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# HOW DO I HELP MY CHILD SUCCEED IN...?

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A GUIDE FOR PARENTS OF  
YEAR 10 STUDENTS

WINTERTON  
COMMUNITY  
ACADEMY

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## INTRODUCTION

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These booklets were written after parents told us they would like to know more about how they can help their child succeed. It supplements other advice, on our website and elsewhere, that is available and your child's reports and parents' evening meetings.

### Why do we need these booklets?

There is clear evidence, and we agree, that engaging parents with their child's learning is extremely positive and leads to wide-ranging benefits. One of the best influences on our students is their parents and we know that as we strive to be Outstanding, the students need to strive for that goal and their parents need to be fully involved in this too. After all, as teachers see them for such a small part of each week (15% of a year) the influence of the parents has got to be a major factor in their success.

*Parents have the greatest influence on the achievement of young people through supporting their learning in the home rather than supporting activities in the school.*

*It is their support of learning within the home environment that makes the maximum difference to achievement. (Do Parents Know They Matter, Harris, Andrew-Power&Goodall 2009)*

### What is this booklet for?

This booklet endeavours to give you greater insight into what your child is studying, what you can do to support them and what they can do to take a greater interest in the subjects they take and promote their learning at home - after all, that is where they spend the majority of their lives!

It is not intended to be the definitive guide to every subject they study but an overview of what you may need to know in order to provide any relevant support.

### What else can we do?

In addition to this subject-specific advice, literacy, numeracy and information from the IGLU, I would like to emphasise three other key areas which we believe can be of greatest influence.

#### 1. Encouragement and Praise

*"It's great when my teacher is pleased with me, but your dad's your dad!" Year 7 student*

#### 2. Take greater ownership of their homework - what it is, when it is due and is it complete?

a. See the Homework page on our website for details of our expectations.

#### **Some additional tips that may help:**

- Help them with other organisation - homework completion and organising their bag for the next day
  - We have standard school equipment for sale in the school office.
- Agree a balance between school work, social life and other distractions.
- Provide the best environment for learning as you can. Ideally a quiet place just for their learning.
- Provide the resources they need for revision - folders, highlighters, cue-cards, post-its, paper, pens, memory sticks, etc. Help to plan their revision timetables too.

I hope you find this 'guide' useful and would welcome any thoughts on how we can improve either this booklet for the next Year 10 students or subsequent booklets for other year groups.

Thank you

 **Like us on Facebook** - Search for Winterton Community Academy and check it is the official site showing lots of regular updates - Or - **Follow us on Twitter** @WintertonWCA 

## HOW DO I HELP MY CHILD SUCCEED WITH HELP FROM THE IGLU?

'IGLU' stands for Intervention Group Learning Unit. We offer a range of opportunities for students to boost their performance in English and Mathematics, as well as improving general study skills.

One of the main roles of the IGLU is running the Small Group English & Mathematics Intervention Programme. Those students who could benefit most from these sessions will be put forward by their teacher to join the programme; this usually involves attending small group sessions on a rotating basis.

### Is there anything else I can do to help my child succeed in English & Mathematics?

We have one to one (or very small group) sessions available to be booked at lunchtimes or after school. These sessions are run by a learning mentor and can be used by students who would like a boost with any area of English or Mathematics. These sessions can be booked by filling in a slip (available in form rooms) or by coming in to the IGLU, and are available to all KS4 students regardless of whether or not they are already on an IGLU Intervention Programme. Each session will be individually tailored to meet the student's needs.

You could encourage your child to book one of these sessions if one of the following applies to them:

- They are struggling to understand one or more areas of English or Mathematics.
- They would like help to prepare for an exam.
- They have missed some work through illness and would like to catch up.

### Is there anything else I can do to help my child succeed in general?

Near to exam time, the IGLU will run a series of Revision Seminars. These interactive workshops will be hosted by an outside professional and will be open to all Year 11 students. This is an excellent opportunity for students to build up their revision skills in the run up to the GCSEs. They will take place after school; dates and sign-up sheets will be made available nearer to the time.

We also offer help with scheduling and prioritising for students who are feeling stressed or 'snowed under' with homework or revision. This can be arranged simply by talking to one of the IGLU learning mentors.

### What are the key websites that my child could use?

English:

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

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

[www.bbc.co.uk/skillswise](http://www.bbc.co.uk/skillswise)

Maths:

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

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

<http://mathsapp.pixl.org.uk>

### How do you celebrate success in the IGLU?

There is a 'Hall of Fame' wall at the back of the IGLU, filled with examples of outstanding work. Having work added to this wall shows students that they have exceeded our expectations, and serves as inspiration to others, and provides a confidence boost to the student raising their own self-esteem.

### If I need to speak to someone about study support from the IGLU, who should I contact and how?

Miss B Bartlett (English) [bartlett.b@wintertoncommunityacademy.co.uk](mailto:bartlett.b@wintertoncommunityacademy.co.uk)

## LITERACY ACROSS THE CURRICULUM

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As a school, we are endeavouring to improve students' literacy across the curriculum in order to ensure further attainment in all subject areas.

### Home Reading

Encourage your child to read to develop their reading skills and their vocabulary. Between the ages of 5 - 8, 30% of children will read every day - this falls by almost half by the time they are 15-17 where only 17% will read every day. Support your child by providing opportunities for them to read on a daily basis ask them about what they are reading, what predictions can they make about what will happen next? They should be reading a range of genres and experiencing the work of various authors. The range should include both fiction and non-fiction texts. This will help them to develop their skills which can then be incorporated into their own work. Remember, any home reading is better than none at all. Please try to encourage reading in your child by providing them with access to reading materials. Reading in tutorial time and English lessons is common and therefore it helps if your child has access to their own reading material, in addition to the material we provide at school.

### Why Literacy across the curriculum?

Not only are the skills of reading and writing fundamental to fully functioning in life, they are also important skills that are examined at G.C.S.E. level. The assessment of spelling, punctuation and grammar is also an integral part of the grading for many other subjects in both Controlled Assessments and examination questions. It is vital then, that students apply their literacy skills in all subject areas if they are to maximise their potential. It is also important that students realise that their literacy skills are transferrable and should be applied in each subject area. We have a common Literacy Marking Key that is used by all teachers of all subjects to try and support Literacy development across the curriculum.

### How do I help with Extended Writing?

Throughout the year, students will be given the opportunity to do extended writing tasks in which they can practise and develop their literacy skills. You can support your child by discussing the tasks certainly in the developmental section where you can help them to focus their ideas.

Please check the website below to help your child develop their writing styles:

<http://www.bbc.co.uk/schools/ks3bitesize/english/writing/>

### How do I help with Reading?

Students will read a range of fiction/non-fiction texts across all subject areas. You can support your child by discussing why particular words or phrases have been chosen. Students often find non-fiction texts hard to analyse so further analysis of these can only be of benefit.

The website below will help you to support your child to develop their reading skills:

<http://www.bbc.co.uk/schools/ks3bitesize/english/reading/>

### How do I help with Speaking and Listening?

Students will also need to practise their Speaking and Listening skills across the curriculum. This can be in the form of: presenting information; creating and sustaining roles; group discussion work. When students are asked to present information, the best presentations are those that have been practised to ensure students speak clearly and fluently. Your support in listening to presentations before they speak in class will help students to achieve the best possible grade.

The website below for help to support your child to develop their speaking and listening skills:

[http://www.bbc.co.uk/schools/ks3bitesize/english/speaking\\_listening/](http://www.bbc.co.uk/schools/ks3bitesize/english/speaking_listening/)

## Half-Termly Literacy Focus - your role as a parent

During each half term, all teaching staff, when assessing a piece of work, will also mark the work with this particular focus in mind. Please take this opportunity to develop your child's literacy skills by checking through their homework for literacy, e.g. have capital letters been used accurately, has punctuation been used at the end of each sentence?

## Literacy Focus - 2018-2019

| Term     | Focus  | Example  |
|----------|--|--|
| Autumn 1 | Spelling.  | Key subject vocabulary to be deployed and focused on at your discretion.   |
| Autumn 2 | Homophones: there, their, they're.   | Look over there!<br>The boys put their football boots on.<br>They're receiving lots of support in school.  |
| Spring 1 | Punctuation at the end of sentences.   | Encourage the accurate use of a range of punctuation at the end of a sentence, including :<br>Full stop.<br>Exclamation mark!<br>Question mark?<br>Ellipses... |
| Spring 2 | Homophones: where, wear, were, we're.  | Where is my pencil case?<br>What shall I wear today?<br>If only it were a hot, sunny day.<br>We're having a fantastic time at the show.                        |
| Summer 1 | Accurate use of capitalisation (Writing a word with its first <u>letter</u> as a <u>capital letter</u> and the remaining letters in <u>lower case</u> ). | Ensuring all sentences and proper nouns begin with a capital letter. Ensure that capital letters are not used inappropriately when writing.                    |
| Summer 2 | Use of varied and ambitious vocabulary.  | Subject areas to develop the use of subject specific ambitious vocabulary and promote the word of the week. (Whilst supporting accurate spelling).             |

## NUMERACY ACROSS THE CURRICULUM

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Numeracy skills used can vary vastly from subject to subject.

Each subject area in the school is being supported by a member of the Mathematics team. Work is being developed to support students with aspects of each subject.

One key area you can emphasise is the importance of Mathswatch (see Mathematics section) and using this **over and above** the homework that may have been set will help further develop students' Mathematics skills.

As a school, we are endeavouring to improve students' numeracy across the curriculum in order to ensure further attainment in all subject areas.

## HOW DO I HELP MY CHILD SUCEED IN MATHEMATICS?

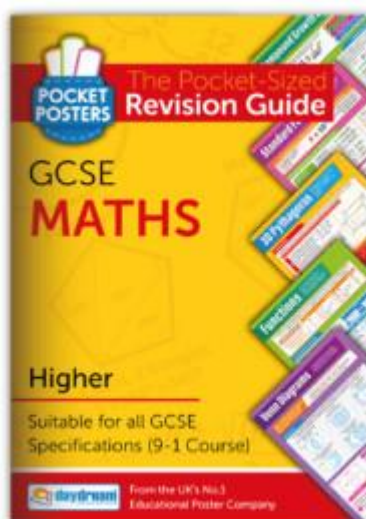
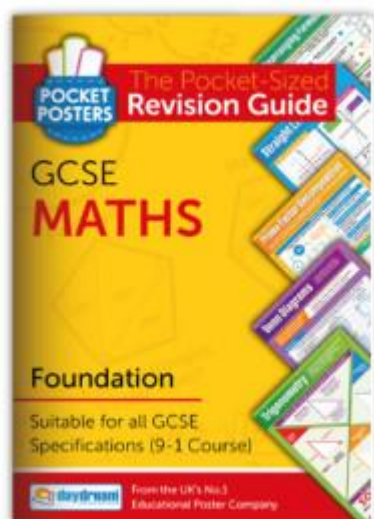
What topics are you covering and when, so I can encourage my child to take a Throughout Year 10, students will be consolidating and extending their knowledge of the following topics. This is a continuation of our 5 year GCSE course from Year 7 to Year 11.

| Higher GCSE (Grades 4 - 9)   | Foundation GCSE (Grades 1 – 5)   |
|--|--|
| 1 Number, indices, standard form and surds<br>2 Algebra and equations<br>3 Statistics and representing data<br>4 Fractions, percentages and ratios<br>5 Pythagoras' theorem and trigonometry<br>6 Graphs of equations<br>7 Perimeter, area, 3D shapes and accuracy<br>8 Transformations and constructions<br>9 Quadratic and simultaneous equations<br>10 Probability<br>11 Rates of change and compound measures<br>12 Similarity in 2D and 3D<br>13 Advanced trigonometry<br>14 Cumulative frequency and histograms<br>15 Graphs of complex equations<br>16 Circle theorems<br>17 Re-arranging formula and rationalising<br>18 Vectors<br>19 Direct and inverse proportion | 1 Integers and decimals<br>2 Algebra and formulae<br>3 Graphs and data handling<br>4 Fractions, decimals and percentages<br>5 Statistics and averages<br>6 Angles and polygons<br>7 Equations, inequalities and sequences<br>8 Perimeter, area and volume<br>9 Real life graphs<br>10 Transformations<br>11 Ratio and proportion<br>12 Pythagoras' theorem and trigonometry<br>13 Probability<br>14 Rates of change and compound measures<br>15 Constructions, bearings and 3D shapes<br>16 Quadratic equations<br>17 Circles, cones, cylinders and spheres<br>18 Indices and standard form<br>19 Similarity and vectors<br>20 Graphs of complex equations |

### What resources could I buy or borrow that will help my child?

Daydream revision guides:

These pocket sized, very colourful and easy to read revision guides are available periodically from the Mathematics Department.



## What are the key websites that my child could use?

Websites that are used depend on the topics that are being delivered and these include:

<https://.vle.mathswatch.co.uk>

<http://mathsapp.pixl.org.uk>

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

There are two main websites that the Mathematics Department uses. The PiXL Mathematics application is a brilliant way for students to choose their own topic to study and it tracks usage to build up an overview of progress over time. Mathswatch is exactly as it says on the tin. It is a website with videos of Mathematics topics being delivered by Mathematics specialists. There are also worksheets that students can print out to either consolidate or extend their understanding of any topic of their choice alongside many interactive questions. Students are encouraged to bring completed worksheets to discuss with their teachers (to either get further help or simply some recognition of their hard work and progress).

The PiXL application is available as a free download from all app stores and Mathswatch is usable on all internet browsers (including PCs, iPads, Android tablets, Smartphones).

## What can I do to encourage my child to take further interest in Mathematics?

One great motivational booster is to research the qualifications required for your child's intended future career and potential college courses. A better Mathematics grade usually means a college course can be started on a higher level or entry. Poor Mathematics grades will block entry to many professions. Working on the Mathswatch website or PiXL application can help independent learning of topics highlighted in your child's latest Mathematics Personal Learning Checklist (PLC).

## What type of homework will my child have and how long should they spend on homework?

Homework tasks will vary throughout the year. Homework may be in many forms: revision for an assessment (either the next STEP test or Mock Exam); exam style questions or consolidation/extension questions. The homework will vary on time and how long a student has to complete it. Teachers will set homework which will require internet access, but alternative ways of completing homework are always offered as students will always be given a week to complete these assignments and the Mathematics room with the ICT suite is open lunchtimes for homework.

## When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

There is no coursework or Controlled Assessment in GCSE Mathematics. The entire GCSE is based on three examinations at the end of Year 11 (worth an equal amount each). Paper two is a non-calculator paper and Paper one and Paper three are calculator papers.

## Is there anything else I can do to help my child succeed in Mathematics?

It is important that you encourage your child to try and work independently yet when they seek advice assist them where possible. Also allow your child to take responsibility for their work and show you examples of work that they are proud of.

Encouraging your child to revise their work on a regular basis will help them prepare for exams.

A calculator is needed for two of the examinations. If the Higher paper is taken, this needs to be a scientific calculator - which is the type we would recommend for both tiers of entry. The type of scientific calculator used by the Mathematics Department is the Casio FX-83GTPLUS which is usually available for under £10 (although they can often be found cheaper at the start of a new academic year).

## What after school or other extracurricular activities are available in Mathematics and when are they?

After each assessment students are provided with a detailed Personalised Learning Checklist (PLC) which is colour coded. Green indicates your child is secure at the topic, Yellow indicates that your child requires some consolidation of the topic, and Red indicates that your child needs to address their knowledge and understanding of the topic. Students are encouraged to refer to their PLC after each assessment to look for areas to develop and see members of the Mathematics team if they need support or assistance of any kind.

Mrs Bishop will be working with many students over the year with small groups of 1 to 4 students and she is able to help with many aspects of study support including revision skills.

## If I need to speak to someone about my child's progress in Mathematics, who should I contact and how?

Please contact:

Mr S Musgrave (Head of Department) - [Musgrave.s@wintertoncommunityacademy.co.uk](mailto:Musgrave.s@wintertoncommunityacademy.co.uk)

Miss C Lovell (Mathematics Teacher) - [Lovell.c@wintertoncommunityacademy.co.uk](mailto:Lovell.c@wintertoncommunityacademy.co.uk)

Mr E Wraith (Mathematics Teacher) - [Wraith.e@wintertoncommunityacademy.co.uk](mailto:Wraith.e@wintertoncommunityacademy.co.uk)

Mr M Broadbent (Mathematics Teacher) - [Broadbent.m@wintertoncommunityacademy.co.uk](mailto:Broadbent.m@wintertoncommunityacademy.co.uk)

Mr A Foley (Mathematics Teacher) - [Foley.a@wintertoncommunityacademy.co.uk](mailto:Foley.a@wintertoncommunityacademy.co.uk)

Mrs D Bishop (Learning Mentor) - [Bishop.d@wintertoncommunityacademy.co.uk](mailto:Bishop.d@wintertoncommunityacademy.co.uk)

## HOW DO I HELP MY CHILD SUCCEED IN ENGLISH?

### What topics are you covering and when, so I can encourage my child to take a greater interest?

Throughout the course of Year 10 and Y11, all students will follow a programme of study that will enable students of all abilities to develop the skills they need to read, understand and analyse a wide range of different texts covering the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> century time periods as well as to write clearly, coherently and accurately. Students will also revisit a Shakespeare play and a 19<sup>th</sup> century novel. The choice of text will vary according to each teacher; however, the texts they may study are:

Shakespeare: Macbeth or Romeo and Juliet

19<sup>th</sup> Century Novel: Great Expectations, A Christmas Carol, Dr Jekyll and Mr Hyde, Jane Eyre

### What resources could I buy or borrow that will help my child?

The class texts that we use and that may be of benefit to students at home are:

AQA G.C.S.E. English and English Language Basic Skills, Peter Buckroyd, ISBN: 978-0-435151-30-0

AQA G.C.S.E. English and English Language Achieve a C, Peter Buckroyd, ISBN: 978-0-435118-14-3

AQA G.C.S.E. English and English Language Achieve a C, Peter Buckroyd, ISBN: 978-0-435118-12-9

Up Grade - How to achieve a C and above in G.C.S.E. AQA English, Peter Buckroyd, ISBN: 978-0-435118-58-7

Collins Revision Guide New GCSE English/ English Language Higher/Foundation ISBN:978-0-00-734100-9

In addition, there is a range of CGP revision books - these are affordable revision guides that focus on specific examination techniques and skills.

### What are the key websites that my child could use?

The G.C.S.E. Bitesize website has up-to-date revision and independent study material.  
<http://www.bbc.co.uk/schools/gcsebitesize/english/>

<http://www.therevisionbutton.co.uk/peq/Security/login> your child will need to get the login details from their class teacher to access these revision materials.

The AQA English resource zone is also an invaluable means to find out more about the specifications and suggests further support links. [www.aqa.org.uk/resource-zone/english/english-language](http://www.aqa.org.uk/resource-zone/english/english-language)

SAM learning <https://englishapp.pixl.org.uk>

### What can I do to encourage my child to take further interest in English?

A major contributing factor to success and enjoyment in English is to encourage students to become active readers. Therefore, providing your son / daughter with a wide range of interesting and engaging reading material is a really good starting point. Furthermore, I would encourage you to talk to your son / daughter about their learning and the work they are undertaking in lessons.

### What type of homework will my child have and how long should they spend on homework?

Homework tasks will vary between teaching groups, dependent on the time of year and the unit of work that the students are working on. Homework could take one of many forms: revision for an exam; Learning quotes; research for a piece of writing or a poem; or perhaps an extension of the classwork completed. Homework is usually designed to last twenty to thirty minutes, although some students may wish to spend longer on particular pieces.

## When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

There is no longer any coursework or controlled assessments to complete in English Language or English Literature. Students will sit exams at the end of Y10 - although at this stage, no decision has been made as to whether this will be English Language or English Literature. Parents and students will be kept informed once a decision has been made. Students will complete in-class assessments throughout the course of Y10 that will mirror questions that they will get asked in their exam. Students who fail to achieve expectations in the exams at the end of Y10 will have the opportunity to re-sit at the end of Y11.

## What after school or other extra-curricular activities are available in English and when are they?

There is an extensive range of intervention and extra-curricular opportunities planned and available to all Year 10 students. In addition, all staff operate very informal 'drop in' sessions whereby students who feel they need extra support or time with their teacher can 'drop in' at breaks or lunchtimes.

## Is there anything else I can do to help my child succeed in English?

Students are routinely assessed for their ability to spell, punctuate and paragraph accurately. Therefore, having access to a good dictionary at home and a thesaurus will provide your son/daughter with opportunities to check and correct spellings or to search for more varied and ambitious vocabulary. Encourage them to ensure all work is neatly presented with accurate use of capital letters and punctuation.

## How do you celebrate success in English?

Staff within the department are keen to speak to parents of students that are making good progress and to celebrate that success with students and parents. Postcards to recognise achievement are also sent home to parents. In addition, subject prizes are awarded in the school's annual prize giving ceremony.

## If I need to speak to someone about my child's progress in English who should I contact and how?

The English Department at Winterton encourages parental contact and therefore all subject teachers are happy to speak with parents about a student's progress. If parents would like to speak directly to the Subject Leader, Mrs B Martin (Head of Department) can be contacted via the school office.

## HOW DO I HELP MY CHILD SUCCEED IN SCIENCE?

What topics are you covering and when, so I can encourage my child to take a greater interest?

Throughout Year 10, students will be studying the following topics:

**Biology will include:**

Health and wellbeing; diets, fitness and health  
The digestive system and enzymes  
Cells and cell processes  
Drugs  
Nerves and hormones

**Physics will include:**

Energy and work  
Calculations  
Electricity  
Waves and communication

**Chemistry will include:**

Atoms and bonds  
Rates of reaction  
Compounds including carbon chemistry  
Calculations  
The periodic table

### What resources could I buy or borrow that will help my child?

To support your child's learning you could purchase a number of different textbooks as resources are gathered together from a number of different sources. The CGP website has some excellent resources, and also Collins produce some text books specifically for AQA which are available from Amazon, W H Smith and Waterstones.

There are other more substantial books on the same website if your child wishes to have more information to support them. Please ask your teacher or Miss Hough for more information.

### What are the key websites that my child could use?

Websites that are used depend on the topics that are being delivered. However, main websites that will be used include:

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

[www.aqa.org.uk](http://www.aqa.org.uk)

[www.sep.org.uk](http://www.sep.org.uk)

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

[www.docbrown.info](http://www.docbrown.info)

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

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

[www.darvill.clara.net](http://www.darvill.clara.net)

Past papers and mark schemes: <http://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes>

YouTube has some great demonstrations which fire enthusiasm; try looking at thermite reaction, or screaming jelly baby! There are also some good GCSE science revision clips; search for the topic, and follow the search with the letters AQA.

## What can I do to encourage my child to take further interest in Science?

To develop a greater interest within the subject encourage your child to read around the subject (newspapers and New Scientist are good for new technologies), ask questions of you or their teachers, and also look at topical Science programmes (there are many really good programmes from different scientific perspectives, such as Myth-Busters, National Geographic, Walking with the Dinosaurs, Life - David Attenborough, forensic programmes, engineering programmes - allow your child to select those that interest them).

## What type of homework will my child have and how long should they spend on homework?

Homework tasks will vary throughout the year. Homework may be in many forms: revision for an assessment (either an end of unit test or Mock Exam); exam style questions; consolidation questions; preparing a presentation; producing a personalised revision guide; researching new technology and explaining it. The homework will vary on time and how long a student has to complete it, but may vary between 20 minutes to a couple of hours.

Teachers may set homework which could require internet access, but alternative ways of completing homework are always offered e.g. school ICT club/ teacher support/ library.

## When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

Students will have assessments during the course of each subject. Classwork should be graded regularly, and your child will receive feedback on progress. Practical work is an integral part of the course, and students will be expected to be able to answer questions about the practical tasks they have covered in lessons for the GCSE papers. Attendance and completion of these tasks is mandatory; should your child be absent, he or she will be expected to complete the practical tasks in lunchtime or after-school "help" sessions.

Students will complete required practicals during the year in a dedicated exercise book. These are set by the AQA exam board and the knowledge of these will be tested in the final exams at the end of Year 11. There will be interim tests for Year 10 before Easter and in the Summer term so that progress can be gauged and supported.

## What after school or other extracurricular activities are available in Science and when are they?

Students are encouraged to see members of staff if they need to ask for support or assistance at any stage; suitable notice will need to be given if a child requires intensive support.

After any assessment, students are always invited to attend intervention/ support sessions; they are expected to attend these sessions so that they can understand how to improve their grades.

In Year 10 there are often extra support sessions for GCSE students and students are expected to attend if they are under-performing (attendance is essential and should be viewed not as punishment but as a way to help your child improve so that we give the best possible opportunities for future careers.)

Individual revision and support lessons take place on a needs basis. It is expected that students wishing to sit the separate Science exams will attend extra lunchtime sessions organised by their class teachers.

## Is there anything else I can do to help my child succeed in Science?

It is important that you encourage your child to try and work independently yet when they seek advice assist them where possible. Also allow your child to take responsibility for their work and show you examples of work that they are proud of.

Encouraging your child to revise their theory work on a regular basis will help students prepare for exams. The syllabi can be downloaded from the AQA website and the specification numbers are as follows:

Biology 8461 separate Science only

Chemistry 8462 separate Science only

Physics 8463 separate Science only

Combined Science trilogy (the majority of students study these) 8464

## How do you celebrate success in Science?

Comments in the journal can also be used in order to warrant a quick response.

## If I need to speak to someone about my Child's progress in Science who should I contact and how?

Please contact your child's teacher.

## HOW DO I HELP MY CHILD SUCCEED IN ART & DESIGN AND PHOTOGRAPHY?

What topics are you covering and when, so I can encourage my child to take a greater interest?

In Art and Design, you will work on topics that will develop your skills with different media, for example paint, pencil, coffee, newspaper etc. Students are encouraged to do as much independent research and work to develop their portfolio and broaden their knowledge for the subject.

| Year 10 | <u>GCSE Art/ GCSE Textiles</u>          | <u>GCSE photography</u>                 |
|---------|---|---|
| Autumn  | Natural Forms                           | Natural Forms                           |
| Spring  | Self-Directed- Theme of their choosing. | In My World                             |
| Summer  |   | Self- Directed- Theme of their choosing |

| Year 11  | <u>GCSE Art /GCSE Textiles</u>         | <u>GCSE photography</u>      |
|----------|--|------------------------------|
| Autumn 1 | Self-Directed- Theme of their choosing | YR 11 Mock                   |
| Spring   | External Set Assessment- AQA           | External Set Assessment- AQA |

### What Resources should I buy or borrow that will help my child?

**Art and Design:** Soft drawing pencils (2B, 3B, etc.), good quality colouring pencils and watercolours are very useful. Students may wish to purchase sketchbooks however they will be provided with various papers by the Art department as needed. If your child wishes to take their work home an A2 or A1 folder will help keep their work dry and in good condition.

**Textiles:** Basic sewing equipment, sewing machine- does not need to be an expensive one. Basic fabrics for example, cotton, calico etc. students can purchase sketchbooks if desired. A folder like the art students to transport work home.

**Photography:** A digital camera - this does not need to be an expensive one but you will need a memory stick to store photos. Software for manipulating/enhancing images; the school has Serif Photo Plus and access to Pixlr.com another good internet based programme. It is very important that students back up this work regularly by keeping copies on their home PC. If the student uses their mobile phones to take picture they will need to make sure these images are back up regular on PC. Photoshop is a commercially used software amongst professional photographers this would be recommended however it is expensive, but student packages can be purchased.

## What are the key website that my child could use?

Archive.com is a good website to use for researching artist.

Pinterest.com is good to look for inspiration and experiments.

Pixlr.com is the editing software we will be using throughout the course.

## What can I do to encourage my child to take further interest in art?

Student should be encouraged to look at original artwork whenever the opportunity arises, e.g. visiting galleries, locally 20:21, Ferens, Ropewalk etc. or national Tate modern, Baltic centre for contemporary arts etc.

## What type of homework will my child have and how long should they spend on it?

Students will be set homework dependent on their progress in lesson and on a project:

**Art and Design:** this can include observational studies, contextual studies- researching artist, designer and craftspeople, photo taking to aid observation studies, Pinterest to help with ideas and inspiration.

**Photography:** this can include photo shoots- both planning and taking of said shoots, contextual studies, edits using the Pixlr software, Pinterest to help with ideas and inspiration.

**Textiles:** This can be continuation of classwork to finish samples, it could be research techniques, photo taking to aid observational studies. Contextual studies, Pinterest to help with ideas and inspiration.

## When Will my child be doing coursework, controlled assessment, assignment or other important assessments and how long do they take?

During the year 10 and 11 students from all the art disciplines will be working on two components.

**Component 1:** portfolio- this needs to show the students has covered all four of the assessment objectives. It must include one sustained project that evidences the journey from initial engagement to the realisation of intentions and a selection of further work undertaken during the student's course of study. This will be marked out of a total of 96 and will be worth 60% of the overall mark.

**Component 2:** Externally Set Assessment - ESA to be conducted in year 11: Students respond to their chosen starting point from an externally set assignment paper relating to their subject title, evidencing coverage of all four assessment objectives. This project will have a preparatory period in which they can complete work with the aid of staff followed by 10 hours of supervised time under exam conditions, unaided by staff. This will also be marked out of 96 but will be worth 40% of the overall marks.

## What after school activities are available in Art & Design?

They will be after school HITT sessions, that will be offered to those you need the extra support and those you wish to further they studies. These will run on a weekly basis in ART 2.

## Is there anything I can do to help my child succeed in Art & Design and Photography?

Encourage your child to be open minded and have discussions based on different aspects of art. Ask your child questions about their work for example how did you achieve that effect? Or what do you like most about this piece? Etc.

Support your child with homework and encourage them to be independent and take pride in their work. Be aware of deadline that your child has, to aid them in meeting them.

## How do you celebrate success in Art & Design and Photography?

We run a student of the week for both KS3 and KS4 students and their work will be displayed on the wall of Art 2, for all students to see. In addition, subject prizes for achievement and progress are awarded in the school's annual prize giving ceremony.

## If you need to speak to someone about my child's progress in Art & design, who should I contact and how?

Please contact Mrs S Blackburn or Mrs A Purdon via the school office.

## HOW DO I HELP MY CHILD SUCCEED IN BTEC ENTERPRISE?

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**What topics are you covering and when, so I can encourage my child to take a greater interest?**

Exploring Enterprises - Component 1

Planning for and running an Enterprise - Component 2

Promotion and Finance for Enterprise - Component 3

**What resources could I buy or borrow that will help my child?**

**BTEC Tech Award Enterprise - Student Textbook**

- Pearson - ISBN 9781292 231396

**What are the key websites that my child could use?**

[www.bbcbitesize.co.uk](http://www.bbcbitesize.co.uk)   [www.brianmac.co.uk](http://www.brianmac.co.uk)   [www.edexcel.com](http://www.edexcel.com)

[www.businessstudiesonline.co.uk](http://www.businessstudiesonline.co.uk)   [www.thestudentroom.co.uk](http://www.thestudentroom.co.uk)

**What can I do to encourage my child to take further interest in BTEC Enterprise?**

Watching programs including Dragons Den and The Apprentice will give students an understanding of both Business fundamentals and develop more advanced Business and Enterprise situations.

**What type of homework will my child have and how long should they spend on homework?**

Homework will come in many forms, including research tasks, assignment work, revision and sometimes practically based situations. Durations will differ dependent on task and type of homework. As a general rule homework will be set once a week and will be due the following lesson.

**When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?**

The course is split into 3 components. Component 3 is assessed via a written test that is externally marked.

All other components are assessed via assignments throughout the year.

There will be an optional "coursework clinic" on lunchtimes where assignments can be completed, with help from Mr N Hodge. TBC

**What after school or other extracurricular activities are available in BTEC Enterprise and when are they?**

In addition to coursework clinic there is also an opportunity for students to be selected to represent school in Enterprise competitions and other in and out of school Business led programs.

**Is there anything else I can do to help my child succeed in BTEC Enterprise?**

Ensure that students are up to date with assignments and that note books contain appropriate notes to enable students to complete assessed work to the best of their ability.

**How do you celebrate success in Enterprise Studies?**

Comments are recorded in the student`s journal to celebrate success. In addition, subject prizes for achievement and progress are awarded in the school`s annual prize-giving ceremony.

**If I need to speak to someone about my child`s progress in Enterprises, who should I contact and how?**

Mr N Hodge. Contact via the School office.

## HOW DO I HELP MY CHILD SUCCEED IN HEALTH AND SOCIAL CARE?

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What topics are you covering and when, so I can encourage my child to take a greater interest?

There are three units to study during the course:

- Human Lifespan Development (internally assessed)
- Health and Social Care Services and Values (internally assessed)
- Health and Wellbeing (externally assessed)

What resources could I buy or borrow that will help my child?

A revision guide / workbook will be bought for your child.

What are the key websites that my child could use?

Recommended websites include:

- [www.unicef.org.uk](http://www.unicef.org.uk)
- [www.childcarelink.gov.sg/ccls/home/CCLS\\_Home.jsp](http://www.childcarelink.gov.sg/ccls/home/CCLS_Home.jsp)
- [www.earlychildhood.org.uk](http://www.earlychildhood.org.uk)
- [www.pre-school.org.uk](http://www.pre-school.org.uk)
- [www.earlyeducation.org.uk](http://www.earlyeducation.org.uk)

Students will be given a list of recommended websites.

What can I do to encourage my child to take further interest in Health & Social Care?

Throughout the course the students are made aware of their estimated target level (Pass, Merit, Distinction or Distinction Plus). However, each unit has assignment tasks to cover each level and all students are encouraged to challenge themselves with these tasks. This is a qualification that can also be developed further at college. Experience gained through being with young children either within the family or with friends will be very helpful. Alongside this a work experience placement in this area would support the learning.

What type of homework will my child have and how long should they spend on homework?

Students are given deadlines for the handing in of assignments. They are able to work on them in class but will also need to spend time on them for homework. Alongside this they will be given regular homework in different formats in order to enhance their class based work. This might be exam questions, essay writing, video making and personal research.

When will my child be doing coursework, controlled assessments, assignments or other important assessments and how long will these take?

Assignments are on the whole continuous. The student is given a preliminary date for handing in for summative assessment. However, as stated earlier, there will also be an exam at the end of Component 3. Students will be informed of the date well in advance. The exam is a paper based exam that will be sat in year 11.

What after school or other extracurricular activities are available in Health & Social Care and when are they?

There is usually the opportunity to work after school and also during lunchtimes. Students will be made aware of which days are available. Together with this we will be working on Christmas parties for different groups of the community and hopefully getting the opportunity to visit a variety of establishments in order to enhance our subject knowledge. Alongside this there are a number of guest speakers that support the delivery of lessons.

### Is there anything else I can do to help my child succeed in Health & Social Care?

Good organisational skills are essential in this subject. Checking that your child is keeping up-to-date with deadlines will be very helpful and if necessary helping with transport arrangements if he/she stays after school.

### How do you celebrate success in Health & Social Care?

Letters are sent home on a regular basis to celebrate good classwork, alongside this yearly Progress and Attainment prizes are awarded.

### If I need to speak to someone about my child's progress Health & Social Care who should I contact and how?

The teacher in charge of this subject is Miss V Holmes. She can be contacted through the school office or via e mail [Holmes.V@wintertoncommunityacademy.co.uk](mailto:Holmes.V@wintertoncommunityacademy.co.uk)

## HOW DO I HELP MY CHILD SUCCEED IN GCSE DESIGN AND TECHNOLOGY VCERT ENGINEERING, RESISTANT MATERIALS & PRODUCT DESIGN

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What topics are you covering and when, so I can encourage my child to take a greater interest?

### **GCSE Design and Technology**

#### **Specialising in Resistant Materials**

Skills are developed in Year 10 through a number of small projects. These focus on wood joints, health and safety, quality control and developing graphics skills through a focused task that makes a wooden train. Basic metal working skills are developed (cutting, shaping, drilling, finishing and riveting) through the making of a bottle opener. This project develops computer aided Design skills and the use of ergonomics. Industrial processes are developed during the making of a small mirror. The project uses group work to teach batch production techniques and quality control. It also develops the drawing and use of working drawings.

#### **Specialising in Product Design**

GCSE Design and Technology: Product Design enables students to design and make products with creativity and originality, using a range of materials and techniques. Students will undertake a number of design led projects in Year 10 such as - a media player / mobile phone design project; Dragons Den project, and Easter egg packaging. These are used to develop a range of research, design and evaluation skills alongside developing their industrial awareness knowledge by looking at printing effects and methods, product testing and quality control processes. Drawing, rendering and modelling skills are also further developed. This course has 60 per cent controlled assessment in order to recognise the importance of practical work within this subject.

### **V Cert Engineering**

Skills are developed in Year 10 through a number of small projects. These focus on the world of engineering, health and safety, quality control and developing graphics skills through focused tasks in metal and plastics. Basic metal working skills are developed through the making small metal product. Projects to develop computer aided Design and manufacture skills will also be done in year 10. This develops the production and use of working drawings. Pupils will also develop an understanding of modern production techniques and quality control through planning the production of a product.

### What resources could I buy or borrow that will help my child?

Students will generally work on A3 paper in KS4. Each student will therefore need an A3 folder to keep work safe while at home and at school. These are available from school.

### What are the key websites that my child could use?

Resistant materials, Product design - [www.technologystudent.com](http://www.technologystudent.com) is a really useful website for resistant materials and Product design

### What can I do to encourage my child to take further interest in Design and Technology?

Opportunities are given for students to do extra work and catch up missed work at lunchtime with some after school sessions towards the end of the year to further improve assessment work grades.

### What type of homework will my child have and how long should they spend on homework?

This can be to work further on the design problem being covered by conducting independent research; completing design work, planning the making of the product being made or evaluating the product when complete. It could also be to develop a deeper understanding of the work covered in class to support Controlled Assessment work in Year 11.

## When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

Controlled Assessment in Design Technology work is started in June Year 10 and completed for March in Year 11. It consists of a 35 hour project that is largely done in school. It is usually necessary to do some research and evaluation work out of school. The work will be collected in at strategic times for on-going monitoring of progress and general feedback will be given for improvement.

## What after school or other extracurricular activities are available in Design and Technology and when are they?

A number of lunchtime and after school sessions are organised during the year designed to support students in their studies.

## How do you celebrate success in Design and Technology?

Student successes are celebrated through subject prizes for progress and attainment in the school's annual prize giving ceremony. They are given a sticker or a stamp for producing good work. High quality work is used for display on classroom notice boards.

## If I need to speak to someone about my child's progress in Design and Technology who should I contact and how?

Your child's teacher is the person who knows how he / she is progressing in detail and will be able to answer any questions about the progress and details about the course you may have. They can be contacted through the school 01724 732777

## HOW DO I HELP MY CHILD SUCCEED IN GEOGRAPHY?

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**What topics are you covering and when, so I can encourage my child to take a greater interest?**

In Year 10 students cover the following key geographical themes and will complete a fieldwork exercise at Hornsea.

**How can weather be Hazardous?**

Why do we have weather extremes?

When does extreme weather become a hazard?

**What evidence is there to suggest climate change is a natural process?**

What evidence is there for climate change?

Is climate change a natural process?

Why is climate change a global issue?

**How do plate tectonics shape our world?**

What processes occur at plate boundaries?

How can tectonic movement be hazardous?

How does technology have the potential to save lives in hazard zones?

**What influences the coastal landscapes of the UK?**

What physical processes shape coastal landscapes?

What are the characteristics of the Holderness landscape?

**What resources could I buy or borrow that will help my child?**

An atlas, a globe, compass, weather station, wall map of world/UK for bedroom and a local OS map.

The CGP revision guide “OCR B: Geography for Enquiring Minds” and the accompanying “Exam Practice Workbook” will be needed for homework and revision through to the final Year 11 exams. A letter will be sent out in the Autumn offering a reduction in price from the school’s suppliers

**What are the key websites that my child could use?**

The BBC website for current affairs and Bitesize revision. YouTube has many clips explaining Geographical processes.

**What can I do to encourage my child to take further interest in Geography?**

BBC travel, nature and current affairs documentaries, all current affairs programmes including The News, world fact books, maps and atlases, local walks, local events and activities, holidays, debating and discussion of people’s opinions.

**What type of homework will my child have and how long should they spend on homework?**

Most homework will be set from the CGP “Exam Practice Workbook” and take up to around 30 minutes

**When will my child be doing coursework, controlled assessments, assignments or other important assessments and how long will these take?**

An assessment will be made each half-term to judge progress.

There is no coursework or controlled assessments in the OCR B syllabus but there will be a fieldwork trip in the Summer Term to gain practical skills and knowledge needed in the final GCSE exams in Year 11.

## What after school or other extracurricular activities are available in Geography and when are they?

Support is available on Wednesday lunchtimes and most Wednesdays after school.

## How do you celebrate success in Geography?

Postcards are sent home if students complete an exceptional piece of work, make outstanding progress or are outstanding learners in lessons on a consistent basis.

## If I need to speak to someone about my child's progress in Geography who should I contact and how?

Mr Robbins and Mr Wharton is available through the school office.

## HOW DO I HELP MY CHILD SUCCEED IN HISTORY?

### What topics are you covering and when, so I can encourage my child to take a greater interest?

During Year 10 students will study two main units in preparation for their GCSE examinations at the end of Year 11. The topics are as follows:

#### **Topic 1: Conflict and tension between East and West, 1945-1972**

This wider world depth study enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It considers revolutionary movements during this time. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions which arose during the Cold War. This study also considers the role of key individuals and groups in shaping change and how they were affected by and influenced international relations.

##### **Part one: The origins of the Cold War**

- The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations.
- The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin's reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift.

##### **Part two: The development of the Cold War**

- The significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA.
- Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo.
- The 'Thaw': Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process.

##### **Part three: Transformation of the Cold War**

- Berlin Wall: reasons for its construction and Kennedy's response.
- Tensions over Cuba: Castro's revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; dangers and results of crisis.
- Czechoslovakia: Dubcek and the Prague Spring movement; USSR's response to the reforms; the effects the Prague Spring had on East-West relations, including the Warsaw Pact; the Brezhnev Doctrine.
- Easing of tension: sources of tension, including the Soviets' record on human rights; the reasons for Détente and for SALT 1; the part played by key individuals Brezhnev and Nixon.

#### **Topic 2: Germany, 1890-1945, Democracy and dictatorship**

This period study focuses on the development of Germany during a turbulent half century of change. It was a period of democracy and dictatorship - the development and collapse of democracy and the rise and fall of Nazism. Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact the developments had on them.

##### **Part one: Germany and the growth of democracy**

- Kaiser Wilhelm and the difficulties of ruling Germany: the growth of parliamentary government; the influence of Prussian militarism; industrialisation; social reform and the growth of socialism; the domestic importance of the Navy Laws.
- Impact of the First World War: war weariness, economic problems; defeat; the end of the monarchy; post-war problems including reparations, the occupation of the Ruhr and hyperinflation.
- Weimar democracy: political change and unrest, 1919-1923, including Spartacists, Kapp Putsch and the Munich Putsch; the extent of recovery during the Stresemann era (1924-1929): economic developments including the new currency, Dawes Plan and the Young Plan; the impact of international agreements on recovery; Weimar culture.

##### **Part two: Germany and the Depression**

- The impact of the Depression: growth in support for the Nazis and other extremist parties (1928- 1932), including the role of the SA; Hitler's appeal.
- The failure of Weimar democracy: election results; the role of Papen and Hindenburg and Hitler's appointment as Chancellor.
- The establishment of Hitler's dictatorship: the Reichstag Fire; the Enabling Act; elimination of political opposition; trade unions; Rohm and the Night of the Long Knives; Hitler becomes Führer.

### **Part three: The experiences of Germans under the Nazis**

- Economic changes: benefits and drawbacks; employment; public works programmes; rearmament; self-sufficiency; the impact of war on the economy and the German people, including bombing, rationing, labour shortages, refugees.
- Social policy and practice: reasons for policies, practices and their impact on women, young people and youth groups; education; control of churches and religion; Aryan ideas, racial policy and persecution; the Final Solution.
- Control: Goebbels, the use of propaganda and censorship; Nazi culture; repression and the police state and the roles of Himmler, the SS and Gestapo; opposition and resistance, including White Rose group, Swing Youth, Edelweiss Pirates and July 1944 bomb plot.

### **What resources could I buy or borrow that will help my child?**

Please ask your child to speak to their teacher before purchasing resources. The teacher will be best placed to decide which resource(s) are best suited to your child's learning needs.

- Students can download audio revision notes and songs in order to sing their way to exam success! They need to bring a memory stick into school.
- Revision guides produced by the Dept.
- The mini-series 'Hitler: The Rise of Evil', 2003 covers a lot of the Germany topics and is entertaining.

### **What are the key websites that my child could use?**

- [www.johndclare.net/](http://www.johndclare.net/)
- [www.bbc.co.uk/schools/bitesize/](http://www.bbc.co.uk/schools/bitesize/)
- [www.spartacus-educational.com](http://www.spartacus-educational.com)
- [www.schoolhistory.co.uk/](http://www.schoolhistory.co.uk/) (Plus lots of clips of historical events can be found on You Tube)
- <https://historyapp.pixl.org.uk>

### **What can I do to encourage my child to take further interest in History?**

Historical films, visits to sites of interests, historical books, local history groups and general discussion.

### **What type of homework will my child have and how long should they spend on homework?**

Homework may involve critically analysing and evaluating a source, researching into a particular event or person, reading about an event or person, assessing a piece of classwork and improving it or producing a written account/essay about an event.

Homework should take at least 30 minutes, but revision for Unit Tests should take several sessions over a number of weeks.

### **What after school or other extra-curricular activities are available in History and when are they?**

- Lunchtime drop-ins to receive additional help with work and discuss misconceptions.
- After-school revision sessions leading up to the main exam.
- History Exam Skills Workshop and Hitler on Trial Theatre Production. This trip will take place in February to either Leeds or Lincoln.

### **How do you celebrate success in History?**

Congratulatory letters are sent to inform parents when students make outstanding progress. In addition, subject prizes for achievement and progress are awarded in the school's annual prize giving ceremony.

### **If I need to speak to someone about my child's progress in History who should I contact and how?**

Please contact Mrs Cantrell or Mr R Featherstone via the school office.

## HOW DO I HELP MY CHILD SUCCEED IN COMPUTER SCIENCE?

*All parents will be given a User Name and Password to login to the Learning Platform, where material will be freely available to cover all the sections below.*

**What topics are you covering and when, so I can encourage my child to take a greater interest?**

GCSE Computer Science is all about computer systems and programming. Computing is of enormous importance to the economy and the world around us and Computer Science is often seen as an ‘underpinning’ subject across Science and Engineering.

The growth in the use of mobile devices and web-related technologies has exploded, resulting in new challenges for employers and employees. For example, businesses today require an ever-increasing number of technologically-aware individuals. This is even more so in the **gaming, mobile and web related industries** and this specification has been designed with this in mind.

Learn how to create simple computer games. Gives students a chance to design apps and software for technologies they use - **mobile phones, games consoles and the internet**

Gain an understanding of the fundamental concepts around creating software applications. The tasks will be set in engaging and relevant contexts - **e.g. gaming, web or mobile phone applications**.

**The Course consists of 2 Units:**

### **Unit 1 Practical Programming**

In this section you will need to complete 2 tasks out of a choice of 4 in 50 hours (25 hours each). You will be required to work under controlled conditions and independently.

### **Unit 2 Computing Fundamentals**

In this section you will learn about the computer system and the principles of programming. You will cover:

- How a computer functions - it's hardware, the processor (CPU), memory and storage requirements.
- Networking and the use of web applications
- The software development life cycle and prototyping
- Database concepts
- Programming concepts - structures, program controls, testing, error handling, algorithms and use of external source codes

## **What resources could I buy or borrow that will help my child?**

To support your child's learning you could purchase a number of different textbooks as resources:

**THREE TEXTBOOKS** supporting our GCSE Computer Science qualification are now available:

- GCSE Computer Science for the AQA Specification  
Author: Susan Robson  
Publisher: Susan Robson on lulu.com
- AQA GCSE Computer Science Student's Book  
Author: Steve Cushing  
Publisher: Hodder  
ISBN: 978-1-4441-8226-2
- AQA GCSE Computer Science  
Author: Alison Page  
Publisher: Oxford University Press  
ISBN: 978-1408521618

## USEFUL RESOURCES: WEBSITES

You may find these websites valuable for further resources (this is not an exhaustive list): „ BYOB (Build Your Own Blocks), a visual programming language primarily for children, <http://byob.berkeley.edu/> „ Codecademy, a web-based learning environment currently supporting JavaScript and web programming, Ruby and Python, <http://www.codecademy.com/> „ Computer Science For Fun, shows how computer science is also about people, solving puzzles, creativity, changing the future and having fun, <http://www.cs4fn.org/> „ „ Scratch, a programming language that makes it easy to create interactive stories, animations, games, music, and art, <http://scratch.mit.edu/> „ W3Schools, a reference and tutorial for HTML, CSS and JavaScript and other languages for the web, <http://www.w3schools.com/> „ Young Rewired State, offers support to under 18s who are learning how to program, <http://youngrewiredstate.org/>

## What can I do to encourage my child to take further interest in Computer Science?

To develop a greater interest within the subject, encourage your child to watch a variety of different ICT programmes on TV (e.g. Click). This will help students gain a greater knowledge of the ICT including the latest devices. It will also mean these activities will enable them to be up to date with current affairs within the ICT world. In order to take further interests in other topics within Computer Science, talk to them about the lessons in detail and encourage them to talk you through the learning process that they have experienced.

## What type of homework will my child have and how long should they spend on homework?

Homework tasks will vary throughout the year. Homework may be in many forms: revision for an assessment (either an end of unit test or Mock Exam); exam style questions; consolidation questions; preparing a presentation; producing a personalised revision guide; researching new technology and explaining it. The homework will vary on time and how long a student has to complete it, but may vary between 20 minutes to a couple of hours.

Teachers may set homework which could require internet access, but alternative ways of completing homework are always offered e.g. school ICT club/ teacher support/ library.

## When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

Internal assessment of the e-portfolio is undertaken by the teacher delivering the units.

- Assessment takes place in the classroom
- Judgments are made against a clear standard, which sets out the expected level of performance
- Overall judgments of candidates' progress is continually updated as he/she completes more of his/her programme
- Candidates can track their own progress under clear guidance.

## What after school or other extracurricular activities are available in Computer Science and when are they?

Students are encouraged to see members of staff if they need to ask for support or assistance at any stage; suitable notice will need to be given if a child requires intensive support.

After any assessment, students are always invited to attend intervention/ support sessions; they are expected to attend these sessions so that they can understand how to improve their grades.

Individual revision and support lessons take place on a needs basis.

### Is there anything else I can do to help my child succeed in Computer Science?

It is important that you encourage your child to try and work independently yet when they seek advice assist them where possible. Also allow your child to take responsibility for their work and show you examples of work that they are proud of.

Encouraging your child to revise their theory work on a regular basis will help students prepare of exams.

### How do you celebrate success in Computer Science?

Comments in the journal can also be used in order to warrant a quick response. Teachers may also use stickers on good pieces of work.

### If I need to speak to someone about my Child's progress in Computer Science who should I contact and how?

Please contact Mr M Sidell Head of Computer Science.

## HOW DO I HELP MY CHILD SUCCEED IN MUSIC?

What topics are you covering and when, so I can encourage my child to take a greater interest? The exam board and course students follow is BTEC Level 2 First Award in Music (Pearson Edexcel)

During Year 10 students will study the following:

|  |  |
|--|--|
| Unit 1 - Organisations and job roles in the Music Industry | Unit 4 - Introducing Music Composition |
| Unit 2 - Creating and promoting a music product            | Unit 5 - Introducing Music Performance |

### What resources could I buy or borrow that will help my child?

It is not necessary to buy any specific resources for the subject. Lessons are practical in nature and so students learn through participating. Some students practise their keyboard skills on a keyboard at home, but it is not necessary to purchase an instrument as departmental keyboards are available for use at breaks and lunchtimes.

### What are the key websites that my child could use?

[www.kenbrashear.com/](http://www.kenbrashear.com/) - virtual drum kit

[worldmusic.miningco.com/](http://worldmusic.miningco.com/) - information on world music and downloadable music clips

[www.pianoworld.com/fun/javapiano/javapiano.htm](http://www.pianoworld.com/fun/javapiano/javapiano.htm) - interactive keyboard

### What can I do to encourage my child to take further interest in Music?

Any opportunity you can provide for your son/daughter to listen to live music (amateur or professional) will be beneficial. I would also encourage you to talk to your son/daughter about their learning and the work they are undertaking in lessons. Students will build up a portfolio of compositional ideas and performances during Year 11 and so you will be able to listen to examples of their creativity and development of performance skills.

### What type of homework will my child have and how long should they spend on homework?

Homework can take one of many forms: revision for unit tests; research into a specific style or genre; preparation for a Controlled Assessment; preparation for a solo/ensemble performance; extension of classwork; theory questions; notation of musical ideas. The amount of time to be spent on homework will vary according to the nature of the task.

### When will my child be doing assignments or other important assessments?

Assignments and assessments are on-going throughout the two years of the course.

### What after school or other extracurricular activities are available in Music and when are they?

| MONDAY<br>12.35pm-1.00pm | TUESDAY<br>12.35pm-1.00pm     | WEDNESDAY<br>12.35pm-1.00pm              | THURSDAY<br>12.35pm-1.00pm | FRIDAY<br>12.35pm-1.00pm |
|--------------------------|-------------------------------|--|----------------------------|--------------------------|
| ORCHESTRA                | JUNIOR CHOIR<br>(Years 7 & 8) | SENIOR CHOIR<br>(Years 9 - 11,<br>staff) | WIND BAND                  | STRING BAND              |

### Is there anything else I can do to help my child succeed in Music?

Encourage your child to listen critically to the music they listen to every day. Also, you may want your child to have the opportunity to learn a musical instrument in school. Tuition is provided by the Music Support Service and covers string, woodwind, brass and percussion instruments.

### How do you celebrate success in Music?

Subject prizes and Music Merit Certificates are awarded in the school's annual prize-giving ceremony. The school's annual Spring Concert also showcases students' outstanding performances and compositions.

### If I need to speak to someone about my child's progress in Music, who should I contact and how?

Please contact:

Mrs J Watson (Subject Leader - Music and Musical Performance) via the school office.

## HOW DO I HELP MY CHILD SUCCEED IN MODERN FOREIGN LANGUAGES?

What topics are you covering and when, so I can encourage my child to take a greater interest?

|  |
|--|
| <b>Identity and Culture</b>  |
| Me, my family and friends  |
| Technology in everyday life  |
| Free-time activities   |
| Customs and festivals in French speaking countries                 |
| <b>Local, National, International and Global Areas of Interest</b> |
| Home, town, neighbourhood and region                               |
| Social issues  |
| Global issues  |
| Travel and tourism   |
| <b>Current and Future Study and Employment</b>                     |
| My studies   |
| Life at school/college   |
| Education Post-16  |
| Jobs, career choices and ambitions                                 |

### What resources could I buy or borrow that will help my child?

Students would greatly benefit from having a bi-lingual dictionary and a French revision guide and workbook. These will be available to buy at the start of the year.

### What are the key websites that my child could use?

- [www.bbc.co.uk/schools/gcsebitesize](http://www.bbc.co.uk/schools/gcsebitesize) Click on the French/Spanish sections. A useful revision site for practising GCSE style reading and listening skills. There are also games to practise vocabulary skills
- [www.languagesonline.org.uk](http://www.languagesonline.org.uk) A very helpful website which can help with vocabulary building, grammar practice and comprehension skills.
- [www.gcsemg.pbworks.com](http://www.gcsemg.pbworks.com) A useful website with a guide to the GCSE course and interactive revision activities on the key areas.
- [www.samlearning.com](http://www.samlearning.com) All pupils have their own username and password for this website (ask their teacher or tutor for help if they do not know theirs). Teachers often use this website to set specific homework tasks, but pupils can also browse and revise topics freely. Centre ID is DN15WC.
- [quizlet.com](http://quizlet.com) An excellent website (app also available to download) to help practise vocab. Any language available - just search "GCSE ..... exam vocab" (or by topic).

Listening to live radio, watching television and reading online magazines and newspapers are also great ways of improving listening and reading skills.

- For French radio, go to: [www.comfm.com/radio/](http://www.comfm.com/radio/)
- For Spanish TV & radio, go to: <http://www.rtve.es>
- Reading authentic French/Spanish articles from newspapers online: [www.lemonde.fr/](http://www.lemonde.fr/)  
[www.liberation.fr/](http://www.liberation.fr/) [www.elpais.com](http://www.elpais.com) [www.todalaprensa.com](http://www.todalaprensa.com)
- Reading authentic French articles from magazines online: [www.ados.fr/](http://www.ados.fr/) [www.lesclesjunior.com/](http://www.lesclesjunior.com/)  
[www.vogue.fr/](http://www.vogue.fr/)
- Watching television online: all major European TV channels can be watched via the Internet.
- The current top 40 charts for France, Germany & Spain (and many more) can be accessed on [top40-charts.com](http://top40-charts.com) . Here you can listen to and watch current music videos in both English from stars you know and in the target language of stars you may not know so well!

## What can I do to encourage my child to take further interest in Modern Foreign Languages?

Listening and reading languages in different contexts can help boost students' skills, so watching a film or reading a newspaper/magazine will provide some relief from the monotony of exam revision. Playing games or completing puzzles is more interesting and stimulating than learning vocabulary from a book or a sheet. The list of websites mentioned above is a good starting point.

## What type of homework will my child have and how long should they spend on homework?

Students are expected to complete all specific homework tasks as and when set by their class teacher. However, in addition to this, pupils are expected to be proactive in their independent study and revision of vocab and grammar. Students are expected to learn common verbs and be able to form past, present and future tenses accurately. Homework is varied and will come in many different shapes - website revision, samlearning, worksheets, youtube clips, news and magazine articles, reading comprehensions, past papers and extended writing and speaking tasks.

## When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

Students will be regularly assessed during the course of the year. Classwork is marked and assessed regularly, and your child will receive feedback on progress and guidance on how to further improve their work. It is important that students reflect on these comments and review their work accordingly.

Students will sit their Mock Exam in the spring term. There will also be a full speaking exam in the Summer term.

## What after school or other extracurricular activities are available in Modern Foreign Languages and when are they?

As students work towards examinations, teachers often provide extra revision sessions at lunchtimes and/or after school. Students will be notified by their teacher what days and times session will be happening.

The MFL film club is run on Thursday lunchtimes in ML3 where pupils can watch authentic films in French and Spanish.

## Is there anything else I can do to help my child succeed in Modern Foreign Languages?

Showing an interest in international film and cinema is another way in which parents can provide extra help and support to their children. There are many authentic foreign films with the choice of optional subtitles. Alternatively, English-speaking films also often have the option of changing the language. Why not watch an old favourite in French or Spanish?

## How do you celebrate success in Modern Foreign Languages?

Teachers may also write a message in their journal or send a praise postcard home.

## If I need to speak to someone about my Child's progress in Modern Foreign Languages who should I contact and how?

Everyone in the Languages department wants students to feel confident about learning languages and to be enthusiastic and keen to speak a language. If you pick up from your child that all is not well and they are unsure of what they are doing, please contact us. Often the problems are small ones which can be easily solved. We may not be able to speak to you immediately if we have a full teaching day, but if you leave a message with the school reception we will get back to you as soon as we can.

People to contact:

- child's language teacher in the first instance
- child's form tutor, who can pass on the message

## HOW DO I HELP MY CHILD SUCCEED IN PHYSICAL EDUCATION?

What topics are you covering and when, so I can encourage my child to take a greater interest?

Throughout Year 10, students will be studying the following topics.

| THEORY (Topics) (60%)  | PRACTICAL (40%)  |
|--|--|
| <ul style="list-style-type: none"> <li>Paper 01: Physical factors affecting performance</li> <li>1.1 Applied anatomy and physiology</li> <li>1.2 Physical training</li> <li>Paper 02: Socio-cultural issues and sports psychology</li> <li>2.1 Socio-cultural influences</li> <li>2.2 Sports psychology</li> <li>2.3 Health, fitness and well-being</li> </ul> | <ul style="list-style-type: none"> <li>Performance within Physical Education</li> </ul> <p>Learners will be required to undertake both parts within this component:</p> <p>Part 1: Performance of three sports or activities, one team, one individual and one free choice from either list on DfE list.</p> <p>Part 2: Performance analysis of a sport or activity of their choice.</p> |

What resources could I buy or borrow that will help my child?

To support your child's learning you could purchase a textbook in order to assist them with independent learning and homework.



John Honeybourne

ISBN : 9781471851728

What are the key websites that my child could use?

Websites that are used depend on the topics that are being delivered. However, main websites that will be used include:

[www.bbc.co.uk/education](http://www.bbc.co.uk/education)

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

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

What can I do to encourage my child to take further interest in Physical Education?

To develop a greater interest within the subject, encourage your child to watch a variety of different sports both live and on TV, also read the sports pages of the newspaper. This will help students gain a greater knowledge of the sport including the rules/regulations of it and tactics. It will also mean these activities will enable them to be up to date with current affairs within the sports world. In order to take further interests in other topics within GCSE PE, talk to them about the lessons in detail and encourage them to talk you through the learning process that they have experienced.

## What type of homework will my child have and how long should they spend on homework?

Homework tasks will vary throughout the year. Homework may be in many forms: revision for an exam (either an end of unit test or Mock Exam); exam style questions; preparing a presentation; research into a particular sport (rules / regulations); or an extension of the classwork to be completed. The homework will vary on time and how long a student has to complete it.

## When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

Students will have an assessment session on each practical unit they are participating in. This will be graded out of 20 based on the assessment criteria for that sport. This information will build up over the year to give both students and staff a clear idea what the student's top three sports are.

Students will have an end of unit theory test which will help identify strengths and weak areas for that unit.

Students will sit their Mock Exam in the spring term.

## What after school or other extracurricular activities are available in Physical Education and when are they?

Lunchtimes are set aside for support, catch up and HITT sessions. This is a classroom / IT based session that can be attended by individuals or as a group. A timetable of revision sessions will be shared with students and these will help prepare students for their theory exam.

Alongside this, extra-curricular clubs run on a daily basis in order to engage students in different forms of physical activity and help them improve on their practical grades (students are encouraged to attend these).

## Is there anything else I can do to help my child succeed in Physical Education?

It is important that you encourage your child to try and work independently yet when they seek advice assist them where possible. Also allow your child to take responsibility for their work and show you examples of work that they are proud of.

Encouraging your child to revise their theory work on a regular basis will help students prepare for exams.

## How do you celebrate success in Physical Education?

Praise letters / PE postcards are sent home every half term in order to inform parents about the progress their child is making. Comments in the journal can also be used in order to warrant a quick response.

## If I need to speak to someone about my Child's progress in Physical Education who should I contact and how?

The teacher in charge of this subject is Mr Florence. He can be contacted through the school office or via e mail [florence.m@wintertoncommunityacademy.co.uk](mailto:florence.m@wintertoncommunityacademy.co.uk)

## HOW DO I HELP MY CHILD SUCCEED IN PSHCE? (PERSONAL, SOCIAL, HEALTH, CITIZENSHIP EDUCATION)

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What topics are you covering and when, so I can encourage my child to take a greater interest?

In year 10 students will be completing five separate units of work.

The units that are covered in Year 10 are:

### **Citizenship: British Values**

- Being British
- Stereotypes and the Media
- Identifying Racism
- Human Rights and Freedom of Speech
- Radical Groups
- Recruitment
- The PREVENT Strategy

### **Citizenship: Working life**

- Work Experience
- Aspirations
- How do Citizenship issues affect the workplace?
- How to budget money
- Public and private sectors
- Savings and Pensions
- National Insurance and Income Tax
- Trade Unions
- Credit and Debit

### **Citizenship: Employment**

- Employability
- Workplace discrimination
- Interpersonal skills
- Enterprising
- Enterprising skills
- Workplace enterprising skills
- Local Entrepreneurs
- Debt
- Money Laundering

### **PSHE: Addiction**

- Cannabis
- Drug Awareness
- Ethical and religious opinions on drug usage
- Drugs and the law
- Smoking and vaping
- Gambling
- Gaming
- Self-harm

## PSHE: Relationships

- Sexuality
- Consent
- Respect in Relationships
- Positive and Negative Relationships
- Sexting
- Child Sexual Exploitation
- Domestic Abuse
- HIV & Aids
- Safe sex
- STI's
- Female genital mutilation
- Pornography

### What resources could I buy or borrow that will help my child?

Resources are not needed to be purchased, they will be provided in lessons.

### What are the key websites that my child could use?

<http://www.bbc.co.uk/schools/>

<https://www.pshe-association.org.uk>

<https://www.thinkuknow.co.uk>

[www.ceop.police.uk](http://www.ceop.police.uk)

[www.safetynetkids.org.uk/personal-safety/staying-safe-online](http://www.safetynetkids.org.uk/personal-safety/staying-safe-online)

<https://saferinternet.org.uk>

<https://www.nspcc.org.uk>

There are many clips of PSHCE related topics available on YouTube.

### What can I do to encourage my child to take further interest in PSHCE?

Encourage your child to think critically about issues and to try and evaluate opinions and reasons for things. This will develop more in-depth and critical approaches to issues, whilst at the same time have an open mind that other people have different opinions and attitudes than their own.

Try to encourage conversations based on current issues in the news or their own lives.

### What type of homework will my child have and how long should they spend on homework?

Students should expect to receive homework in PSHCE. Due to the nature of the subject most of the learning will be covered during lessons. Homework will often consist of researching in to laws and core knowledge around different topics. Homework, will often require students to discuss their learning with parents/carers.

### When will my child be doing assignments or other important assessments?

Your child will not be levelled assessed in PSHCE. Instead we will be using Personal Learning Checklists (PLC's) to monitor the progress your child is making. Students will be self- evaluating themselves at the start of each unit and again at the end to measure the progress they have made. After each rotation their class teacher will mark their work and verify the progress made on their PLC.

## What after school or other extracurricular activities are available in PSHCE and when are they?

All students are aware that lunchtimes are available for them to improve or develop their knowledge. Throughout the year the school has a range of cross curricular days which cover many core topics within PSHCE from experts. These include, the Police, Fire brigade, Big Talk (SRE), road safety specialist, anti-bullying musicians.

## Is there anything else I can do to help my child succeed in PSHCE?

Encourage your child to be open-minded and have discussions based key issues relating to them as an individual and their own life. Allow your child to watch the news once a day to understand modern issues such as discrimination, prejudice, racism and other topical affairs.

## How do you celebrate success in PSHCE?

Students who make exceptional progress will be sent a letter to celebrate their achievement. If students have done a piece of work particularly well during a lesson, then they may receive a post card home. At the end of each year they are also chosen to receive an award for either the most progress made or the highest achieving student.

## If I need to speak to someone about my child's progress in PSHCE, who should I contact and how?

Please contact Mr G Robbins (Subject Leader) via the school office.

## HOW DO I HELP MY CHILD SUCCEED IN PSYCHOLOGY?

What topics are you covering and when, so I can encourage my child to take a greater interest?

### 2a. OCR's GCSE (9–1) in Psychology (J203)

Learners take both components 01 and 02 to be awarded the OCR GCSE (9–1) in Psychology.

| Content Overview   | Assessment Overview   |                                |
|--|---|--------------------------------|
| <ul style="list-style-type: none"> <li>Criminal Psychology</li> <li>Development</li> <li>Psychological Problems</li> <li>Research Methods</li> </ul> | <b>Studies and applications in psychology 1* (01)</b><br>90 marks<br>Written paper<br>1 hour 30 minutes | <b>50%</b><br>of total<br>GCSE |
| <ul style="list-style-type: none"> <li>Social Influence</li> <li>Memory</li> <li>Sleep and Dreaming</li> <li>Research Methods</li> </ul>             | <b>Studies and applications in psychology 2* (02)</b><br>90 marks<br>Written paper<br>1 hour 30 minutes | <b>50%</b><br>of total<br>GCSE |

\* Indicates inclusion of synoptic assessment.

### key features of OCR's GCSE (9-1) in Psychology:

- a specification with a focus on mental health, which encourages greater awareness in young people and therefore reducing stigma and discrimination - developed in partnership with Time to Change
- a clear and straightforward structure, which retains the popular elements of key concepts, theories, research and application
- an allowance for the teaching of research methods to be embedded within topics as well as standalone sections
- brain and neuropsychology content embedded within topics
- an emphasis on the importance of practical work and 'doing psychology', including research studies on the specification that can be replicated
- a specification that was developed in consultation with teachers and other subject stakeholders
  - exciting subject content with a balance of classic and modern psychological theory and research which is relevant to young people
  - content that provides applications to the real world, increasing learners' psychological understanding
  - access to our Subject Team and teacher guidance to support in the planning, delivery and assessment of the qualification
  - a wide range of teaching and learning resources to support the delivery of the specification, including:
    - delivery guides
    - core studies guides
    - lesson elements
    - curriculum plans
    - flipped learning guide
    - quantitative skills guides
    - student topic workbooks
    - podcasts
- bespoke resources produced with Time to Change on 'psychological problems' content.

**What topics are you covering and when, so I can encourage my child to take a greater interest?**

Psychology is broken in to two examinations, as you can see above. In year 10 we focus on examination 1: Studies and application in psychology. The content of the year in bullet pointed below:

**Criminal Psychology:**

- Theories/Explanations of why criminal/anti-social behaviour occurs
- The Social Learning Theory
- Eysenck's Criminal Personality Theory
- Application: The changing nature of punishment

**Development:**

- Theories/Explanations
- Piaget's Theory of Cognitive Development
- The Role of Learning on Development -
- Dweck's Mindset Theory
- Willingham's Learning Theory
- Application: The changing role of education

**Psychological Problems:**

- Biological Explanation of Schizophrenia
- Psychological Explanation of Schizophrenia
- Biological Explanation of Clinical Depression
- Psychological Explanation of Clinical Depression
- Application: The development of treatments

**Social Influences:**

- Situational Factors
- Dispositional Factors
- Changing attitudes

**Research Methods****Planning an investigation:**

- Hypothesise
- Variables
- Experimental designs
- Population and sampling
- Ethical guidelines

**Doing research:**

- Experiments
- Interviews
- Questionnaires
- Observations
- Case studies
- Correlations

**Analysing investigations:**

- Types of data
- Descriptive statistics
- Tables, charts and graphs
- Reliability and validity
- Sources of bias

**What are the key websites that my child could use?**

<http://www.ocr.org.uk/qualifications/gcse/gcse-psychology-j203-from-2017/specification>

<http://www.gojimo.com/gcse-psychology-revision/>

There are many clips of all the topics mentioned above on YouTube.

**What can I do to encourage my child to take further interest in Psychology?**

This GCSE course encourages students to be able to discuss a wide range of psychological issues and strategies. Therefore, having regular debates and conversation within your household would really benefit their ability to be active participation within lessons. Watching TV series as a family and begin to consider the psychological profiles of the characters and how they mental changes, focusing on the causes and effects.

## **What type of homework will my child have and how long should they spend on homework?**

Your child should expect one homework every three lessons. This homework will either be an enquiry homework where they will be asked to look further in to a particular subject area. The alternative homework will require students to answer a GCSE exam question to demonstrate their understanding of the knowledge learnt in the classroom. Some homework's will ask the students to read up on core content knowledge ready for the next lesson so that progress can be more rapid and students have a basic understanding before the key knowledge is learnt.

## **When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?**

GCSE Psychology is an exam based course. Therefore, your son/daughter will not complete any form of coursework or Controlled Assessment. Year 10's work is externally assessed and is worth 50% of the overall qualification. It is worth 90 marks in total. Learners will answer questions on:

- Criminal Psychology (worth 24 marks)
- Development (worth 24 marks)
- Psychological Problems (worth 24 marks)
- Research Methods (worth 18 marks).

The examination will be a written paper lasting 1 hour and 30 minutes and will consist of short and medium tariff questions, as well as one extended essay question worth 13 marks. Different topics are assessed in different sections across the series of examinations.

## **What can I do to encourage my child in this subject?**

The key skill required for this specification is the ability to evaluate and interpret key issues related to psychology. It would be very helpful to focus on specific issues and try to discuss and debate the different psychological topics mentioned above.

## **What after school or other extracurricular activities are available in Religious Studies and when are they?**

Students have been informed that they can visit me (Mr Robbins) for extra support any lunchtime or any night after school and arrange a formal time where they will receive help and intervention if they require it.

## **Is there anything else I can do to help my child succeed in Psychology?**

Encourage them to be able to consider other perspectives as well as their own and evaluate why people behave and react in the ways they do.

## **How do you celebrate success in Psychology?**

Praise letters are sent home. Comments in the journal can also be used in order to warrant a quick response.

If I need to speak to someone about my child's progress in Psychology, who should I contact and how? Please contact: Mr G Robbins (Subject Leader) via the school office.

## HOW DO I HELP MY CHILD SUCCEED IN BTEC TRAVEL AND TOURISM?

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What topics are you covering and when, so I can encourage my child to take a greater interest?

1. UK Travel & Tourism Sector - exam based unit
2. UK destinations
3. The Travel and Tourism customer experience
4. Factors that influence Worldwide travel

What resources could I buy or borrow that will help my child?

Travel magazines

Holiday Brochures

There are numerous presentations on the shared area at school that can be downloaded to support learning and assessment on the course.

Pearson textbook - BTEC Travel and Tourism Level 2 (To support Edexcel course)

What are the key websites that my child could use?

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

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

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

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

[www.metoffice.gov.uk](http://www.metoffice.gov.uk)

[www.worldtravelguide.net](http://www.worldtravelguide.net)

What can I do to encourage my child to take further interest in Travel and Tourism?

Internet based research.

Ask questions when away on holiday - types of customers, etc.

Let child assist in choosing holiday locations to fit with budget and time constraints

Speak to colleges/ work based learning programmes to see how students can progress into a career in the Travel/ Tourism industry

Travel programmes

What type of homework will my child have and how long should they spend on homework?

Students will be given homework which will always link to classwork.

The students can take their folders home at any point to complete further research. On the day assignments are handed out they will have classwork and homework time to complete the tasks.

The deadline will be transferred to their journals.

Students will also be given research based homework tasks.

When will my child be doing coursework, Controlled Assessments, assignments or other important assessments and how long will these take?

Two or three assignments for each of the four units of work will be assessed. Students can take work home but will have an appropriate amount of class time to complete each piece.

Students are encouraged to use both home and class time to complete assignments.

What after school or other extracurricular activities are available in Travel and Tourism and when are they?

Additional assignment time can be arranged throughout the year.

## Is there anything else I can do to help my child succeed in Travel and Tourism?

Support and communication with their learning and progress.

## How do you celebrate success in Travel and Tourism?

Letters home as required

Praise and acknowledgement during lessons

Raffle tickets

## If I need to speak to someone about my child's progress in Travel and Tourism who should I contact and how?

Mr M Florence - Via the school office