

2023-24



A GUIDE FOR PARENTS AND CARERS

The Year 10 Curriculum and how to support learning at home.



“The effect of parental engagement over a student’s school career is the equivalent of adding two to three years to their education.”

Professor John Hattie, 2008

WELCOME

Dear Parents, Carers and Students,

Welcome to Year 10 and the beginning of key stage 4 - an extremely exciting time for Year 10 students embarking on their studies in GCSE and Vocational courses. Although it may seem that the summer of 2025 is miles away, students should use Year 10 to establish effective learning habits so that they are best placed to achieve their full potential.

With additional time in subjects of their own choosing, there is the opportunity this year for students to not only develop strong working links with class teachers and a real understanding of the key knowledge and skills required but also to develop as an independent and resilient learner.

The start of Year 10 provides students with the option of making a completely fresh start if needs be, or to continue to build on previous achievements. For many young people, the prospect of focusing in more depth and preparing for future exams and assessments is a real motivator. Year 10 is also a chance to meet new people and forge new friendships because the way students are grouped will be more mixed than ever before.

There will be an increased focus this year on encouraging students to be the best they can be; to step out of their comfort zones, tackle challenges and accept that making mistakes and identifying areas for development are both necessary parts of the learning process.

In the summer term we plan for the Year 10 students to complete a one-week work experience placement. There will be support and guidance for this later in the year, but the best placements are always those secured by the students themselves to experience areas of their own particular interest. In order to gain an authentic work experience, it is recommended that placements are not with family or friends. All placements have to undergo rigorous compliance checks for health, safety and insurance purposes. We use an external agency to help us allocate and check placements.

We will continue to support students and encourage them to reach their full potential so that they are ready to take the next steps post-16. We will monitor the progress and effort of all our students carefully and will continue to work closely with you to praise the positives as well as addressing any need for support or changes in behaviour. In terms of celebrating success, we do like to hear about students' achievements beyond the school day; so please pass on such information to us so that we can recognise the many talents and personal qualities of all our young people.

Mrs Laura Blezard-Downs
Year 10 Home School Leader

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YEAR 10 KEY DATES 2023-24

Thursday 5th October 2023 Year 10 Parents & Carers' Information Evening 5pm or 6:15pm
Followed by D of E Silver Meeting 7-8pm

Tuesday 10th October Period 5 Careers Fair for Y10 students to engage with post-16 providers.

Weds/Thurs 11th and 12th October Salford Quays trip for GCSE Geogrpahy students.

Thursday 19th October School closes at 3pm for Half term.

Friday 21st October Staff INSET training day

w.b. 30th October 2023 Year 10s' reports sent home (*Attitude to Learning (ATL) grades only*)

Thursday 21st December School closes at 1:20pm for the holidays

Monday 8th January 2024 Staff INSET Training Day

Tuesday 9th January 2024 School opens to students

Friday 16th February 2024 School closes for half term and reopens on Monday 26th February

w.b. 11th March 2024 10 students' reports sent home (ATL and attainment grades)

Thursday 21st March 2024 Y10 Parents' Consultation Evening

Thursday 28th March 2024 School closes at 3pm for holidays and reopens on 15th April

Monday 22nd April Year 10 School exams begin and end on Friday 3rd May

Monday 6th May 2024 Bank Holiday Monday

Thursday 23rd May School closes at 3pm for Half Term and reopens on 3rd June

Friday 24th May Whit Friday – only Year 11s who have exams are in school today.

w.b.10th June Y10 students' reports sent home

17th June-5th July Mock MFL speaking exams and Music performance exams begin

20th – 24th June Geography Field trips (requirement of GCSE Geography only)

27th and 28th June Y10 Careers Individual Mock Interviews

4th July 2024 Provisional date for College Taster Day

8th - 12th July 2024 Y10 Work Experience Week

15th – 19th July 2024 Y10 'On Track' Week for booster and interventions.

Tuesday 23rd July 2024 School ends at 1:20pm today for the Summer holidays

KEY CONTACTS



School Reception: 01457 872072



<p>Your child's Form Tutor:</p> <p>10N – Mr J Saxon 10A – Mr A Stubbs 10V – Mrs S Pickett 10Y – Mr J Moore 10E – Mrs A Powell 10T – Miss R Cleminson 10G – Mr L Ashton 10O – Ms M Garner 10L – Mr A Quaynor 10D – Ms N Lowe</p>	<p>Email:</p> <p>j.saxon@saddleworthschool.org a.stubbs@saddleworthschool.org s.pickett@saddleworthschool.org j.moore@saddleworthschool.org a.powell@saddleworthschool.org r.cleminson@saddleworthschool.org l.ashton@saddleworthschool.org m.garner@saddleworthschool.org a.quaynor@saddleworthschool.org n.lowe@saddleworthschool.org</p>
<p>Year 10 Pastoral Support Assistant:</p>	<p>Mrs E Bescoby e.bescoby@saddleworthschool.org</p>
<p>Year 10 Home School Leader:</p>	<p>Mrs L Blezard-Downs l.blezard-downs@saddleworthschool.org</p>
<p>Assistant Headteacher KS4 Standards and Behaviour</p>	<p>Mr J Tuck j.tuck@saddleworthschool.org</p>
<p>Deputy Headteacher Curriculum and Achievement</p>	<p>Miss C Evans c.evans@saddleworthschool.org</p>
<p>Attendance Officers:</p>	<p>Mrs D Dorobat Mrs L Brindle</p>
<p>Data & Exams Team <i>For subject enquiries please contact the Curriculum Leader of a subject area or your child's class teacher.</i></p>	<p>Mrs R Lawlor, Mr M Phillips and Ms T Ogden. exams@saddleworthschool.org</p>
<p>Careers Adviser: <i>Students will be invited to a Careers appointment. Parents can attend the appointment if they wish but must notify Mr Leach beforehand so that provision can be made.</i></p>	<p>Mr D Leach d.leach@saddleworthschool.org</p>

ATTENDANCE

We understand that there are times when a student has to miss school due to illness. Please keep these occasions as brief and as infrequent as possible. In these circumstances we request that parents select the [absence tab](#) on your **Classcharts app**. This will display a list of absences that you have reported for your child. To report a new absence, please click on the [report new absence](#) button. **Please do this by 8.30am on each day of absence.** If no contact has been made to confirm absence, then the school will follow the 'Unexplained / Unexpected Absences' procedures that are highlighted within the School's Attendance policy.

Please see the school website for support on using Classcharts.

Ready to Learn AIM HIGH			
E Excellent	G Good	I Inconsistent	S Serious Concern
100% Attendance	97-99% Attendance	94-96% Attendance	Below 94% Attendance
0 Late Marks to School. No appointments or holidays during school time.	0-3 Late Marks to School. No appointments or holidays during school time.	0-6 Late Marks to School. Some appointments during school time.	T6+ Late Marks to School. Appointments or holidays during school time.

PUNCTUALITY

Students who are habitually late to school or to lessons will, over time, miss a significant amount of learning as the table below shows. Please help your child to recognise the importance of being on time for school, lessons and outside of school as well as the consequences of being late for appointments and for the work place.

Minutes Late	Days of Learning Lost
5 Minutes	3.4 Days - (98.4% Attendance)
10 Minutes	6.9 Days - (97.6% Attendance)
15 Minutes	10.3 Days / 2 Weeks - (94.7% Attendance)
20 Minutes	13.8 Days - (92.9% Attendance)
30 Minutes	20.7 Days / 4 weeks -(89.2% Attendance)



It Matters!

Year 10 CURRICULUM

Course information about each of the curriculum subjects for this year can be found on pages 30-57 of this guide.

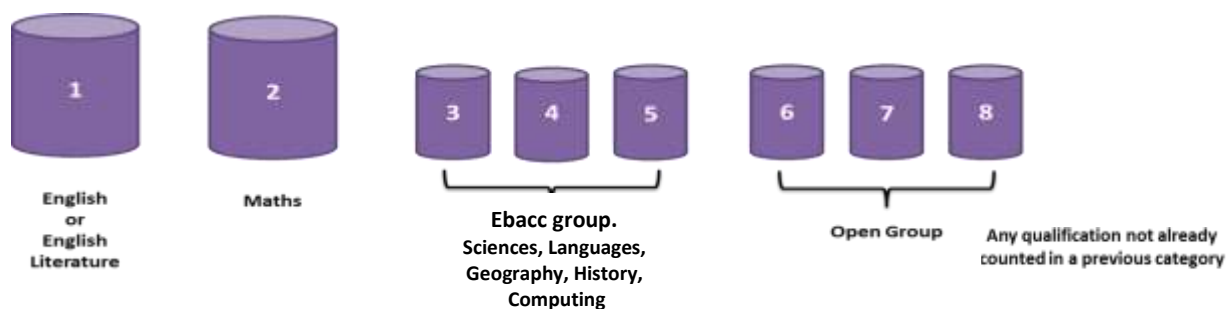
Core Subjects	Number of lessons per fortnight	Option Blocks	No.
Maths	8	Option 1	5
English Language & Literature	9	Option 2	5
Science	9	Option 3	5
SPACE	2	Option 4	5
Core PE	2		

Non-accredited courses in the Core curriculum:

We have **SPACE** (Saddleworth School's Personal, Academic, Cultural Awareness and Enrichment) **lessons** which include Relationships, Sex & Health Education and provide opportunities for students to discuss and explore issues pertinent to them. Please see the School website for further details on the SPAE curriculum. All students have 2 timetabled **core PE lessons** per fortnight.

PROGRESS 8

Progress 8 is a performance measure for schools. It is based on the performance of students across 8 subjects: Maths, English, 3 Ebacc subjects and 3 Open subjects.



GRADING SYSTEM: GCSEs

GCSEs are level 2 qualifications – college entry requirements for students to enrol onto level 3 courses such as A levels or BTEC Nationals are at least grade 4 or above in Maths and English in addition to other subjects studied.

- **In Combined Science**, students will receive 2 GCSEs grades (e.g. '5-5' is two GCSE at grades 5).
- **In Triple Science**, students will be awarded 3 GCSE grades in each of the separate sciences: Biology, Chemistry and Physics.
- **In English**, students are studying two different GCSEs: English Language and English Literature. They will be awarded a separate GCSE grade in each.

This chart shows the grading codes of the GCSE and Technical Award qualifications and their equivalence.

Technical Awards (BTEC, VCert, Cambridge Nationals)	GCSE Grading	
	GCSE 9-1 grades	Old Grading Structure
D*2	9	A*
D2	8	A
M2	6	B
P2	5	C
D1	3	D
M1	2	E
P1	1	F
	U	G
	U	U

GRADING SYSTEM: Vocational Technical Awards

Students who study a Technical Award such as BTEC Dance, NCFE Graphics or OCR Sports Studies are awarded Pass, Merit and Distinction grades. In vocational courses, a level 2 Pass (P2) is equivalent to a GCSE grade 4 (or old grade C). A Distinction* is broadly equivalent to an A*.

Level 1 Distinction (D1) is equivalent to a grade 3 (or old grade D).

WAYS IN WHICH PARENTS & CARERS CAN HELP

- Is there a quiet place to study at home without distractions?
- Is your child getting quality sleep? 8-10 hours per night?
- Is your child getting their '5 Ways to Wellbeing' each day?
- How is your child coping? Communication is key
- How do you make sure mobile technology doesn't distract your child from revision and home learning? Agree some ground rules!
- Does your child read regularly?
- Does your child have all the equipment they need (see below) and a desk/table?
- Does your child record their home learning in their planner? Are they meeting deadlines for home learning tasks?
- What is your child finding difficult? Can they tell you specific areas in certain subjects that they find tricky?
- Does your child quiz themselves using their knowledge organisers? Do they make their revision active by writing and talking aloud? Can you support them?
- Can your child structure and plan time? Help them to make a list and organise their time.
- Talk with your child about their learning – try using the prompts on page 10.



EQUIPMENT LIST



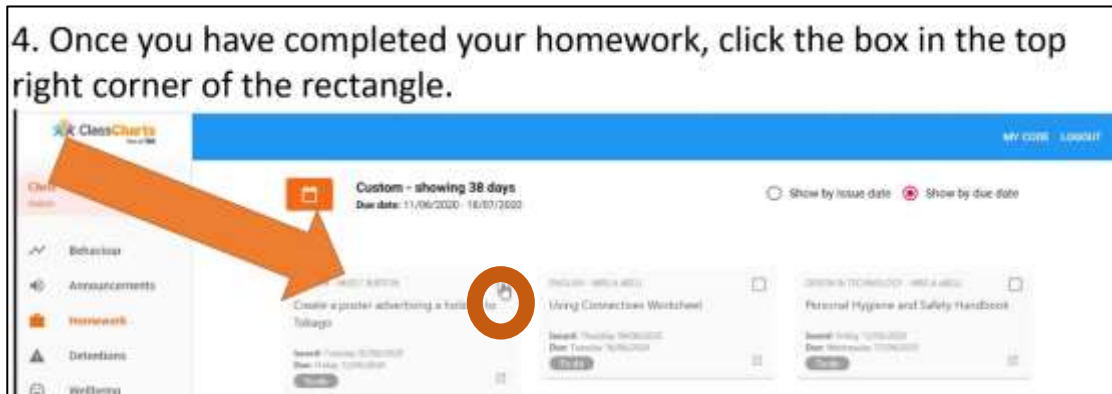
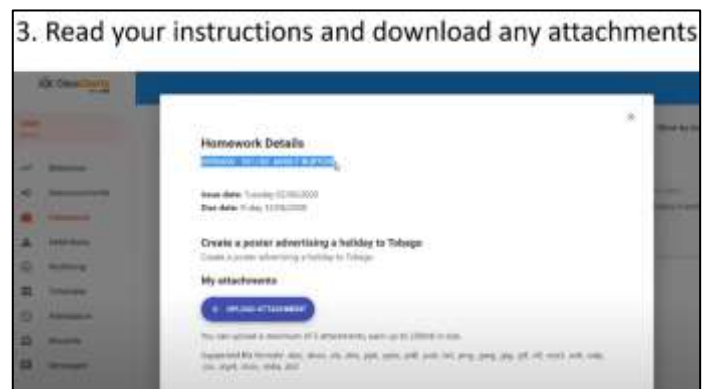
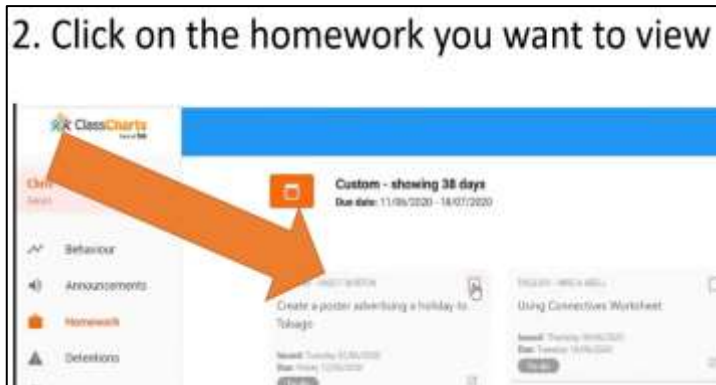
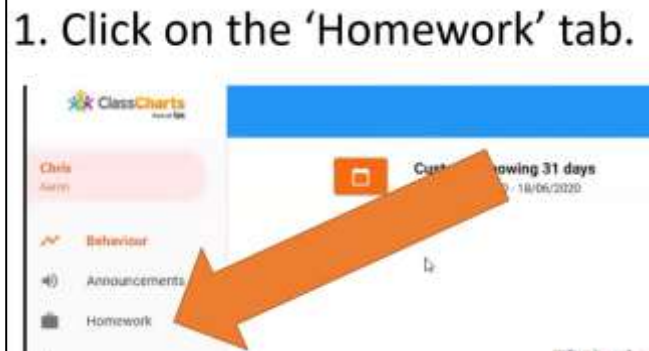
WHAT ARE THE EXPECTATIONS FOR HOMEWORK?

In KS4, a weekly homework activity will be set in all subjects.

Students are expected to work at home to consolidate the knowledge and skills they have learnt at school. **In Year 11, revision at home is essential!** Most tasks will be directly designed to support making sure lesson work is remembered, revision or to practise skills learned in class.

Teachers will set the details about all homework tasks on Class Charts so that parents can support students.

As a parent, you can access your child's homework diary on Classcharts to support them with completion and meeting deadlines.



When a student is unsure, it is always best to encourage them to have a go at the homework. Please do not hesitate to contact your child's teacher if there are issues - by working together we can support students more effectively.

Parents and carers can play a supporting role by checking Class Charts regularly. Please ensure that your child has the time, equipment and quiet table space at home to study. Planning time is essential: ensuring ongoing work and revision is completed and also that your child has leisure time and breaks. It really helps when a parent or carer asks their child 'show me your learning... what are you most proud of?'

WHY REVISE?

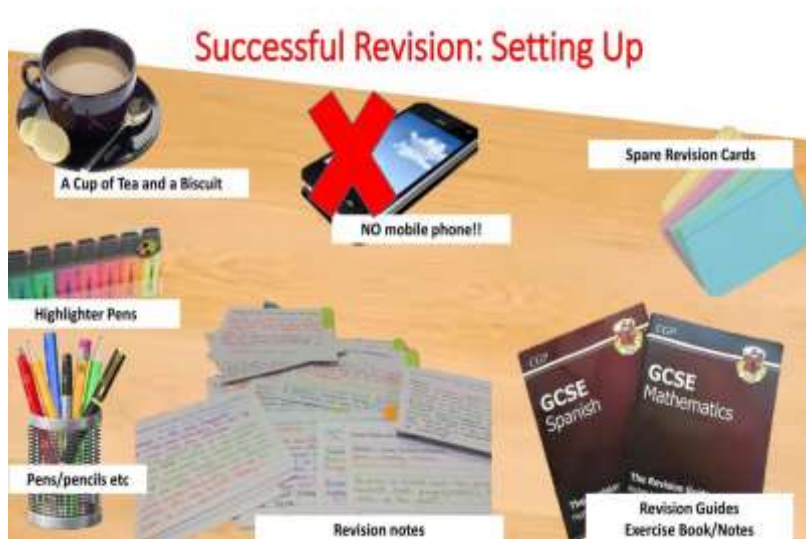
- ❖ Revision is not the process of learning something for the first time. The lessons and homework that students have throughout the year will ensure that material has already been taught. Revision is the process of looking again at something you have already studied, with the intention of refreshing your memory in preparation for a test or exam.
- ❖ Exams are designed so that revision is essential rather than optional if a student wishes to do well.
- ❖ The skills required to pass exams are very different from those needed to complete a good quality piece of coursework. It is essential to remember that a lot of revision will be committing facts and ideas to memory.
- ❖ **The process of learning such a lot of material for a series of exams can seem daunting; this is why we encourage Year 11 students to begin the process of revision as early as possible.** The mantra is little and often. By revising regularly, students have more time to learn the information and commit it to their long-term memory.

HOW CAN I HELP MY CHILD?

Help provide the right resources for your child to revise actively:

- Plain and lined paper.
- Post-it notes and revision cards.
- Pen, ruler, paper, scissors, glue.
- Scientific calculator.
- Internet access
- Highlighter pens or coloured pens.
- Revision guides.

The Library & Resource Centre (LRC) is open from 8:10am-4pm each day and every break and lunchtime.



ARE YOU ASKING THE RIGHT QUESTIONS? Try these...



“When is your... next assessment? homework due? exam...? “

“What are you likely to be tested on...?”

“Which strategies are helping you most to remember the information?”

“What support do you need...?”

It would help to use an exercise book/revision guide/textbook to quiz your child and check their understanding.

What have you been learning about today?	What can you teach me about...?	What does _____ mean?
What’s your opinion on this topic?	What are you less sure about or find difficult to understand? What do you need to do or ask?	Which part are you less confident with? How can we find out more?
Have you proofread your work and thought about how to improve it? Have a go at doing this and show me your improvements later.	Show me how you are organising your work so that it is kept in the correct sequence or order.	Show me your work from today or this week in [name of subject]. What might your teacher say is a strength with this work? What might they say is an area to improve?
Why do you think this might be important to know or learn?	Which topic do you find most challenging? Is there online support? Do you need to ask your teacher ?	Let me quiz you on that topic – write me some questions (and answers!)

PLEASE DO...

- Praise hard work and effort.
- Encourage your son/daughter to seek help if they are stuck.
- Ensure that their phone is in a different room when they are studying so that they can fully concentrate.
- Encourage your child to have regular breaks.
- Avoid interrupting your child when they're working.
- Keep staff at School informed of any problems or issues.
- Ask your child to teach you something (try using some of the questions on page 11)



PLEASE DON'T...

- Make comparisons with brothers/sisters etc.
- Constantly mention exams.
- Relate too much to your own exam and school experience.
- Expect them to study all the time.
- Distract them unnecessarily.
- Say 'You're a bright girl/boy.'



If they are struggling with a subject, they may think that they are no longer 'bright' or able to achieve success if they come across something they can't yet do. It is important to reinforce that success comes from being resilient and by never giving up when we make mistakes or struggle. We are not of a fixed intelligence, we can change and improve.

- Try to motivate a child through fear of failure – optimism and noticing successes works far better!
- Underestimate the difference you can make!



THERE ARE NO SECRETS TO SUCCESS

...it is the result of preparation, hard work and learning from failure.

What would you do, even if you knew you were going to fail? Often in life, we let the fear of failure stop us from even attempting things. We worry that we may not succeed, so we never start. We worry about not knowing anyone or anything, so we don't go on that trip or join that club.

Fear of failure is the reason many of us never live up to our full potential.

The reality is, that while there is no guarantee of success in anything we do in life, the surest way to accomplish nothing is to make no attempt.



In today's world, there is a lot of focus and attention on success but what we often don't see is the hard work that goes on behind the scenes. This is known as the 'Iceberg Illusion'. The picture above shows how we often don't see the failure, the hard work and disappointments that occur beneath the surface to create the amazing success above the surface.

***The surest way to accomplish nothing
is to make no attempt.***

ACTIVE REVISION STRATEGIES

It's important that you make your revision as **ACTIVE** as possible.

Don't just read through your notes – do something with them that makes you think!

✓ ACTIVE REVISION

- ✓ Make revision cards.
- ✓ Do past exam papers.
- ✓ Condense your notes into bullet points.
- ✓ Create a mind map. Use your knowledge organisers.
- ✓ Write formulae and key points onto post-it notes or revision cards and ask someone to quiz you.
- ✓ Use mnemonics to memorise.



Post It Notes

Write down key points and post the notes around the house. Great for remembering the names of shapes or formulae in Maths.

✗ Passive Revision

- ✗ Just reading or staring at your notes with no quiz or activity.
- ✗ Copying out your notes - copying won't help you understand.
- ✗ Typing up your notes - they will look neat but you'd be better creating some questions and answers and asking someone to quiz you.
- ✗ Watching TV or going on social media whilst reading your notes. If you're not concentrating or thinking, you won't remember or understand.



HOW SHOULD MY CHILD USE THE KNOWLEDGE ORGANISERS?

Each subject will create a 'knowledge organiser' (a sheet of the most important facts and concepts to learn) for each scheme of learning. Your child should develop their independent learning skills by using the knowledge organisers in different ways to help them to prepare for assessments and learn the key information. Parents and carers can help by asking their child questions about the meanings, spellings and concepts on the knowledge organisers.

Here is an example of a Knowledge Organiser for Science.

CP12-13: Particle model, forces, and matter

1. Particles and density

States of matter	Solid, liquid or gas.
Changes of state	Melting: solid → liquid Freezing: liquid → solid Evaporation: liquid → gas Condensation: gas → liquid Sublimation: solid → gas Deposition: gas → solid
Solid	Particles touching, neatly ordered, vibrating around a fixed point.
Liquid	Particles touching, random order, moving slowly.
Gas	Particles widely spaced, random order, moving fast.
Forces of attraction	Forces holding particles close to each other: strong in solids, weak in liquids, gone in gases.
Changing state	Increasing temperature gives particles more (kinetic) energy, allowing them to break the forces of attraction.
Density	The mass of 1 unit ³ of a substance. Units = kg / m ³ .
Density and state	Solid > liquid > gas, due to particles being closer together.
Density calculations	Density = mass / volume $\rho = m / v$ Density = kilograms per cubic metre Mass = kilograms Volume = metres cubed

2. Core practical – investigating density

CP12 – Aim: To measure the density of some solids and liquids.

CP12 – Density of liquids: Place a measuring cylinder on a balance and zero it. Add some liquid and record the mass and volume. Repeat with different liquids.

CP12 – Density of solids: Record the mass of a solid object. Fill a displacement can and place the object in it, catching the water in a measuring cylinder. Record the volume collected.

CP12 – Density calculations: Choose the mass by the volume.

3. Energy and changes of state

The hotter an object is, the faster its particles are moving.

Temperature: A measure of the average kinetic energy of the particles.

Temperature vs thermal energy: A very small hot object has less thermal energy than a very large cold object, because thermal energy is the energy of all the particles added up.

Thermal energy depends on... Temperature, mass, material.

Specific heat capacity (c): The amount of energy required to increase the temperature of 1 kg of a substance by 1 °C.

Specific latent heat of fusion: The amount of energy required to change 1 kg of a substance (at its melting point) from liquid to solid.

Specific latent heat of vaporisation: The amount of energy required to change 1 kg of a substance (at its boiling point) from liquid to gas.

Heating curve: As you heat a substance, the temperature rises steadily, with flat sections on the graph first as it melts, and later as it evaporates.

4. Energy calculations

Temperature change calculations: Thermal energy change = mass x specific heat capacity x temperature change
 $Q = m \times c \times \Delta T$

State change calculations: Thermal energy = mass x specific latent heat
 $Q = m \times L$

5. Core practical – investigating water

CP12 – Aim: To investigate the temperature change as ice melts. Aim: measure specific heat capacity of water.

CP12 – Melting ice: Place some ice in a boiling tube, measure the temperature then place the tube in a beaker of hot water from a kettle, kept warm by Sunken, and measure temperature every 50s until fully melted.

CP12 – Melting ice results: Temperature rises steadily at first but levels out during melting.

CP12 – SHC: Place a polystyrene cup on a balance, zero it, weigh it with water then measure the mass. Measure the temp. Use an immersion heater connected to a joulemeter to warm the water for 5 minutes and measure the temperature again.

CP12 – SHC calculations: SHC = energy used / (mass x temp change)

EFFECTIVE REVISION STRATEGIES TO TRY

Retrieval: Revision clock



- Split a piece of paper into 12 sections.
- Each section is one aspect of the topic.
- You have 5 minutes to complete each section.
- Do this from memory and then use your notes to check and correct.

Foldable revision!

This is a great strategy to test yourself on key words and definitions. Your teachers will have given you knowledge organisers, so you could use foldable revision to test yourself. The key words go on the top, whilst the definition is written underneath. A great way to keep your revision together!



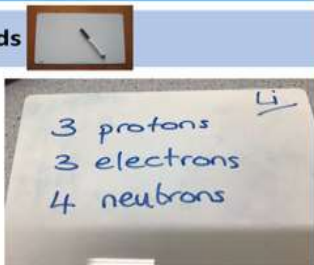
Voice memos.

- Record your revision verbally, so you can play it back and listen to your revision.
- Ask yourself questions and leave a silence before saying the answer.
- Use a voice memo app on your phone for FREE



Whiteboards

- LOOK
- COVER
- WRITE
- CHECK
- REPEAT



Exam-style questions and past papers

Create an exam or test paper OR a set of questions that you would hate to get in an exam or test, in order to target your revision! Don't fall into the trap of revising things you already know. The extra marks lie with the topics that you haven't mastered.



TITLE:

SUBJECT:

CUES

NOTES

KEYWORDS

EVENTS

DATES

STATISTICS

QUOTES

SUMMARY

QUESTIONS

ANSWERS

REFERENCES

ADDITIONAL

REVISION

DATE:

Cornell Notes

Leitner System: 'flash' cards.

- Revision cards are for testing not summarising.
- Flash cards have questions on the front and the answer on the back.
- This means you will need to break topics down into lots of small questions.



Self quizzing.

- Quizzes simply involve answering questions.
- You could use questions that you have completed in class or make your own.
- Include a range of questions – multiple choice, knowledge, understanding.
- Remember to answer the questions from memory first and then check if they are correct/complete using your notes afterwards.



Concept Maps.



Flexibility of thinking: Connect two words with a line and then write on and annotate the line with an explanation of the connection.

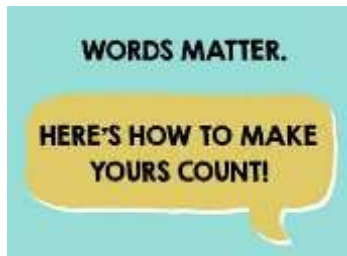
REVISION PLANNING (these pages are in the student planner)

TERM TIME	WEEKLY REVISION PLANNER					Total hours completed:		
Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday	Sunday
3:00-3:30						8:00-9:00		
3:30-4:00						9:00-10:00		
4:00-4:30						10:00-11:00		
4:30-5:00						11:00-12:00		
5:00-5:30						12:00-1:00		
5:30-6:00						1:00-2:00		
6:00-6:30						2:00-3:00		
6:30-7:00						3:00-4:00		
7:00-7:30						4:00-5:00		
7:30-8:00						5:00-6:00		
8:00-8:30						6:00-7:00		
						7:00-8:00		

THERE'S NO WAY I CAN HELP MY CHILD WITH MATHS! ...YES, you can!

Students are required to have strong numeracy skills across a range of subjects, as well as in mathematics. As with literacy, numeracy is embedded across the curriculum in many subjects, but it is particularly noticeable in Science, Geography, PE and Music where students are required to actively use their number skills in a wide range of contexts.

- **Be positive about maths** – research shows that parents pass on their own anxiety about maths to their children, particularly mums to daughters. It's much better to say:













- *'I don't know how to do that – what can you tell me about it?'*
 - *'I've seen how much effort and time you've put into working that out, well done. Maths is about practice and solving problems, it takes time. You might not be able to understand it first time.'*
 - *'I have to work really hard at maths, but I keep improving with time.'*
 - *'What do you think the question is asking you to do? Can you tell me what the signs mean?'*
 - *'Where could we get help with this maths question?'*
- **Never say things like** "I can't do maths" or "I hate maths" or "I'm rubbish at maths as well, don't worry." We would never say it was OK to be awful, at reading or to not bother with learning how to write! Your child may start to think that maths isn't important and that there is no point in trying - they will then struggle even more with maths because they have lost confidence in their own ability.



- **Point out the maths in everyday life.** Include your child in activities involving numbers and measuring, such as shopping, cooking and travelling.
- **Always praise your child for their effort, not their ability.** It's not helpful to praise them for being 'clever' – because the minute they struggle with something, they then worry that they are no longer clever. If you praise effort, it shows them that by working hard they can always improve. Research shows that progress comes from working at the things you find difficult and not giving up. We spend more time on the things we like, which is why we keep getting better at them. Just like reading, maths skills are improved by **doing** maths frequently and accepting that learning new concepts will take time.
- **We learn in life and in maths by making mistakes.** Getting things wrong and working out what went wrong, why and where, is an important part of learning.



BECOMING AN INDEPENDENT LEARNER

 Independent Learning Skills and Qualities		Is this me yet? What can I do to help myself to develop this skill or quality?	Rate yourself 
	<p>I am organised.</p> <p>I manage my time by setting short term goals.</p> <p>I have the equipment I need.</p>		
	<p>I take responsibility for my actions.</p>		
	<p>I am positive.</p> <p>I know that I can improve if I keep trying and persevere, especially when I don't understand at all.</p>		
	<p>I understand that working and thinking hard now will help me to achieve in the future. I know that having a long-term goal can help me through difficult times.</p>		
	<p>I am prepared to make and learn from mistakes.</p> <p>I see challenges as problems to solve. I ask the question: Why? How? What if?</p>		
	<p>I step out of my comfort zone and push myself to do, see and discover new things.</p> <p>I try out new learning techniques.</p>		
	<p>I reflect.</p> <p>I think about how I learn.</p> <p>I listen to advice and act upon feedback.</p>		
	<p>I praise myself and remember to celebrate my success, big or small.</p> <p>I recognise what I have achieved and how much progress I have made.</p>		

HOW CAN I SUPPORT MY CHILD TO READ MORE?

- Encourage your child to read magazines, comics, newspapers and the internet as well as books.
- Talk to your child about books or magazines you haven't enjoyed, as well as things you love.
- Buy books as presents.
- Remember that your child is reading when they are looking at bus timetables, menus, instructions, TV guides and the internet.
- Help your child to find books they will enjoy by joining the public library, if you are not already members.
- Read the same book.
- Talk to your child about the types of reading they are doing at school; get them to explain to you what they already know about types of non-fiction (factual writing), and try to match them to the subjects your child does at school.

“If you don't like to read, you haven't found the right book.”
J.K. Rowling.

The School Library

The Library is located on Shawmere floor 2 and the School's Librarian is Mr Carter who is always at hand to recommend and help students with their reading.

Email: r.carter@saddleworthschool.org

The Library is open every day from 8am until 4pm and is open to ALL students from all year groups at break and lunch times. As well as housing more than 5,000 books, the Library has a suite of computers and a printer so that students can undertake their own research, complete homework and prepare for exams.

We have extended our school library to enable students to borrow e-books and audio books free of charge from a wide range of thousands of different books. To set up their e-account, students will need to drop into the Library.

Where else can I get books from?

Visit Oldham library webpage here and get access to online magazines, newspapers, e-books and audio books for free! www.oldham.gov.uk/libraries

Become a member of Oldham, public libraries. Membership of the library service is free to all residents in Oldham. You do not need to provide any identification in order to join. There is no minimum age for joining, but those under the age of 13 years require the presence of a parent or carer to complete registration. If you are not sure that you have an existing account then call 0161 770 8000.

Reading age tests

We use the NGRT tests to assess students' reading ages. Any student whose reading age is significantly below their chronological age is supported through a variety of reading interventions depending on their need.

HOW DOES THE SCHOOL SUPPORT MENTAL HEALTH AND WELLBEING?

Keeping our physical and mental health in check is important. Good mental health allows children and young people to develop the resilience to manage whatever life throws at them and develop into well-rounded, healthy adults.

#respect

There is clear evidence that emotional wellbeing is a key indicator of academic achievement, and subsequently improved outcomes in later life. The Department for Education has found that, on average, children with higher levels of emotional, behavioural, social and school wellbeing, had higher levels of academic achievement and were more engaged in school.

#kindness

At Saddleworth School, we challenge any negative perceptions about mental health and actively discuss and promote strategies, events and organisations which support young people to understand that we all have times in our life when we need support and we need to be able to recognise the signs of poor mental health and have some helpful strategies.

Further evidence points to how a student's ability to manage their own emotions can either support or hamper their learning, commitment and ultimate school success.



- We have **SPACE** (Saddleworth School's Personal, Academic , Cultural Awareness and Enrichment) **lessons** which includes Relationships & Sex Education and provides opportunities for students to discuss and explore issues pertinent to them. We ask students for feedback and use surveys to improve provision.
- We strive to help students develop self-confidence by discussing 'growth mindset' and using a positive, optimistic language with students.
- We promote the '5 Ways to Wellbeing' and explicitly discuss strategies for coping with exams, stressful situations and frustration with learning.
- We have comprehensive pastoral support and work closely with external agencies to support young people with interventions to meet their identified needs.

TAKING CONTROL

It is normal to feel a bit worried or pressured by deadlines for schoolwork or exams. Young people can also put huge expectations on themselves on top of the hopes that they feel their family and friends may have for them. School and exam stress can cause young people to feel anxious and it is important that we help them to take control and find strategies for managing any difficult periods.

Encourage your child to:

- Tell you if they're struggling.
- Ask for help from a teacher and try to be specific so they can help you.
- Speak to other students and manage your workload with them by supporting each other.
- Be kind to themselves- they can be very self-critical and may need reminding of all the amazing qualities they have.

More information can be found here: <https://www.aqa.org.uk/student-and-parent-support/managing-stress>

HOW CAN I SUPPORT MY CHILD'S WELLBEING?

1. **Encourage your child to get their 5 Ways to Wellbeing** each day.
2. **Talk to them about mental health and the importance of good sleep**, 8-10 hours per night. Using phones, tablets and laptops can impact on our sleep - keep screens out of bedrooms!
3. **Model good habits** - If you are taking care of your own mental health, it's easier for them to see what good habits look like.
4. **Consider your own and their use of phones and social media**. More than 2 hours per day on social media is excessive. We're also more likely to listen to one another if we're not distracted by technology
5. **Notice any changes in your child's behaviour**. Knowing what is normal for your child makes it easier to notice when things change, and if this might be a sign that they're struggling.

ANXIETY

Signs – you may notice that they:

- Lack the confidence to try new things or seem unable to face everyday challenges.
- Find it hard to concentrate.
- Have problems with sleeping or eating.
- Are prone to angry outbursts.
- Have negative thoughts going around and around their head or keep thinking that the worst is going to happen.
- Start avoiding everyday activities, such as seeing friends, going out in public or attending school.

What you can do:

It may help to explain what anxiety is and the physical effects it has on our bodies. It may be helpful to describe anxiety as being like a wave that builds up and then ebbs away again.

As well as talking to your child about their worries and anxieties, it's important to help them find solutions, says Professor Paul Stallard of Bath University. *"The tendency is to say, if you're worried about that sleepover, don't go. But what you're doing is saying, if you get anxious about something, it means you can't do it. It's more helpful to say, 'I hear that you're worried about this. What can you do that's going to help?' Focus on exploring solutions with your child, instead of just talking about all the things that could go wrong."* <https://www.nhs.uk/conditions/stress-anxiety-depression/anxiety-in-children/>

The 5 Ways to Wellbeing



Connect

Connect with people around you. Spend time with your friends and family. Make new friends. Use different ways to communicate.



Be Active

Go for a walk or a run. Cycle, dance or play a game. Walk to school instead of getting the bus. Go to the park. Try a new activity.



Take Notice

Take time to be still, reflect, and become aware of your surroundings. Notice what you are thinking and be aware of what's going on in the world around you: the everyday and the unusual. Be curious. Savour your favourite food and try new foods.



Keep Learning

Set yourself a goal. Learn something new. Research something you're interested in. Learn a new word or a random fact. Remember that making mistakes is an important part of learning...so you know how to improve.



Give

Do something nice for a friend. Thank someone. Smile. Volunteer your time. Raise money for charity. Be a good role model. Being kind to others will see others being kind to you.

ORGANISATIONS WHICH PROVIDE ADVICE AND SUPPORT



For information on internet safety and a parent and carers guide to online monitoring of your children's internet use, go to:

www.thinkuknow.co.uk/parents



For information and support on mental health and wellbeing.

YOUNGMINDS <https://youngminds.org.uk>

kooth <https://www.kooth.com>

Anna Freud
National Centre for
Children and Families <https://www.annafreud.org/on-my-mind>

NHS <https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing>

How we develop wellbeing through the curriculum at Saddleworth.






<p>We are a community.</p> <ul style="list-style-type: none"> • We are polite and considerate to each other. • We look after our environment. 	<p>We are responsible.</p> <ul style="list-style-type: none"> • We learn how to look after our physical and mental health. • We make informed decisions. • We reflect on what's happened and why. 	<p>We are resilient and optimistic.</p> <ul style="list-style-type: none"> • We aim high and are determined to achieve our goals. • We understand that it's part of life and learning to make mistakes. • We keep trying. 	<p>We celebrate our differences.</p> <ul style="list-style-type: none"> • We challenge prejudice. • We develop our understanding of the world and our role as a global citizen. • We help and care for those in need. 	<p>We participate with enthusiasm.</p> <ul style="list-style-type: none"> • We make the most of every opportunity. • We have a positive attitude. • We step outside of our comfort zones.
<p>How do my behaviours affect others? What is it to be a friend? What are the ingredients of a good relationship? What is kindness? How does the kindness of others make us feel? What does being kind to others do for me? What is it to be unkind? What do I care about? Are these things just important to me? What do I value? What is integrity? What is a 'community'?</p>	<p>What are the 5 ways to wellbeing? How does exercise help my wellbeing? What do I know about the teenage brain? How do I deal with my emotions? Can I control anger? What makes me tick? What makes me upset? How do I lift my own spirits? What makes me over-react? What is 'appropriate behaviour'? Can I explain calmly to others how I am feeling? Why is communication important? What is 'active listening'? How do I develop critical thinking skills? Why is it important to reflect? How do I manage change? What does 'controlling the controllables' mean? How can I lead a happy and fulfilling life?</p>	<p>What am I good at? What could I be really brilliant at? What is a growth mind-set? Why does effort trump talent? What's the power of 'yet'? Who would be an excellent role model? Who/What inspires me? What do I want for myself in the future? What will I need to do to get there? Why do we need to read? What does it mean to be 'digitally literate'? What is 'glass half empty'? What is optimism? How can I become an independent learner? What does an excellent learner do? What is meta-cognition? How do I respond to criticism and feedback? How can I develop resilience? What does it feel like outside my comfort zone? How can I develop my self-confidence? Why are problem-solving skills important?</p>	<p>What is it to be an upstander? What's a bystander? What is oppression? What is prejudice? How empathetic am I? What is an effective way of challenging someone's views? How can I find out more about the world? Do I believe everything I read or hear? What happened in the news today? What can I do to be more involved in the issues that are important to me? What is suffering? Who helps those in need? Can one person change things? Why volunteer? Why are charities needed? What change would I like to see in the world? What is the 'rule of law'? How do we show 'mutual respect'? What is 'democracy'? What is 'individual liberty'? Who protects human rights?</p>	<p>What am I enthusiastic about? How intrepid am I? Why should I step outside my comfort zone? What opportunities are available to me? Who can I ask for help? Who could I support? Who might participate with me? How can I make sure I get involved and make the most of each day? What is a 'team player'? What might stop me from participating? Why does a positive attitude make such a difference? What is humour? What is sarcasm? It was just a joke. Is there a funny side for everyone? Which type of humour helps and which hurts? What makes me laugh? What power is there in laughter?</p>

Keeping tabs on my 5 a day!



SADDLEWORTH
SCHOOL

Write down how you've kept yourself mentally and physically healthy today in the columns below...

				
<p>Examples:</p> <ul style="list-style-type: none"> • Ask a friend about their weekend and pay attention and listen when they tell you. • Make contact with someone you used to hang out with. • Ask your parents or carer about their childhood. • Write a letter or send a postcard to someone. • Smile at a person on the street and say hello. 	<p>Examples:</p> <ul style="list-style-type: none"> • Play your favourite song and dance to it. • Walk to school. • Go to your local park. • Stretch and move your limbs in the morning, midday and evening. Work it out! • Walk the dog. • Do some gardening. 	<p>Examples:</p> <ul style="list-style-type: none"> • Take notice of what you are thinking. Not to judge or be hard on yourself, but just to be more aware of yourself. • Really savour every mouthful of your lunch, noticing the texture, flavour, how the food feels, tastes. • Consider your strengths – do you make the most of them? • Watch animals and birds outside. 	<p>Examples:</p> <ul style="list-style-type: none"> • Learn a new word. • Create a quiz to do with your family. • Learn a new language. • Learn a new dance routine or the words to a new song. • Learn more about your family history. 	<p>Examples:</p> <ul style="list-style-type: none"> • Smile and be willing to give your time to a conversation. • Check up on a friend. • Say thank you to someone who has helped you – send a text, or message or write them a letter to show how much it meant to you.

HOW DO WE GET SETUP FOR ONLINE LEARNING FROM HOME?

This document shows students and parents how to access the key areas in Office 365.

Office 365 Login: Students should open a web browser and go to the website www.office.com then click **Sign In**.

Their sign-in email address is of the format surnameforename@saddleworthschool.org:

Microsoft
Sign in
bloggsjoe@saddleworthschool.org

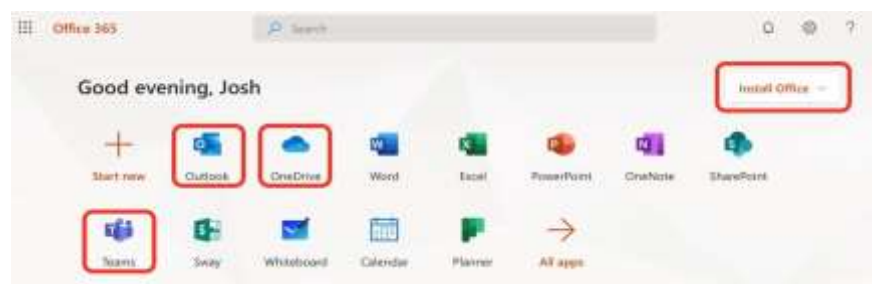


For double-barrel names **use a hyphen** e.g. bloggs-bloggsjoe@saddleworthschool.org.

The **password** is the same password that students use to log onto a computer at school.

Office 365 Apps:

Once the email and password are entered students will arrive at the Office 365 home page.



There are 4 key areas we will focus on:

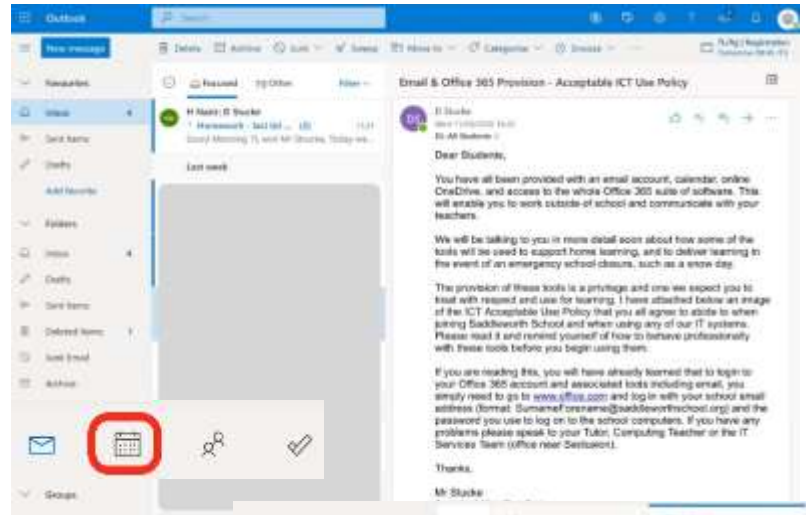
- 1. Install Office:** Our education license means that students can install the full Microsoft Office suite of software on any family devices. If you are on a traditional computer you can download and install them via the 'Install Office' link. If you are using a phone or a tablet you can download the Word, PowerPoint etc apps from the App Store. When the applications are installed they will ask you to sign in to register them. Use the email address and password from the previous step. The whole family can benefit from these applications.
- 2. Outlook:** This contains the student email and calendar.
- 3. OneDrive:** This is an online folder where students can store their electronic work, this can be accessed from any device in or out of school.
- 4. Teams:** This is our class-based communication tool and learning platform.

I'm not sure how to use Outlook. Is it easy to use?

Clicking the Outlook icon from www.office.com will bring students to their email:

Students can read emails and reply to emails (but only to addresses within school).

At the bottom left of the screen, students can switch to their calendar by clicking the small calendar icon:



Students should turn on the 'Timetable (Ruler)' calendar by checking the box next to it – this will add their timetable to their calendar. During a normal school day, this will allow students to see their lessons for the day ahead.

Students may choose to download and install the Outlook app to a phone or tablet. This gives them easy access to their email and school calendar at all times.



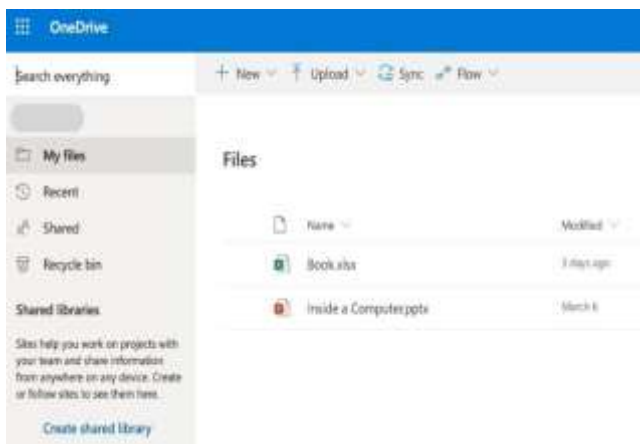
How does OneDrive work?

Tapping the 9 square 'waffle' menu in the top left of any Office 365 website brings up the application switcher. OneDrive can be accessed from this menu.

This is an online folder where students can store their electronic work, this can be accessed from any device in or out of school. Students have been encouraged in school lessons to copy their school network documents into OneDrive as this means they have easy access to them from home.



If students complete work at home and save it into their OneDrive they can easily access it again at school. Uploading files is as simple as dragging and dropping from a computer folder if working on a computer.



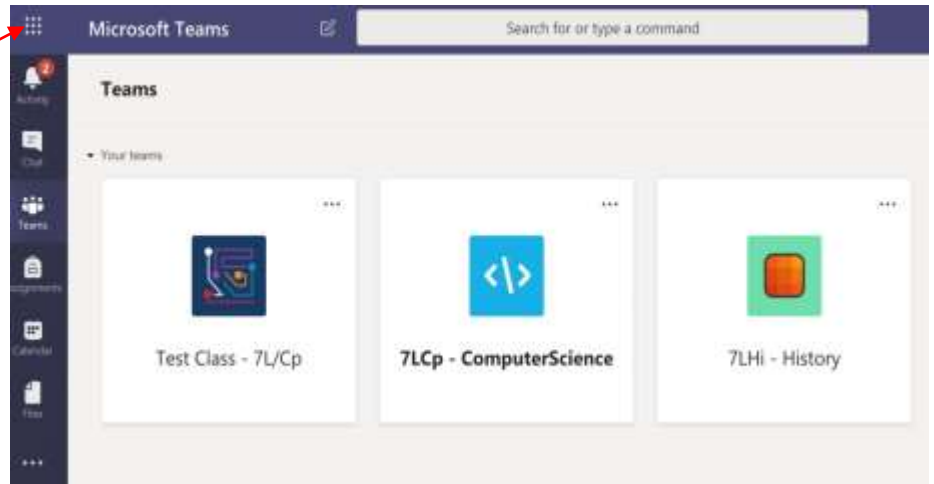
Again, a OneDrive app is available for tablets and phones that gives access to files on those devices.

How does 'Teams' work?

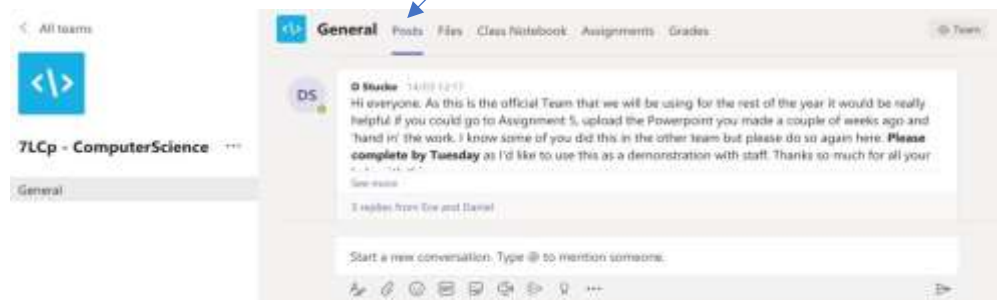
Teams can also be accessed by the 'waffle' menu. Some subjects use Teams.

Students should find a Team for each class that they have in school.

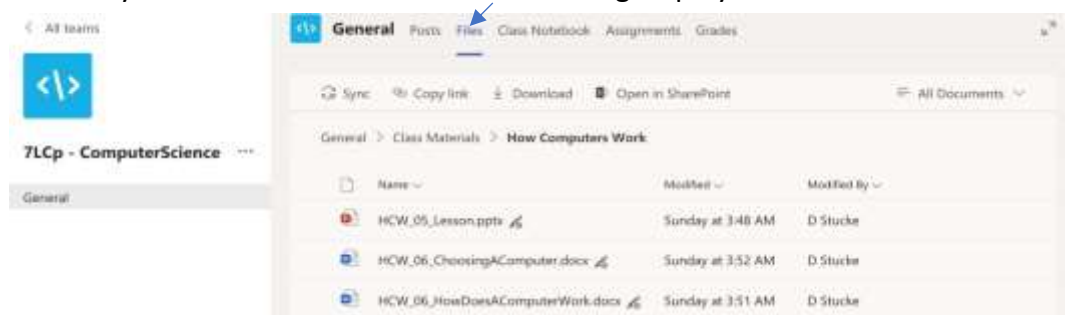
Clicking on a class icon will open up the Team for that class.



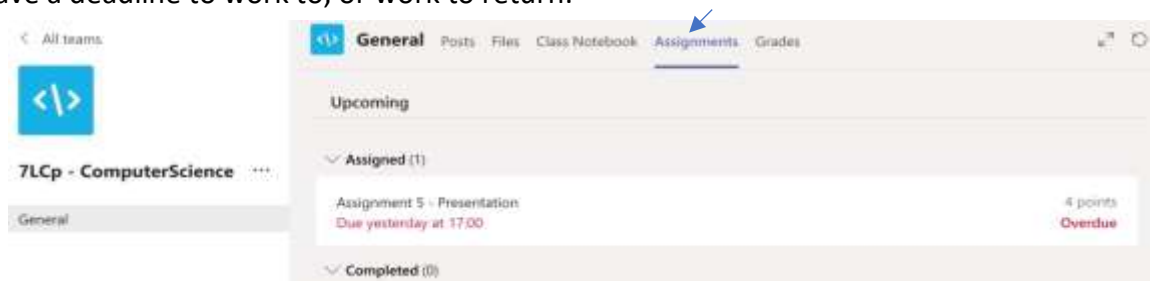
The 'Posts' section will have messages from the teacher and other students:



The 'Files' section stores any files that have been shared with the group by the teacher:



The 'Assignments' section is where specific learning tasks may have been shared. This would be used if students have a deadline to work to, or work to return:



To complete assignments in Teams, students should read the instructions carefully. Either complete the attached files or use the 'attach' button to upload other work. Once the student's work is completed and ready to send to their teacher, they have to press the 'Hand In' button.



As well as a 'Team' for each class, students will find they are a member of a Year Team called '**Class of 2025**'.

**What if we're struggling to understand how to use MS Teams?
What if we haven't got a laptop?
We're having technical issues!**



The IT team at Saddleworth School will try to support you wherever possible. We do have some laptops available for students to loan.

Please phone the School Reception on 01457 872072 to ask to speak to **Mr Gary Hudson or Miss Evans** or email them on g.hudson@saddleworthschool.org or c.evans@saddleworthschool.org



Class Charts is a great online tool for parents and students. At Saddleworth, we use Class Charts for attendance, behaviour, homework, recognition and communication. Parents and students require a log on. **Please refer to the separate Class Charts booklet for more details or contact your child's Home School Leader.**

SUBJECT: SPACE

Non-examined subject

COURSE AND QUALIFICATION	
SPACE is an acronym for Saddleworth School's Personal, Academic, Cultural Awareness and Enrichment Programme. SPACE aims to ensure that the young people in our care can manage their wellbeing and attainment effectively. It aims for them to become successful and happy adults who feel empowered and inspired to make a meaningful contribution to society. SPACE includes Relationships, Sex & Health Education, Careers & Financial Education, Study Skills and Citizenship.	
Year 10 2023-24 OVERVIEW	
Autumn Half Term 1	British Values: Identifying Prejudice & Discrimination, The Equality Act & Protected Characteristics, Integrity, Barriers to Equality, LGBTQ+: An introduction, LGBTQ+ Rights. Religious Communities and Rights.
Autumn Half Term 2	Relationships: Respectful Relationships, Pregnancy & Abortion, Sexual Relationships: Contraceptive Methods, Consent, Sharing Images, Staying Safe Online. Religion & Relationships.
Spring Half Term 1	Mental Health & Wellbeing Investigated.
Spring Half Term 2	Democracy: UK Parliament, Political Parties & Voting, Balancing the Budget, An introduction to the Law. Study Skills: Preparing for Assessments & Metacognition.
Summer Half Term 1	Law: Civil & Criminal Law, Religion, Law & Politics. Careers: Preparing for the Working Environment, Applying for a Job, Preparing for Interviews.
Summer Half Term 2	Healthy Living: Exercise & Sleep, Diet, Immunisation, Self-Examination & Blood donation, Personal Hygiene. Online Safety: Protecting your Identity Online, Online Literacy & Responsibility, The Internet & Explicit/Harmful Content. First Aid.
Year 10 Key Assessments and Exams this year	
There are no exams in SPACE. Students will be assessed on their effort levels at relevant times throughout the year using the school's effort criteria framework. They will be self-assessing themselves against 12 SPACE Qualities: Empathetic, Tolerant, Active Citizen, Listener, Reflective, Participant, Healthy, Economically Aware, Kind, Respectful, Independent and Resilient. There will also be some short answer assessment opportunities throughout the year.	
USEFUL REVISION RESOURCES & WEBSITES	
Relationships	https://www.brook.org.uk/ https://www.disrespectnobody.co.uk/
LGBTQ+	https://www.stonewall.org.uk/ https://www.theprouddtrust.org/
Careers	https://barclayslifeskills.com/ https://icould.com/
Apprenticeships	https://www.gov.uk/become-apprentice
Staying Safe Online	https://www.ceop.police.uk/safety-centre/ https://www.thinkuknow.co.uk/
Democracy	https://learning.parliament.uk/en/
Mental Health	https://www.mind.org.uk/ https://youngminds.org.uk/
SCHOOL CONTACT	
Please make your son/daughter's classroom teacher your first point of contact. CURRICULUM LEADER: Miss Pickup Email: k.pickup@saddleworthschool.org	

SUBJECT: MATHS GCSE

Exam Board: Edexcel	Specification Number: 1MA1/8300
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Y10 COURSE SUMMARY

The best way to succeed in maths is through regular practice. Students should plan to re-visit previous topics regularly throughout the year

Year 10 2022-23 OVERVIEW

	Higher Tier topics	Foundation Tier topics:
Half Term 1: September – October	Area & Perimeter, Pythagoras & Trigonometry	Probability, Inequalities
Half Term 2: November – December	Transformations, Surface Area & Volume, Compound Measures & Real Life Graphs	Perimeter & Area, Analysing & Displaying Data 2, Fractions, Decimals & Percentages
Half Term 3: January – February	Simultaneous Equations, Set Theory & Probability	3D Shapes, Indices & Standard Form
Half Term 4: February-March	Non-linear Graphs, Solving Quadratic Equations & Iterations	Angle (Parallel Lines & Polygons), Linear Graphs & Coordinate Geometry
Half Term 5: April - May	Solving Quadratic Equations & Iterations, Accuracy, Bounds & Error Intervals (Mocks and review of mocks will also take place this term)	Linear Graphs & Coordinate Geometry, Probability 2 (Mocks and review of mocks will also take place this term)
Half Term 6: June	Similar Shapes, Loci & Construction	Probability 2, Loci & Construction

Year 10 Key assessments

- Students will sit an open book assessment at the end of every unit. This will be followed up with an opportunity to “fix” one of the areas they have struggled with through an impact check task
- Closed book assessments will take place during the year.

What should homework look like?

- Homework tasks are set each week on **sparxmaths.uk**
- Maths is best practised frequently and in short 20-30 minute sessions – students are not likely to learn new concepts by cramming just before an exam – maths takes time.
- ‘Target’ workbooks by Pearson are excellent for practising maths and can be obtained at a discounted rate through school (available to buy through ParentPay)
- Past papers are great practice. Students are welcome to attend Past Paper Club on a Thursday in the canteen 3pm - 4pm each week.

USEFUL REVISION RESOURCES & WEBSITES

Exam Board Website	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-2015.html
Sparx Maths	Instructional videos and self marked tests on all topics (password is required, but is chosen by students) sparxmaths.uk
On Maths	Free to use website containing self-marked practise exam papers free to use, no password required, although registering allows previous test scores to be saved https://www.onmaths.com/

SCHOOL CONTACT

Please make your son/daughter’s classroom teacher your first point of contact.

CURRICULUM LEADER: Ms E Davies

email: e.davies@saddleworthschool.org

GCSE English Language & Literature

Exam Board: AQA	Specification Number: 8702/8700
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COURSE AND QUALIFICATION

Students will sit two exam papers in English Literature and two exam papers in English Language at the end of year 11. They will be awarded two separate GCSE qualifications.

<p><u>AQA English Literature May 2025:</u> Paper 1 Shakespeare and A Christmas Carol. 1 hr 45 mins (40% of GCSE Literature)</p> <p>Paper 2 An Inspector Calls, Poetry and Unseen Poetry. 2 hrs 15 mins (60% of GCSE Literature)</p>	<p><u>AQA English Language June 2025:</u> Paper 1 Explorations in creative reading and writing. 1 hr 45 mins (50% of GCSE Language)</p> <p>Paper 2 Writers' viewpoints and perspectives 1 hr 45 mins (50% of GCSE Language)</p>
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Year 10 OVERVIEW 2023-24

Autumn 1	Language Paper One
Autumn 2	An Inspector Calls
Spring 1	Macbeth
Spring 2	Language Paper Two
Summer 1	Power and Conflict Poetry
Summer 2	Speaking and Listening and Unseen Poetry

REVISION

To assist your child in preparing for their GCSEs you can:

- Check and discuss weekly home learning.
- Ask your child to explain the plot/characters of An Inspector Calls to you or ask them about one of the Power & Conflict poems to help them consolidate their learning.
- Read books, novels and a range of non-fiction to develop understanding of different viewpoints and writers' ideas.

USEFUL WEBSITES

AQA exam board: <https://www.aqa.org.uk/subjects/english>
BBC Bite size revision website: www.bbc.co.uk/education/subjects/english
GCSE Pod: <https://www.gcsepod.com/students/>
Mr Bruff English Literature revision - <https://www.youtube.com/user/mrbruff>

SCHOOL CONTACT

Please make your son/daughter's classroom teacher your first point of contact.

CURRICULUM LEADER:	Mr R Twigg Email: r.twigg@saddleworthschool.org
ASSISTANT CURRICULUM LEADER:	Ms S Dearden Email: s.dearden@saddleworthschool.org

GCSE Triple Science

Exam Board: EDEXCEL	Specification Number: BIO 1CHO 1PHO			
COURSE AND QUALIFICATION				
<ul style="list-style-type: none"> • The Triple Science course leads to three separate GCSEs in Biology, Chemistry and Physics. • Each subject is assessed by two 1hr 45min papers. • The content for paper 1 is mainly taught in year 10 and paper 2 in year 11. 				
Year 10 2023-24 OVERVIEW –				
Autumn Half Term 1 (7 weeks)	Biology	SB5 Health and Disease		
	Chemistry	SC3 Atomic Structure	SC4 The Periodic Table	SC8 Acids and Alkalis
	Physics	SP1 Motion		SP2 Motion and Forces
	Open Assessments each topic			
Autumn Half Term 2 (8 weeks)	Biology	SB1 Key Concepts in Biology		SB2 Cells and Control
	Chemistry	SC5 Ionic Bonding	SC6 Covalent Bonding	SC7 Types of Substance
	Physics	SP2 Motion and Forces		SP3 Conservation of Energy
	Open Assessments each topic; Assessment WB 20/11/2023 Biology units SB1 & SB5; Chemistry units CC1 to CC4 & CC8; Physics units SP1 & SP2			
Spring Half Term 1 (6 weeks)	Biology	SB2 Cells and Control		SB3 Genetics
	Chemistry	SC10 Electrolytic Processes	SC11 Obtaining and Using Metals	
	Physics	SP4 Waves	SP5 Light and the Electromagnetic Spectrum	
	Open Assessments each topic;			
Spring Half Term 2 (5 weeks)	Biology	SB3 Genetics		
	Chemistry	SC13 Transition metals, alloys and corrosion		
	Physics	SP6 Radioactivity		
	Open Assessments each topic			
Summer Half Term 1 (6 weeks)	Biology	SB4 Natural Selection and Genetic Modification		
	Chemistry	SC9 Calculations Involving Masses		
	Physics	SP6 Radioactivity		
	Y10 Exams (April 2024); Bio SB1–SB3 + SB5; Chem SC1–SC8, SC10, SC11 + SC13; Physics SP1–SP5			
Summer Half Term 2 (7 weeks)	Biology	SB9 Ecosystems and Material Cycles		
	Chemistry	Sc14 Quantitative Analysis	SC16 Chemical Cells and Fuel Cells	
	Physics	SP7 Astronomy		
	First week of July 2024 Full GCSE paper complete for each science subject			
Year 10 Key Assessments and Exams this year				
<p>Students will complete open assessments at the end of each topic. Students will be able to use a revision resource they have created to support them in this assessment. These assessments should be self, or peer assessed with guidance on how to apply the mark scheme modelled by the teacher. Some assessments cover more than one topic. Assessment using regular quizzes via active learn or other online resources. In class assessment Autumn HT2 (WB 20/11/2023). Students will sit a biology, a chemistry and physics papers covering the following topics: Biology units SB1 & SB5; Chemistry units CC1 to CC4 & CC8; Physics units SP1 & SP2</p> <p>Y10 School exams April 2024: Students will sit 3 science papers during the Year 10 school exam period. Biology units SB1 to SB3 & SB5, Chemistry units SC1 to SC8, Sc10, SC11 & Sc13 and Physics units SP1 to 5</p> <p>In class assessment start of Summer HT2 (June 2024). Students will sit 3 science papers: Full Combined Science Biology Paper 1, Full Chemistry Paper 1 and Full Physics Paper 1</p>				
USEFUL REVISION RESOURCES & WEBSITES				
<p>The Triple Science specification can be found on the Edexcel website https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.html#tab-1</p> <p>Quizzing set by the teacher and automatically marked https://www.pearsonactivelearn.com/app/Home</p> <p>BBC Bite size revision website: www.bbc.co.uk/education/subjects/zr9d7ty SENECA Learning revision website: https://www.senecalearning.com/blog/gcse-revision/</p>				
SCHOOL CONTACT				
<p>Please make your son/daughter’s classroom teacher your first point of contact. CURRICULUM LEADER: Mr Brighton email: m.brighton@saddleworthschool.org</p>				

GCSE Combined Science

Exam Board: EDEXCEL	Specification Number: 1SCO	
COURSE AND QUALIFICATION		
<ul style="list-style-type: none"> Y10 students studying Combined Science will achieve two GCSEs: These grades are awarded from the combined marks from 6 papers. Each paper is 1hr 10mins in length. There are two Biology, two Chemistry and two Physics papers. In Year 10 students study mainly Paper 1 Biology, Paper 3 Chemistry and Paper 5 Physics. In Year 11 students study Paper 2 Biology, Paper 4 Chemistry and Paper 6 Physics. 		
Year 10 2023-24 OVERVIEW		
Y10	Topics covered include:	
Autumn Half Term 1 (7 weeks)	CB1 Key Concepts in Biology CB5 Health and Disease CC3 Atomic Structure CC4 The Periodic Table	CP1 Motion CP2 Motion and Forces In class assessment end of unit test
Autumn Half Term 2 (8 weeks)	CB1 Key Concepts in Biology CB2 Cells and Control In class assessment WB 20/10/2023	CC8 Acids and Alkalis CP2 Motion and Forces
Spring Half Term 1 (6 weeks)	CB3 Genetics CC5 Ionic Bonding CC6 Covalent Bonding	CC7 Types of Substance CP4 Waves CP5 Light and the Electromagnetic Spectrum
Spring Half Term 2 (5 weeks)	CB4 Natural Selection and Genetic Modification	CP5 Light and the Electromagnetic Spectrum
Summer Half Term 1 (6 weeks)	Y10 School exams April 2024 CB4 Natural Selection and Genetic Modification	CC9 Calculations Involving Masses
Summer Half Term 2 (7 weeks)	Full Paper 1 Exams first week of July 2024 CC10 Electrolytic Processes	CP6 Radioactivity CC11 Obtaining and Using Metals
Year 10 Key Assessments and Exams this year		
<p>At KS4 students will complete open assessments at the end of each topic. Students will be able to use a revision resource they have created to support them in this assessment. These assessments should be self, or peer assessed with guidance on how to apply the mark scheme modelled by the teacher. Some assessments cover more than one topic. Assessment using regular quizzes via active learn or other online resources In class assessment end of unit assessment Autumn HT1 In class assessment Autumn HT2 (WB20/11/2023). Students will sit 1 combined science paper:</p> <ul style="list-style-type: none"> biology units CB1 & CB5, chemistry units CC1 to CC4 and physics units CP1 & CP5 <p>Y10 School exams April 2023: Students will sit 3 science papers during the Year 10 school exam period.</p> <ul style="list-style-type: none"> biology units CB1 to CB5, chemistry units CC1 to CC8 and physics units CP1 to 5 <p>In class assessment start of Summer HT2 (first week of July 2024). Students will sit 3 science papers:</p> <ul style="list-style-type: none"> biology full paper 1, chemistry full paper 1 and physics full paper 1 		
USEFUL REVISION RESOURCES & WEBSITES		
Exam Board Website	The Combined Science specification can be found on the Edexcel website https://qualifications.pearson.com/en/qualifications/edexcel-gcse/sciences-2016.html#tab-1	
Active Learn	Quizzing set by the teacher and automatically marked https://www.pearsonactivelearn.com/app/Home	
Other Websites	BBC Bite size revision website: www.bbc.co.uk/education/subjects/zr9d7ty SENECA Learning revision website: https://www.senecalearning.com/blog/gcse-revision/	
SCHOOL CONTACT		
Please make your son/daughter's classroom teacher your first point of contact. CURRICULUM LEADER: Mr Brighton email: m.brighton@saddleworthschool.org		

MFL GCSE (French/German)

Exam Board: AQA	Specification Number: 8658/8668	
Y10 COURSE SUMMARY		
THEME 1 Identity & Culture: Me, my Family & Friends/ Free-time activities/ Technology in everyday life/ Customs & Festivals.	THEME 2 Local, national & global areas of interest: Home/ Town & Neighbourhood/ Local area/ Transport/ Travel & Tourism	
Year 10 2023-24 OVERVIEW		
	Foundation Tier topics	Higher Tier topics:
Half Term 1: Sept – Oct	What makes a good friend? Relationships with family & friends Going out and describing a night out Describing life when I was younger Talking about role models Guided writing (F): Friends & Family (using multiple tenses: present, near future & perfect)	PLUS: Understanding passages about past events Guided writing (H): Friends & Family (using multiple tenses: present, future, imperfect & perfect.)
Half Term 2: Nov – Dec	Sports, your life online, technology & social media, books & reading, TV programmes Foundation photo task Writing Practice: My free time (40 word task)	PLUS: Direct object pronouns Pros & cons of social media Higher photo task Writing Practice: Structuring a 90 word essay: My free time
Half Term 3: Jan – Feb	Daily routine Shopping for clothes & food Describing festivals & traditions Talking about food on special occasions Using polite language (tu –vous/ du – Sie) Writing Practice: describe a family celebration (Foundation 90 word essay question Photo + sentences)	PLUS: Describing celebratory events Comparisons between traditions in TL countries Writing Practice: describing traditions and celebrations (150 word essay)
Half Term 4: February-March	Places in a town, modes of transport, discussing what to see and do, understanding directions, weather, future plans. Writing Practice: Where you live (90 words using multiple tenses)	PLUS: understanding nuances in listening passages, giving directions, comparing country vs. urban life Writing Practice: Your local area (150 words using multiple tenses)
Half Term 5: April - May	Holiday locations, modes of transport, what you do/ did on holiday, an ideal holiday, understanding conditional tense. Transactional Language: at the train station/ booking a hotel/ ordering in a restaurant/ asking questions Writing Practice: Holidays (90 word piece plus translation of short sentences into French)	PLUS: Bon appétit/ Guten Appetit Mastery of conditional tense Asking and answering questions Writing Practice: Holidays (150 word piece plus translation of a paragraph into French)
Half Term 6: June	EXAM SUCCESS Masterclasses Grammar skills Masterclasses: Improving your Writing Verbs and Tenses Tips + Tricks on doing well in the Listening and Reading exams.	
EXAMS		
• Students will sit Y10 school exams in April 2024.		
What should home learning look like?		
<ul style="list-style-type: none"> • There will be a vocabulary, grammar and retrieval task every two weeks. Regular recap of vocab at home will be key to succeeding in the exams. • Referring to the knowledge organiser and testing topic vocabulary will help retain vocabulary. • A retrieval homework and an online homework will be set on ClassCharts on a weekly basis. 		
USEFUL REVISION RESOURCES & WEBSITES		
Exam Board Website	https://www.aqa.org.uk/subjects/languages/gcse	
Online resources	www.Textivate.com www.Quizlet.com https://www.bbc.co.uk/bitesize/secondary www.wordreference.com www.newsinslow.com www.exampro.com (logins available from class teachers)	
Duolingo	Regular practice on the Duolingo app will help retain vocabulary.	
AQA Revision Guide	ISBN: 1782945547 (German), 1782945393 (French)	
SCHOOL CONTACT		
Please make your son/daughter's classroom teacher your first point of contact.		
CURRICULUM LEADER: Mr Quaynor email: a.quaynor@saddleworthschool.org		

GCSE HISTORY

Exam Board: Edexcel	
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COURSE AND QUALIFICATION

Students will sit three exams at the end of Year 11:
 Paper 1: 1 hour and 10 minutes – 52 marks [Crime and Punishment]
 Paper 2: 1 hour and 45 minutes – 64 marks [American West and Early Elizabethan England]
 Paper 3: 1 hour and 15 minutes (52 marks) [USA: Conflict at home and abroad]

Year 10 2023-24 OVERVIEW


Autumn Half Term 1	Paper 1: Crime and Punishment Through Time c.1000-present day (section B of Paper 1)
Autumn Half Term 2	Paper 1: Crime and Punishment Through Time c.1000-present day (Section B of Paper 1)
Spring Half Term 1	Paper 2: American West, c1835-c1895: The Early Settlement of the West
Spring Half Term 2	Paper 2: American West, c.1835-c1895: The development of the plains Y10 School exams in April
Summer Half Term 1	Paper 3: USA: Conflict at home and abroad (Civil Rights Movement in the 1950s)
Summer Half Term 2	Paper 3: USA: Conflict at home and abroad (Civil Rights Movement in the 1960s)

Year 10 Key Assessments and Exams this year

Students will complete exam questions in lessons which are open book and at the end of each half term will sit unseen, closed book questions to test their understanding
 Y10 School exams in April 2024: Students will sit Paper 1 on Whitechapel and Crime and Punishment and Paper 2: American West during the Year 10 school exam period.
 Homework will focus on student’s revising their prior learning and will be set on class charts each Friday.

USEFUL REVISION RESOURCES & WEBSITES

Exam board Website	https://qualifications.pearson.com/en/subjects/history.html
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REVISION GUIDES	 <p style="text-align: right; font-weight: bold; margin-top: 10px;">These can be bought from Amazon at a cost of £5.99 each</p>
	<p>Links to the Year 10 revision guides are below: Paper 1: Crime and Punishment - Pearson Edexcel GCSE (9-1) History Crime and punishment in Britain, c1000-present Revision Guide and Workbook Kindle Edition (Revise Edexcel GCSE History 16) eBook : Smith, Harry: Amazon.co.uk: Kindle Store Paper 2: American West - Pearson Edexcel GCSE (9-1) History The American West, c1835-c1895 Revision Guide and Workbook Kindle Edition (Revise Edexcel GCSE History 16) eBook : Smith, Harry: Amazon.co.uk: Kindle Store</p>

SCHOOL CONTACT

Please make your son/daughter’s classroom teacher your first point of contact.
CURRICULUM LEADER: Miss Poppleton email: s.poppleton@saddleworthschool.org

GCSE GEOGRAPHY

Exam Board: OCR

Specification Number: J383 Specification A

COURSE AND QUALIFICATION

During Year 10, students will be taught more than half of the GCSE course. The majority of the year will be spent studying for Paper 1 Living in the UK today. In the Autumn term we will be visiting Manchester for a field trip day where students will have the opportunity to visit some of the areas they studied during the year.

Year 10 OVERVIEW

Autumn 1	Paper 1 Living in the UK today – 02 People of the UK Assessment: Throughout the unit Paper 1 section 02 exam questions.
Autumn 2	Paper 1 Living in the UK today – 02 People of the UK Assessment: Throughout the unit Paper 1 section 02 exam questions.
Spring 1	Paper 1 Living in the UK today – 01 Landscapes of the UK Assessment: End of unit Paper 1 section 01 and 02 exam questions.
Spring 2	Paper 1 Living in the UK today – 03 UK Environmental Challenges Assessment: Throughout the unit Paper 1 section 03 exam questions.
Summer 1	Paper 1 Living in the UK today – 03 UK Environmental Challenges Assessment: Throughout the unit Paper 1 all sections exam questions.
Summer 2	Paper 2 The world around us – 01 Ecosystems of the planet Assessment: Throughout the unit Paper 2 section 01 exam questions.

Year 10 Key Assessments and Exams this year

Throughout the course students will complete GCSE questions in lesson based on the topic they are studying. Model answers will be provided to help students improve their answers and understand how the exam board will mark their work. Students will be encouraged to create revision resources regularly which can be used when they reach the final exams. In the summer term students will sit a full 1-hour Paper 1 and a 30 min skills paper under exam conditions as part of the Year 10 exam cycle.

Students will undertake important fieldwork in Summer 2024.

REVISION RESOURCES

All topics have bespoke revision guides written by the department which are available to download from the school VLE. There are also A3 knowledge organisers and topic review sheets to help students organise their revision.

GCSE Revision book OCR A is available to purchase from good book sellers.

USEFUL WEBSITES

OCR exam board: <https://www.ocr.org.uk/qualifications/gcse/geography-a-geographical-themes-j383-from-2016/>

BBC Bite size revision website

SCHOOL CONTACT

Please make your son/daughter's classroom teacher your first point of contact.

CURRICULUM LEADER : Mr Smith email : p.smith@saddleworthschool.org

GCSE Religious Studies

Exam Board: AQA

Specification Number: 8062

Y10 COURSE SUMMARY

Students will sit two exam papers at the end of Y11. They are each worth 50% of their final GCSE grade, last 1hr 45 minutes, and follow the same structure (1 mark, 2 marks, 4 marks, 5 marks, 12 marks).

Paper 1 is a 'Religions' paper and includes:

Christian Beliefs, Islamic Beliefs, Christian Practices, Islamic Practices

Paper 2 is a 'Themes' paper and includes:

Social Justice, Crime and Punishment, Relationships and Families and Peace and conflict.

Each of the 8 units are taught as discrete units and do not overlap, however understanding all 8 together at the end of the 2 years inevitably creates some crossover.

Year 10 2023-24 OVERVIEW

Half Term 1: September – October	Christian Beliefs
Half Term 2: November – December	Islamic Beliefs
Half Term 3: January – February	Christian Practices
Half Term 4: February-March	Christian Practices
Half Term 5: April - May	Islamic Practices
Half Term 6: June	Islamic Practices/Crime and Punishment

Year 10 Key assessments

Students complete mid and end of unit assessments in each of the 4 topics studied in year 10. They will have the opportunity to answer a 12-mark question mid unit, then they complete a summative full unit paper at the end of each half term. At the end of two topics, students will do the 'two test challenge', answering questions from the unit studied and the previous unit. Towards the end of year 10 students will also complete a Mock exam in RE, which will be a full Paper 1.

What should homework look like in this subject?

- All students have a revision guide which they have been directed to by their teachers, this can be used in a number of ways – including using it to create concept maps, carry out brain dumps or make notes from.
- All students have their folders along with class exercise books and assessments – these should be used as knowledge banks to revise from as they are content heavy.

Homework in RE is a 4, 5 or 12 mark question depending on where we are within the unit.

These are written in students' class books and marked by their class teacher within the fortnight.

USEFUL REVISION RESOURCES & WEBSITES

Exam Board Website	https://www.aqa.org.uk/subjects/religious-studies/gcse/religious-studies-a-8062/specification-at-a-glance
RE Revision Online	http://www.rsrevision.com/contents/newgcse_aqa.html

SCHOOL CONTACT

Please make your son/daughter's classroom teacher your first point of contact.

CURRICULUM LEADER: Mrs Kate O'Connell email: k.oconnell@saddleworthschool.org

GCSE Computer Science

Exam Board: OCR	Specification Number: J277
COURSE AND QUALIFICATION	
<p>The Computer Science course is divided into 2 components: Component 1: Computer systems (50%) Component 2: Computational thinking, algorithms and programming (50%) Programming Project: (All students will be required to undertake a programming task(s) Students may draw on some of the content in both components when engaged in Practical Programming).</p>	
Year 10 OVERVIEW	
September – October	<p style="color: red;">Key assessment: The course will be divided into 8 units. Assessments will take place after each unit has been delivered.</p> <ul style="list-style-type: none"> • 1.1 Systems architecture • 1.2 Memory and storage • 1.3 Computer networks, connections and protocols • 1.4 Network security
October - February	<ul style="list-style-type: none"> • 1.5 Systems software • 1.6 Ethical, legal, cultural and environmental impacts of digital technology <p style="color: red;">Key assessment: Component 1 full assessment</p> <ul style="list-style-type: none"> • 2.1 Algorithms • 2.2 Programming fundamentals
March-July	<ul style="list-style-type: none"> • 2.3 Producing robust programs • 2.4 Boolean logic • 2.5 Programming languages and Integrated Development Environments <p style="color: red;">Key assessment: Component 1 full assessment</p>
COMPLETION DATES	
Component 1: Feb 2024	Component 2: Feb 2025
SUBJECT SUPPORT	
<ul style="list-style-type: none"> • Collings revision guide • CGP Revision question cards (flash cards) • CGP revision guide • Teach ICT is a website that is tailored to this specific exam board. Subscription is paid for by school, students need to simply log in and take advantage of these resources, which consists of exam questions, flash cards, quizzes and videos. 	
USEFUL WEBSITES	
<p>https://www.teach-ict.com/ https://www.bbc.co.uk/bitesize/examspecs/zmtchbk https://www.youtube.com/channel/UC0HzEBLIJxlrwBAHJ5S9JQg (search for Craig and Dave’s YouTube channel)</p>	
SCHOOL CONTACT	
Please make your son/daughter’s classroom teacher your first point of contact.	
CURRICULUM LEADER:	Mr H Nazir Email: h.nazir@saddleworthschool.org

Cambridge Nationals Creative iMedia Level1/2

Exam Board: OCR		Specification Number: J834	
COURSE AND QUALIFICATION			
Cambridge Nationals are exciting, practical vocational qualifications that can help build your future. They are Level 1/Level 2 qualifications designed for students aged 14-16 years and complement your GCSE choices. Cambridge Nationals will inspire and help you develop real-world skills through practical learning and help you get ready for your next steps whether that's A Levels, apprenticeships, or a Level 3 vocational qualification such as our Cambridge Technicals.			
Year 10 OVERVIEW			
R094 Sept 2023 – March 2024 Develop Visual Identity Plan Digital Graphics Create Visual Identity and Digital Graphics		This course is split up into three components. The first component will be completed in submitted in March 2024 to allow time for moderation before May 2024. Visual identity and digital graphics (Coursework 25%)	
R093 Sept 2023 – July 2024 Media Industry Factors Influencing Product Design Pre-Production Planning Distribution Considerations		Creative iMedia in the media industry (Exam 40%) Initial exam preparation throughout the year to assist with the coursework component, although more detail will be included in Year 11.	
R097 June 202 – July 2024 Plan interactive digital media Create interactive digital media Review interactive digital media		Interactive Digital Media (35%) Coursework preparation ready for the start of this in Year 11.	
COMPLETION DATES			
<u>Year 10</u> R094 May 2024		Year 11 R093 Exam Mock Jan 2025 R093 Exam May 2025 R097 Coursework May 2025	
Subject support			
<ul style="list-style-type: none"> • Creative iMedia revision guide (OCR) • Sue Farrimond Photoshop Tutorials • That Blue Square Thing is designed to assist students through the entire course, including coursework guidelines and revision for the exam component. • Class Teacher Extra Sessions which will be confirmed before completion of each component. 			
USEFUL WEBSITES			
https://www.ocr.org.uk/Images/610942-specification-cambridge-nationals-creative-imedia-j834.pdf http://www.bluesquarething.co.uk/ www.clearrevise.com www.cambridge.org/cambridgenationals			
SCHOOL CONTACT			
Please make your son/daughter's classroom teacher your first point of contact. Email: s.green@saddleworthschool.org			
CURRICULUM LEADER:		Mr H Nazir Email: h.nazir@saddleworthschool.org	

GCSE Art, Craft and Design:

Exam Board: AQA	Specification Number: 8201/C and 8201/X
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COURSE AND QUALIFICATION

The Art, Craft and Design is divided into 2 components:

Component 1: A portfolio that shows explicit coverage of the four assessment objectives. It must include at least one sustained project and a selection of further work undertaken during the student's course of study.

Component 2: Students respond to their chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment criteria.

Year 10 2023-24 OVERVIEW

Autumn Half Term 1	Skills-based sessions on the theme of Man vs Nature (Project 1). Work will be completed in A3 sketchbooks and all work will contribute to Unit 1 (portfolio).
Autumn Half Term 2	Students will continue to explore the theme of man vs nature experimenting with both 2D and 3D materials and processes.
Spring Half Term 1	Introduction to Project 2 based on the theme of Identity and Portraiture. Refinement of drawing and observation skills and further skills-based sessions.
Spring Half Term 2	Continuation of skills-based sessions on the theme of Portrait and Identity (Project 2). Work completed will contribute to Unit 1 (portfolio).
Summer Half Term 1	Exploration of artists linked to Project 2 and development of personal responses.
Summer Half Term 2	Design ideas and development of work towards a final outcome for Project 2.

Year 10 Key Assessments and Exams this year

Student's classwork and home learning will be assessed throughout the Year at the whole school data entry points. All work completed contributes to the final Unit 1 marks awarded.

Work can be refined and improved upon up until the final hand-in date in May 2025.

Y10 School exams: Students will sit an extended practical session at the end of July. They will be given time to prepare for this in advance.

USEFUL REVISION RESOURCES & WEBSITES

BBC Bitesize	https://www.bbc.co.uk/bitesize/subjects/z6hs34j This has lots of useful information about the assessment objectives along with key terminology.
Student Art Guide	https://www.studentartguide.com/ Visual examples of student sketchbooks along with instructional guidance.

SCHOOL CONTACT

Please make your son/daughter's classroom teacher your first point of contact.

CURRICULUM LEADER: Mrs Leitheiser (k.leitheiser@saddleworthschool.org)

GCSE PHOTOGRAPHY

Exam Board: AQA	Specification Number: 8206/C and 8206/X
COURSE AND QUALIFICATION	
<p>During the course pupils create a portfolio of work that shows explicit coverage of the four assessment objectives within two large projects, including: photographer research and analysis, taking their own photographs and experimenting with styles, equipment and techniques, developing a range of ideas that are then refined into a final personal response.</p> <p>Unit 1: Coursework Project 1: year 10 Natural Forms Coursework Project 2: Year 10 into Year 11 Portraits/Identity</p> <p>Unit 2: Students respond to their chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment criteria.</p> <p>Homework tasks set on ClassCharts will support classwork and will contribute to the final coursework marks.</p>	
Year 10 OVERVIEW	
Autumn Half Term 1	Skills-based sessions on the theme of Natural Forms (Project 1). Work will be completed in digital sketchbooks and all work will contribute to Unit 1 (portfolio).
Autumn Half Term 2	Exploration of different Photographers/ artists linked to Project 1 Natural Forms.
Spring Half Term 1	Development of design ideas leading towards a personal response to the theme of Natural Forms.
Spring Half Term 2	Final piece completed for Project 1.
Summer Half Term 1	Skills-based sessions on the theme of Portrait and Identity (Project 2). Work completed will contribute to Unit 1 (portfolio).
Summer Half Term 2	Exploration of artists linked to Project 2 and development of personal responses.
COMPLETION DATES	
Unit 1: January 2025	Unit 2: May 2025
Year 10 Key Assessments and Exams this year	
<p>Students classwork and home learning will be assessed throughout the Year at the whole school data entry points. All work completed contributes to the final Unit 1 marks awarded. Work can be refined and improved upon up until the final hand-in date in May 2025.</p> <p>Y10 School exams: Students will sit an extended practical session in July. They will be given time to prepare for this in advance.</p>	
USEFUL REVISION SOURCES & WEBSITES	
BBC Bitesize GCSE Photography Pinterest – search ‘creative portrait photography’ Virtual Instructor View bug- creative Portrait winners and entries www.aqa.org.uk/subjects/art-and-design	www.studentartguide.com/ www.juilastubbs.co.uk www.bbc.co.uk/schools/gcsebitesize/art/ www.pinterest.co.uk
SCHOOL CONTACTS	
Please make your son/daughter’s classroom teacher your first point of contact: j.coates@saddleworthschool.org or k.pickup@saddleworthschool.org	
CURRICULUM LEADER:	k.leitheiser@saddleworthschool.org

GCSE Drama

Exam Board: AQA 8261	
COURSE AND QUALIFICATION	
Devising Drama – non-exam assessment 30%	
Texts in Practice – non-exam assessment 30%	
Understanding Drama – exam assessment 40%	
Year 10 2022-23 OVERVIEW	
Autumn Half Term 1	Introduction to Drama – ensemble/improvisation. Theory – staging/style and genre Practitioners/acting styles – Stanislavsky/naturalism and Brecht/non-naturalism Summative assessment - monologue
Autumn Half Term 2	Physical Theatre - Frantic Assembly and Off Balance Drama conventions/techniques. Theory – structure. Formative assessment throughout – practical and theory. Summative Assessment – Off Balance inspired physical theatre performance.
Spring Half Term 1	Component 1 – NEA Devising Drama. Work collaboratively to create, develop, perform and evaluate their own piece of devised drama. Theory – creating a portfolio. Blood Brothers – Section A and B preparation. Formative assessment – NEA practical work and written portfolio. Formative assessment – practise exam questions. Summative Assessment – Section 1 and 2 of portfolio.
Spring Half Term 2	Component 1 - NEA Devising Drama. Work collaboratively to create, develop, perform and evaluate their own piece of devised drama. Theory – creating a portfolio and Section B - Mock theatre reviews. Formative assessment – NEA practical work and written portfolio. Summative Assessment – live theatre review.
Summer Half Term 1	Component 1 NEA – Devising Drama Performance and portfolio deadline. Formative assessment – NEA practical work and written devising log. Blood Brothers – Section A and B preparation. Formative assessment – practise exam questions. Mock Exam – <i>Blood Brothers</i> + live theatre review. Formal Assessment – Devising Drama NEA deadline.
Summer Half Term 2	Component 2 – NEA Texts in Practice Study of one full length, published play. Describe artistic intention for the performance. Present two extracts in a showcase. Blood Brothers – Section A and B preparation. Formative assessment – practise exam questions. Summative Assessment - performance of one extract
What does homework look like in Drama?	
Homework is set once per week.	
USEFUL REVISION RESOURCES & WEBSITES	
Exam Board	https://www.aqa.org.uk/subjects/drama/gcse/drama-8261
BBC Bitesize	https://www.bbc.co.uk/bitesize/examspecs/zrnjwty
Theatre Site	https://www.nationaltheatre.org.uk/learning/schools/secondary-and-fe/resources
SCHOOL CONTACT	
CURRICULUM LEADER: Mr Leitheiser g.leitheiser@saddleworthschool.org	

GCSE Music

Exam Board: AQA	Specification Number: 8271
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COURSE AND QUALIFICATION

Music Performance 30% = 1 x solo performance / 1 x ensemble performance Internally assessed – Externally moderated
Music Composition 30% = 1 x own choice composition / 1 x exam board set brief composition Internally assessed – Externally moderated
Understanding Music 40% = 90 minute listening and appraising examination (Externally assessed)

Year 10 GCSE MUSIC - 2023-24 OVERVIEW

Y10	PERFORMANCE	COMPOSITION	LISTENING AND UNDERSTANDING
Autumn Half Term 1	Solo performance Building confidence	Composition studies Using music notation software Composition exercises Practice compositions	<ul style="list-style-type: none"> Kodaly GCSE Music set work Mozart GCSE Music set work Unfamiliar listening (including) Baroque Music - Mozart – Beethoven – Chopin – Schumann
Autumn Half Term 2	Solo performance Building confidence Developing repertoire	Composition studies Using music notation software Composition exercises Practice compositions	<ul style="list-style-type: none"> Kodaly GCSE Music set work Mozart GCSE Music set work Unfamiliar listening: Pop Music 1990+ - Musicals - Film Music - Music for Computer Games
Spring Half Term 1	Solo and ensemble performance Building confidence.	Own choice composition development	<ul style="list-style-type: none"> Kodaly GCSE Music set work Mozart GCSE Music set work Unfamiliar listening: African/Caribbean - Fusion/Salsa - Contemporary Music - British Folk Music
Spring Half Term 2	Solo and ensemble performance Building confidence.	Own choice composition development	<ul style="list-style-type: none"> Kodaly GCSE Music set work Mozart GCSE Music set work Unfamiliar listening: Requiems - Western Music 1910+ - British Music
Summer Half Term 1	Year 10 School exams. (Exam preparation in all disciplines.)	Own choice composition development	<ul style="list-style-type: none"> Kodaly GCSE Music set work Mozart GCSE Music set work Unfamiliar listening: Blues/Jazz - Kodaly/Bartok – Minimalism – exam style music questions
Summer Half Term 2			

Year 10 Key Assessments and Exams this year

- Mock GCSE Listening and Understanding paper** – April 2024
- Performance assessment** – Summer term 2024 – 1 x solo and 1 x ensemble performance
- Composition submission** – June 2024 – free choice composition final draft

USEFUL REVISION RESOURCES & WEBSITES

CPG / AQA Complete Revision & Practice (with Audio CD) - for the Grade 9-1 Course
£10 from the music department – available now.
BBC Bitesize – AQA GCSE Music -<https://www.bbc.co.uk/bitesize/examspecs/zfww7nb>

SCHOOL CONTACT

Please make your son/daughter’s classroom teacher your first point of contact.
CURRICULUM LEADER: Mr Garrath Beckwith – g.beckwith@saddleworthschool.org

GCSE BUSINESS

Exam Board: AQA	Specification Number: 8132
Y10 COURSE SUMMARY	
<p>In year 10 students will study the following units:</p> <ul style="list-style-type: none"> • Unit 1 – Business in the real world • Unit 2 – Influences on Business • Unit 3 – Human Resources • Unit 4 – Business operations 	
Year 10 2023-24 OVERVIEW	
Half Term 1: September – October	<p>They will study:</p> <ol style="list-style-type: none"> 1. The purpose and nature of business (Unit 1). 2. Business ownership (Unit 1). 3. Setting business aims and objectives (Unit 1).
Half Term 2: November – December	<p>They will study:</p> <ol style="list-style-type: none"> 1. Stakeholders (Unit 1). 2. Business location (Unit 1). 3. Business planning (Unit 1). 4. Expanding a Business (Unit 1).
Half Term 3: January – February	<p>They will study:</p> <ol style="list-style-type: none"> 1. Technology (Unit 2). 2. Ethical and environmental considerations (Unit 2). 3. The economic climate on businesses (Unit 2). 4. Globalisation (Unit 2).
Half Term 4: February-March	<p>They will study:</p> <ol style="list-style-type: none"> 1. Legislation (Unit 2). 2. Competitive environment (Unit 2). 3. Recruitment and selection of employees (Unit 3).
Half Term 5: April - May	<p>They will study:</p> <ol style="list-style-type: none"> 1. Revision strategies to help prepare for the Year 10 exams. 2. Feedback and improvements after Year 10 exams 3. Motivating employees (Unit 3). 4. Training (Unit 3)
Half Term 6: June	<p>They will study:</p> <ol style="list-style-type: none"> 1. Organisational structures (Unit 3). 2. Production Processes (Unit 4). 3. The role of procurement (Unit 4).
Year 10 Assessments and key Exams this year	
<p>Students will complete tests in class each half term throughout Year 10. This will assess their knowledge and ability to apply understanding.</p> <p>Y10 School exams in April 2023: Students will sit one Business paper (one hour). This will assess Unit 1 and Unit 2 topics.</p>	
What should homework look like?	
<ul style="list-style-type: none"> • Knowledge of business terminology is key to exam success – students will be asked to revise completed topics and key terms. • Students will be regularly set '9-mark questions'. These questions ask students to provide business advice and apply their business knowledge and understanding to a given scenario. When they provide advice they have to fully justify their decision with links to the case study. • Completing past exam papers is very useful to prepare for the exam. Similar questions will appear in the exam. • All homework will be set weekly on ClassCharts– by checking their class you will be able to monitor their progress and submission of work. 	
USEFUL REVISION RESOURCES & WEBSITES	
Exam Board	https://www.aqa.org.uk/subjects/business/gcse
Revision Guide	https://www.amazon.co.uk/New-GCSE-Business-Revision-Guide/dp/1782946896 (available on ParentPay)
Past papers	http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes
GCSE Bitesize	https://www.bbc.co.uk/education/subjects/zpsvr82
Subject shared area	Past exam questions and mark schemes are available for the 'old specification' in the 'Business' student shared area (Q:\Business Studies\GCSE Business Studies\Past exam questions)
SCHOOL CONTACT	
<p>Please make your son/daughter's classroom teacher your first point of contact.</p> <p>CURRICULUM LEADER: Ms Dempster's email: c.dempster@saddleshworthschool.org</p>	

OCR Cambridge National in Enterprise and Marketing

Exam Board: OCR	Specification Number: 603/7093/2
Y10 COURSE SUMMARY	
<p>This qualification has THREE mandatory units:</p> <p>Unit R067: Enterprise and Marketing Concepts – this unit will be assessed by an exam in May/June 2024</p> <p>Unit R068: Design a Business Proposal – this unit will be assessed by a set assignment. Students will identify a customer profile for a specific product, complete market research, use financial calculations to propose a price strategy and determine the viability of the product proposal.</p> <p>Unit R069: Market and Pitch a Business Proposal - this unit will be assessed by a set assignment. Student will develop their pitching skills to present their business proposal. They will develop a brand identify for a target customer, plan and pitch their proposal and create a promotional campaign.</p>	
Year 10 2023-24 OVERVIEW	
Half Term 1: September – October	<p>Introduction to the course: Business types and ownerships. The purpose of market research, primary and secondary research methods and the benefits of each. Different methods of sampling.</p> <p><i>Assessment:</i> Introduction to the assessed work. Identify aims of the research and select appropriate research methods to gather relevant information. Analyse the results of their research. (TA1-R068)</p>
Half Term 2: November – December	<p>Market segmentation and profiling.</p> <p><i>Assessment:</i> Market segmentation and profiling. (TA2 – R068)</p> <p>Identify a customer profile. Create a product proposal. Review and finalise the design. (TA2 – R068)</p>
Half Term 3: January – February	<p>Cost, revenue, profit and loss. Break-even and cash flow.</p> <p><i>Assessment:</i> Financial viability of their proposal. Calculate costs, revenue, profit and break-even. Apply an appropriate pricing strategy. (TA3/TA4 – R068)</p>
Half Term 4: February-March	<p>Risks and Challenges</p> <p><i>Assessment:</i> Review the likely success of the business proposal. (TA5-R068)</p> <p>Deadline for assignment R068: 22/03/2024</p>
Half Term 5: April - May	<p>What is a brand and why is it used? External business environment.</p> <p><i>Assessment:</i> Develop a brand identify to target a customer profile. Benefits of branding. Carry out a competitor analysis and identify opportunities and threats in the business environment. (TA1 – R069)</p>
Half Term 6: June	<p>What is the marketing mix? Types of advertising medium used to attract and retain customers. Different promotional methods.</p> <p><i>Assessment:</i> Create a promotional campaign for a brand and product. (TA2 – R069)</p>
Year 10 Assessments and key Exams this year	
<p>Students will complete the assignment tasks for Unit R068 in class each half term. This needs to be completed under controlled/supervised conditions. Students will complete the assignment for Unit R068 in Year 10. The deadline for submission is 22nd March 2024</p>	
What should homework look like?	
<ul style="list-style-type: none"> • All Homework will be set on ClassCharts – by checking their class you will be able to monitor their progress and submission of work • Although the students will complete assignment work in class, they may need to do further work at home to ensure the work is completed fully. The class teacher will be in touch with parents/carers if they have any concerns. 	
USEFUL REVISION RESOURCES & WEBSITES	
Exam Board Website	https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/
Subject shared area	Details of the assignments will be stored in the student shared area, once they have been released to students
SCHOOL CONTACT	
<p>Please make your son/daughter’s classroom teacher your first point of contact.</p> <p>CURRICULUM LEADER: Ms Dempster’s email: c.dempster@saddleworthschool.org</p>	

GCSE Design and Technology

Exam Board: EDUQAS	Specification Number: 603/1121/6
COURSE AND QUALIFICATION	
<p>The Design and Technology course is divided into 2 components: <u>Component 1: Design and Technology in the 21st Century</u> Written examination: 2 hours 50% of qualification. A mix of short answer structured and extended writing questions assessing candidates' knowledge and understanding of: • technical principles • designing and making principles along with their ability to • analyse and evaluate design decisions and wider issues in design and technology. <u>Component 2: Design and make task.</u> Non-exam assessment: approximately 35 hours 50% of qualification. A sustained design and make task, based on a contextual challenge set by WJEC, assessing candidates' ability to: • identify, investigate, and outline design possibilities • design and make prototypes • analyse and evaluate design decisions and wider issues in design and technology.</p>	
Year 10 OVERVIEW	
September – October	<p><u>Component 1: Design and Technology in the 21st Century</u> 2 lessons a fortnight covering UNIT 1 theory. <u>Component 2: Design and make task practice.</u> Lessons build on practical elements including mini projects and use of CAD/CAM</p>
November-December	<p><u>Component 1: Design and Technology in the 21st Century</u> 2 lessons a fortnight covering UNIT 1 theory continued <u>Component 2: Design and make task practice.</u> Lessons build on practical elements with various use of different materials including timber, plastics, and metal</p>
January - February	<p>1 <u>Component 1: Design and Technology in the 21st Century</u> 2 lessons a weekly covering UNIT 2 theory. <u>Component 2: Design</u> Lessons build on design elements including looking at technical drawings</p>
March-June	<p>1 <u>Component 1: Design and Technology in the 21st Century</u> 2 lessons a fortnight covering UNIT 2 theory continued <u>Component 2: Design</u> Lessons build on design and prototype elements including looking at technical drawings and scale modelling</p>
June - July	Start of Released of NEA by exam board
Assessment Dates	
<ul style="list-style-type: none"> • Component 2 - Autumn 1st half term. • Theory- Unit 1 - Autumn 2nd half term. • Component 2 – Spring 1st half term. • Theory - Unit 2 - Spring 2nd half term. • Component 2 – Summer 1st half term – this will be the real NEA component 2 released on 1st June. • All unit 1 -4 mock - Summer 2nd half term. <p style="text-align: center;">*Component 2 – Practice projects will be marked each half term for guidance.</p>	
Subject support	
Design and Technology support will be available on the following days: Thursday- F104 Further sessions will be via arrangement with classroom teacher.	
USEFUL WEBSITES	
https://www.eduqas.co.uk/qualifications/design-and-technology-gcse https://www.bbc.co.uk/bitesize	https://www.pinterest.co.uk http://www.technologystudent.com/
SCHOOL CONTACT	
Please make your son/daughter's classroom teacher your first point of contact. Miss Danby	
CURRICULUM LEADER:	s.danby@saddleworthschool.org

GCSE Food Preparation & Nutrition

Exam Board: AQA	Specification Number: 8585C/ 8585/W
COURSE AND QUALIFICATION	
<p>The course is organised in to 5 sections, these are:</p> <ul style="list-style-type: none"> • Food, nutrition and health – Nutrients, nutritional needs and health, energy needs, how to carry out a nutritional analysis; diet, nutrition and health. • Food safety – Food spoilage and contamination, principles of food safety. • Food science – Cooking and heat transfer, selecting appropriate cooking methods, functional and chemical properties of food. • Food provenance – Environmental impact and sustainability of food, food processing and production. • Food choice – Factors affecting food choice, British and international cuisines, sensory evaluation. <p>The course is assessed as follows:</p> <ul style="list-style-type: none"> • NEA 1 (15%) – Food investigation task – Sept 2023 – October 2023 • NEA 2 (35%) Food Preparation Task – Nov 2023 – March 2024 <p>Written Exam (50%) - Summer 2024</p> <ul style="list-style-type: none"> • Section A: (20 marks) multiple choice questions. • Section B: (80 marks) 5 questions varying in styles of approach and content. 	
Year 10 OVERVIEW	
September – October	Methods of cooking and heat transfer – Food Science Protein – Nutrition and Food Science – Function and sources, denaturation, coagulation, protein alternatives, gluten and foams.
November - December	Carbohydrates - Nutrition and Food Science – Function and sources, gelatinisation, caramelisation, dextrinisation.
January - February	Fats - Nutrition and Food Science – Function and sources, Shortening, plasticity, emulsification.
February - March	Micronutrients – Nutrition - Vitamins and minerals – Function and sources, deficiency. Raising agents – Food Science – the use of air, steam and CO ₂ to make food products rise, mechanical, biological, chemical raising agents.
April - May	Raising agents – Food Science – the use of air, steam and CO ₂ to make food products rise, mechanical, biological, chemical raising agents.
June - July	Food choice – Factors, food intolerance, allergies, labelling, marketing
Assessment Dates	
<ul style="list-style-type: none"> • September – Methods of cooking and heat transfer test • November – Protein end of unit test • January – Carbohydrate’s end of unit test • March – Fat’s end of unit test • April - Year 10 Mock • May – Raising agents end of unit test • July – Food choice end of unit test 	
Subject support	
Further sessions will be via arrangement with classroom teacher.	
USEFUL WEBSITES	
<p>AQA Website: www.aqa.org.uk/ British Nutrition foundation: www.nutrition.org.uk Eatwell guide: www.nutrition.org.uk/healthyliving/healthydiet/eatwell.html Books: Illuminate publishing AQA GCSE Food Preparation and Nutrition (ISBN 978-1-908682-78-9) Revision guides: Illuminate publishing revision guide (ISBN:978-1-908682-80-2) CGP revision guide and workbooks (ISBN: 9781782946496)</p>	
SCHOOL CONTACT	
<p>Please make your son/daughter’s classroom teacher your first point of contact: Email: j.healey@saddleworthschool.org</p>	

Level 1/2 Vocational Award in Hospitality & Catering (Technical Award)

Exam Board: WJEC

Specification Number: 601/7703/2.

COURSE AND QUALIFICATION

WJEC Level 1/2 Vocational Award in Hospitality and Catering (Technical award)

This course has been designed to develop in learners the knowledge and understanding related to a range of hospitality and catering providers; how they operate and what they have to take into account to be successful. The course consists of 2 units which are as follows:

Unit	Learning outcomes
Unit 1 The Hospitality and Catering Industry 40% - External examination	<ul style="list-style-type: none"> 1.1 Hospitality and catering provision 1.2 How hospitality and catering providers operate 1.3 Health and safety in hospitality and catering 1.4 food safety in hospitality and catering
Unit 2 Hospitality and Catering in Action 60% Internal NEA	<ul style="list-style-type: none"> 2.1 The importance of nutrition 2.2 menu planning 2.3 The skills and techniques of preparation, cooking and presentation of dishes 2.4 Evaluating cooking skills

Year 10 OVERVIEW

September – October	1.1 Hospitality and catering provision
November-December	1.2 How hospitality and catering providers operate
January - February	1.3 Health and safety in hospitality and catering
February - March	1.4 food safety in hospitality and catering
April - May	Practice piece of controlled assessment. 2.1 The importance of nutrition 2.3 The skills and techniques of preparation, cooking and presentation of dishes 2.4 Evaluating cooking skills
June - July	Practice piece of controlled assessment. 2.2 menu planning 2.3 The skills and techniques of preparation, cooking and presentation of dishes 2.4 Evaluating cooking skills

Assessment Dates

October - <u>End of unit test</u> -1.1 Hospitality and catering provision December - <u>End of unit test</u> - 1.2 How hospitality and catering providers operate February - <u>End of unit test</u> – 1.3 Health and safety in hospitality and catering	March - <u>End of unit test</u> 1.4 food safety in hospitality and catering April – Year 10 examinations July – Practice piece of controlled assessment
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Subject support

Further sessions will be via arrangement with classroom teacher.

USEFUL WEBSITES

WJEC Website: https://www.eduqas.co.uk/qualifications/hospitality-and-catering-level-1-2/#tab_overview
 British Nutrition foundation: www.nutrition.org.uk
 Eatwell guide: www.nutrition.org.uk/healthyliving/healthydiet/eatwell.html
<http://www.foodsafety.gov/>
<http://www.food4life.org.uk/key-stage-four/health-and-nutrition/nutritional-requirements/>
http://www.qdalabel.org.uk/qda/qda_values.aspx

SCHOOL CONTACT

Please make your son/daughter's classroom teachers your first point of contact. (Mrs Healey – j.healey@saddleworthschool.org)

CURRICULUM LEADER: Miss S Danby

Email: s.danby@saddleworthschool.org

Level 1/2 TECHNICAL AWARD in Graphic Design

Exam Board: NCFE	Specification Number: 603/7011/7
COURSE AND QUALIFICATION	
<p>This qualification aims to:</p> <ul style="list-style-type: none"> • focus on the study of the graphic design sector • offer breadth and depth of study, incorporating a key core of knowledge • provide opportunities to acquire a number of practical and technical skills. <p>The qualification consists of 6 content areas. The guided learning hours are 120 hours for content delivery:</p> <p>CA 1 – Components of graphic design CA 2 – Work of graphic designers CA 3 – Requirements of a graphic design brief CA 4 – Planning, development and experimentation CA 5 – Graphic design production CA 6 – Design, present and promote graphic design work</p> <p>The course is assessed in 2 parts during Year 11:</p> <p>A Non-Exam Assessment that is worth 60% of the overall mark. It is completed internally over 17.5 supervised hours with 2 hours for preparation and research time. It is marked internally and externally moderated.</p> <p>A final Exam Assessment worth 40% of your overall mark. It is completed over 1.5 hours and externally assessed.</p>	
Year 10 OVERVIEW	
September – December.	CA 1 – Components of Graphic Design CA 2 – Work of Graphic Designers CA 5 - Graphic design production
January- March	CA 4 - Planning, development and experimentation CA 6 – Design, present and promote graphic design work
April - June	Content Area 3 - Requirements of a graphic design brief Content Area 5 - Graphic design production
July	Content Area 3 - Requirements of a graphic design brief CA 6 – Design, present and promote graphic design work NEA preparation and Content Area application
Assessment Dates	
<ul style="list-style-type: none"> • October – Mid Unit Assessment • December – Project Assessment • February - Mid Unit Assessment 	<ul style="list-style-type: none"> • May – Project Assessment • Year 10 Mock date to be confirmed • July – Mini – NEA Assessment.
Subject support	
Further sessions will be via arrangement with classroom teacher.	
USEFUL WEBSITES	
https://www.ncfe.org.uk/qualification-search/qualification-detail/ncfe-level-12-technical-award-in-graphic-design-1723 https://www.ncfe.org.uk/media/054j2j22/603-7011-7-qualification-specification-version-1-2.pdf https://www.canva.com/learn/graphic-designers-instagram/ http://www.technologystudent.com/despro_f1sh/graphics_main1.html	
SCHOOL CONTACT	
Please make your son/daughter’s classroom teachers your first point of contact. (Mr Pritchard – b.pritchard@saddleworthschool.org and Ms Tweedale – g.tweedale@saddleworthschool.org)	
CURRICULUM LEADER:	s.danby@saddleworthschool.org

GCSE 3D Design

Exam Board: AQA

Specification Number: 8205/C and 8205/X

COURSE AND QUALIFICATION

The Art and Design 3D course is divided into 2 components:

Component 1: A portfolio that shows explicit coverage of the four assessment objectives. It must include at least one sustained project and a selection of further work undertaken during the student's course of study.

Component 2: Students respond to their chosen starting point from an externally set assignment paper, evidencing coverage of all four assessment criteria.

Year 10 2023-24 OVERVIEW

Autumn Half Term 1	Skills-based sessions on Drawing Skills (Project 1). Work will be completed on A3 and will include CAD and work will contribute to Unit 1 (portfolio).
Autumn Half Term 2	Students will look at model making skills (card) to create 3D forms (model furniture) Pupils look at scale and CAM to develop ideas.
Spring Half Term 1	Project 2: Research into Design movements before a themed practical to create a wood storage solution. Pupils will gain knowledge of wood joints, wood finishes and equipment.
Spring Half Term 2	Continuation of skills-based sessions on the theme of Design movements. Work completed will contribute to Unit 1 (portfolio). Y10 School exams in April
Summer Half Term 1	Pupils develop woodworking skills to create a wooden children's toy with associated folder work including CAD and a technical drawing.
Summer Half Term 2	Continuation of Toy project including development of packaging, nets/surface developments etc.

Year 10 Key Assessments and Exams this year

Student's classwork and home learning will be assessed throughout the Year at the whole school data entry points. All work completed contributes to the final Unit 1 marks awarded. Work can be refined and improved upon up until the final hand-in date in May 2025.

Y10 School exams in April 2024: Students will sit an extended practical session. They will be given time to prepare for this in advance.

USEFUL REVISION RESOURCES & WEBSITES

BBC Bitesize	GCSE Design and Technology - AQA - BBC Bitesize
Student Art Guide	https://www.studentartguide.com/
Oak National Academy	https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4/subjects/art

SCHOOL CONTACT

Please make your son/daughter's classroom teachers your first point of contact. (Mr Stubbs – a.stubbs@saddleworthschool.org)

CURRICULUM LEADER: Miss Danby (s.danby@saddleworthschool.org)

Sport Studies Level 1/Level 2 – J829

Exam Board: OCR – Cambridge National	
Y10 COURSE SUMMARY	
<p>Our Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to explore the world of outdoor sport. Practical, accessible, fun to teach and exciting to learn, it will inspire your students to develop real-world skills to prepare them for their future. Students will study 3 units throughout the two-year course. The practical performance unit gives students the opportunity to show their physical skills, tactics and officiating activities in two sports – 1 team game and 1 individual activity, alongside leadership. They will need to produce coursework to support their knowledge of the practical games, drills, including rules and regulations. Students will also study Outdoor Adventurous Activities (OAA) this year, which will involve several treks in the local area.</p>	
Year 10 2023-24 OVERVIEW	
Half Term 1: September – October	R185: Performance and leadership in sports activities - Practical elements assessed in lesson
Half Term 2: November – December	R185: Performance and leadership in sports activities - Practical elements assessed in lesson
Half Term 3: January – February	R185: Performance and leadership in sports activities - Practical elements assessed in lesson R187: Increasing awareness of Outdoor and adventurous activities in the UK
Half Term 4: February-March	R187: Increasing awareness of Outdoor and adventurous activities in the UK
Half Term 5: April - May	R187: Increasing awareness of Outdoor and adventurous activities in the UK
FINAL EXAMS	
<p>R184: Contemporary issues in sport - 1 hour 15 mins - Written exam paper, OCR set and marked</p> <p>R185: Performance and leadership in sports activities - Coursework and evidence based - Centre-assessed tasks, OCR moderated</p> <p>R187: Increasing awareness of outdoor and adventurous activities - Coursework and evidence based - Centre-assessed tasks, OCR moderated</p> <p>Practical Assessment:</p> <ul style="list-style-type: none"> • Students take part in practical lessons and are under continual assessment from staff • Students to evidence their progress by writing a witness statement • Students to be assessed in a range of sports and OAA, with top 2 going through to the exam board 	<p>Coursework Assessment:</p> <ul style="list-style-type: none"> • Students to complete written work in class and type up into official coursework • Coursework to be collated in student folder and handed in for marking at each deadline • Students may be given one chance to up-level work before final submission • Coursework folder to be sent to OCR for external moderation in May
What should home learning look like?	
<p>Worksheets on the topics, typing up of coursework, research for coursework content. Access to a computer would be highly beneficial.</p> <p>Parents can: Set a time for students to sit down at home and write up their coursework, to ensure they meet the hand in deadline. Test students on their knowledge and understanding of the different topics for each unit. Ensure their child is staying active and developing the physical skills needed to gain a higher grade.</p>	
USEFUL REVISION RESOURCES & WEBSITES	
Exam Board Website	www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j829/specification-at-a-glance/
Past papers	See past papers, mark schemes and subject content on the OCR website.
SCHOOL CONTACT	
Please make your child's classroom teacher your first point of contact.	
Head of PE: Ms J Charlesworth Email: J.Charlesworth@saddleworthschool.org	

BTEC Health & Social Care (Technical Award)

Exam Board: Pearson	
Y10 COURSE SUMMARY	
<p>The qualification has three components that focus on the assessment of knowledge, skills and practices. These are all essential to developing a basis for progression and therefore learners need to demonstrate attainment across all components in order to achieve the qualification. There are two components which are internally assessed and one component is externally assessed with written and practical exams. This qualification is divided into 40% exam and 60% coursework – are broken down into component 1 and component 2. Pearson Set assignments (Components 1 and 2) will be completed during lesson time under supervised conditions. Students are permitted to use notes from class books. The exam is based on both components. Learners will be given the opportunity to build their confidence in understanding the sector, vocational contexts and vocational attributes during the course of study, before they are assessed.</p> <p>Component 1, Human Lifespan Development Component 2 Health and Social Care services and Values Component 3 Health and Well being - factors that affect health and wellbeing, physiological and lifestyle indicators, and recommendations and actions to improve health and wellbeing</p>	
Year 10 2023-24 OVERVIEW	
Theory Topics	
Half Term 1: September – October	Component 1, Human Lifespan Development
Half Term 2: November – December	Component 1, Human Lifespan Development
Half Term 3: January – February	Component 1, Human Lifespan Development Component 2 Health and Social Care services and Values
Half Term 4: February-March	Component 2 Health and Social Care services and Values
Half Term 5: April - May	Component 2 Health and Social Care services and Values
FINAL EXAMS / Pearson Set Assignment	
Students will be assessed continually throughout the year on both Component 2 and component 1	
Component 2: Pearson Set Assignment <ul style="list-style-type: none"> Internally assessed in class time with class notes from book Resubmission allowed once Final grade recorded and sent through to Pearson 	Component 1: Pearson Set Assignment <ul style="list-style-type: none"> Internally assessed in class time with class notes from book Resubmission allowed once Final grade recorded and sent through to Pearson
What should home learning look like?	
<ul style="list-style-type: none"> Worksheets on the topics, typing up of coursework, research for coursework content. Access to a computer would be highly beneficial. <p>Parents can: Test students on their knowledge and understanding of the different topics for each unit. • Make sure students are doing active revision using their book. Making flash cards, mind maps and quizzes is an example of effective revision. Set a time for students to sit down at home and write up their coursework, to ensure they meet the hand in deadline.</p>	
USEFUL REVISION RESOURCES & WEBSITES	
Exam Board Website	https://qualifications.pearson.com/en/qualifications/btec-tech-awards/health-and-social-care.html
Revision books	Revise BTEC Tech Award Health and Social Care Revision Guide: ISBN 9781292245614
Past papers	See past papers, mark schemes and subject content on the Pearson website.
SCHOOL CONTACT	
Please make your child's classroom teacher your first point of contact. HSC Leader: Miss. Kipling c.kipling@saddleworthschool.org	

GCSE Physical Education

Exam Board: OCR

Y10 COURSE SUMMARY

Students will study a range of topics related to the human body and sports psychology. Our GCSE in Physical Education equips students with the knowledge, understanding and skills to develop their own performance in sport. They develop their understanding of socio-cultural influences on participation in sport, and the benefits of physical activity to health, fitness and well-being. They will develop their knowledge of their own fitness levels and plan, produce and analyse a 6-week training programme (AEP 10%) to improve their sporting performance. Students will complete classwork set by the teacher and sit a formal assessment at the end of every topic. Practical lessons will be graded according to the OCR criteria and recorded throughout the year, with their top 3 marks being counted as up to 30% of their final GCSE grade.

Year 10 2023-24 OVERVIEW

Half Term 1: September – October	1.1 Applied anatomy and physiology with ongoing Practical Performances
Half Term 2: November – December	1.1 Applied anatomy and physiology with ongoing Practical Performances
Half Term 3: January – February	1.1 Applied anatomy and physiology with ongoing Practical Performances
Half Term 4: February-March	1.2 Physical training with ongoing Practical Performances and with Analysis and Evaluation of Performance
Half Term 5: Apr/May	1.2 Physical training with ongoing Practical Performances and with Analysis and Evaluation of Performance

FINAL EXAMS

Students will sit **two PE papers** in 2024. Each paper is made up of a **1, 2, 3, 4 and 6** mark questions, requiring in depth knowledge of the following areas:

<p>Paper 1: 1 hour (60 marks)</p> <p>Component 01: Physical factors affecting performance</p> <p>There are two topics:</p> <ul style="list-style-type: none"> • Applied anatomy and physiology • Physical training. 	<p>Paper 2: 1 hour (60 marks)</p> <p>Component 02: Socio-cultural issues and sports psychology</p> <p>There are three topics:</p> <ul style="list-style-type: none"> • Socio-cultural influences • Sports psychology • Health, fitness and well-being. •
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What should home learning look like?

Via Classcharts, Via Microsoft teams, Paper worksheets on the topics, exam question practice, revision flash card making.

Parents can test students on their revision of key words. Encourage students to complete exam style questions from their booklets, and to hand these into their teacher for feedback.

Make sure students are doing active revision using their book. Making flash cards, mind maps and quizzes is an example of effective revision. Record their practical achievements outside of school to support their practical assessment. Use a video camera to record them during a game and when practicing isolated skills. Ensure your child is attending one of the revision sessions once they begin.

USEFUL REVISION RESOURCES & WEBSITES

www.ocr.org.uk/qualifications/gcse/physical-education-j587-from-2016/

Revision books	My Revision Notes: OCR GCSE (9-1) PE 2nd Edition GCSE Physical Education OCR Revision Guide
Past papers	See past papers, mark schemes and subject content on the OCR website or on pupils Microsoft Team

SCHOOL CONTACT

GCSE Course Leader: Ms J Charlesworth = J.Charlesworth@saddleworthschool.org

BTEC Performing Arts (DANCE)

Exam Board: Pearson	
Y10 COURSE SUMMARY	
<p>Learners will have the opportunity to develop knowledge and technical skills in the following areas:</p> <ul style="list-style-type: none"> ● development of key skills that prove their aptitude in performing arts, such as reproducing repertoire and responding to stimuli ● processes that underpin effective ways of working in the performing arts, such as development of ideas, rehearsal and performance ● attitudes that are considered most important in the performing arts, including personal management and communication ● knowledge that underpins effective use of skills, processes and attitudes in the sector, such as roles, responsibilities, performance disciplines and styles. This Tech Award complements the learning in GCSE programmes such as GCSE Dance by broadening experience and skills participation in different types of performance activities, with the opportunity to practically apply knowledge and skills through project work, such as developing ideas and performing for specific audiences 	
Year 10 2023-24 OVERVIEW	
Half Term 1: September – October	Component 1: Exploring the Performing Arts
Half Term 2: November – December	Component 1: Exploring the Performing Arts
Half Term 3: January – February	Component 1: Exploring the Performing Arts Component 2: Developing Skills and Techniques in the Performing Arts
Half Term 4: February-March	Component 2: Developing Skills and Techniques in the Performing Arts
Half Term 5: Apr/May	Component 2: Developing Skills and Techniques in the Performing Arts
FINAL EXAMS	
<p>Component 1: Exploring the Performing Arts - Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. 60 marks</p> <p>Component 2: Developing Skills and Techniques in the Performing Arts - - Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson. 60 marks</p> <p>Component 3: Responding to a Brief - Task set and marked by Pearson completed under supervised conditions. Supervised assessment period, in order to carry out the development of creative ideas and rehearsal for the workshop performance. 60 marks</p>	
What should home learning look like?	
<p>Worksheets on the topics, typing up of coursework, research for coursework content. Access to a computer would be highly beneficial.</p> <p>Parents can: Test students on their knowledge and understanding of the different topics for each unit. Make sure students are doing active revision using their book. Making flash cards, mind maps and quizzes is an example of effective revision. Set a time for students to sit down at home and write up their coursework, to ensure they meet the hand in deadline.</p>	
USEFUL REVISION RESOURCES & WEBSITES	
https://qualifications.pearson.com/en/qualifications/btec-tech-awards/performing-arts-2022.html	
Revision books	https://www.pearsonschoolsandfecolleges.co.uk/fe-vocational/subjects/creativeandmedia/btec-tech-award-2022-performing-arts/pearson-revise-btec-tech-award-performing-arts-revision-guide-2022#products
Past papers	See past papers, mark schemes and subject content on the Pearson website.
SCHOOL CONTACT	
<p>Course Leader: Mrs L Blezard-Downs = L.Blezard-Downs@saddleworthschool.org Ms J Charlesworth = J.Charlesworth@saddleworthschool.org</p>	