data from the internet, but watch out – they can also make things up and be biased



How can AI be misused in assessments?

AI misuse is when you take something made using AI and say it's your own work.

THIS IS CHEATING!



How do I make sure I don't misuse AI?



1 Know the rules

- You're **not allowed** to use AI tools when you're in an exam
- Your teachers will tell you if you're allowed to use AI tools when doing your coursework – the rules will depend on your qualification
- Even if you're allowed to use AI tools, you can't get marks for content just produced by AI – your marks come from showing your own understanding and producing your own work

2 Reference reference reference!

- If you're allowed to use AI tools, you must reference them clearly
- Name the AI tool you used
 - Add the date you generated the content
 - Explain how you used it
 - Save a screenshot of the questions you asked and the answers you got

3 Declare it's all your own work

– When you hand in your assessment, you have to sign a declaration. Anything without a reference must be all your own work. If you've used an AI tool, don't sign the declaration until you're sure you've added all the references

REMEMBER
Misusing AI is cheating!
Know the rules
Talk to your teachers
Reference clearly

What happens if I misuse AI?

If you've misused AI, you could lose your marks for the assessment – you could even be disqualified from the subject.

DON'T RISK IT!



What is AI?

AI stands for artificial intelligence and can be used to create text, images, videos, music and artwork based on instructions given to an AI tool.



What is an AI tool?

AI tools are applications, such as ChatGPT, Snapchat My AI, Google and Google translate. There are many more!*



*The list of certain suppliers of AI-related products is for information purposes only and does not constitute an endorsement by JCQ and awarding bodies. It is each centre's responsibility to investigate and verify any suppliers they use, including any terms and conditions which govern the sale or use of the supplier's products. The list provided is not exhaustive.

When can I use AI?

- Your teachers may use it in class when teaching the course, but remember teaching in the classroom is not an exam!
- There are some assessments where you can use AI – your teachers will tell you if you can or cannot use an AI tool.
- Remember, the rules are different for different assessments and subjects, so always check with your teachers first!
- When an AI tool is allowed, **you must acknowledge**** the AI tools and the material produced by the AI tool that you have used in your work. If you do not acknowledge AI use, it will be **considered as cheating**.



When can I not use an AI tool?

- AI tools cannot be used in an exam or any other assessment where exam rules apply.
- This is what exam boards call **AI misuse and is a form of cheating**.

**Acknowledgment – When producing a piece of work, if you use the same wording as a published source, you must place quotation marks around the passage and state where it came from. This is known as referencing. You must make sure that you give detailed references for everything in your work which is not in your own words, for example, ChatGPT 3.5 (<https://openai.com/blog/chatgpt/>), 25/01/2023.

IF YOU USE AN AI TOOL, YOU CANNOT GET MARKS FOR WHAT THE AI TOOL HAS PRODUCED, AS IT IS NOT YOUR OWN WORK



If I'm allowed to use AI, how is this breaking the rules?

- AI misuse is when you use an AI tool in an exam or assessment where you are not allowed to; and/or
- Where you use an AI tool to create work and then say it's your own.



How to make sure you don't misuse AI

DECLARE

- Remember to sign your declaration form when handing in your work for final assessment.
- Your signature on the declaration form tells your teacher and the exam board that you are saying all the work you're handing in is your own.
- If you have used an AI tool, **you must declare***** that you have used it before signing the declaration form!

***Declare – this means that when you submit your work for marking, the awarding body will normally require you to sign an authentication statement confirming that you have read and followed the regulations.

ACKNOWLEDGE

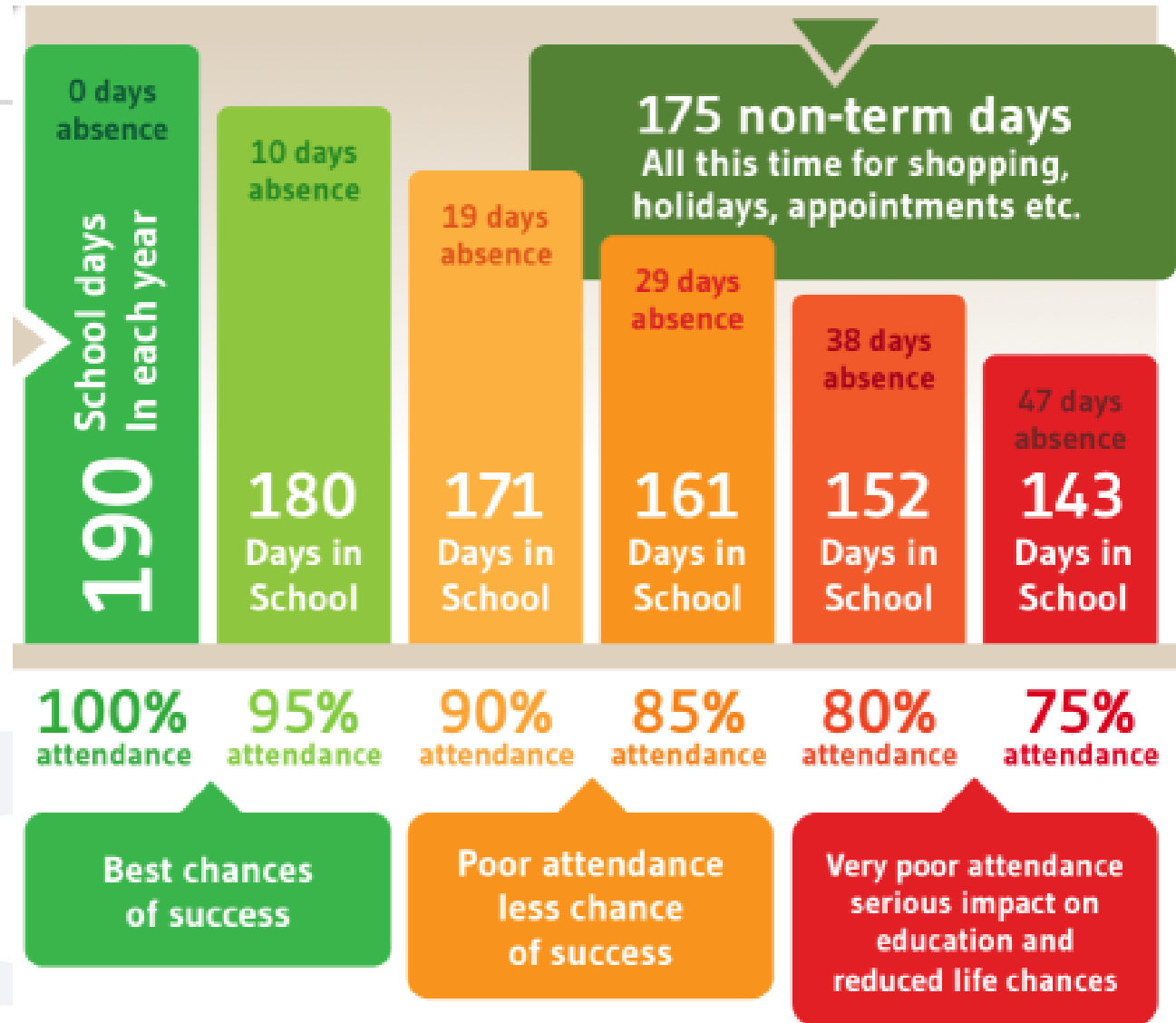
If you are allowed to use an AI tool in your assessment (remember to check!), you must do the following:

- reference the AI tool you have used
- give the date of when the AI tool generated the content
- give details of how you used it.
- save screenshots of what you have asked or instructed the AI tool to do and what answer the AI gave you, and include this with the work submitted.



Attendance

- You need to be here to learn!
- Post-16 applications in year 11 require an attendance figure.
- 95% attendance – sounds good but it means 10 days of learning lost. That's 50 lessons!



Study support at KS4



DISCOVERY



Academic support

Study Programme

Structured independent study to build effective revision habits and subject knowledge.

After-School Intervention Sessions

Targeted support in individual subjects to address misconceptions and improve attainment.

Tutor Time Revision Skills Workshops

Regular sessions focused on revision techniques, retrieval practice, planning, and exam preparation.

HELPING OUR STUDENTS ACHIEVE SUCCESS

**YR11 STUDY
PROGRAMME**

2026



Name: _____

Form: _____

 This booklet contains revision strategies as well as details of the revision sessions and support available to you during your exams.



Monitoring and guidance

Regular Data Capture

Frequent assessment points used to identify strengths, gaps and support needs.

Mentoring and 1:1 Support

Individual guidance, target setting and progress reviews to keep students on track.

Preparation and success

Two Cycles of Mock Exams

Opportunities to experience GCSE exam conditions, practise exam technique and identify next steps.

Increased Parents' Evenings and Yr11 Information Evening

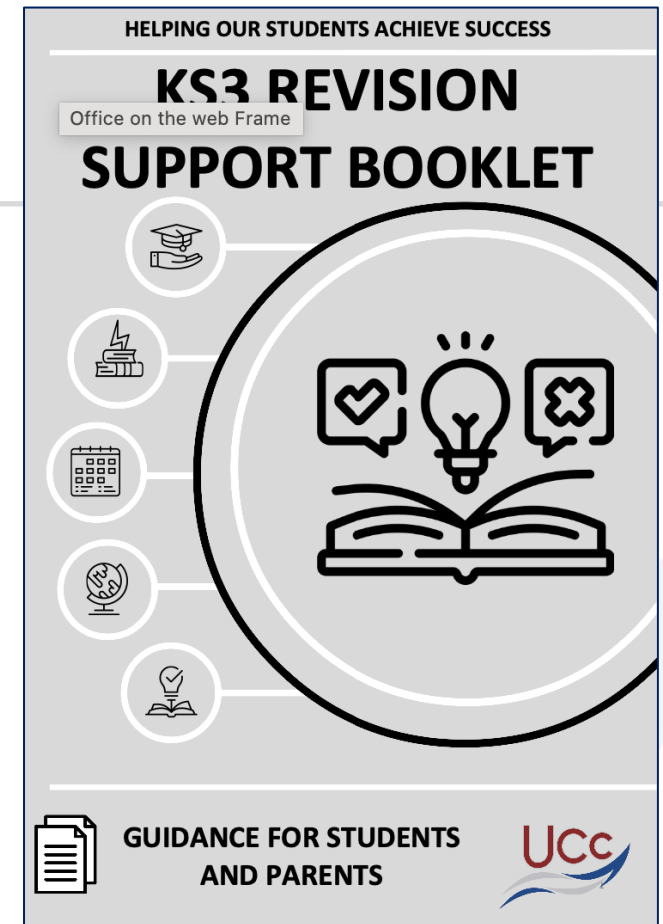
More frequent communication between school and home to support progress and achievement.

How can I support my child?

- Encourage a regular revision routine at home
- Provide a quiet space for study and homework
- Talk regularly about learning and progress
- Encourage attendance
- Attend parents' evenings
- Discuss assessment and mock exam results
- Support good sleep, wellbeing and healthy routines

Revision at KS4

- KS3 EoY exams aim to build and embed healthy revision habits
- Different revision strategies work better for different individuals; what is best for your learning in each subject area?
- Regular, spaced revision throughout Yr10 is far more effective than last-minute cramming before exams
- Yr10 is the ideal time to establish positive revision habits before GCSE courses intensify in Yr11; worked and what didn't at KS3?
- Small, consistent revision sessions over time build confidence, reduce stress and improve retention
- Parents can support routines, organisation and motivation



UCC revision

Revision at KS4

REVISION TIMETABLE



Creating an effective revision timetable and starting early is crucial to being well prepared for your exams.

Subject audit – to see which areas may need more focus:

1. List all of your subjects.
2. Rank your subjects from number 1-9 (1 being your strongest subject).
3. Then re-write your list in the order of the subjects you have numbered.
4. The subjects nearer the bottom of your list need more time allocating to them on your revision timetable.

You can do this with topics too, RAG rating each one (green very confident, amber ok, red a concern) and then start with the red topics.

Writing a revision timetable

1. Create a timetable running from now until your final exam.
2. Add in any extra-curricular commitments you have.
3. Write in the subjects you are going to cover and when in 30-minute sessions. Be specific about which topics you will study each time. Subjects with more content to learn or that you are less confident in may require more time allocated to them.
4. Look at when your exams are and ensure you include time the day before to do a last-minute recap.
5. Not every space needs to be filled – leave yourself time to relax.

Interleaving is a process where you revise more than one topic from a subject in each revision session. This is proven to be very effective in improving learning.

1. Break units down into small chunks and split these over a few days rather than revising one whole topic all at once.
2. Decide on key topics you need to learn for each subject.
3. Build interleaving into your revision timetable.

3

DELIBERATE PRACTICE



Deliberate practice is when you practice something you are almost able to do, but not quite yet so you become an expert. It includes the following:

SPACED PRACTICE

Spacing is regularly revisiting material so that you are doing little and often instead of all at once. Doing a little amount regularly is more effective than doing a lot all at once. This is because the time in between allows you to forget and re-learn the information, which helps it stick in your long-term memory.

Tips

Start early and set aside a little bit of revision time every day. Each day review new information but also study older information so it stays fresh in your memory. Divide your revision into short manageable chunks of time (30 minutes). Research suggests there is an 'optimal gap' between revision sessions so you can retain the information:

Time to the test	Revision gap
1 week	1-2 days
1 month	1 week
3 months	2 weeks
6 months	3 weeks
1 year	1 month

RETRIEVAL PRACTICE

Retrieval practice is when you practice bringing information to mind. Repeatedly recalling information helps to test what you know and the effort of remembering helps to strengthen your memory. Therefore, it is particularly useful for effective exam performance.

Examples of retrieval methods

- Short quizzes and tests
- Flash cards
- Brain dumps

4

FLASH CARDS



Flashcards are very effective for self-testing. Use both sides of the card with the question/key concept on the web Frame the other. Keep it simple and short so it's easier to remember.



Tips

Creating your own cards is better than buying them as it helps you retrieve knowledge.

Try adding pictures to make them more memorable.

Use colour coding to organise different topics.

Try recalling the information out loud or writing it down before checking the card (research shows that just answering it in your head is not very effective for remembering).

Use your flash cards in both directions.

Get friends and family to test you with the cards.

Use the Leitner system to recall knowledge over different time intervals:

Introducing the Leitner System



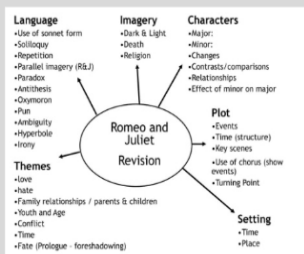
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Revision at KS4

MIND MAPS



Sometimes also known as concept or knowledge maps, mind maps allow you to map out the main points of a topic and then elaborate with further detail e.g. facts or quotes. They help you memorise information and see the connections between different ideas.



1. Identify knowledge
2. Identify subtopics
3. Branch off
4. Use image and colour
5. Put it somewhere visible

BRAIN DUMPS

Also known as recall revision, brain dumps are like mind maps but you only refer to your notes at certain points:

1. Read through your notes or revision guide/knowledge organiser on a topic and then put them away.
2. Write down everything you can remember on the topic in a set amount of time e.g. 15 minutes, without looking back at your notes.
3. Look back over your notes to see what information you have missed.
4. Put your notes away again and attempt to fill the gaps using a different colour pen.
5. Finally check your notes a third time and add in the missing information in another colour pen.
6. Each time you should find you can remember more.

7

DUAL CODING



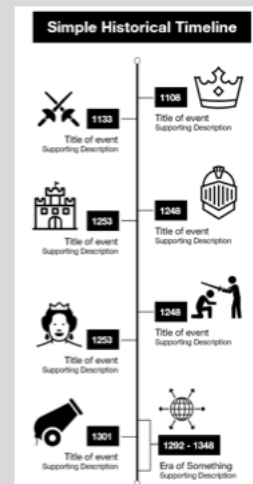
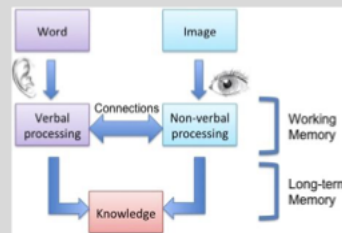
Dual coding works well with mind mapping as it involves you combining words and images. This provides you with two ways to understand and remember information and helps move knowledge from your working memory to your long-term memory.

Tips

Take information that you are trying to learn and draw visuals to go with it. Use existing visuals and add words to explain them in more detail.

Try to produce different ways to represent the information e.g. infographics, timelines, cartoons, diagrams, symbols.

Work your way up to drawing or writing what you know from memory.



8

EXAM VOCABULARY



There are subject-specific key terms that you need to learn for each of your subjects. However, below are a range of common command words used in exams. Make sure you understand what the exam question is asking you by knowing what these words mean. Command words can vary across subjects so ensure you understand the context too.

Analyse - Examine something in detail and try to explain or interpret it.

Annotate - Add to a diagram, image or piece of text to illustrate or describe features rather than just identify them which is labelling.

Assess - Consider different options/arguments/factors and weigh them up to reach a conclusion about their effectiveness or validity.

Calculate - Work out the value of something.

Compare - Give a point-by-point identification of similarities and differences.

Define - This means what is meant by "...." give the precise meaning of a term or concept.

Describe - Provide an account in detail of an event/individual/concept etc.

Discuss - Set out both sides of an argument and reach a conclusion, including evidence.

Evaluate - Consider different options/factors and reach a conclusion about their importance/impact/value/worth.

Examine - Consider carefully and provide a detailed account of the topic.

Explain - Provide a detailed description or interpretation of a term/concept etc.

Identify - Point out and name from a number of possibilities.

Illustrate - Refer to a specific case study or example (not illustrate as in draw).

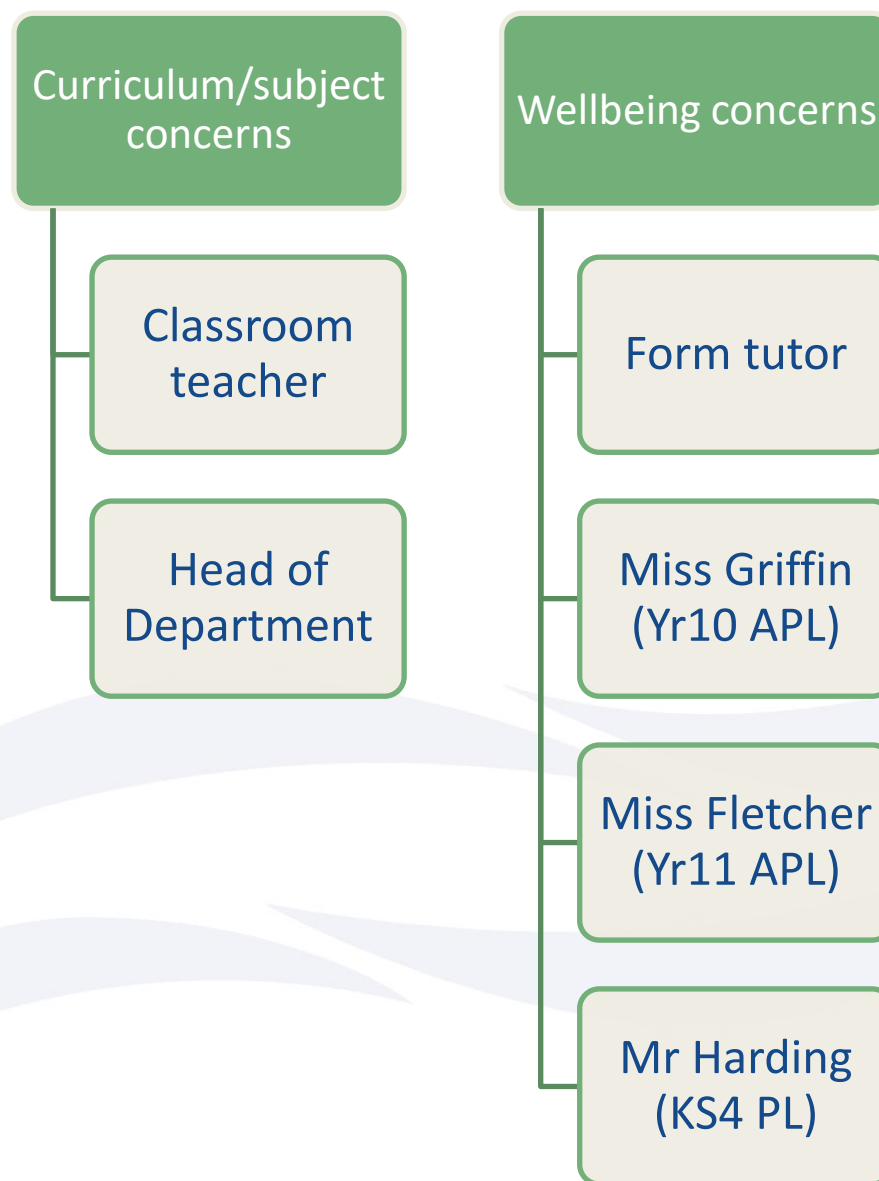
Label - Point out specific features on a diagram, image or piece of text.

Justify - Explain why your selected choice/judgement is better than other options.

Summarise - Sum up the main points/arguments (this can be similar to outline).

9

Who do I speak to if I have concerns?



GCSE English Language

GCSE English Literature



DISCOVERY



English = 2 GCSEs

Your child will study two GCSEs in English:

GCSE English Language

GCSE English Literature

They will have the same teacher/s for the two year course.

They will study both courses with that teacher/s.

They have 4 one hour lessons a week.

We have two top sets, and the others are mixed ability.

GCSE ENGLISH LANGUAGE

The English Language GCSE is divided into two papers.

Paper One: Explorations in creative reading and writing

Paper Two: Writers' viewpoints and perspectives



PAPER ONE

50% of GCSE
1 hour 45 minutes
80 marks
40 marks for reading
40 marks for writing

1 source (Fiction)
Q1 comprehension (4 marks)
Q2 Language Analysis (8 marks)
Q3 Structure Analysis (8 marks)
Q4 Evaluation analysis (20 marks)
Q5 Extended creative (descriptive or narrative) writing question (40 marks)

PAPER TWO

50% of GCSE
1 hour 45 minutes
80 marks
40 marks for reading
40 marks for writing

2 sources (non-fiction)
Q1 comprehension (4 marks)
Q2 Comparative summary (8 marks)
Q3 Language Analysis (12 marks)
Q4 Comparison of viewpoints and methods (16 marks)
Q5 Extended persuasive writing question (40 marks)

Spoken Language Endorsement

- In order to pass GCSE English Language, students have to present a **topic of their choice to an audience and answer questions about it.**
- The topic can be anything the student is interested in.
- The presentation must last for 3 or 4 minutes.
- Students are assessed against criteria for Pass, Merit, Distinction. This does not affect their final grade.
- Students are assessed on the following:
 - Their ability to express their ideas
 - Organisation and structure of their presentation
 - Meeting the needs of their audience and achieving their purpose
 - Listening to questions and responding formally

GCSE ENGLISH LITERATURE

The English Literature GCSE is divided into two papers.

Paper One: Shakespeare and the 19th Century Novel

Paper Two: Modern Text and Poetry



PAPER ONE

40% of GCSE
1 hour 45 minutes
64 marks

Section A: Shakespeare
Romeo and Juliet

Students answer one question on an extract and the play as a whole.
30 Marks
AO4 4 Marks

Section B: 19th Century Novel
A Christmas Carol

Students answer one question on an extract and the novella as a whole.
30 Marks

PAPER TWO

60% of GCSE
2 hours 15 minutes
96 marks

Modern Text - **An Inspector Calls**

Students answer one essay question from a choice of two.

30 Marks AO4 4 Marks
Poetry – **Power and Conflict Anthology**

Students will answer one comparative question on a named poem and one of their choice
30 Marks

Unseen Poetry

Students answer one question on an unseen poem, and one question comparing this poem with a second unseen poem.
32 Marks

GCSE English Literature

- We strongly advise buying the GCSE exam texts so your child can annotate them which they will later revise from.
- School will be in touch about how to buy these in the next week on the 'My Child at School App'.
- 10XEN1 and 10YEN1 buy the Oxford School Shakespeare Romeo and Juliet
- Every other class buys Shakespeare Made Easy Romeo and Juliet
- CGP A Christmas Carol Novella
- Heinemann An Inspector Calls
- AQA provide the Power and Conflict Poetry Anthology
- **When you log on, you will only see the texts suitable to your child**

How you can support your child with their study of GCSE English and GCSE Literature

- Help them to recognise the importance of English in everyday life – reading is knowledge, knowledge is power; expressing themselves verbally and in written form is necessary for every job and making them an active global citizen.
- Check in – be curious, discuss what they are reading.
- Encourage them to read at home.
- Read with them and discuss ... maybe even analyse.
- Homework will be set every 2 weeks - Educake. Check on Satchel One.
- Help them proof-read their writing.
- Help them prepare for their Spoken Language Endorsement.
- Go and see a performance of the exam texts.
- Watch films of the exam texts together.
- Help them learn quotations. Test them.
- Encourage them to use **'Learn Anything'** and **'The Quotation Bank App'**

Important dates

- **October 2026 - Buy the exam texts from MCAS**
- **October - Language Paper 1 Assessment**
- **December - A Christmas Carol Assessment**
- **January - Box Clever Performance – Romeo and Juliet**
- **March - Romeo and Juliet Assessment**
- **April - Spoken Language Assessment**
- **June- Year 10 Exams Language Paper 2 Assessment**
- **July - An Inspector Calls Assessment**

GCSE Mathematics



DISCOVERY



Exam Information:

- OCR exam board (J560)
- Three exam papers, one and a half hours each
- Spaced out with a week or two between each
- Two papers are completed using a calculator, and one non-calculator paper

Calculators:

- Can be used for two of the three exam papers.
- We recommend the Casio FX- 85GTCW
- This can be bought from supermarkets, Amazon etc for about £17
- Also available in School Shop at Student Services for £10
- Payment with cash or through MCAS.



Tiers of Entry:

- There are two tiers of entry: Foundation and Higher
- For Foundation, grades 1 to 5 can be achieved
- For Higher, grades 3 to 9 can be achieved
- We also have Intermediate classes
- The decision regarding entry tier is made following the Year 11 mock exams.

Supporting your child:

- Show interest, ask what they have covered in class, ask about assessments, keep an eye on Satchel:One for homework and offer a quiet space.
- There are always maths teachers around at break and lunch, students are encouraged to ask for support. Two minutes may well be all it takes to clear up a misconception or help to answer a question.
- Look at the overviews on the website.

Year 10 Overview:

Mathematics Year Ten	Curriculum Intent: The Year 10 curriculum will consolidate and extend the differing areas of mathematics covered during Key Stage 3. Students will continue to study Number, Algebra, Geometry and Data Handling as they prepare for the GCSE Mathematics examinations at the end of Year 11. Opportunities to revisit key concepts through retrieval practice will be frequent parts of the curriculum. Key knowledge and skills will be developed with the use of problem solving activities and the frequent use of 'problem solving' style GCSE questions. Students will be required to identify which part of their knowledge and skills will be best suited to the question.											
	Term One		Term Two		Term Three		Term Four		Term Five		Term Six	
Knowledge (Red indicates 'Higher tier only' topic areas)	<u>Number</u> • Powers and roots • Reciprocals • Laws of indices • Negative and Fractional Indices • Standard form conversions and calculations <u>Algebra</u> • Writing algebraic expressions • Simplifying algebraic expressions • Expanding single and double brackets • Expanding triple brackets • Factorising into single and double brackets • Substitution into formulae		<u>Geometry</u> • Basic angle fact • Angles on parallel lines • Angles in polygons • Bearings • Loci and constructions • Circle theorems <u>Number</u> • Currency conversion • Fraction, decimal and percentage equivalence • Percentage of amount • Percentage increase/decrease • Percentage change • Reverse percentages • Compound and simple interest • Growth and decay		<u>Geometry</u> • Units of measurement • Perimeter and area (rectangle, triangle, parallelogram, trapezium) • Area of compound shapes • Circumference and area of a circle <u>Number</u> • Simplifying surds • Surds calculations • Rationalising the denominator		<u>Number</u> • Simplifying Ratios • Sharing in a ratio • Unitary Method • Scale drawings • Proportion • Direct and inverse proportion algebraically •		<u>Algebra</u> • Solving linear equations (include fractions, negatives, brackets and unknowns on both sides) • Solving quadratic equations • Rearranging formulae – basics • Rearranging formulae - advanced • Completing the square • Algebraic fractions <u>Algebra</u> • Vectors		Consolidation and preparation for end of year examinations. <u>Algebra</u> • Generating sequences • Nth term of linear sequences • Nth term of quadratic sequences	
Skills	Use and apply standard technique		Reason, interpret and communicate mathematically		Solve problems within mathematics and in other contexts		Use and apply standard technique		Reason, interpret and communicate mathematically		Solve problems within mathematics and in other contexts	
Understanding	Completion of exam questions and problem solving activities to develop application of knowledge and skills				Completion of exam questions and problem solving activities to develop application of knowledge and skills				Completion of exam questions and problem solving activities to develop application of knowledge and skills			
Interleaving	Regular consolidation of all prior teaching Reviewing skills for future learning Use of Mathsbox 10 and 20 question starters				Regular consolidation of all prior teaching Reviewing skills for future learning Use of Mathsbox 10 and 20 question starters				Regular consolidation of all prior teaching Reviewing skills for future learning Use of Mathsbox 10 and 20 question starters			
Assessment	Regular 'low stakes' testing in class Formal assessment in November				Regular 'low stakes' testing in class Formal assessment in March				Regular 'low stakes' testing in class End of Year Exams in June			

Assessment:

- Short 30-minute assessment at the end of each topic.
- These are open-book assessments.
- Teachers mark these and return to students a few days later, students can then use them to identify areas for revision.
- Three formal 'closed book assessments' per year. The first of these will be in late November.

Resources:

- We use two main websites in school and for homework:
Mathspad
Dr Frost
- Additionally, Corbett Maths has short videos and questions (and answers!).

GCSE Science



DISCOVERY



What does KS4 Science look like?

GCSE Chemistry⁸⁴⁶²
GCSE Biology⁸⁴⁶¹
GCSE Physics⁸⁴⁶³

AQA

Triple Science vs Combined Science

Two routes • Same science • Different depth

Combined Science

2 GCSEs with a combined grade



GCSEs

2 x GCSE's with a combined grade



Papers

Six papers:
2 Biology, 2 Chemistry, 2 Physics



Exam length

1h 15m each



Biology



Chemistry



Physics

VS

Separate Science

3 GCSE's, 1 in each Science



GCSEs

3 x GCSE's, 1 in each Science



Papers

2 x 1h 45m papers for each Science
= 6 papers in total



Exam length

1h 45m each



Subject content

Greater breadth/depth in
subject-specific content



Biology



Chemistry



Physics

Same subjects. Different approaches. Choose the route that's right for you.

What we expect from year 10 students

In lessons



Active engagement not passive compliance



Accurate notes / knowledge organisers



Ask when something is unclear



Take practical safety seriously

Between lessons



Regular retrieval, not last-minute cramming



Complete homework carefully



Correct mistakes using feedback



Use independent practice to strengthen weak topics

For assessments



Learn key vocabulary & equations



Show working in calculations



Explain answers using scientific language



Use mark schemes to improve responses

Year 10 Science – Learning Journey

Building knowledge • Developing skills • Preparing for the future

In Year 10, students study Biology, Chemistry and Physics. This roadmap shows the key topics they will learn and the knowledge and skills they will develop, leading to their GCSE exams in Year 11.



Biology

Understanding Life

1



Cells

2



Organisation

3



Infection & Response

4



Bioenergetics



Chemistry

Understanding Matter

1



Bonding & Structure

2



Quantitative Chemistry

3



Chemical Changes

4



Energy Changes



Physics

Understanding the Universe

1



Energy

2



Electricity

3



Particle Model

4



Atomic Structure

5

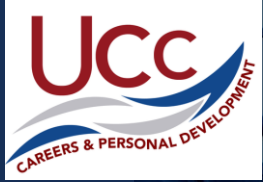


Forces



Resources that can help

Revision Materials	Online Learning	Practice & Retrieval
 Exercise Book	 Physics & Maths Tutor	 Cognito
 CGP Revision Guides	 Learn Anything	 Seneca
 AQA Website	 BBC Bitesize	 Regular practice and retrieval



WORK EXPERIENCE

Monday 12th July to Friday 16th July 2027



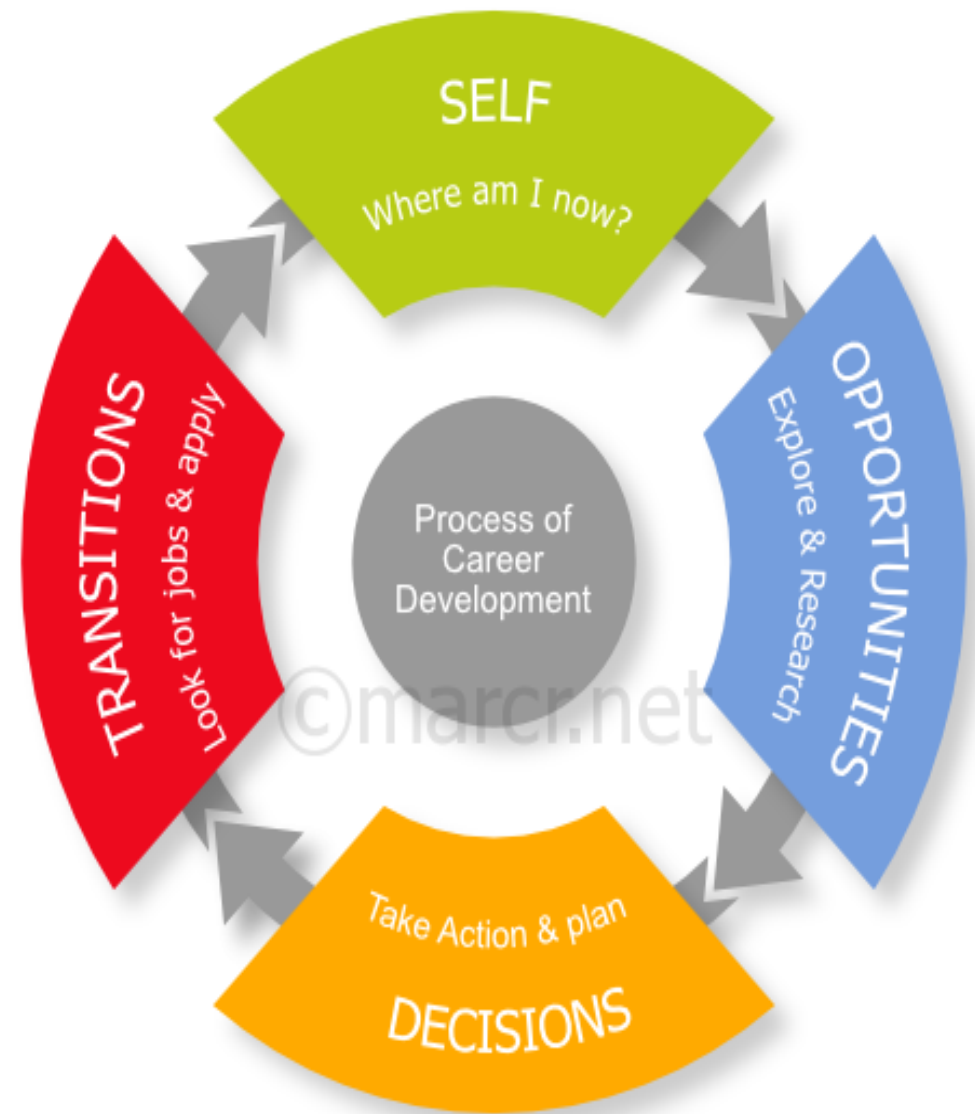
**Statistically you
will hold 15
different jobs
across 6 different
careers**

StandOut CV - Career Change Statistics UK 2025





(Law and
Watts, 1977
and 1996)



CAREERS EDUCATION, INFORMATION AND GUIDANCE



EXPLORE

Students should have the opportunity to explore careers, the world of work and their future.



EXPERIENCE

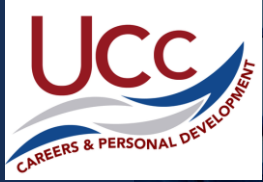
Students should have opportunities to experience careers, the world of work and consider their future.

WORK EXPERIENCE THE BENEFITS

Work experience can provide many benefits:

- It provides an opportunity for personal development
- It develops a range of skills, knowledge and attitudes that are relevant to adult life
- It encourages independence and responsibility.
- It encourages students to consider their future, their interests and their skills.
- It helps to build useful skills that cannot be taught in the classroom, as well as promote to students the importance of some of the routines and expectations they don't consider relevant in their school life.
- It may help students to consider future jobs and work sectors.
- It promotes to students the importance of considering future within the present.
- It might spark curiosity about the world of work.
- It helps students to reflect on life outside the classroom





GETTING STARTED

FINDING A PLACEMENT

01

Students need to start thinking about who they could approach to secure a placement.. Before they start searching, they will need to consider the following:

- What sector/area of work might they be interested in
- Location and travel
- Personal network



Approaching Places of Employment

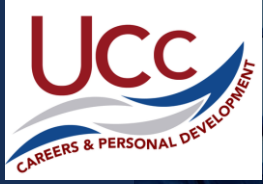
Firstly, there is no need to have this done in the next few weeks.

After half-term, you will receive an E-Support pack which will have further information and links to support such as email templates, advice for contacting by phone.

If you want to started much sooner, that is fine but there are a few things you need to know:

- Employers will need to know if they are offering a placement, they will be asked at some point to provide details of their ELI, Risk Assessments and Health and Safety Policy.
- Employers will be required to fill in a short online form as part of the process.





PROCESS

Process Starts with Logging On

Before the summer, students received an email to their SCHOOL email address from UNIFROG.

Everything starts from here, as they will need to get themselves logged on to UNIFROG so their profile is operational.

Link in the email is the **ONLY** way of getting logged on. It will take them to a profile where they can enter a password (they need to remember it).

Answer the couple of questions that come up when logging on and then they are all set up.



PLACEMENTS TOOL



STEP 1

Student Uploads Placement Details.

This happens once a placement has been agreed in principle. Students will log on to Unifrog and 'ADD' their placement

STEP 2

Placement Confirms and Uploads Relevant Documents.

When a placement has been added, Unifrog automatically emails the placement contact. At this point they must upload all their required documents and confirm they are happy to go ahead.

STEP 3

Parent Confirms Placement.

Once the placement has completed all the necessary stages, you will be emailed as a parent. At this point you will be able to see EVERYTHING that has been uploaded. You need to check you are happy with the placement – this is where you agree to the placement.

TIMELINE



November

E-Support Pack
provided for
students and
parents

February

By end of Feb half-
term, ALL students
have an uploaded
placement

June

WEX debrief for
students and
parents

September

WEX Launch

January

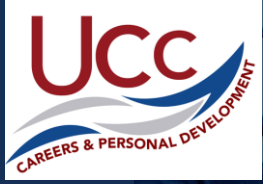
Student check in
during PDE –
Where have you
got to?

March - May

School will follow
up all missing info
and forms

July

Placements

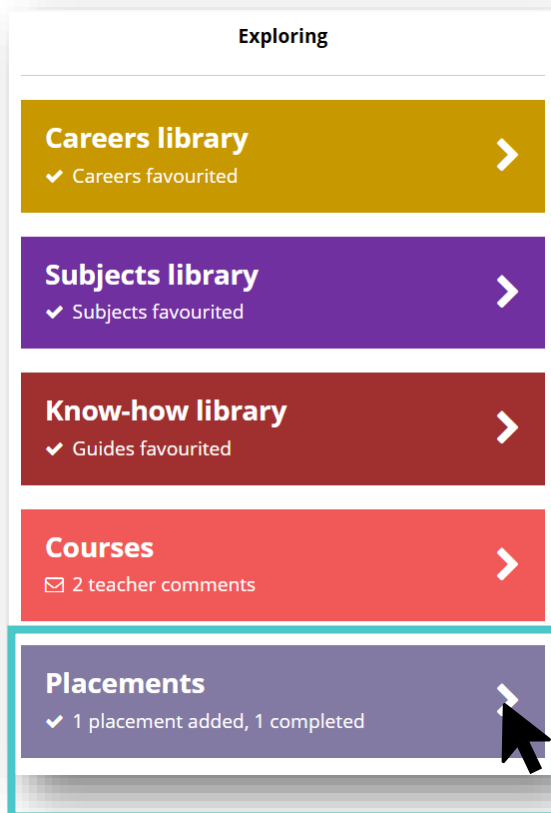


UNIFROG

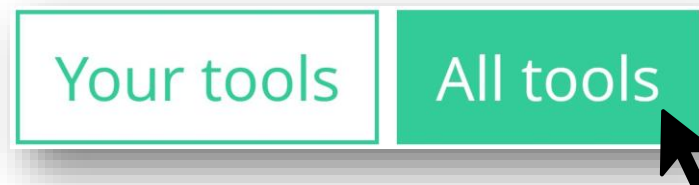
Using the Unifrog Placements tool



The next few slides will show you how to use the Placements tool.



- After logging into your Unifrog account, scroll down to '**Exploring.**'
- If you don't see the Placements tool straight away, click '**All tools**'.



CONSIDERATIONS

WHAT IF WE CAN'T FIND A PLACEMENT?

CAN I WORK WITH FAMILY?

DOES THE SCHOOL HAVE A LIST WE CAN CHOOSE FROM?

CAN WE OPT OUT OF WEX?



SUPPORT

There might be different ways in which you require support through out the journey:

Careers Guidance:

I have no idea what sector/job/ role I am interested in.

I don't know what to do for work experience.

I don't know what skills I am good at.

I don't know what jobs will suit me.

Work Experience (WEX) Specific:

We have made lots of requests, but we aren't hearing back from anyone.

We don't know how to upload placements on Unifrog.

We don't know what information to put in the forms.

We want to change the placement

Unifrog:

A certain element on the platform isn't working

There are tabs missing

I can't find the tool I am looking for on the platform

It won't let me upload anything



Unifrog

info@unifrog.org



UCC WEX

WEX@ucc.rutland.sch.uk

UCC Website



UCC Careers

rhodes_p@ucc.rutland.sch.uk

UCC Website

In Summary

Students need to start finding a placement for WEX. They will need to do this by contacting potential placements.

At this stage I think it is important for the employer to know, if they agree they will be asked to provide a copy of Employer Liability Insurance , Health and Safety and Fire Safety documents.

The person supervising the student will need demonstrate that are able to supervise young people and are not barred from doing so.

They also need to know everything is administered through Unifrog.



YOUR "PLANS"

LIFE IS LIKE



THE UNIVERSE'S PLANS FOR YOU

