

# Year 10 Essential Information

Colchester County High School for Girls

2019-2020



## Year 10 Essential Information

### The Year 10 Tutor Team

Mrs Gooder	10C	kgooder@cchsg.com
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Mrs King	10L	mking@cchsg.com
Mrs Burnett	10H	pburnett@cchsg.com
Miss Walachowski	10E	hwalachowski@cchsg.com

### Contacting us

Mrs Mandal	Examinations Officer	exams@cchsg.com
Mrs Joslin	Upper School Pastoral Assistant	jjoslin@cchsg.com
Mrs Daniels	Year Leader Y10 & 11, SENCO & Associate to SLT	kdaniels@cchsg.com
Mrs Frost	Vice Principal	dfrost@cchsg.com
Mrs Jackson	Associate to the Principal & CEO	wjackson@cchsg.com

### Dates for your diary

#### October

- 3 Year 10 Information Evening
- 11 GCSE Computing visit to Cambridge

#### November

- 18 Progress Check 1 sent home

#### December

- w/c 9 RS Mock Examination (Date & Time To Be Confirmed)

#### January

- 13 Jack Petchey Speak Out Challenge
- 15 Year 10 MADE Revision Skills Workshop (during the school day) & Parent MADE Revision Evening
- 20 Year 10 RE Examination result sent home

- 27 Progress Check 2 sent home

- 30 Parent Consultation Evening

#### February

- 11 Year 10 RE Conference at CCHSG
- 12 GCSE Music/Drama visit to 'Matilda' musical
- 24 Year 10 Examinations (until 6 March)

#### March

- 20 Year 10 German Exchange to Germany (until 27 March)
- 23 Year 10 Examination results sent home
- 30 Year 10 RE Report sent home
- 31 E-Safety Workshops

#### May

- 11 GCSE Religious Studies external examinations J625/01 J625/02
- 19 GCSE Religious Studies external examination J625/06

#### June

- 16 Y10 Geography Field Trip 1
- 22 Year 10 Report sent home

#### July

- 6 Progress Check 3 sent home
- 8 Y10 Geography Field Trip 2
- 15 Sports Day
- 20 Year 10 Activity Day

#### August

- 20 GCSE Results Day

DofE dates will be advised on a separate programme – they have been scheduled to avoid the examination period.

<b>Subject Examination Board Specification</b>	<b>Text book</b>	<b>Website</b>
<b>Art &amp; Design</b> Edexcel 1FA0	Not applicable Visiting Art exhibitions is recommended	<a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses.html">http://qualifications.pearson.com/en/qualifications/edexcel-gcses.html</a> <a href="http://www.bbc.co.uk/schools/gcsebitesize/art/">http://www.bbc.co.uk/schools/gcsebitesize/art/</a> <a href="http://www.studentartguide.com/">http://www.studentartguide.com/</a> <a href="http://www.pinterest.com/studentartguide/beautiful-igcse-gcse-art/">http://www.pinterest.com/studentartguide/beautiful-igcse-gcse-art/</a> <a href="https://www.tate.org.uk/art/student-resource/exam-help">https://www.tate.org.uk/art/student-resource/exam-help</a>
<b>Biology</b> Edexcel 1BI0	New Biology for You by Gareth Williams Nelson Thornes	Website with full specification and some past papers: <a href="http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#tab-1">http://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#tab-1</a> Useful revision sites: <a href="http://www.s-cool.co.uk/gcse/biology">http://www.s-cool.co.uk/gcse/biology</a> <a href="http://www.docbrown.info/gcsebiology.htm">http://www.docbrown.info/gcsebiology.htm</a> <a href="http://www.bbc.co.uk/education/subjects/z9ddmp3">http://www.bbc.co.uk/education/subjects/z9ddmp3</a> <a href="http://www.bbc.com/earth/uk">http://www.bbc.com/earth/uk</a> and <a href="http://www.bbc.co.uk/science">www.bbc.co.uk/science</a> <a href="https://www.physicsandmathstutor.com/biology-revision/">https://www.physicsandmathstutor.com/biology-revision/</a>
<b>Chemistry</b> Edexcel 1CH0	Chemistry for You by Lawrie Ryan	<a href="https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Chemistry_Spec.pdf">https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Chemistry_Spec.pdf</a> Useful revision site: <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/">http://www.bbc.co.uk/schools/gcsebitesize/science/</a>
<b>Computer Science</b> OCR J276	PG Online - OCR GCSE (9-1) Computer Science – S Robson and PM Heathcote  <b>Online resources</b> Teach-ICT Username: co33us Password: python1  CraignDave	<a href="https://www.ocr.org.uk/qualifications/gcse/computer-science-j276-from-2016/">https://www.ocr.org.uk/qualifications/gcse/computer-science-j276-from-2016/</a>  <a href="https://www.teach-ict.com/2016/GCSE_Computing/OCR_J276/OCR_J276_home.html">https://www.teach-ict.com/2016/GCSE_Computing/OCR_J276/OCR_J276_home.html</a>  <a href="https://student.craigdave.org/">https://student.craigdave.org/</a>
<b>Drama</b> WJECeduqas 601/8420/6 C690QS	Not applicable	<a href="http://www.eduqas.co.uk/">http://www.eduqas.co.uk/</a>

<b>Subject Examination Board Specification</b>	<b>Textbook</b>	<b>Website</b>
<p><b>English Language</b> AQA 8700</p>	<p>Text books used in class: Book1 – AQA GCSE English Language. Developing the skills for learning and assessment. Helen Backhouse and Beverley Emm.  Book 2 – AQA GCSE English Language. Assessment preparation for Paper 1 and Paper 2. Jane Branson and Peter Ellison.</p>	<p><a href="http://www.aqa.org.uk/subjects/english/gcse/english-language-8700">http://www.aqa.org.uk/subjects/english/gcse/english-language-8700</a></p>
<p><b>English Literature</b> AQA 8702</p>	<p>Not applicable -a range of texts are used: An Inspector Calls Romeo &amp; Juliet Poetry Anthology Pride And Prejudice</p>	<p><a href="http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702">http://www.aqa.org.uk/subjects/english/gcse/english-literature-8702</a></p>
<p><b>French</b> AQA 8658</p>	<p>GCSE French Higher (AQA) Students will have access to an electronic copy of the text book and resources using an individual kerboodle login.  AQA GCSE French Higher Student Book Publisher: Oxford University Press ISBN 978 019 836583 583 9</p>	<p><a href="http://www.aqa.org/">http://www.aqa.org/</a> <a href="http://www.languagesonline.org.uk/">http://www.languagesonline.org.uk/</a> <a href="http://www.memrise.com/">www.memrise.com/</a></p>
<p><b>Geography</b> AQA 8035</p>	<p>AQA GCSE (9-1) Geography Publisher: Hodder Education ISBN-13: 9781471859922  GCSE Geography AQA Student Book Publisher: Oxford University Press ISBN-13: 9780198366614  GCSE Geography for AQA Student Book Publisher: Cambridge University Press ISBN-13: 9781316604632  CGP AQA GCSE Revision Guide</p>	<p><a href="http://www.aqa.org.uk/qualifications.php">http://www.aqa.org.uk/qualifications.php</a></p>

<b>Subject Examination board specification</b>	<b>Textbook</b>	<b>Website</b>
<b>German</b> AQA 8668	GCSE German Higher (AQA) Students will have access to an electronic copy of the text book and resources using an individual kerboodle login.  AQA GCSE German Higher Student Book Publisher: Oxford University Press ISBN 978 019 836587 7	<a href="http://www.aqa.org/">http://www.aqa.org/</a> <a href="https://www.languagesonline.org.uk/">https://www.languagesonline.org.uk/</a> <a href="http://www.memrise.com/">www.memrise.com/</a>
<b>History</b> AQA 8145	Oxford AQA GCSE History; Germany 1890-1945 AQA GCSE History; Understanding the Modern World AQA GCSE History; Health and the People AQA GCSE History; Elizabethan England c1568-1603 Oxford AQA GCSE History; Thematic Studies c.790-Present Day	<a href="http://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources">http://www.aqa.org.uk/subjects/history/gcse/history-8145/assessment-resources</a>
<b>Latin</b> OCR J282	Cambridge Latin Course Book III	<a href="http://www.ocr.org.uk/qualifications/type/gcse/classics/latin/">http://www.ocr.org.uk/qualifications/type/gcse/classics/latin/</a>
<b>Mathematics</b> Edexcel 1MA1	Edexcel GCSE (9-1) Mathematics: Higher Student Book (for lesson use) and an accompanying Problem Solving and Practice Book for homework.	<a href="http://www.edexcel.org.uk/">http://www.edexcel.org.uk/</a> <a href="http://www.corbettmaths.com">www.corbettmaths.com</a> <a href="http://www.nrich.maths.org">www.nrich.maths.org</a> <a href="http://www.bbc.com/education">www.bbc.com/education</a> <a href="http://www.mathsgenie.co.uk">www.mathsgenie.co.uk</a>
<b>Music</b> Edexcel 1MU0	Edexcel GCSE (9-1) Music by John Arkell & Jonny Martin (Pearson) Anthology of Music – Edited by Julia Winterson (Pearson)	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcse/music-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcse/music-2016.html</a>
<b>Physical Education</b> AQA 8582	AQA GCSE (9-1) PE Ross Howitt Mike Murray	<a href="http://www.aqa.org">www.aqa.org</a>
<b>Physics</b> Edexcel 1PH0	Physics for You by Keith Johnson	<a href="http://www.edexcel.com/">http://www.edexcel.com/</a> Useful revision site: <a href="http://www.bbc.co.uk/schools/gcsebitesize/science/">http://www.bbc.co.uk/schools/gcsebitesize/science/</a>

<b>Subject Examination board specification</b>	<b>Textbook</b>	<b>Website</b>
<b>Psychology</b> Edexcel 1PS0	Edexcel GCSE (9-1) Psychology Student Book by Christine Brain et al Or Psychology GCSE Revision Guide for Edexcel by Ali Abbas	<a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/psychology-2017.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/psychology-2017.html</a>
<b>Religious Studies</b> OCR J625	OCR GCSE (9-1) Religious Studies By Lorraine Abbott My Revision Notes OCR 9-1 Religious Studies ISBN 9781510409767	<a href="https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/">https://www.ocr.org.uk/qualifications/gcse/religious-studies-j625-j125-from-2016/</a>

### **GCSE Religious Studies**

In May of Year 10 the students will sit their Religious Studies GCSE examination. They will sit three papers. The one hour Christianity and Islam papers will be sat consecutively on 11th May, and the 2 hour Philosophy and Ethics from a Christian Perspective paper will be sat on 19th May. The examination board is OCR and the code is J625, with the relevant modules J625/01, J625/02 and J625/06. Lunch time and after school revision classes will be advertised to students and parents throughout the year and revision guides are available to buy from the school now. If you have any questions please email Miss Jupp, Head of RE at [ajupp@cchsg.com](mailto:ajupp@cchsg.com).

### **E-Safety - Who you can turn to:**

All students receive e-safety guidance both in lessons and assemblies; however, we strongly encourage parents to take an active role in monitoring their daughter's on-line and social media activity to ensure they are safe. These websites are useful for more information or to report any negative experiences online. There is an important e-Safety event and John & John workshops for students and parents on Tuesday 31 March 2020.

CEOP – <https://www.ceop.police.uk>

Share Aware - <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Common Sense Media - <https://www.commonsensemedia.org/>

Think U Know - <https://www.thinkuknow.co.uk/>

Please contact the Head of Department for subject specific queries

<b>Department</b>	<b>Head of Department</b>	<b>Email address</b>
Art	Mrs Saunders	msaunders@cchsg.com
Biology	Dr Martin	imartin@cchsg.com
Chemistry	Dr van Mierlo	cvanmierlo@cchsg.com
Computer Science	Mr Nachman	cnachman@cchsg.com
Drama	Mrs Cudmore-Rice	mcudmore@cchsg.com
English	Miss Bowdidge	ebowdidge@cchsg.com
French	Mme Ollite	kollite@cchsg.com
Geography	Mr King	jking@cchsg.com
German/Head of Modern Foreign Languages	Miss Davison	adavision@cchsg.com
History	Mrs Sanderson	ssanderson@cchsg.com
Latin	Miss Hodgkinson	bhodgkinson@cchsg.com
Mathematics	Mrs Roshen	broshen@cchsg.com
Physical Education	Miss Wiseman	nwiseman@cchsg.com
Head of Physics	Mr Stebbings	dstebbing@cchsg.com
Psychology	Ms McKenna	smckenna@cchsg.com
Head of Science	Dr Cox	ncox@cchsg.com

## Recording Progress in Year 10 2019-20

Your daughter's attainment and progress in it will be measured using the GCSE Grades 9 to 1.

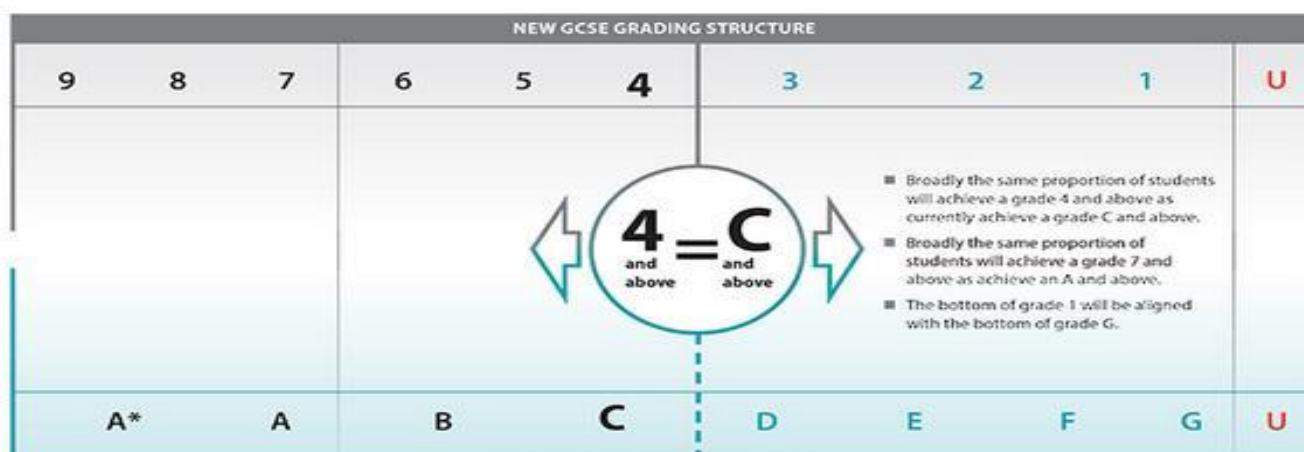
In the autumn term each student will be issued with a School Target Measure (GCSE Grade) for each subject. GCSE Grades (9-1) are in line with the reformed examination specifications for GCSE and are generated from the FFT Aspire database. This database uses the school context and Key Stage 2 information to provide an indication of the GCSE Grade the student should achieve at the end of Year 11. We take these grades as a starting point, but also take into consideration progress in years 7, 8 and 9.

Progress Checks and School Reports issued during Year 10 will provide a Working at Measure (GCSE Grade) for each subject that will be generated as a result of the consideration of the classwork, homework, assessment tasks and in-school examinations carried out by the student. It suggests the GCSE grade the subject teacher considers the student will achieve in their GCSE at the end of the GCSE course if they continue to work in the current manner.

School Examination Results will provide the Progress Measure (GCSE Grade) the student achieved in the assessment set by the subject. All students in the year group studying a subject will sit the same assessment during the Year 10 Examinations in the spring term.

GCSE Grades (9-1) are in line with the reformed examination specifications for GCSE.

## Grading the New GCSEs in 2017



The chart above shows the link between the reformed GCSE (9-1) grades and the recently used GCSE (A\*-G) grades with which you are probably more familiar.

In the autumn term each student will be issued with a School Target Measure for each subject. The School Target Measure for each subject is generated for each student using Fischer Family Trust (FFT) estimates from KS2 and/or CAT Tests and considering progress at KS3.

Progress Checks and School Reports issued during Year 10 will provide a Working at Measure for each subject that will be generated as a result of the consideration of the classwork, homework, assessment tasks and in-school examinations carried out by the student. It suggests the **GCSE**



**grade** the subject teacher considers the student **will achieve in their GCSE at the end of the GCSE course if they continue to work in the current manner.**

School Mock Examination Results will provide the Progress Measure (GCSE Grade) the student achieved in the assessment set by the subject. All students in the year group studying a subject will sit the same assessment during the Year 10 Mock Examinations in the spring term.

### **Attitude to Learning**

After each progress check students will also be issued with an Attitude to Learning Measure (ATL) which indicates the current approach they are taking towards their studies. They will be issued with a measure between 1 and 4; the descriptors of which can be found below:

- 1 – Attitude to learning is outstanding
- 2 – Attitude to learning is good
- 3 – Attitude to learning requires improvement
- 4 – Attitude to learning is unsatisfactory

### **Examinations**

If there are any circumstances you feel may affect your daughter's examination performance please ensure that you have informed Mrs Mandal our Examinations Officer. Mrs Mandal can be contacted by telephone on 01206 576973 or via email at [smandal@cchsg.com](mailto:smandal@cchsg.com). If your daughter is ill on the day of the examination Mrs Mandal must be informed that day and a letter from her GP is required for the school to be able to apply for special considerations.

**Year 10 Curriculum Outline 2019/20**

The table below provides an outline of which topics/modules are planned to be taught in each of the three terms across the year. The topics/modules may not be taught in the order listed, but should be taught during the term outlined.

Subject	Autumn Term	Spring Term	Summer Term
Art and Design (GCSE) Pearson Edexcel 1FA0	<p><b>TOPIC: SIGNS AND SYMBOLS</b>  <b>Key Skills: objective observation, media &amp; annotation –mark making including. painting, drawing, printmaking, mixed media, collage/montage, photography and computer aided image manipulation.</b></p> <ul style="list-style-type: none"> <li>• Generating ideas, visual research, developing &amp; refining original source material</li> <li>• linking contextual studies</li> <li>• extending and refining ideas</li> <li>• meeting assessment objectives</li> <li>• experimenting with different materials and techniques</li> <li>• resolving problems</li> <li>• realising ideas / presenting final work</li> </ul>	<p><b>TOPIC: YEAR 10 MOCK EXAM</b>  <b>Key Skills: working with independence/ understanding effective examination preparation and planning to meet assessment criteria</b></p> <ul style="list-style-type: none"> <li>• how to generate interesting/original ideas</li> <li>• understanding controlled assessment</li> <li>• impact/presentation</li> <li>• preparation studies for mock examination</li> <li>• gallery visit / contextual links</li> <li>• reflection for progression</li> <li>• personal outcome(s)</li> </ul>	<p><b>TOPIC: THEMATIC COMPONENT</b>  <b>Key Skills: media selection/ critical reflection/contextual/cultural understanding/sculpture/3D construction</b></p> <ul style="list-style-type: none"> <li>• portfolio development</li> <li>• printmaking</li> <li>• 3D outcome</li> <li>• preparing for end of year assessment and maximising impact and presentation</li> <li>• Vanitas</li> </ul> <p>Introduce thematic summer project before the end of term (The Human Condition) summer project development</p>
Biology (GCSE) Pearson Edexcel 1BIO	<ul style="list-style-type: none"> <li>• Homeostasis continued</li> <li>• osmoregulation</li> <li>• enzymes</li> </ul>	<ul style="list-style-type: none"> <li>• DNA, variation and inheritance</li> <li>• cell division and genetic modification</li> </ul>	<ul style="list-style-type: none"> <li>• Evolution</li> <li>• Ecosystems and interdependence</li> </ul>
Chemistry (GCSE) Pearson Edexcel 1CHO	<ul style="list-style-type: none"> <li>• basic concepts</li> <li>• separating and purifying</li> <li>• acids</li> <li>• mole calculations</li> <li>• structure and bonding</li> <li>• gases</li> </ul>	<ul style="list-style-type: none"> <li>• earth and the atmosphere</li> <li>• organic chemistry 1 (hydrocarbons)</li> <li>• organic chemistry 2 (fuels)</li> <li>• ionic equations and precipitation</li> <li>• reactivity series and metals</li> </ul>	<ul style="list-style-type: none"> <li>• electrolysis</li> <li>• organic chemistry 3 (polymers)</li> <li>• organic chemistry 4 (alcohols and carboxylic acids)</li> </ul>

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Computer Science (GCSE) OCR J276	<ul style="list-style-type: none"> <li>• 2.3 Producing robust programmes</li> <li>• 1.4 Wired and wireless networks</li> <li>• 2.6 Data representation</li> <li>• 1.5 Network topologies, protocols and layers</li> <li>• 1.7 Systems software – utility software</li> </ul>	<ul style="list-style-type: none"> <li>• 1.7 Systems software – utility software</li> <li>• 1.6 System security</li> <li>• Exam preparation</li> <li>• Year 10 Examination process</li> </ul>	<ul style="list-style-type: none"> <li>• System development life cycle</li> <li>• Process for success</li> <li>• Programming skills audit</li> <li>• Programming project (former NEA)</li> <li>• 1.8 Ethical, legal, cultural &amp; environmental issues</li> </ul>
Drama (GCSE) WJEC 3690QS	<p>An introduction to the course. Practitioners and Genres:</p> <p>Stanislavski - Realism            Brecht – Alienation, didactic theatre and gestus            Physical Theatre            Musical Theatre</p> <p>Student led practitioner/genre research:</p> <p>Emma Rice – Finding new ways to produce popular works            Berkoff and Subverting theatrical convention            Artaud and Theatre of Cruelty            Craig and pure emotion/arrested development            Boal – Theatre of the Oppressed            Grotowski – Poor Theatre            Maeterlinck – Theatre of Symbolism            Meyerhold – Non naturalism in a realistic play            Peter Brook – Empty Theatre            T.I.E            Using stimulus material to create theatre</p>	<p>Study of Set Text for Section A of the Examination</p> <p>Section B – Review writing</p>	<p>Launch of Devised piece – planning, preparation, rehearsal and collecting evidence.</p>

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Subject	Autumn Term	Spring Term	Summer Term
English (GCSE) Language AQA 8700 Literature AQA 8702	<ul style="list-style-type: none"> <li>• 'An Inspector Calls' preparation for Literature Paper 2</li> <li>• Poetry anthology 'Power and Conflict' – 7 poems plus unseen poetry – preparation for Literature Paper 2</li> </ul>	<ul style="list-style-type: none"> <li>• Year 10 examination – Language Paper 1</li> <li>• Complete 'Power and Conflict' poetry anthology, plus unseen poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Non-fiction texts plus non-fiction writing – preparation for Language Paper 2</li> <li>• 'Romeo and Juliet' – preparation for Literature Paper 1</li> </ul>
French (GCSE) AQA 8658 French Higher Textbook OUP	<ul style="list-style-type: none"> <li>• Revision of grammar from Years 7, 8 and 9 and baseline assessment</li> <li>• Grammar extension to GCSE requirements</li> <li>• Writing and translation practice for each topic</li> <li>• Role play practice for each topic</li> </ul> <p><b>Theme 1: Identity and culture</b></p> <p>Relationships with family and friends</p> <p>(Weekly vocabulary tests and regular translation practice throughout)</p>	<p><b>Theme 2: Local, national, international and global areas of interest</b></p> <p>Home, town, neighbourhood and region</p> <p><b>Year 10 Examinations</b></p> <p>(Weekly vocabulary tests and regular translation practice throughout)</p>	<p><b>Theme 3: Current and future study and employment</b></p> <p>My studies</p> <p><b>Theme 1: Identity and culture</b></p> <p>Free-time Activities (Music, Cinema and TV)</p> <p>(Weekly vocabulary tests and regular translation practice throughout)</p>
Geography (GCSE) AQA 8035	<p>Urban Issues &amp; Challenges</p> <ul style="list-style-type: none"> <li>• Urban development in an LIC/NEE</li> <li>• Urban development in an HIC</li> <li>• Urban sustainability</li> </ul>	<p>Physical Landscapes in the UK –</p> <ul style="list-style-type: none"> <li>• Coastal processes and geomorphology</li> <li>• Coastal management</li> <li>• Rivers processes and geomorphology</li> <li>• Flood risk and river management</li> </ul>	<p>Geographical Applications</p> <p>Geographical Fieldwork (including x2 days fieldwork)</p> <p>The Changing Economic World</p> <ul style="list-style-type: none"> <li>• Globalisation</li> </ul>

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Subject	Autumn Term	Spring Term	Summer Term
<p>German (GCSE) AQA 8668 German Higher text book OUP</p>	<ul style="list-style-type: none"> <li>● <b>Revision of grammar from Years 7, 8 and 9 and baseline assessment</b></li> <li>● grammar extension to GCSE requirements</li> <li>● writing and translation practice for each topic</li> <li>● role play practice for each topic</li> </ul> <p><b>Theme 1: Identity and Culture</b> Topic 1: Me, my family and friends Topic 2: Technology in everyday life Topic 3: Free-time activities Topic 4: Customs and festivals</p> <p><b>Writing tasks and Translation</b> <b>Weekly vocabulary tests</b></p>	<p><b>Theme 2: Local, national, international and global areas of interest.</b> Topic 5: Home town, neighbourhood and region</p> <p><b>Year 10 examinations</b></p> <p>Topic 6: Social issues. Charity / voluntary work, healthy living Topic 7: Environment, poverty / homelessness</p>	<p><b>Theme 2: Local, national, international and global areas of interest.</b> Topic 8: Holidays and travel, regions of Germany</p> <p><b>Theme 3: Current and future study and employment.</b> Topic 9: Life at school and college Topic 10: Jobs, career choices and ambitions</p> <ul style="list-style-type: none"> <li>● continuation of advanced grammar</li> <li>● writing tasks and translation practice for each topic</li> <li>● role play practice for each topic</li> </ul>
<p>History (GCSE) AQA 8145</p>	<ul style="list-style-type: none"> <li>● Escalation of conflict in Vietnam <ul style="list-style-type: none"> <li>○ The end of French colonial rule and the emergence of the Viet Cong</li> <li>○ The nature of and reasons for US involvement in Vietnam</li> <li>○ President Johnson's escalation of the war and: tactics used by both sides and why the Tet Offensive was a turning point in the conflict.</li> </ul> </li> <li>● The ending of the conflict in Vietnam <ul style="list-style-type: none"> <li>○ The war under President Nixon and how he tried to de-escalate US involvement</li> <li>○ Opposition to war and the reasons why the media coverage of the conflict is so controversial</li> <li>○ The end of the war and the reasons why the USA lost the conflict</li> </ul> </li> </ul>	<p>Britain: Health and the People (Paper 3)</p> <ul style="list-style-type: none"> <li>● Context for Medieval Period <ul style="list-style-type: none"> <li>○ Prehistoric</li> <li>○ Ancient Egyptians</li> <li>○ Ancient Greece</li> <li>○ Ancient Rome</li> </ul> </li> <li>● Medicine stands still <ul style="list-style-type: none"> <li>○ Medieval medicine</li> <li>○ Medical progress</li> <li>○ Public health in the Middle Ages</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● The beginnings of change <ul style="list-style-type: none"> <li>○ The impact of the Renaissance on Britain</li> <li>○ Dealing with disease</li> <li>○ Prevention of disease</li> </ul> </li> <li>● A revolution in medicine <ul style="list-style-type: none"> <li>○ Advances in medical science in nineteenth century Britain</li> <li>○ Improvements in public health</li> </ul> </li> <li>● Modern medicine <ul style="list-style-type: none"> <li>○ Modern treatment of disease</li> <li>○ The impact of war and technology on surgery</li> <li>○ Modern public health</li> </ul> </li> </ul>

Year 10 Essential Information

Subject	Autumn Term	Spring Term	Summer Term
Latin (GCSE) OCR J282	<ul style="list-style-type: none"> <li>• Grammar revision</li> <li>• Translations using GCSE style and level</li> <li>• Second literature set text</li> </ul>	<ul style="list-style-type: none"> <li>• Complete grammar revision with focus on translation work</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive revision of all Units</li> </ul>
Mathematics (GCSE) Pearson Edexcel 1MA1	8) transformations and constructions (Edexcel SOW Unit 8): 8.1 3D solids 8.2 Reflection and rotation 8.3 Enlargement 8.4 Transformations and combinations of transformations 8.5 Bearings and scale drawings 8.6 Constructions 1 8.7 Constructions 2 8.8 Loci 9) Equations and inequalities (Edexcel SOW Unit 9): 9.1 Solving quadratic equations 1 9.2 Solving quadratic equations 2 9.3 Completing the square 9.4 Solving simple simultaneous equations 9.5 More simultaneous equations 9.6 Solving linear and quadratic simultaneous equations 9.7 Solving linear inequalities 10) Probability (Edexcel SOW Unit 10): 10.1 Combined events 10.2 Mutually exclusive events 10.3 Experimental probability 10.4 Independent events and tree diagrams 10.5 Conditional probability 10.6 Venn diagrams and set notation	11) Multiplicative reasoning (Edexcel SOW Unit 11): 11.1 Growth and decay 11.2 Compound measures 11.3 More compound measures 11.4 Ratio and proportion 12) Similarity and congruence (Edexcel SOW Unit 12): 12.1 Congruence 12.2 Geometric proof and congruence 12.3 Similarity 12.4 More similarity 12.5 Similarity in 3D solids 13) More trigonometry (Edexcel SOW Unit 13): 13.1 Accuracy 13.2 Graph of the sine function 13.3 Graph of the cosine function 13.4 The tangent function 13.5 Calculating areas and the sine rule 13.6 The cosine rule and 2D trigonometric problems 13.7 Solving problems in 3D 13.8 Transforming trigonometric graphs 1 13.9 Transforming trigonometric graphs 2	14) Further statistics (Edexcel SOW Unit 14): 14.1 Sampling 14.2 Cumulative frequency 14.3 Box plots 14.4 Drawing histograms 14.5 Interpreting histograms 14.6 Comparing and describing populations 16) Circle theorems (Edexcel SOW Unit 16): 16.1 Radii and chords 16.2 Tangents 16.3 Angles in circles 1 16.4 Angles in circles 2 16.5 Applying circle theorems  NOTE: As well as the above, sets 1 and 2 will study elements of the OCR FSMQ Additional Mathematics course (6993) with a view to entering for the qualification in year 11 (on a voluntary basis and with the agreement of teaching staff)

Year 10 Essential Information

Subject	Autumn Term		Spring Term		Summer Term	
Music (GCSE) Edexcel 1MU0	<p><b>Component 1 – Performing</b></p> <p>Students prepare for class solo performance</p> <p><b>Component 2 – Composition</b></p> <p>How to Compose – introduction to composition through workshops and using Sibelius &amp; GarageBand                      Waltz Composition</p> <p><b>Component 3 – Appraising</b></p> <p>Listening Skills                      Set work study and related listening:</p> <p>Schwartz: <i>Defying Gravity</i>                      Beethoven: <i>Pathetique Sonata</i></p>		<p><b>Component 1 – Performing</b></p> <p>Continued solo performance                      Small ensemble performances</p> <p><b>Component 2 – Composition</b></p> <p>Developing Music Ideas through composition                      Continued composing to set briefs</p> <p><b>Component 3 – Appraising</b></p> <p>Set works studied:</p> <p>Queen: <i>'Killer Queen' (from the album Sheer Heart Attack)</i></p>		<p><b>Component 1 – Performing</b></p> <p>Preparation for end of term performance and Ensemble performance at the beginning of Year 11.</p> <p><b>Component 2 – Composition</b></p> <p>Continued composing to set briefs</p> <p><b>Component 3 – Appraising</b></p> <p>Set works studied:</p> <p>Bach: <i>Brandenburg Concerto No.5</i>                      H. Purcell: <i>'Music for a While'</i></p>	
PE (GCSE) AQA 8582	<p>Theory</p> <ul style="list-style-type: none"> <li>• Skeletal System</li> <li>• Muscular System</li> <li>• Movement Analysis</li> <li>• Respiratory System</li> <li>• Circulatory System</li> <li>• Aerobic &amp; anaerobic</li> </ul>	<p>Practical</p> <p>Netball</p> <p>Trampolining</p> <p>Cross country/athletics</p> <p>Climbing</p>	<p>Theory</p> <ul style="list-style-type: none"> <li>• The immediate &amp; short term effects of exercise</li> <li>• Recovery</li> <li>• Long term effects of exercise</li> <li>• Components of fitness</li> <li>• Fitness Testing</li> <li>• Principles of training</li> </ul>	<p>Practical</p> <p>Netball</p> <p>Trampolining</p> <p>Cross country/athletics</p> <p>Climbing</p>	<p>Theory</p> <ul style="list-style-type: none"> <li>• Methods of training</li> <li>• Training seasons</li> <li>• Prevention of injury</li> <li>• Health &amp; Fitness</li> <li>• Obesity</li> <li>• Somatotypes</li> <li>• Diet and Nutrition</li> </ul>	<p>Practical</p> <p>Athletics</p> <p>Swimming</p> <p>Climbing</p>

Subject	Autumn Term	Spring Term	Summer Term
PSHCE	<ul style="list-style-type: none"> <li>• Great Expectations</li> <li>• Target Grades</li> <li>• Teen Sleep</li> <li>• Body Image</li> <li>• Careers 10.1 – Starting to build a dazzling portfolio</li> <li>• Apprenticeships Talk</li> <li>• Careers 10.2 Creating a CV (1)</li> <li>• Careers 10.3 – Creating a CV (2)</li> <li>• Progress Check 1</li> <li>• Careers 10.4 Introduction to Interviews</li> <li>• Progress Check 1</li> <li>• E-Safety Talk</li> <li>• Revision Techniques</li> <li>• RE Mock Examination</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health Lesson 1</li> <li>• Jack Petchey Speak Out</li> <li>• Jack Petchey Speak Out Final</li> <li>• Progress Check 2</li> <li>• Mental Health Lesson 2</li> <li>• Wellbeing/Mindfulness</li> <li>• Year 10 Examinations Week 1</li> <li>• Year 10 Examinations Week 2</li> <li>• SRE1</li> <li>• SRE Talk External Speakers</li> <li>• Review of mock examinations</li> <li>• SRE 2</li> </ul>	<ul style="list-style-type: none"> <li>• SRE3</li> <li>• RE Revision</li> <li>• RE Revision</li> <li>• RE Exam</li> <li>• Form Choice of Topic</li> <li>• Drugs Box</li> <li>• Homophobia</li> <li>• Relationships</li> <li>• Report Reading</li> <li>• Consumerism</li> <li>• First Aid</li> <li>• PC3</li> <li>• Activities Week</li> </ul>
Psychology (GCSE) Pearson Edexcel 1PS0	<p><b>Core Topic 5: Social influence – How do others affect you?</b></p> <ul style="list-style-type: none"> <li>• The key features of obedience, conformity, deindividuation, bystander effect</li> <li>• The factors affecting bystander intervention, including: personal factors + situational factors</li> <li>• Conformity to majority influence and factors affecting conformity to majority influence, including: personality and situation</li> <li>• Obedience to authority and factors affecting obedience to authority figures, including personality and situation</li> <li>• The behaviour of crowds and the individuals</li> </ul>	<p><b>Core Topic 4: The brain and neuropsychology – How does your brain affect you?</b></p> <ul style="list-style-type: none"> <li>• The structure and function of the brain, including – temporal, occipital, frontal, parietal lobes and the cerebellum.</li> <li>• Knowledge of the lateralisation of function in the hemispheres, e.g. role of the left hemispheres</li> <li>• The Strengths and weaknesses of lateralisation as an explanation of sex differences between males and females</li> <li>• The function of neurons and synapses including how neurons and synapses interact</li> <li>• The role of the central nervous system</li> <li>• The impact of neurological damage on cognitions and behaviour, including: ‘visual agnosia’ and ‘prosopagnosia’ and their symptoms</li> </ul>	<p><b>Option Topic 8: Perception – How do you interpret the world around you?</b></p> <ul style="list-style-type: none"> <li>• Knowledge, examples of, and the reasons for, monocular and binocular depth cues:</li> <li>• visual cues for example - superimposition</li> <li>• Knowledge, examples of, and the reasons for, visual constancies, to include; shape, colour, size</li> <li>• The Direct Theory of Perception (Gibson, 1996) including; sensory input, optic flow, invariants and affordances and the strengths and weaknesses of Gibson.</li> <li>• Constructivist Theory of Perception (Gregory, 1970) including sensory input, perceptual hypothesis, inferences, prior knowledge and the strengths and weaknesses of Gregory.</li> </ul>



Year 10 Essential Information

	<ul style="list-style-type: none"> <li>• within them and the effect of collective behaviour, including pro- and anti-social behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of damage to the pre-frontal cortex</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Subject</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
Psychology (GCSE) Pearson Edexcel 1PS0  Continued	<ul style="list-style-type: none"> <li>• The possible ways to prevent blind obedience to authority figures</li> </ul>	<ul style="list-style-type: none"> <li>• The key studies of Damasio et al (1994) The Return of Phineas Gage: Clues</li> <li>• About the Brain from the Skull of a Famous Patient and Sperry (1968) Hemisphere Deconnection and Unity in</li> <li>• Conscious Awareness</li> <li>• The issue of how psychology has changed over time in relation to knowledge of the brain.</li> </ul>	<ul style="list-style-type: none"> <li>• The effects of motivation, expectation, emotion and culture on perceptual set</li> <li>• The key studies of Haber and Levin (2001) and Carmichael, Hogan and Walter (1932)</li> <li>• Revision for examinations</li> </ul>
Religious Studies (GCSE) OCR J625	<p><b>Religion, philosophy and ethics in the modern world from a Christian perspective continued:</b></p> <p>Dialogue between religious and non-religious beliefs and attitudes</p>	<p><b>Religion, philosophy and ethics in the modern world from a Christian perspective continued:</b></p> <p>The existence of God, gods and ultimate reality</p> <p>Religion, peace and conflict</p>	<p>Exam practice and revision</p> <p><i>Sit GCSE exams</i></p>



## Yr 10 Homework timetable 2019-20

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
	Mathematics (ALL)		English (ALL)	Mathematics (ALL)	English (ALL)
	Block C Computing (MHW), Drama (MCU), French (KOL), Geography (NKE), German (ADA), History (IPZ), Psychology (KPH)	Block A French (SSN), Geography (MHO), German (ADA), History (IPZ), Latin (BHO), PE (SBA), Psychology (SMC)	Block B Art (MSA), Art (JHE), Geography (NKE), German (ECE), History (SSA), History (KKI), Latin (MDO), Music (MUL)		
<b>AA</b>		Physics (DST)	Biology (IMA)	Chemistry (CVA)	RE (AJU)
<b>BB</b>		Chemistry (DBA)	RE (AJU)	Biology (IMA)	Physics (DST)
<b>CC</b>	RE (MSU)			Physics (MJO)	Biology (MSE), Chemistry (HWA)
<b>DD</b>	RE (MSU)		Physics (MJO)	Chemistry (HWA)	Biology (CBR)
<b>EE</b>	RE (MHO)		Biology (BYE)	Physics (NCO)	Chemistry (ANE)
<b>FF</b>	Physics (NCO)		Biology (MUK)	Chemistry (DBA)	RE (DFR)

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
	Block B Art (MSA), Art (JHE), Geography (NKE), German (ECE), History (SSA), History (KKI), Latin (MDO), Music (MUL)	English (ALL)	Mathematics (ALL)	Block A French (SSN), Geography (MHO), German (ADA), History (IPZ), Latin (BHO), PE (SBA), Psychology (SMC)	Mathematics (ALL)
	Block C Computing (MHW), Drama (MCU), French (KOL), Geography (JKI), German (ADA), History (IPZ), Psychology (KPH)				English (ALL)
<b>AA</b>	Physics (DST)	Biology (IMA)	RE (AJU)	Chemistry (CVA)	
<b>BB</b>		Physics (DST)	Biology (IMA)	Chemistry (DBA)	RE (AJU)
<b>CC</b>	RE (MSU)	Physics (MJO)	Chemistry (HWA)	Biology (MSE)	
<b>DD</b>		Biology (CBR), RE (MSU)	Chemistry (HWA)	Physics (MJO)	
<b>EE</b>	Physics (NCO)	RE (MHO)	Chemistry (ANE)	Biology (BYE)	
<b>FF</b>	Biology (MUK)	Physics (NCO)	Chemistry (DBA)	RE (DFR)	

## ATTENDANCE & PUNCTUALITY

### Expectations

- ▶ It is the responsibility of everyone to ensure good attendance.
- ▶ We expect students to attend every day that the school is open.
- ▶ Attendance for most students is actually between 98% -100%
- ▶ We monitor and review the attendance of all students constantly and will involve parents when attendance falls below expectations.

### Supporting Good Attendance

- ▶ **Phone** us as soon as possible to tell us why your daughter is absent, and when you expect her to return.
- ▶ Only grant days at home for **genuine** illness (please see the guide overleaf)
- ▶ If you notice a problem, contact us so that we can work together to resolve the issue. Pursuing the reason for non-attendance is important.
- ▶ Help your daughter to catch up with missed work

Please note that holidays taken in term time cannot be authorised.

### Punctuality

Daily lateness adds up:

- ▶ 5 minutes late      3 days lost per school year
- ▶ 10 minutes late      6.5 days lost per school year
- ▶ 15 minutes late      10 days lost per school year
- ▶ 20 minutes late      13 days lost per school year
- ▶ 30 minutes late      19 days lost per school year

Good punctuality is as important as good attendance.

A student who is late disrupts the tutor group at an important part of the day; morning tutor time is filled with timetabled activities. In addition students might also miss any announcements of importance to them.



What it's called	What it's like	Going to school	Getting treatment	More advice
Chicken Pox	Rash begins as small, red, flat spots; develop into itchy fluid-filled blisters	Yellow	Pharmacy	Back to school 5 days after onset of rash
Common Cold	Runny nose, sneezing, sore throat	Green	Pharmacy	Ensure good hand hygiene
Conjunctivitis	Teary, red, itchy, painful eye(s)	Green	Pharmacy	Try not to touch eye to avoid spreading
Flu	Fever, cough, sneezing, runny nose, headache, body aches & pain, exhaustion, sore throat	Yellow	Pharmacy	Ensure good hand hygiene
German Measles	Fever, tiredness. Raised, red, rash that starts on the face and spreads downwards	Red	GP	Back to school 6 days from onset of rash
Glandular Fever	High temperature, sore throat; usually more painful than any before, swollen glands	Green	GP	Child needs to be able to concentrate
Hand, Foot & Mouth Disease	Fever, sore throat, headache, small painful blisters inside the mouth on the tongue and gums (may appear on hands and feet)	Green	GP	Only need to stay off school if feeling too ill
Head Lice	Itchy scalp (may be worse at night)	Green	Pharmacy	No need to be off school, but please tell the school
Impetigo	Clusters of red bumps or blisters surrounded by area of redness.	Red	GP	Back to school when lesions crust or 48 hours after start of antibiotics
Measles	Fever, cough, runny nose and watery, inflamed eyes. Small red spots with white or bluish white centres in the mouth. Red, blotchy rash.	Red	GP	Back to school 4 days from onset of rash.
Ringworm	Red ring-shaped rash; may be itchy. May be dry and scaly or wet and crusty.	Green	GP	Back to school once treatment started
Scabies	Intense itching; pimple-like rash – all over body or, more commonly, between the fingers, wrists, elbows and arms.	Green	GP	Back to school after first treatment
Shingles	Pain, itching or tingling along the affected nerve pathway. Blister-type rash	Yellow	GP	Only stay off school if rash is weeping and cannot be covered
Sickness Bug/Diarrhoea	Stomach cramps, nausea, vomiting and diarrhoea.	Yellow	Pharmacy	See GP if symptoms persist after 48 hours.
Threadworms	Intense itchiness around anus.	Green	Pharmacy	Ensure good hand hygiene.
Tonsillitis	Intense sore throat	Green	Pharmacy	See GP if temperature lasts more than 48 hours or cannot swallow.
Whooping Cough	Violent cough, over and over, until child inhales with 'whooping' sound to get air into lungs.	Red	GP	Back to school after 5 days of antibiotics or 21 days from onset of illness.

See [www.patient.co.uk](http://www.patient.co.uk) for further information on each of these conditions.



This information is a guide and has been checked by health professionals, however, if you are unsure about your child's wellbeing we recommend you contact your Pharmacy or GP.

## PRACTICAL STRESS BUSTERS FOR TEENAGERS

DIET	<p>Eat healthily – make sure you have a balanced diet. Remember your 5 a day (full of antioxidants which can help reduce stress-driven unstable free radicals). Complex carbohydrates sustain long term energy levels and brain power. Eat breakfast. If you eat late, then eat light – no heavy meals before bed. You get out of your body what you put into it – junk in/junk out!</p>
WATER	<p>Keep hydrated; drinking plenty of fluid keeps your digestion healthy and moving. Carry a small bottle of water with you and refill when empty.</p>
SLEEP	<p>Your body needs rest. Have a good bedtime routine:</p> <ul style="list-style-type: none"> <li>• Avoid TV, games, Facebook, Instagram, phones, tablets etc., half an hour before bed as they are too stimulating.</li> <li>• TURN OFF PHONES – don't get distracted just before trying to get to sleep.</li> <li>• Read a book for 10 minutes or listen to quiet music.</li> <li>• Keep bedroom dark and quiet</li> <li>• Don't go to bed too late; you won't sleep if you are overtired.</li> </ul>
EXERCISE	<p>Do what you enjoy – running, cycling, aerobics, football, walking, swimming, yoga, pilates, playing drums(!) – use physical exercise to work off pent up feelings of irritation, annoyance, anger, frustration, aggression, etc.</p>
BAD HABITS/PROPS	<p>Recognise when you are tempted to use bad coping strategies, such as controlling your eating; they are not answers for dealing with stress – they just cause more anxiety: Your body is your best friend, treat it well – treat it with respect.</p>
SHARE	<p>Talk. Talk to someone about your problems - don't bottle up your feelings.</p>
PRACTICAL	<p>Use small exercises to ease physical tension – for instance stretch your shoulders front and back to loosen tense neck muscles. Take time for yourself – reading, seeing friends, hobbies, etc. Watch a funny show or crack a joke with a friend and notice how a little laughter can improve your entire mood. Sit or lie quietly with eyes closed:</p> <ul style="list-style-type: none"> <li>• Concentrate on your breathing</li> <li>• Breathe deeply but without force</li> <li>• Visualise yourself somewhere peaceful/safe/happy</li> <li>• Allow positive feelings to fill you from within</li> <li>• Use positive affirmation: 'I can' .... 'I am'</li> <li>• Open your eyes slowly, listening to external sounds, and get up gently.</li> <li>• YOU CAN USE THIS ANYWHERE, ANYTIME.</li> </ul>

**VALUE YOURSELF AND DON'T BE A VICTIM OF STRESS**

## Sources of Support

- EWMHS: <https://www.nelft.nhs.uk/services-ewmhs>
- Website for young people: <https://kooth.com/>
- Young Minds also have a parent helpline: <https://youngminds.org.uk/>
- Parent advice: <http://www.theministryofparenting.com/>
- Self- help CBT approaches [www.getselfhelp.co.uk](http://www.getselfhelp.co.uk)
- Childline [www.childline.org.uk](http://www.childline.org.uk) Tel: 0800 1111
- Samaritans [www.samaritans.org/how-we-can-help-you/contact-us](http://www.samaritans.org/how-we-can-help-you/contact-us) Tel: 116 123
- Youth Enquiry Service <https://www.yesyouthenquiryservice.org/>

## What to do?

- Talk to the young person and let them talk – they need you to listen and to understand
- Refer to your GP who may make a referral to EWMHS
- Young people can also self-refer to EWMHS if 14 or over