



YEAR 10 INFORMATION EVENING 2023



Results – Fantastic Attainment & Progress

ENGLISH – 91%

MATHS – 86%

BIOLOGY, CHEMISTRY & PHYSICS – 100%

11 other subjects had 90%+ grades 9–4

40% of our grades were Grades 9–7

Progress & Value Added at +0.60 (+0.29 in 2022, +0.13 in 2019)

High Expectations and High Standards



Home Learning – Online through Google Classroom

Planner

Uniform

Lates

Parental Forum

Working with the school together

Race for Life

Friday 15th September

Everyone has a reason to race.
Who will you race for?



On the day:



- A route will be mapped around the school for students to follow starting on the field.
- Period 5 - Leave bags in the main hall on their way to the field.
- Students will have 30 minutes to do as many laps as they want. They can run or walk.
- Horns or whistles will signal when there are 5 mins left so that students can get to the finishing funnel where they will receive a medal.
- Students need to come to school dressed in full PE kit.
- They can wear a removable fancy dress costume whilst participating.

JustGiving®



The Year Team

- ▶ **Mr. E Field** – Joint Head of Year
- ▶ **Miss H Ellis** – Joint Head of Year (returning Spring term)
- ▶ **Mrs. G Fernandes** – Assistant Head of Year
- ▶ **Mr. C Taylor** – Assistant Principal – Year 10 SLT Link
- ▶ **Mrs. R Dale–West** – KS4 Student Support Officer
- ▶ **Mrs. N Brown** – Behaviour Manager

Form Tutors:

10R	Mr. I Brotherton		10K	Mrs. S Parker
10H	Miss H Harris		10X	Mrs. A Ali / Miss S Lomas
10Q	Ms. S Woodward		10Y	Mr. T Mount
10G	Mrs. K Metzner		10M	Miss. K Dunn
10P	Ms. C Crabtree		10L	Miss. L Radley





Ways to contact the school

- **Telephone** – 01276 709050
- **Email** office@tomlincoteschool.com
Department contact
HOY10@tomlincoteschool.com
Head of Year

Structure of the School Day:

All Students will finish at the end of **Period 5** on a Friday. (14:15)



The
Prospect
Trust

Time	Period
08:30	Students on site
08:35 – 08:55	Tutor Time
09:00 – 09:50	Period 1
09:55 – 10:45	Period 2
10:45 – 11:00	Break
11:05 – 11:55	Period 3
12:00 – 12:55	Period 4
12:55 – 13:25	Lunch
13:25 – 14:15	Period 5
14:20 – 15:10	Period 6

Key Overview of the year:



October

- ▶ 20th – Inset Day
- ▶ 30th – Inset Day

December

- ▶ 1st – Report sent home
- ▶ 12th Assessment day

January

- ▶ 22nd – Work Experience info evening

February

- ▶ 9th – Inset Day
- ▶ 9th – 17th – Ski Trip

March

- ▶ 7th – Progress meeting (online)
- ▶ 25th – 28th – Exam week 1

April

- ▶ 15th – 19th – Exam week 2

May

- ▶ 3rd – Report sent home

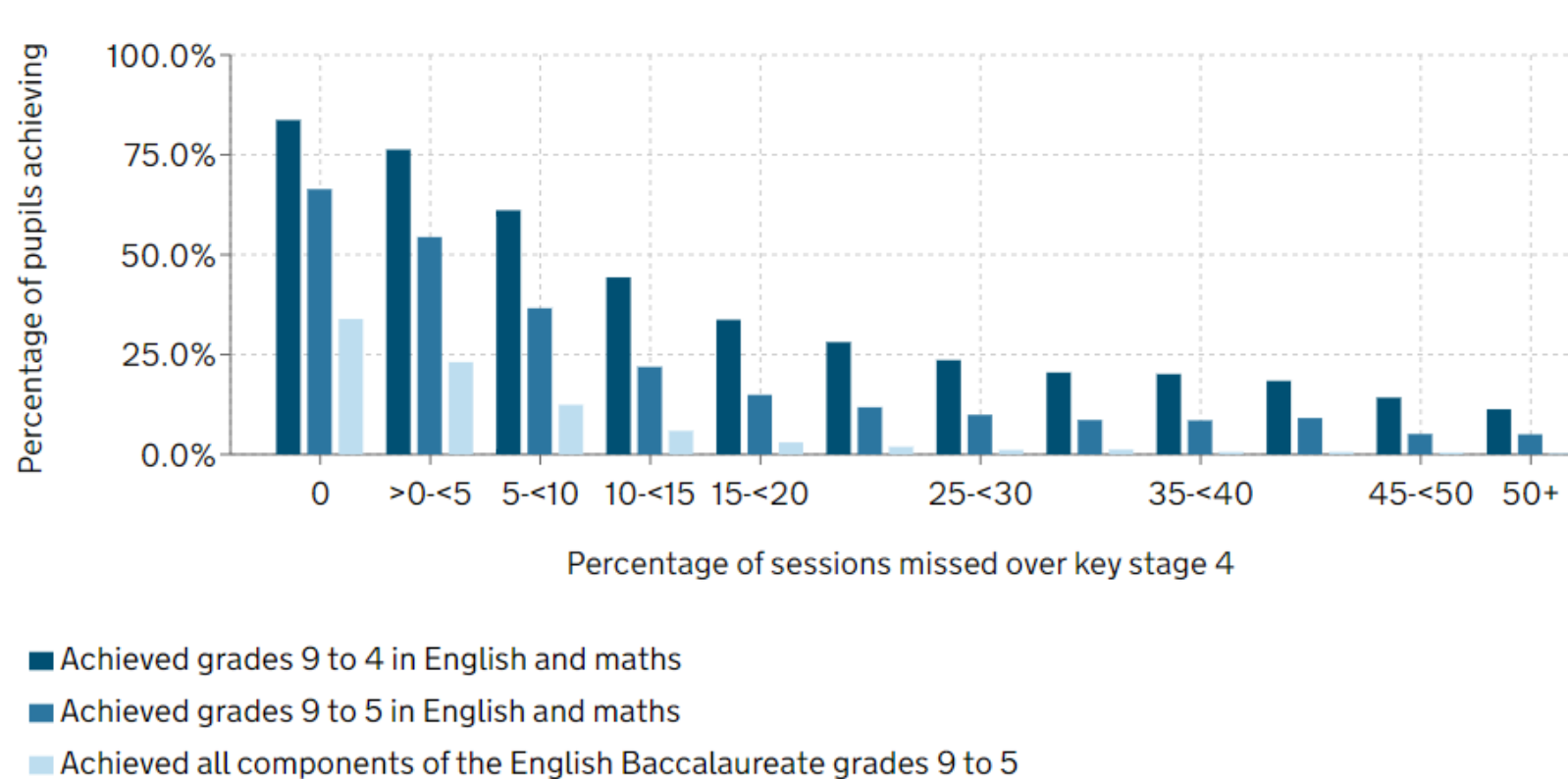
June

- ▶ 5th – Inset Day
- ▶ 17th – 21st Work Experience week

Supporting Year 10 Students

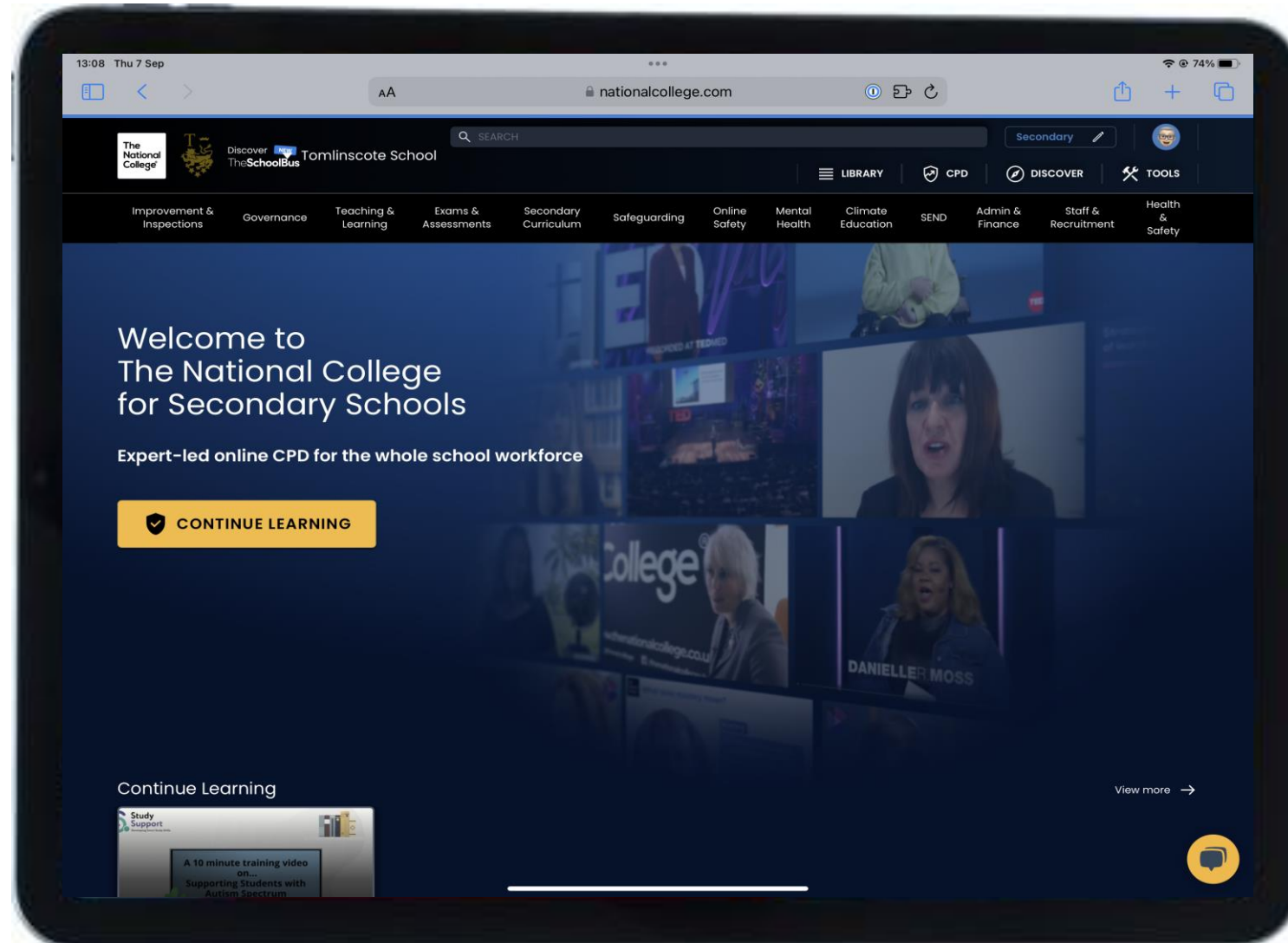
- ▶ Exam Pressures
- ▶ Attendance
- ▶ Influences of social media

Figure 6: Overall attainment in stated qualifications at the end of KS4 by percentage of sessions missed over KS4





Keeping Children Safe Online





National Online Safety
#WakeUpWednesday

12 Social Media Online Safety Tips FOR CHILDREN WITH NEW DEVICES

With Christmas only a few weeks away, many of you will be using social media to share your excitement with friends and family. Being active on social media is a great way to show others how much fun you're having, but it's important that you know how to use these apps safely and securely so that bad things don't happen. By following our safety tips below, you can make sure that your personal information stays private, your postings are positive and that your social media use overall is responsible, healthy and most of all enjoyable.

- DON'T ACCEPT FRIEND REQUESTS FROM STRANGERS**
Make sure that you set your profile to private so that people you don't know can't find you online. Always tell a trusted adult if a stranger or somebody you don't know sends you a message or a friend request.
- NEVER SHARE YOUR PERSONAL INFORMATION WITH PEOPLE YOU DON'T KNOW**
Keep your personal information personal. Sometimes people online aren't always who they say they are and might ask you to share things that you don't feel comfortable sharing.
- DON'T SHARE EMBARRASSING PHOTOS OR VIDEOS OF OTHERS ONLINE**
This could really upset them and could get you into a lot of trouble. Always think twice before posting anything on social media and treat people online as you would in real life.
- NEVER SEND NAKED PICTURES OF YOURSELF TO OTHERS**
This is illegal if you are under 18 and you could get into trouble with the Police. If you are being pressured by someone, always say no and tell a trusted adult. Even if you think it is innocent fun, the photo could be shared with other people and you won't be able to control who else sees it.
- CREATE A POSITIVE ONLINE REPUTATION**
Always be kind and polite when posting comments on social media and only upload pictures and videos of things you are proud of. This forms part of your digital footprint. Everything you do online can be tracked and monitored and could affect what people think of you in real life if it is negative.
- LIMIT YOUR SCREEN TIME**
Social media can be addictive, and it is easy to keep checking newsfeeds or your notifications every 5 minutes which can affect your behaviour and stop you from doing other things. Remember to only use your phone at certain times of the day, turn notifications off at bedtime and go out and have as fun as much as possible. This will keep you fit and healthy and make you appreciate there's more to life than just what's on social media.
- BLOCK ONLINE BULLIES**
Sometimes people might say nasty things to you online or post offensive comments on your pictures or videos. If this happens, always tell a trusted adult who will help you block them from your profile and support you in taking further action.
- REPORT INAPPROPRIATE CONTENT**
If you see something on social media that you don't like, offends you or upsets you, you should always report it to a trusted adult. You should also report it to the social media app who will be able to remove the content if it is against their user policy and can block the person who posted it.
- ONLY USE APPS WHICH YOU ARE OLD ENOUGH TO USE**
Before downloading any new social media app, always check the age-rating. If you need help, ask your parent or carer to make sure that the app is safe for you to use and never download anything which you are too young for as it may contain content that isn't safe for you to see.
- ALWAYS SECURE ALL YOUR SOCIAL MEDIA PROFILES WITH A PASSWORD *******
This will help to keep your private information safe and won't allow others to access your profiles without your permission. Make sure your passwords are memorable and personal to you but something which other people can't guess, and always share them with your parents just in case you forget them.
- ASK PARENTS TO SET-UP 'PARENTAL CONTROLS' FOR SOCIAL MEDIA**
When you download a social media app, you should always ask a trusted adult to help you set it up for the first time. This will help you control who sees what you post, who can contact you and make sure you are able to enjoy using the app safely and securely.
- ALWAYS TALK TO YOUR TRUSTED ADULT IF SOCIAL MEDIA IS MAKING YOU UNHAPPY**
Sometimes, social media can make us feel bad about ourselves or sad that we aren't the same as someone else or doing the same things as someone else. Remember, if you ever feel this way, it's really important to talk to your trusted adult(s) like your parents, carers, other adult family members or a teacher, all of whom will be able to support you and discuss your feelings with you to help make you feel better.



www.nationalonlinesafety.com Twitter: @natonlinesafety Facebook: /NationalOnlineSafety

At National Online Safety, we believe in empowering parents, carers and trusted adults with the information to hold an informed conversation about online safety with their children, should they feel it is needed. This guide focuses on one of many issues which we believe trusted adults should be aware of. Please visit www.nationalonlinesafety.com for further guidance, hints and tips for adults.

What Parents & Carers Need to Know about SOCIAL MEDIA & MENTAL HEALTH

An estimated one-third of children have a social media account, so it's important that trusted adults know what content young people are consuming, what they're posting and the interactions they're having. On social media, it can be easy to go down 'rabbit holes' that aren't beneficial to our wellbeing. As platforms grapple with managing such 'legal but harmful' content, lives are being impacted – sometimes to tragic effect. We might be daunted by the scale of the tech giants and their content which so enraptures young people, but we can still help children to be aware of their mental wellness, recognising when something isn't OK... and knowing what to do about content that upsets them.

- 1. UNDERSTAND THE ALGORITHM**
Algorithms rank content by user interest: someone who regularly interacts with sports news, say, will see the latest results at the top of their feed. Likewise, if a user browses content that causes harm, that's what will be recommended to them in future. Someone who's had a bad day and looks for posts which reflect their mood will find similar content being suggested to them more and more.
- 2. AVOID THE MAIN FEEDS**
Avoiding the default feeds on social media platforms limits the amount of recommended content that's shown. Users can opt to only scroll through the accounts they follow, use restricted modes, or highlight posts that they don't want to see more of. Explore the platform safety settings to see how you can take control of what your child's phone shows them when they open the app.
- 3. DISCUSS WHAT THEY'VE SEEN**
Chatting about what your child's seen online keeps you aware of the content they're interacting with. Don't assume that platforms are screening out inappropriate material, or even that your child would recognise content as being harmful. Discuss who they follow, what posts they like and what comes up in their feeds. If alarm bells ring, it could be time for a more in-depth talk or to seek support.
- 4. LEARN HOW TO HIDE CONTENT**
If your child stumbles across unreliable content on social media, there's the option to hide that post as well as indicating you'd prefer any similar material not to be suggested in future. On some platforms, you might also be able to block posts that contain specific words, which is an excellent way to start taking control of what your child sees online.
- 5. SET DAILY LIMITS**
Phones and most apps can tell you how much they're being used. Spending too long online can mean a child misses out on other activities that are important to all-round wellbeing. You could set some family rules – for everyone to follow – around device use, such as screen time limits and tech-free spaces. Involving your child in creating this agreement makes them more likely to stick to it.
- 6. MONITOR THEIR ACTIVITY**
Keeping a discreet eye on how your child is using social media can help ensure they're not entering potentially dangerous situations. As they grow up, of course, children need space to exercise their independence – but you can still occasionally ask to see what they're looking at. Be transparent about your own social media use and try not to sound judgemental about your child's.
- 7. TURN OFF PUSH NOTIFICATIONS**
Even for adults, it's tempting to check an email or message as soon as the alert sound pings. Push notifications encourage people to open their apps and spend time on their device, so turning them off will help your child to practise mindful use of tech. Most of us have other things that we need to focus on as a priority – and those notifications will still be there later, when we have more time.
- 8. USE DEVICES TOGETHER**
Giving children internet-enabled devices and complete freedom to explore platforms on their own can result in exposure to hugely damaging content. You could consider making a particular area of the house a designated space to use phones, tablets and so on – making it much easier to monitor what content your child is viewing and (if necessary) steer them away from any potentially harmful paths.
- 9. ENCOURAGE OTHER ACTIVITIES**
Mental health professionals often highlight the importance of exercise, quality time with loved ones, a balanced diet and restful sleep for our mental wellbeing. Spending hours on social media can displace us from other activities that our brains need to feel well – so encouraging your child to put down their phone and enjoy something that doesn't involve a screen can be immensely beneficial.
- 10. TALK ABOUT PEER PRESSURE**
Most platforms default children's accounts to private, so only people they've accepted as friends can see their posts. This reduces the risk of bullying or unkind comments, but – just like offline life – the digital world can still make children feel as if they need to act or look a certain way to fit in. Talk to your child about peer pressure, and listen to any concerns so you can provide the support they need.

Meet Our Expert
Shazia Sarwar-Azmi is executive headteacher at a specialist primary school and, as an emotional therapy coach, works with school leaders to focus on the SEND, mental health and wellbeing agenda. A passionate advocate for vulnerable learners, Shazia is a fellow of the Chartered College of Teaching and the author of The Rainbow Within, a book which supports children with SEND needs.



NOS National Online Safety
#WakeUpWednesday

www.nationalonlinesafety.com @natonlinesafety /NationalOnlineSafety @nationalonlinesafety

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ENGLISH



Skills

Mastery in Year 11

- Consistent independent retrieval practice of text studied.
- A critical and exploratory response to text.
- Sophisticated application of the GCSE assessment objectives.
- Consideration and interpretation of alternative readings.

Mastery in Year 10

- Confident recall of knowledge and skills built in key stage three
- Constructing a fully developed argument
- Clear understanding of the application of the assessment objectives in GCSE
- Building an independent approach to learning and wider reading

Mastery in Year 9

- Identify writers' methods and purposes and suggest interpretations and effect.
- Use context to inform vocabulary and imagery.
- Create narrative writing developing the craft of structural and descriptive devices.
- Create a convincing and sustained argument.

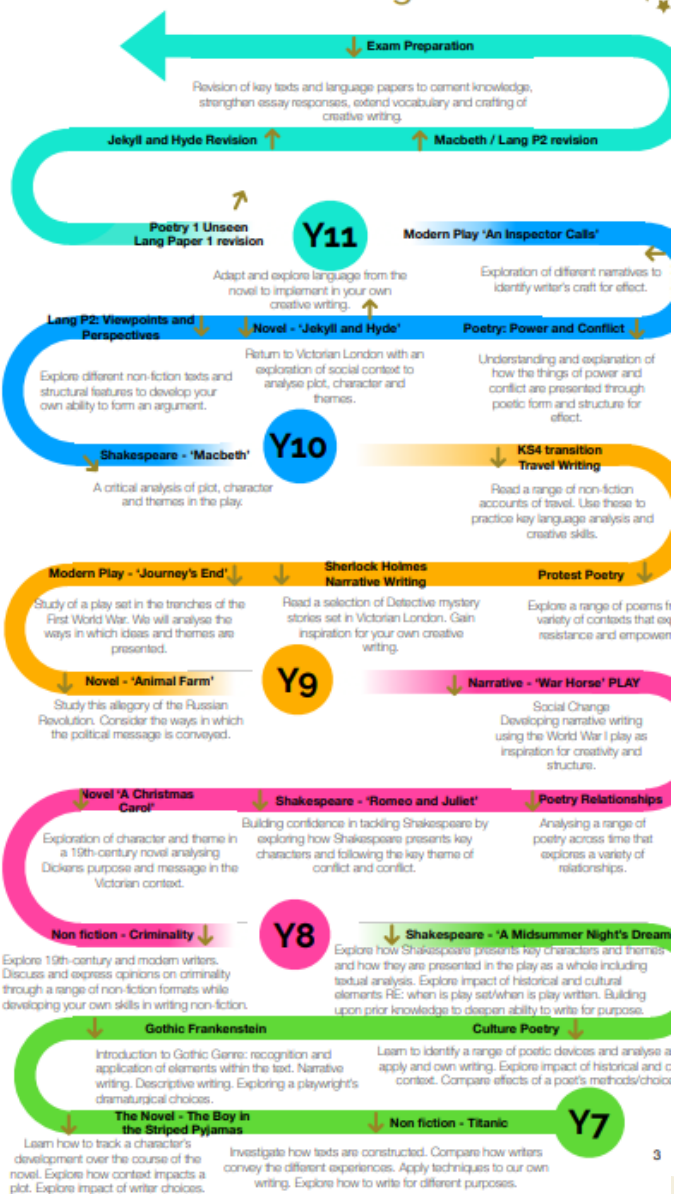
Mastery in Year 8

- Formulating analytical paragraphs that explore text within the social and historical context.
- Compose non-fiction that responds to the audience, form and purpose and includes a range of convincing persuasive devices.
- Create narrative writing through accurate and secure range of structural and descriptive devices to a fact.
- Improving accuracy of spelling, punctuation and grammar and developing use of a wider range of ambitious vocabulary.

Mastery in Year 7

- Ability to identify writers methods and apply to their own work.
- Developing knowledge of how to respond to text analytically.
- Deepen understanding of writers within their historical and cultural context – and apply to their text
- Deepen understanding of word classes and impact, ability to infer.

Knowledge



ART



Skills

Mastery in Year 11

Developing and building on all the mastery skills of Year 10.
Students refine and develop their written skills through analysing the work of other artists from different times and cultures. Students continue to refine and experiment in their chosen disciplines. Students organise their portfolio for future learning and college applications.

Mastery in Year 10

Present a portfolio of work showing **exceptional** ability and proficiency in:

- AD1: Developing ideas, demonstrating a critical understanding of sources.
- AD2: Experimenting with appropriate media, techniques and processes.
- AD3: Record information relevant to personal investigations.
- AD4: Present a meaningful and personal response that realises intentions demonstrating a visual

Mastery in Year 9

Refining past learning by selecting and experimenting with new media, processes and techniques. Articulate in all forms of communication how to improve forming personal opinions about their own and others' work.

Mastery in Year 8

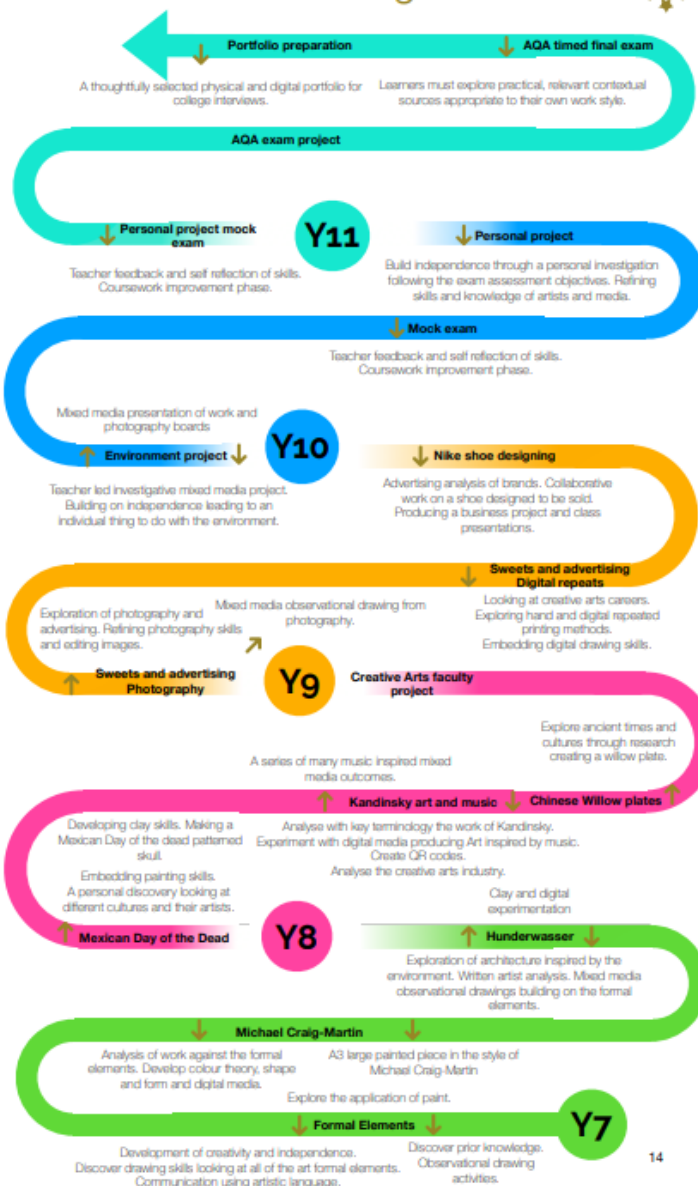
Developing and embedding painting, drawing and digital skills. Improving resilience and problem solving whilst developing independence in practical and research techniques, identifying strengths and areas for improvement.

Mastery in Year 7

Autumn term 1 and 2: Base line test shoe drawing and a 12 week project on formal elements with mini outcomes.

Demonstrate knowledge of the formal elements and practise skills. Experiment with techniques and media to deepen understanding.

Knowledge





English

Mrs. E Doherty

The GCSE English Language and Literature Course...

English Language

- ☐ Paper: 1 Reading
- ☐ Paper: 1 Writing
- ☐ Paper: 2 Reading
- ☐ Paper: 2 Writing
- ☐ Spoken Language

English Literature

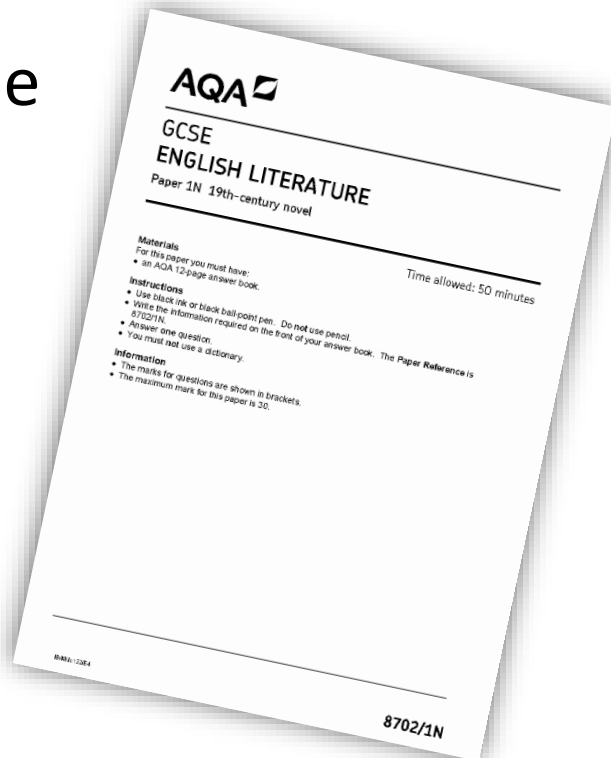
- ☐ Macbeth
- ☐ The Strange Case of Dr. Jekyll and Mr. Hyde
- ☐ An Inspector Calls
- ☐ The Power and Conflict Poetry
- ☐ The Unseen Poetry Section

English Literature Exams

Paper One:

One hour forty-five minutes

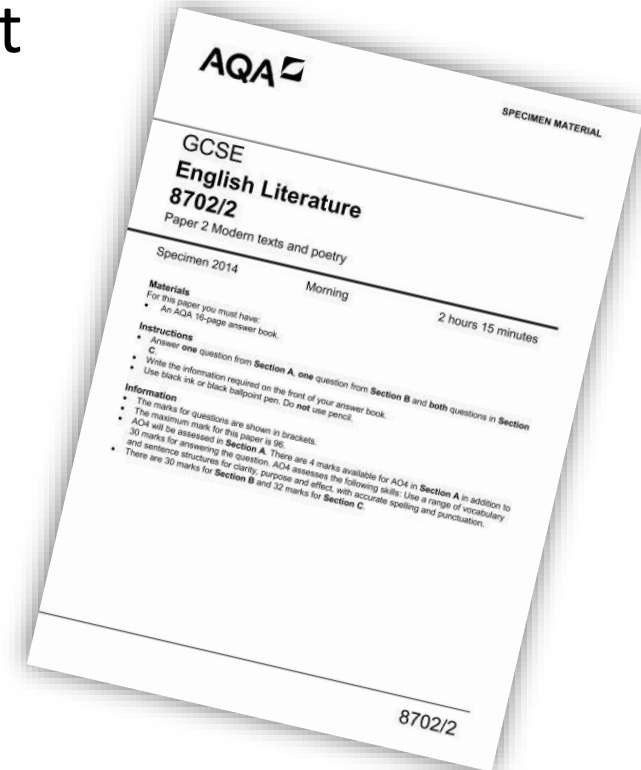
- Macbeth
- Jekyll and Hyde



Paper Two:

Two hours fifteen minutes

- An Inspector Calls
- Power and Conflict poetry
- Unseen poetry



Assessment Objectives (AOs)

AO1	<p>Read, understand and respond to texts.</p> <p>Students should be able to:</p> <ul style="list-style-type: none">• maintain a critical style and develop an informed personal response• use textual references, including quotations, to support and illustrate interpretations.
AO2	<p>Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p>
AO3	<p>Show understanding of the relationships between texts and the contexts in which they were written.</p>
AO4	<p>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>

English Language Exams

Paper One:

One hour forty-five minutes

Explorations in creative reading and writing

Section A: Reading

Section B: Writing

AQA

Please write clearly in block capitals.

Centre number Candidate number

Surname

Forename(s)

Candidate signature I declare this is my own work.

GCSE
ENGLISH LANGUAGE
Paper 1 Explorations in creative reading and writing

Monday 31 October 2022 Morning Time allowed: 1 hour 45 minutes


Materials
For this paper you must have:
• Source A – provided as a separate insert.

Instructions
• Answer all questions.
• Use black ink or black ball-point pen.
• Fill in the boxes at the top of this page.
• You must answer the questions in the spaces provided.
• Do not write outside the box around each page or on blank pages.
• If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
• Do all rough work in this book. Cross through any work you do not want to be marked.
• You must refer to the insert booklet provided.
• You must not use a dictionary.

Information
• The marks for questions are shown in brackets.
• The maximum mark for this paper is 80.
• There are 40 marks for Section A and 40 marks for Section B.
• You are reminded of the need for good English and clear presentation in your answers.
• You will be assessed on the quality of your reading in Section A.
• You will be assessed on the quality of your writing in Section B.

Advice
• You are advised to spend about 15 minutes reading through the source and all five questions you have to answer.
• You are advised to plan your answer to Question 5 before you start to write.
• You should make sure you leave sufficient time to check your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
TOTAL	

 8700/1

Paper Two:

One hour forty-five minutes

Writer's viewpoints and perspectives

Section A: Reading

Section B: Writing

AQA

Please write clearly in block capitals.

Centre number Candidate number

Surname

Forename(s)

Candidate signature I declare this is my own work.

GCSE
ENGLISH LANGUAGE
Paper 2 Writers' viewpoints and perspectives

Wednesday 2 November 2022 Morning Time allowed: 1 hour 45 minutes


Materials
For this paper you must have:
• Source A and Source B – provided as a separate insert.

Instructions
• Answer all questions.
• Use black ink or black ball-point pen.
• Fill in the boxes at the top of this page.
• You must answer the questions in the spaces provided.
• Do not write outside the box around each page or on blank pages.
• If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
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• You are advised to plan your answer to Question 5 before you start to write.
• You should make sure you leave sufficient time to check your answers.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
TOTAL	

 8700/2

SECTION A: READING – Assessment Objectives

AO1	<ul style="list-style-type: none">• Identify and interpret explicit and implicit information and ideas.• Select and synthesise evidence from different texts.
AO2	<ul style="list-style-type: none">• Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
AO3	<ul style="list-style-type: none">• Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts.
AO4	<ul style="list-style-type: none">• Evaluate texts critically and support this with appropriate textual references.

SECTION B: WRITING – Assessment Objectives

AO5	<ul style="list-style-type: none">• Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.• Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.
AO6	<ul style="list-style-type: none">• Students must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole).

Spoken Language

Pass	Merit	Distinction
<p>In addition to the general criteria, to be awarded a Pass a learner's performance in his or her spoken language assessment must meet all of the following criteria:</p> <ul style="list-style-type: none">• expresses straightforward ideas/information/feelings• makes an attempt to organise and structure his or her presentation• makes an attempt to meet the needs of the audience• listens to questions/feedback and provides an appropriate response in a straight forward manner.	<p>In addition to the general criteria, to be awarded a Merit a learner's performance in his or her spoken language assessment must meet all of the following criteria:</p> <ul style="list-style-type: none">• expresses challenging ideas/information/feelings using a range of vocabulary• organises and structures his or her presentation clearly and appropriately to meet the needs of the audience• achieves the purpose of his or her presentation• listens to questions/feedback responding formally and in some detail.	<p>In addition to the general criteria, to be awarded a Distinction a learner's performance in his or her spoken language assessment must meet all of the following criteria:</p> <ul style="list-style-type: none">• expresses sophisticated ideas/information/feelings using a sophisticated repertoire of vocabulary• organises and structures his or her presentation using an effective range of strategies to engage the audience• achieves the purpose of his or her presentation• listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information.

KS4 Support and Strategy – Yr10 into 11

Year 10 Course Coverage	<i>Macbeth</i>	English Language Paper 2	<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>	English Language Paper: 1, Writing	Power and Conflict Poetry	Power and Conflict Poetry to be completed, Unseen Poetry. English Language Paper: 1.
	First teaching general consolidation style HL.	First teaching general consolidation style HL.	First teaching general consolidation style HL.	First teaching general consolidation style HL.	First teaching general consolidation style HL.	Revision Tracker for <i>An Inspector Calls</i> issued

Year 11 Course Coverage	<i>An Inspector Calls</i>	Poetry Anthology	Paper: 1 Paper: 2	<i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>	<i>Macbeth</i>
	Revision tracker for poetry issued	Revision tracker for Paper 1 and 2 issued	Revision tracker for <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> issued	Revision tracker for <i>Macbeth</i> issued	General revision of all areas. More advanced revision trackers / exam papers issued.




Maths

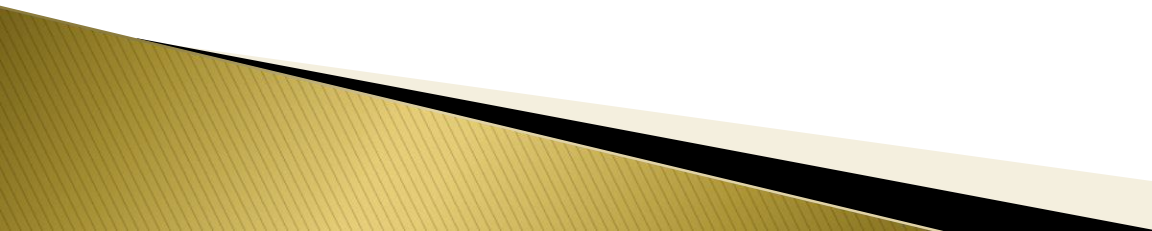
Mr. S Hopcraft

- All Year 10 students will be studying the **Linear** mathematics specification – GCSE Mathematics (8300) – AQA
More information can be found at:
<https://www.aqa.org.uk/subjects/mathematics/gcse/mathematics-8300>
- Content has changed slightly. For example, there are some new topics in the ‘higher tier’; topics that traditionally were seen on an A-level course. Also, some traditional ‘higher tier’ topics now appear on the ‘foundation tier’, therefore making the syllabus more rigorous.


Year 10 curriculum

- ▶ Year 10 students studying the GCSE syllabus broadly cover the topics of:
 - Number
 - Ratio and Proportion
 - Algebra
 - Geometry and Measures
 - Statistics
 - Probability
- 

Groups are set as follows:

- 10s/Ma1, 2 and 3 – **HIGHER** Tier
 - 10t/Ma1, 2 and 3 – **HIGHER** Tier
 - 10s/Ma4 10t/Ma4 – **HIGHER / FOUNDATION** Tier
 - 10s/Ma5 & 6 10t/Ma5 & 6 – **FOUNDATION** Tier
-
- These groups will study GCSE mathematics over the next two years and will take exams at the end of Year 11.
 - There are 3 examinations. One non-calculator paper and two calculator papers. Each exam is 80 marks and 1.5 hours in length.
- 

What else can we do together?

- Maths teachers are available before / after school for students to drop in and get help with class or home learning they find difficult.
 - Keep parents up to date with how your child is progressing throughout this year. Please contact your maths teacher or myself with any concerns as the year unfolds.
 - You can support your child by ensuring they complete set weekly home learning tasks (SPARX) and prepare for half term assessments by revising thoroughly.
- 



Science

Miss H Speed

KS4 Science - Year 10



Students will be following one of two GCSE pathways:

'TRIPLE' SCIENCE programme (classes 1 and 2)

Leads to three separate GCSE qualifications in "Biology", "Chemistry" and "Physics"

COMBINED SCIENCE programme (classes 3, 4, 5 and 6)

Leads to one GCSE qualification in Combined Science BUT this is the equivalent of two qualifications (ie 4-4)

Tiers

Grades

Higher	Foundation/Standard
9	
8	
7	
6	
5	5
4	4
	3

Grades for 'Triple'	Grades for Combined Science
9	9-9
	9-8
8	8-8
	7-8
7	7-7
	7-6
6	6-6
	6-5
5	5-5
	5-4
4	4-4
	4-3
3	3-3
	3-2

At the end of year 9 we analysed data from 3 end of topic tests to stream the cohort into bands.

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1	1-1

Examination Papers



- All Examination Papers are tiered - *Higher* or *Foundation*
- At the current time, the presumption is that:
all students in classes 1, 2, 3 and 4 will be taking the Higher tier
All students in classes 5 + 6 Foundation tier.
- The Head of Faculty in consultation with science teachers decide on tier entry, based on each individual's performance during the programme of study.
- Classes are in 3 mixed bands: 1-2, 3-4 and 5-6

There may be minor alterations by the next end of topic test, defiantly by the spring term.

All content is the same in every band, apart from Biology this year so if a student is moved up to triple we will catch them up 1-1 with any missed content.

GCSE Combined Science



- ▶ Students started their studies in January 2023

Now in Year 10

- 2 lessons each week per science (Biology, Chemistry, Physics)
 - 6 total- with 3 specialist teachers
-
- ▶ Assessment
 - All external examinations take place at the end of Year 11 (GCSE May/June 2025). They will ALL sit 6 papers.

GCSE 'Triple' Science



- Students started their studies in January 2023

Now in Year 10

- 2 lessons each week per science (Biology, Chemistry, Physics)
- 6 total- with 3 specialist teachers
- Assessment
 - All external examinations take place at the end of Year 11 (GCSE May/June 2025). They will ALL sit 6 papers.

When will mock GCSE assessments be?



Students will continue to work through the curriculum content (curriculum maps in back of books) with end of topic tests.

Students will sit three one hour **mock** examination papers in the early **summer 2024 (Y10)**.

Students will then sit **mock examinations in December 2024** and again in **March 2025 (Y11)**.

It is expected that all content will be completed by **Easter 2025 (Y11)**.

Support



- Teachers are always willing to provide extra help on an *ad hoc* basis - students must not be afraid to ask.
- Internal assessments (tests) will help us to keep track of your child's performance. These will inform the grades we put on reports. It is essential that students prepare thoroughly for each and every test.
- Every unit of work will also have a formative assessment exercise (purple sheet) which will help students to apply their knowledge, identify weaknesses and make improvements.

Beyond GCSE ...



- Any student who has studied either Combined Science or 'Triple' science pathway can choose 'A' levels in any science subject, provided they meet the usual minimum entrance requirements for that cohort and institution. A 7+ is becoming the 'norm' for many places.
- It is NOT necessary to have studied 'Triple' Science in order to be eligible for:
 - Science degree courses at Russell Group (inc. Oxford & Cambridge) or other universities
 - Courses in Medicine, Veterinary Medicine or Dentistry