Year 10 Welcome Information Evening

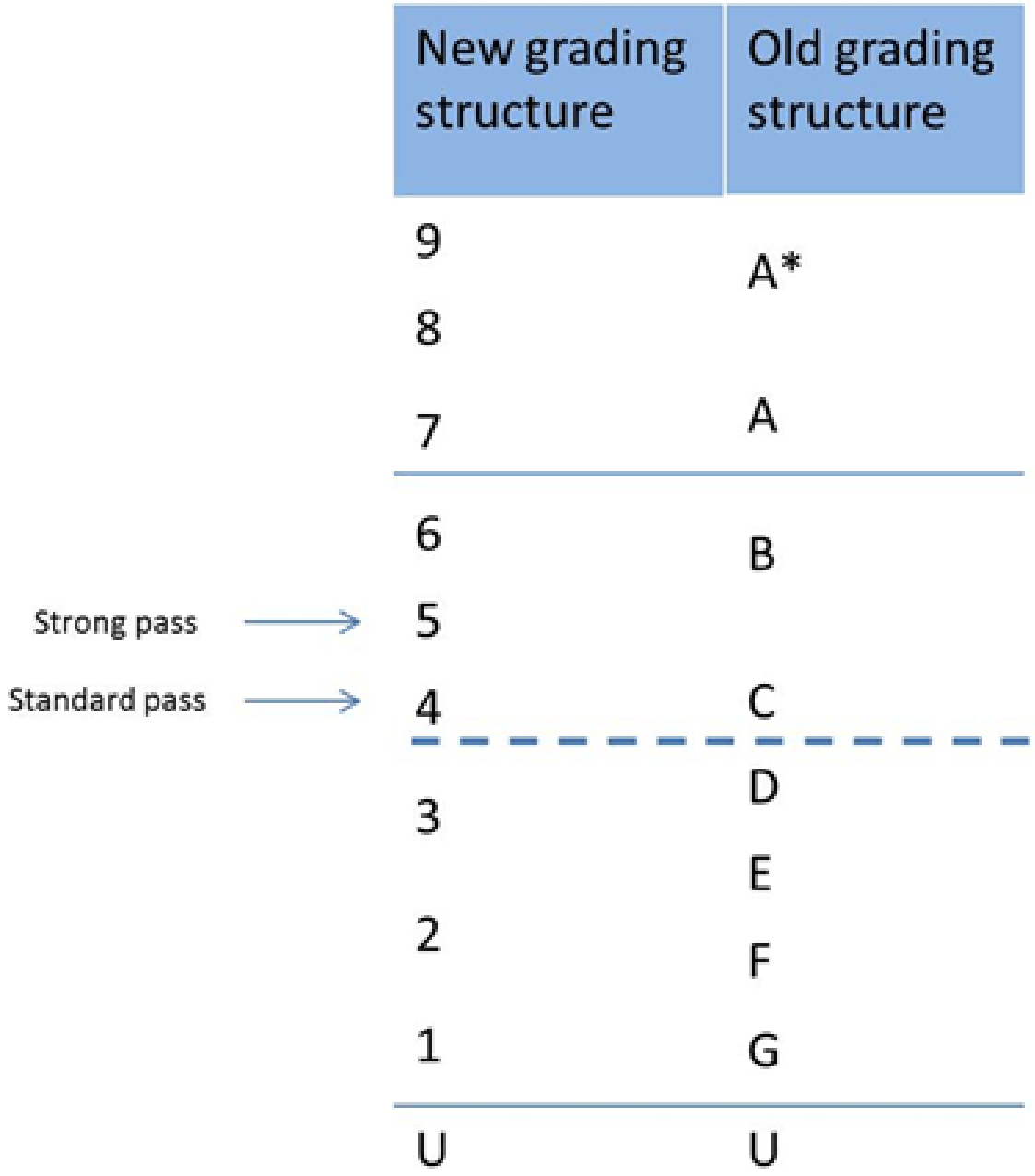
Tuesday 26th September 2023

INFORMATION EVENING

1. Welcome from Mr Cozier, Head Teacher and Ms Burniston, Deputy Head Teacher
2. Mr Frost, Head of Year 10
3. Mr Nayar, Head of Science, Introduction to GCSE Science
4. Ms Ellen, Head of REP, Introduction to GCSE REP
5. Introduction to Math GCSE delivered by Ms Burniston
6. Loom Video from Mr Ruszcynski Introduction to English Lit/Lang GCSE
7. Ms Hamilton, Deputy Head Teacher What Assessment and Reporting
8. The Highgate Wood Way and Year 10
9. Q & A Session

REFORMED GCSES

- More challenging
- Grades 9-1 rather than A* – G
- Grade 4 ‘standard pass’ equivalent to a C
- Grade 5 is a ‘good pass’
- Grade 7 is an A grade
- Grade 9 is above the old A*



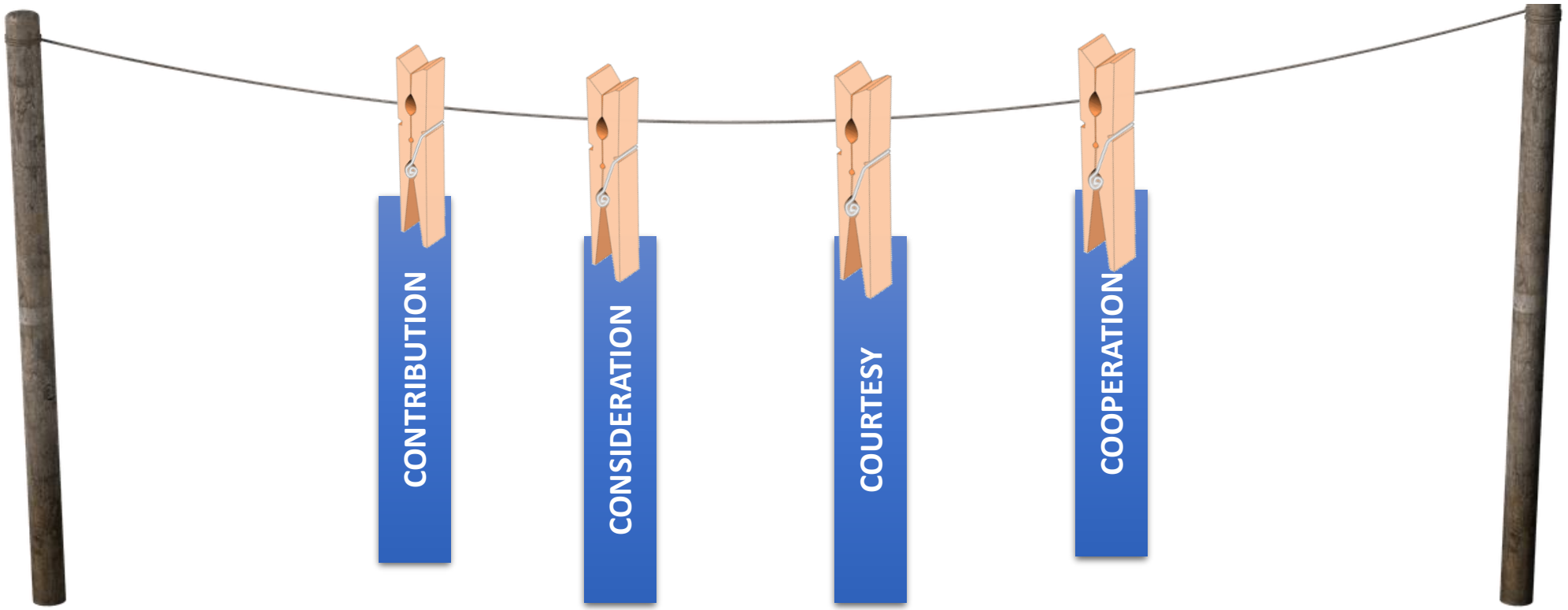
THE HIGHGATE WOOD WAY

THE 4c RULES

CONSIDERATION
1. We respect and care about others – we are kind 2. We respect our school and environment
COURTESY
3. We are polite and respectful to all members of our HWS family; we say please and thank you 4. We listen to others when they are speaking and listen before we give our own opinion
COOPERATION
5. We follow instructions the first time - ALWAYS 6 We arrive to school and to lessons on time
CONTRIBUTION
7. We are equipped and prepared for learning 8. We work hard in lessons, participate positively and always do our best 9. We go above and beyond to contribute to our HWS family

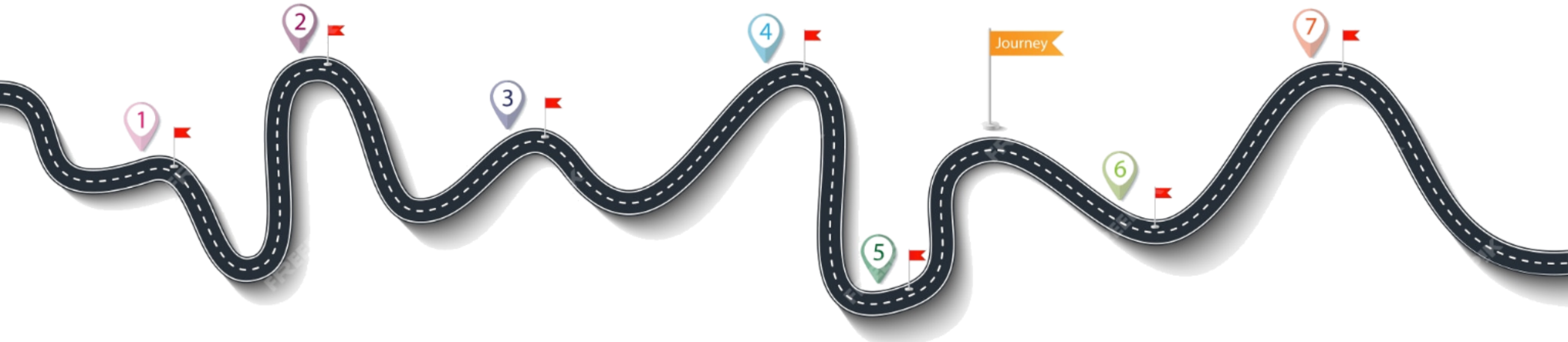
THE HIGHGATE WOOD WAY

EVERYONE MATTERS **EVERYONE ACHIEVES**



GCSEs AT HIGHGATE WOOD SCHOOL

- The two-year journey has started!
- We have the highest expectations, so please work with us. We want the best for your child, we know what is needed!



Mr Frost – Head of Year 10

HIGHGATE WOOD SCHOOL

Welcome to Year 10

The start of the journey to success

Mr Frost

Options

- Following last years options open evening, we ensured every student had a face-to-face session with a member of the key stage 3 pastoral team.
- Some students were engaged in further awareness sessions also.
- I personally saw around 100 students.
- This process was helpful in supporting the selection of suitable choices.
- My understanding is that the vast majority were happy with their outcomes.

- We have accommodated all the changes that were possible
- The window for change is now ‘closed’

Positive start recognised

6169 positive achievement points for the 4Cs have been raised so far

That is an average of 23 per student, so more than 1 a day for each student

Some students have gained more than 40 achievement points, with 46 the greatest.

We will keep recognising and rewarding in key stage 4

Testimonials

I have a really positive feel for this year group. I really like them – Ms Ford (English)

What a lovely group, everyone did their initial homework and I believe they are the only new year 10 to have ever done that – Ms Zwicky (Art)

My students are really engaged, I am so pleased to still be able to see them in key stage 4 – Ms Issitt (English)

They are a great group – Mr Ismael (student engagement mentor)

The journey continues…..

The pastoral team are available to support departments and students, providing guidance where required.

Revision practice and guidance will be shared in registration, in preparation for key assessment pieces, end of year 10.

Assemblies and special events to be organised throughout key stage 4 complement learning.

Thank You
Mr Frost
JFR@hws.haringey.sch.uk

WELCOME TO SCIENCE GCSE – MR NAYAR

Science

Dev Nayar
dna@hws.haringey.sch.uk

Mira Stoynova (Head of KS4 Science)
sst@hws.haringey.sch.uk

Curriculum - exam board is AQA

AQA

GCSE
COMBINED
SCIENCE:
TRILOGY

8464

Specification
For teaching from September 2016 onwards
For GCSE exams in 2018 onwards

Version 1.0 22 April 2016

AQA
Realising potential

GCSE
BIOLOGY
(8461)

Specification
For teaching from September 2016 onwards
For exams in 2018 onwards

Version 1.0 21 April 2016

AQA

GCSE
CHEMISTRY
8462

Specification
For teaching from September 2016 onwards
For GCSE exams in 2018 onwards

Version 1.0 21 April 2016

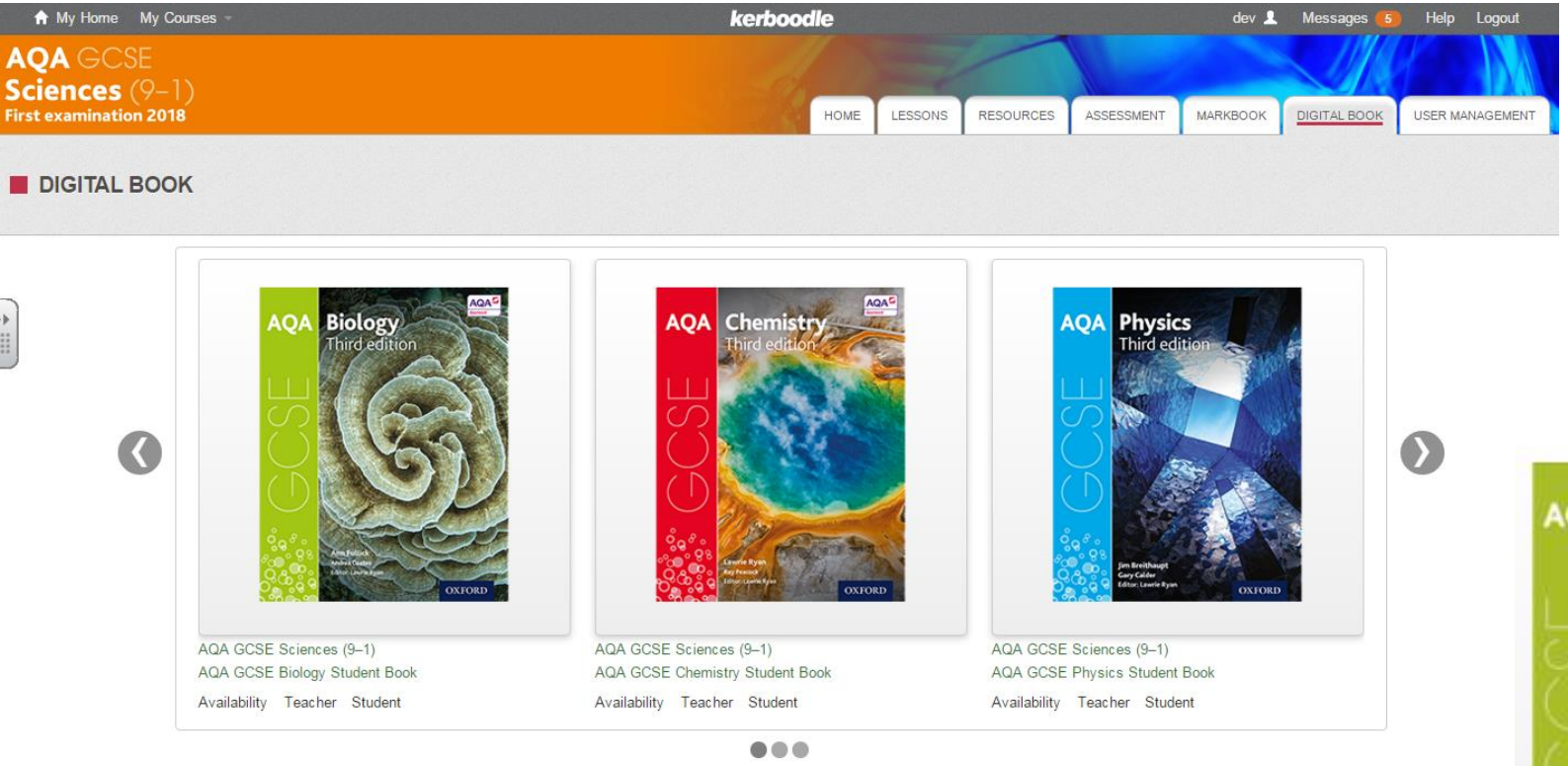
AQA
Realising potential

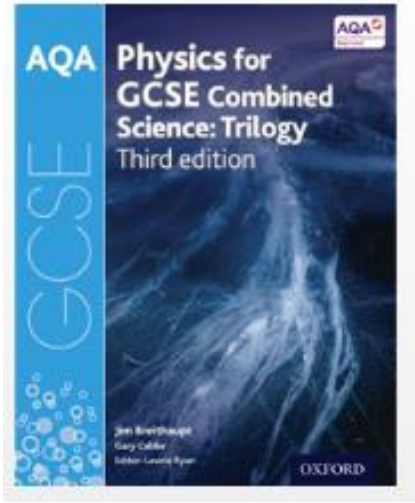
GCSE
PHYSICS
(8463)

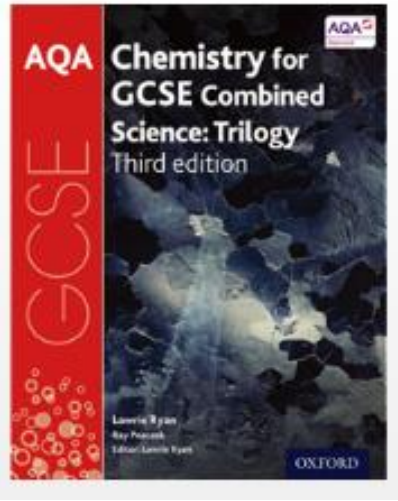
Specification
For teaching from September 2016 onwards
For exams in 2018 onwards

Version 1.0 21 April 2016

Kerboodle – Oxford scheme of lessons







Login - www.kerboodle.com

- Password and username are the same
- It is students' initial then surname.
- For example: dnayar
- The Institution code is dru6

Science

- Exercise books – students keep – will have more than one – please help with bringing the correct one

- Please check equipment – pencil, 30 cm ruler and calculator for every science lesson

Exercise books – basic documents

W/C	Week	Y10 Science Curriculum map 2023-2024	Skills/Knowledge/Notes
04-Sep	1	Monday 5/09/23 Students in for a staggered start	4th September INSET
####	2	C1, B1, B2 Quick Recap (check if B2C2P2 are copmlete)	Teaching begins on 6/09/23
18-Sep	3	C2, P1 and P2 Quick Recap	
25-Sep	4	B3 Digestive system	B3 -RP pH and enzyme
02-Oct	5	B3 Digestive system	
09-Oct	6	C3 Bonding, structure & properties of matter (10 lessons)	C3- Different types of bonding and relevant properties
16-Oct	7	C3 Bonding, structure & properties KAP1(on C1C2B1B2P1P2)	All KAPs are subject to change (info will be on Satchel)
23-Oct		HALF TERM 25 - 29 October 2021	
30-Oct	8	KAP1 DIRT P3 Energy resources, B4 Organising animal & plants	
06-Nov	9	B4 Organising animal & plants	B4- Describe the functions of blood vessels and heart
13-Nov	10	B4 Organising animal & plants	
20-Nov	11	C4 Quantitative Chem (4 lessons)	C4- Work out RFM of different substances
27-Nov	12	P4 Electric circuits (6 lessons) KAP2	*Reports issued*
04-Dec	13	P4 Electric circuits	P4-RP Testing resistors in series and parallel circuits
11-Dec	14	B5 Communicable diseases (5 lessons) KAP2 DIRT	B5-Decsribe the differences between bacterial and viral disease
18-Dec	15	B5 Communicable diseases (5 lessons) KAP2 DIRT	
25-Dec		CHRISTMAS HOLIDAYS 25/12-7/01/2024	
08-Jan	16	C5 Chemical changes (10 lessons)	C5-RP Making a salt
15-Jan	17	C5 Chemical changes (10 lessons)	C5- Describe different methods of making salts
22-Jan	18	P5 Electricity in the home (6 lessons)	P5-How to calculate the power of an electrical appliance
29-Jan	19	P5 Electricity in the home (6 lessons)	
05-Feb	20	B6 Preventing & treating disease, KAP3	B6- Explain how vaccinations work
12-Feb		HALF TERM 14 February 2022 - 19 February 2022	
19-Feb	21	C6 Electrolysis (5 lessons) KAP3 DIRT	C6-RP Electrolysis
26-Feb	22	C6 Electrolysis, P6 Molecules & matter (6 lessons)	
04-Mar	23	B7 Non-communicable diseases (5 lessons)	P6-RP Density
11-Mar	24	B7 Non-communicable diseases (5 lessons)	B7- How exercise and smoking can affect the health
18-Mar	25	C7 Energy changes (5 lessons) KAP4	C7-RP Temperature changes
25-Mar	26	C7 Energy changes + P7 Radioctivity (5 lessons)	*Reports issued*
01-Apr		Easter break (Monday 4th April -17th April 2022)	
08-Apr			
15-Apr	27	P7 Radioactivity + B8 Phosynthesis (5 lessons) KAP4 DIRT	P7- Compare three types of nuclear radiation
22-Apr	28	B8 Photosynthesis + B9 Respiration (3 lessons)	C8- RP Rate of photosynthesis
29-Apr	29	B9 Respiration + **Revision for Mock**	B9- Differences between aerobic and anaerobic respiration
06-May	30	**Revision for Mock**	
13-May	31	C8 Rate & equilibrium (6 lessons) KAP5	C8- Factors affecting the rate of reactions
20-May	32	C8 Rate & equilibrium	

AQA Command words

Recall "Simple / Closed"	Processes "Medium"	Application "hardest/ Open"
Name/ State/ Give/ Identify: Give a specific name, value or other short answer required	**Draw:** Produce or add to a diagram	**Compare:** Describe similarities and/or differences between things
Write: Only a short answer is required (not explanation or description)	**Sketch:** Draw approximately	**Explain (How/Why?):** Make something clear or state a reason for something happening
Choose: Select from a range of alternatives	**Define:** Specify the meaning of	**Show:** Provide evidence to reach a conclusion
Complete: Answer to be written in the spaces provided	**Calculate:** Use numbers given in the question to work out the answer	**Suggest:** Students apply their knowledge and understanding to a new situation
Label (circle, put a cross, tick): Provide appropriate names on a diagram/graph or do what it says	**Describe (What?):** Recall some facts events or process in an accurate way	**Justify:** Use evidence from the information supplied to support an answer
Measure: Find an item of data for a given quantity	**Plot/Mark:** on a graph using data provided	**Evaluate:** Use information supplied as well as their knowledge to consider evidence for and against
Estimate: Assign an approximate value	**Design/Plan:** Set out how something will be done/write a method	
Use: Answer must be based on information given in the question	**Predict:** Give a plausible outcome	

HIGHGATE WOOD SCHOOL

Laboratory rules for students during science lessons

The biggest danger in the lab is **YOU!** You are at risk when you don't understand the hazards or you are careless, or both. The person most likely to suffer from your mistakes is **YOU!** Keep focus on your task and report any accident or breakage to your teacher.

1. Only enter and leave a lab when told to do so by a teacher. Never rush about or throw things in the lab. Do not run. Keep your bench and floor area clear, with bags and coats well out of the way. Ensure all walkaways are clear. Work from a clutter-free bench.
2. Follow instructions precisely; check bottle labels carefully and keep tops on bottles except when pouring liquids from them; only touch or use equipment and materials when told to do so by a teacher; never remove anything from the lab without permission.
3. Wear eye protection and keep it on when told to do so.
4. Always follow the instructions given by your teacher or technician supporting your work.
5. When using naked flames (e.g. Bunsen or spirit burners or candles), make sure that ties, hair, baggy clothing etc. are tied back or tucked away.
6. When lighting a Bunsen burner, ensure the air hole is closed to give a yellow flame. Do not open the gas tap until a lighted splint is on the mouth of the Bunsen chimney. Use only the roaring/blue flame when heating with it and always use the safety/orange flame when left unattended.
7. Always stand up when working with hazardous substances or when heating things so you can quickly move out of the way if you need to.
8. Keep focus on task and do not move around aimlessly, do not mingle with your classmates or use your mobile phone. Do not get distracted from your work. Do not play with the gas/water taps or electrical supplies.
9. Work in silence and only talk quietly to your partner to get the work done.
10. Never put anything in your mouth in the laboratory. If you get something in your mouth, spit it out at once and wash your mouth out with lots of water. Tell your teacher.
11. Always wash your hands carefully after handling chemicals, microbes or animal and plant material.
12. When returning apparatus ensure enough time is allowed for cooling before touching it. If you are burnt or a chemical splashes on your skin, wash the affected part at once with lots of water. Tell your teacher.
13. Never put waste solids in the sink. Put them in the bin unless your teacher instructs you otherwise.
14. Wipe up all small spills and report bigger ones as well as broken glass to your teacher.
15. When practical work is done or with 10 minutes to go, stop practical work. Clear it up, return all the equipment as you found it and clean your bench.
16. Only when the bench is clean you may work on processing your results, sharing them on the board, plotting graphs and answer the understanding-check questions.

By my signature, I acknowledge that I have read, understand, and agree to the Lab Rules

Signature: Date:

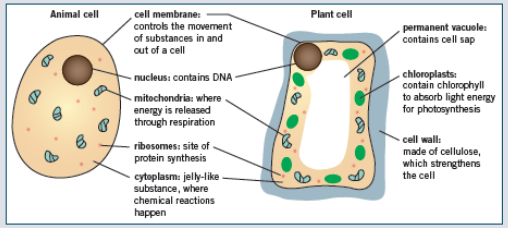
Knowledge organisers – given at the start of topics

Chapter 1: Cell biology and transport

Knowledge organiser

Eukaryotic cells

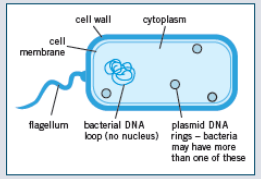
Animal and plant cells are eukaryotic. They have genetic material (DNA) that forms **chromosomes** and is contained in a **nucleus.**



Prokaryotic cells

Bacteria have the following characteristics:

- single-celled
- no nucleus – have a single loop of DNA
- have small rings of DNA called **plasmids**
- smaller than eukaryotic cells.



Microscopes

Light microscope	Electron microscope
uses light to form images	uses a beam of electrons to form images
living samples can be viewed	samples cannot be living
relatively cheap	expensive
low magnification	high magnification
low resolution	high resolution

Electron microscopes allow you to see sub-cellular structures, such as ribosomes, that are too small to be seen with a light microscope.

To calculate the **magnification** of an image:

$$\text{magnification} = \frac{\text{image size}}{\text{actual size}}$$

Specialised cells

Cells in animals and plants differentiate to form different types of cells. Most animal cells differentiate at an early stage of development, whereas a plant's cells differentiate throughout its lifetime.

Specialised cell	Function	Adaptations
sperm cell	fertilise an ovum (egg)	• tail to swim to the ovum and fertilise it • lots of mitochondria to release energy from respiration, enabling the sperm to swim to the ovum
red blood cell	transport oxygen around the body	• no nucleus so more room to carry oxygen • contains a red pigment called haemoglobin that binds to oxygen molecules • flat bi-concave disc shape to increase surface area-to- volume ratio
muscle cell	contract and relax to allow movement	• contains protein fibres, which can contract to make the cells shorter • contains lots of mitochondria to release energy from respiration, allowing the muscles to contract
nerve cell	carry electrical impulses around the body	• branched endings, called dendrites, to make connections with other neurones or effectors • myelin sheath insulates the axon to increase the transmission speed of the electrical impulses
root hair cell	absorb mineral ions and water from the soil	• long projection speeds up the absorption of water and mineral ions by increasing the surface area of the cell • lots of mitochondria to release energy for the active transport of mineral ions from the soil
palisade cell	enable photosynthesis in the leaf	• lots of chloroplasts containing chlorophyll to absorb light energy • located at the top surface of the leaf where it can absorb the most light energy

Comparing diffusion, osmosis, and active transport

	Diffusion	Osmosis	Active transport
Definition	The spreading out of particles, resulting in a net movement from an area of higher **concentration** to an area of lower concentration. Factors which affect the rate of diffusion: difference in concentration, temperature, and surface area of the membrane.	The diffusion of water from a **dilute** solution to a concentrated solution through a **partially permeable membrane.**	The movement of particles from a more dilute solution to a more concentrated solution using energy from respiration.
Movement of particles	Particles move down the concentration **gradient** – from an area of *high* concentration to an area of *low* concentration.	Water moves from an area of *lower* solute concentration to an area of *higher* solute concentration.	Particles move against the concentration gradient – from an area of *low* concentration to an area of *high* concentration.
Energy required?	no – passive process	no – passive process	yes – energy released by respiration
Examples	**Humans** • Nutrients in the small intestine diffuse into the **capillaries** through the **villi.** • Oxygen diffuses from the air in the **alveoli** into the blood in the capillaries. Carbon dioxide diffuses from the blood in the capillaries into the air in the alveoli. • **Urea** diffuses from cells into the blood for excretion in the kidney. **Fish** • Oxygen from water passing over the gills diffuses into the blood in the **gill filaments.** • Carbon dioxide diffuses from the blood in the gill filaments into the water. **Plants** • Carbon dioxide used for photosynthesis diffuses into leaves through the **stomata.** • Oxygen produced during photosynthesis diffuses out of the leaves through the stomata.	**Plants** • Water moves by osmosis from a dilute solution in the soil to a concentrated solution in the **root hair cell.**	**Humans** • Active transport allows sugar molecules to be absorbed from the small intestine when the sugar concentration is higher in the blood than in the small intestine. **Plants** • Active transport is used to absorb mineral ions into the root hair cells from more dilute solutions in the soil.

Key terms

Make sure you can write a definition for these key terms.

cell membrane, cell wall, chloroplast, chromosome, concentration, cytoplasm, dilute, DNA, eukaryotic, gill filaments, gradient, magnification, mitochondria, nucleus, partially permeable membrane, passive process, permanent vacuole, plasmid, prokaryotic, resolution, ribosome, root hair cell, stomata

Chapter 1: Cell biology and transport

Retrieval questions

Learn the answers to the questions below then cover the answers column with a piece of paper and write as many as you can. Check and repeat.

B1 questions	Answers
1 What are two types of eukaryotic cell?	animal and plant
2 What type of cell are bacteria?	prokaryotic
3 Where is DNA found in animal and plant cells?	in the nucleus
4 What is the function of the cell membrane?	controls movement of substances in and out of the cell
5 What is the function of mitochondria?	site of respiration to transfer energy for the cell
6 What is the function of chloroplasts?	contain chlorophyll to absorb light energy for photosynthesis
7 What is the function of ribosomes?	enable production of proteins (protein synthesis)
8 What is the function of the cell wall?	strengthens and supports the cell
9 What is the structure of the main genetic material in a prokaryotic cell?	single loop of DNA
10 How are electron microscopes different to light microscopes?	electron microscopes use beams of electrons instead of light, cannot be used to view living samples, are much more expensive, and have a much higher magnification and resolution
11 What is the function of a red blood cell?	carries oxygen around the body
12 Give three adaptations of a red blood cell.	no nucleus, contains a red pigment called haemoglobin, and has a bi-concave disc shape
13 What is the function of a nerve cell?	carries electrical impulses around the body
14 Give two adaptations of a nerve cell.	branched endings, myelin sheath insulates the axon
15 What is the function of a sperm cell?	fertilises an ovum (egg)
16 Give two adaptations of a sperm cell.	tail, contains lots of mitochondria
17 What is the function of a palisade cell?	carries out photosynthesis in a leaf
18 Give two adaptations of a palisade cell.	lots of chloroplasts, located at the top surface of the leaf
19 What is the function of a root hair cell?	absorbs minerals and water from the soil
20 Give two adaptations of a root hair cell.	long projection, lots of mitochondria
21 What is diffusion?	net movement of particles from an area of high concentration to an area of low concentration along a concentration gradient – this is a passive process (does not require energy from respiration)
22 Name three factors that affect the rate of diffusion.	concentration gradient, temperature, membrane surface area
23 How are villi adapted for exchanging substances?	• long and thin – increases surface area • one-cell-thick membrane – short diffusion pathway • good blood supply – maintains a steep concentration gradient
24 How are the lungs adapted for efficient gas exchange?	• alveoli – large surface area • moist membranes – increases rate of diffusion • one-cell-thick membranes – short diffusion pathway • good blood supply – maintains a steep concentration gradient
25 How are fish gills adapted for efficient gas exchange?	• large surface area for gases to diffuse across • thin layer of cells – short diffusion pathway • good blood supply – maintains a steep concentration gradient
26 What is osmosis?	diffusion of water from a dilute solution to a concentrated solution through a partially permeable membrane
27 Give one example of osmosis in a plant.	water moves from the soil into the root hair cell
28 What is active transport?	movement of particles against a concentration gradient – from a dilute solution to a more concentrated solution – using energy from respiration
29 Why is active transport needed in plant roots?	concentration of mineral ions in the soil is lower than inside the root hair cells – the mineral ions must move against the concentration gradient to enter the root hair cells
30 What is the purpose of active transport in the small intestine?	sugars can be absorbed when the concentration of sugar in the small intestine is lower than the concentration of sugar in the blood

Homework is Tassomai and Kerboodle

TASSOMAI

Must complete a weekly goal

Tassomai is an award-winning adaptive learning program helping students at all levels to achieve outstanding results. Using Tassomai builds subject knowledge, boosts confidence and reduces exam stress.

✓ Trusted by teachers in **500+ schools**
✓ Proven **impact** on GCSE grades (and guaranteed results!)
✓ Over **1 billion quiz questions** answered

HOW DOES TASSOMAI WORK?

Students learn through quizzes and short videos, using our **mobile app** or other online devices.

Content is broken down into bite sized chunks and **tailored to each user**, as our intelligent algorithm works out what students know and where they need to focus their efforts.

Kerboodle ‘End of spread’ questions

B 1 Cell structure and transport

1.1 The world of the microscope

Learning objectives

After this topic, you should know:

- how microscopy techniques have developed over time
- the differences in magnification and resolution between a light microscope and an electron microscope
- how to calculate the magnification, real size, and image size of a specimen.

Living things are all made up of cells, but most cells are so small you can only see them using a microscope. It is important to grasp the units used for such tiny specimens before you start to look at them.

Using units

1 kilometre (km) = 1000 metres (m)

1 m = 100 centimetres (cm)

1 cm = 10 millimetres (mm)

1 mm = 1000 micrometres (µm)

1 µm = 1000 nanometres (nm) – so a nanometre is 0.000 000 001 metres (or written in standard form as 1×10^{-9} m).

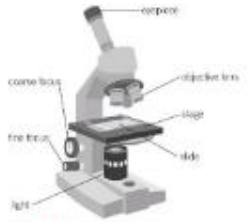


Figure 1 A light microscope

The first light microscopes were developed in the mid-17th century. Their development has continued ever since and they are still widely used to look at cells. Light microscopes use a beam of light to form an image of an object and the best can magnify around 2000 times (×2000), although school microscopes usually only magnify several hundred times. They are relatively cheap, can be used almost anywhere, and can magnify live specimens (Figures 1 and 2).

The invention of the electron microscope in the 1930s allowed biologists to see and understand more about the subcellular structures inside cells. These instruments use a beam of electrons to form an image and can magnify objects up to around 2 000 000 times. Transmission electron microscopes give 2D images with very high magnification and resolution. Scanning electron microscopes give dramatic 3D images but lower magnifications (Figure 3). Electron microscopes are large, very expensive, and have to be kept in special temperature, pressure, and humidity-controlled rooms.

Calculating magnification

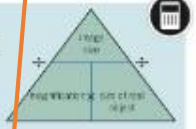
You can calculate the magnification you are using with a light microscope very simply. You multiply the magnification of the eyepiece lens by the magnification of the objective lens. So if your eyepiece lens is ×4 and your objective lens is ×10, your overall magnification is:

4 × 10 = ×40

When you label drawings made using a microscope, make it clear that the magnification you give is the magnification at which you looked at the specimen (eg, as viewed at ×40).

Calculating the size of an object

You will want to calculate the size of objects under the microscope. There is a simple formula for this, based on the magnification triangle.



As long as you know or can measure two of the factors, you can find the third.

$$\text{magnification} = \frac{\text{size of image}}{\text{size of real object}}$$

For example, if you know you are working at magnification ×40, and the image of the cell you are looking at measures 1 mm, you can work out the actual diameter of the cell.

$$\text{size of real object} = \frac{\text{size of image}}{\text{magnification}}$$

so

$$= \frac{1}{40} \text{ mm} = 0.025 \text{ mm or } 25 \text{ µm}$$

Your cell has a diameter of **25 µm**.

Magnifying and resolving power

Microscopes are useful because they magnify things, making them look bigger. The height of an average person magnified by one of the best light microscopes would look about 3.5 km, and by an electron microscope about 3500 km. There is, however, a minimum distance between two objects when you can see them clearly as two separate things. If they are closer together than this, they appear as one object. Resolution is the ability to distinguish between two separate points and it is the **resolving power** of a microscope that affects how much detail it can show. A light microscope has a resolving power of about 200 nm, a scanning electron microscope of about 10 nm and a transmission electron microscope of about 0.2 nm – that is approximately the distance apart of two atoms in a solid substance.

1 State one advantage and one disadvantage of using:
a a light microscope (2 marks) **b** an electron microscope (2 marks)

2 **a** A student measured the diameter of a human capillary on a micrograph. The image measures 5 mm and the student knows the magnification is ×1000. How many millimetres is the diameter of the capillary? (3 marks)
b A student is told the image of the cell has a diameter of 800 µm. The actual cell has a diameter of 20 µm. At what magnification has the cell been observed? (2 marks)

3 Evaluate the use of an electron microscope and a light microscope, giving one example where each type of microscope might be used. (6 marks)

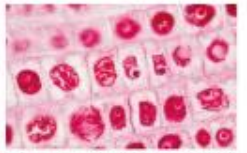


Figure 2 Onion cells dividing as seen through a light microscope – magnification ×570

Figure 3 Chromosomes during cell division seen with a scanning electron microscope – magnification ×500

Synoptic links

You can learn more about writing very small or very large numbers in standard form in Maths skills M51b.

For more information on cell division look at Chapter B2.

Study tip

Make sure you can work out the magnification, the size of a cell, or the size of the image depending on the information you are given.

Key points

- Light microscopes magnify up to about ×2000, and have a resolving power of about 200 nm.
- Electron microscopes magnify up to about ×2 000 000, and have a resolving power of around 0.2 nm.
- magnification = $\frac{\text{size of image}}{\text{size of real object}}$

Assessments – half termly KAPs, marked on spreadsheet with individual feedback and target sheets

HIGHGATE WOOD SCHOOL

Name: _____

Class: _____

Date: _____

Y10 Combined Science
KAP 1 (B1C1P1)

Time: **50 minutes**

Marks: **44 marks**

Comments:

B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y
1a	1b	1c	1d	1e	1f	2a	2b	2c	3ai	3aii	3b	3c	3d	4a	4b	4c	4d	4e	4f	4g	4h	Total	%
3	3	4	1	2	2	3	3	2	1	1	2	2	1	2	1	2	3	1	1	2	2	44	100
3	3	4	1	2	2	2	3	2	1	1	1	1	1	2	1	2	3	1	1	2	2	41	93
3	3	4	1	1	2	2	3	2	1	1	2	1	1	2	1	2	3	1	0	2	1	39	89
3	3	4	1	1	2	3	3	2	0	1	1	1	0	1	1	2	1	1	0	0	2	33	75
3	3	4	1	2	2	0	3	2	0	1	1	0	1	2	1	2	1	1	0	1	2	33	75
3	3	3	1	0	0	3	3	2	1	1	2	1	0	1	1	0	3	1	1	1	2	33	75
3	3	2	1	0	2	1	3	2	1	1	0	1	1	2	1	2	3	1	0	2	1	33	75
3	3	4	1	0	2	2	3	2	1	1	0	1	1	1	0	2	3	1	0	0	2	33	75
3	3	2	1	0	0	2	3	2	1	0	0	2	1	2	1	2	3	0	0	2	2	32	73
3	3	4	1	0	2	3	3	2	0	0	0	0	1	1	1	2	0	0	0	0	2	28	64
3	3																						59

Max marks

Highgate Wood School

Y10 Combined Science KAP1 (B1,C1,P1) Feedback Knowledge/skills assessed	Qs	Your Mark	Max Mark	Specific target (ST):
B1 Cell structure and transport • Describe the differences between plant, animal and bacterium cells • Describe the functions of organelles • Recall function of specialised cells and describe their adaptations	1a	3	3	ST: Describe the differences between plant, animal and bacterium cells ST: Describe the functions of cell wall, chloroplast and mitochondria ST: Explain how muscle cells are adapted for their function.
	1b	3	3	
	1c	4	4	
	1d	1	1	
	1e	2	2	
	1f	2	2	
C1 Atomic structure • Recall the charge and masses of subatomic particles and work out their numbers in different atoms	2a	3	3	ST: Work out the number of subatomic particles in Selenium (Se) atom
	2b	3	3	
	2c	2	2	
C1 Atomic structure • Define the proton number and mass number • Explain why an atom has no overall charge • Dram electronic structures of atoms	3ai	1	1	ST: Explain why an atom has no overall charge ST: Draw and write the electronic structure of Potassium atom
	3aii	1	1	
	3b	2	2	
	3c	2	2	
	3d	1	1	
P1 Conservation and dissipation of energy • Describe how energy can be transferred • Using equations calculate E_{GPE}, E_K and be able to rearrange the equations • Describe what is meant by useful and wasted energy	4a	2	2	ST: Describe the changes to energy stores that take place when a ball fails in air ST: Calculate the kinetic energy store of a vehicle with mass 500kg, moving at the speed of 20m/s
	4b	1	1	
	4c	2	2	
	4d	3	3	
	4e	1	1	
	4f	1	1	
	4g	2	2	
	4h	2	2	
		44	44	

To achieve a higher grade ☺

- At the back of this form, with a **green pen**, attempt **ALL Specific targets** (ST) for each question that you did not attain full marks in
- Do **Tassomai** daily for at least 10 minutes

WELCOME TO RELIGION, ETHICS & PHILOSOPHY GCSE – MS ELLEN

REP GCSE – What are we studying? Why is it a core subject?

Exam specification: 8062

Exam Board: AQA

Summary of Assessment

GCSE Religious Studies (AQA exam board) has no coursework.

Component	Area of Study	Qualification Weighting %	Qualification Style
1	The study of religions: Christianity and Islam	50	1hr 45 written exam
2	Thematic Studies (Philosophy and Ethics)	50	1hr 45 minute written exam

Component	Area of Study	Qualification Weighting %	Qualification Style	Marks
1	The study of religions: Christianity and Islam	50	1hr 45 written exam	96 marks, plus 6 marks for spelling, punctuation and grammar (SPaG)

	Christianity	Islam
Beliefs and Teachings	The nature of God Creation Jesus Christ Salvation The afterlife	The nature of God Angels Life after death Prophethood Revelation and authority
Practices	Forms of worship Sacraments Pilgrimage The Church in the local community The worldwide Church	The Five Pillars Forms of Worship Duties including Jihad Festivals

Component	Area of Study	Qualification Weighting %	Qualification Style	Marks
2	Thematic Studies (Philosophy and Ethics)	50	1hr 45 minute written exam	96 marks, plus 3 marks for spelling, punctuation and grammar (SPaG)

Theme	Areas of Study
Philosophy of Religion and Ethical Study	• Religion and Life • Religion, human rights and social justice • Religion. peace & conflict • Religion crime & punishment

Paper 2: Thematic studies

Theme F: Human Rights and Social Justice

Prejudice & Discrimination

Racism & Sexism

Equality

Religious expression

Wealth & poverty

Theme D: Peace and conflict

War

Terrorism and Violence

Protests

Pacifism

Just War

Nuclear Weapons

Theme B: Religion and Life

Creation – religious and scientific views

Environmental issues

Animal Rights

Abortion

Euthanasia

Life after death

Theme E: Crime and punishment

Types of crime

Suffering

Aims of Punishment

Death Penalty

Forgiveness

	Y10	Key topics	Assessment	Y11	Key topics	Assessment
HT1	**Christianity Beliefs**	***Nature of God, the Trinity, evil and suffering, in carnation atonement salvation, Afterlife,***	Exam 12 mark essay.	**THEME B Life and Religion**	***Creation, environmental issues, animal ethics, euthanasia, abortion, life after death***	Full THEME B past paper.
HT2	**Christianity Beliefs** Shared with **Islam Beliefs**		End of Unit EXAM STYLE assessment. Exam 12 mark essay.	**THEME F Human Rights and Social Justice**	***Prejudice and discrimination, social justice, racism, treatment of women and the LGBTQ+ community. Equality, freedom of religion, freedom of religious expression, wealth poverty, exploitation, charity***	Exam 12 mark essay.
HT3	**Islam Beliefs**	***Nature of Allah, Sunni & Shi'a beliefs, Prophethood, Holy Books, Angels, Predestination Life after death, Judgement Day***	End of Unit EXAM STYLE assessment.	**Christianity Practices**	***Worship, sacraments, baptism, eucharist, prayer, church in the local community, pilgrimage festivals – Christmas, Easter, evangelism, church growth***	Y11 mocks in January – full themes paper (1 hour 45 mins)
HT4	**THEME E Crime & Punishment**	***Causes of Crime, Lawbreakers, Punishment, religious attitudes to crime, forgiveness and the law. Corporal punishment, capital punishment***	Exam style essay. Mini-assessment focused on knowledge and analysis.	**Islam Practices**	***Worship, prayer, Sunni/Shi'a worship differences, the Five Pillars of Sunni Islam, Ten Obligatory Acts of Shi'a Islam, Jihad, festivals – Eid-ul-Fitr, Eid-ul-Adha, Ashura.***	Full Practices paper in class.
HT5	**THEME D Peace & Conflict**	***War, Just War, Pacifism, Nuclear weapons, Protest, terrorism, victims of war,***	Exam style essay. Mini-assessment focused on knowledge and analysis.	**Revision – using booklets created for each theme**		
HT6	**Revision for Mocks** **Begin Theme B using HW Booklet**		Full Beliefs paper mock (50 mins) 2 themes paper mock (50 mins)			

Learning Plan

Year 10 REP: Christian Beliefs

Autumn Term

ENQUIRY QUESTIONS

What the Christian core beliefs?
How is the nature of God evidenced in scripture and teachings?
How do Christian beliefs influence their lives today?
How do beliefs about sin and salvation influence Christians?

Knowledge

What will you learn about?

1. **The Nature of God**
2. **The Trinity**
3. **The Problem of Evil**
4. **Beliefs about Creation**
5. **Beliefs about the Afterlife**
6. **Incarnation**
7. **Crucifixion**
8. **Resurrection**
9. **Ascension**
10. **Sin and Salvation**

Skills

Which skills will you develop?

1. Multiple choice question. Assessing your religious vocabulary.	1 mark
2. Give questions. Assessing your religious knowledge.	2 marks
3. Explain question. Assessing your understanding of a specific Christian belief and how they might influence believers.	4 marks
4. Explain question. Assessing your understanding of a specific Christian belief and your ability to drawn of religious sources as evidence.	5 marks
5. Evaluative statement. Assessing understanding and the ability to judge religious arguments.	12 marks

Assessment

How will you be assessed?

1. **Starter quizzes** at the beginning of each lesson.
2. **Questioning** throughout lesson and GCSE exam style questions in each lesson.
3. Final **end of unit assessment** which will feature GCSE style questions.

Independent learning

How can you consolidate and extend your understanding?

1. Buy the AQA GCSE Religious Studies A: Christianity and Islam Revision Guide.
2. Use Oak National Academy to watch lessons by specialist REP teachers. Each lesson includes practice questions, model answers and quizzes.
3. Listen to the RE Podcast by Louisa Jane Smith.
4. Use platforms like SENECA and YouTube to search Christian beliefs.
5. Use BBC Bitesize and search the specific beliefs.
6. Read newspaper articles, websites and television to deepen your knowledge.
7. Read sections of the Bible and visit Christian places of worship.

Learning habits

What do you need to do to be successful?

Ex	• I always try hard and persevere when learning is challenging and seek to achieve excellence in all that I do • I contribute fully in lessons and I am always well-organised • I always complete my homework to the highest standard and I often do more than my teacher has asked for
Go	• I consistently work hard and seek to produce work that meets the expectations of my teachers • I contribute well in class and I am well-organised • I always complete my homework
In	• I can work well to produce work that meets expectations, but I don't do this for every task • I can contribute well and be well-organised, but not consistently • I sometimes complete my homework
Co	• I regularly miss homework deadlines and I often don't complete home or class work to an acceptable standard • I often forget my book and do not have the right equipment • I don't concentrate well in lessons

Why is REP a core subject?

- It helps students develop their own judgements/views
- It helps students understand more about others, we are surrounded by difference
- It is an academic essay based subject that has various transferable skills to other subjects

Russell Group states that: "Religious Studies … provides suitable preparation for entry to university in general."

Ofsted say: "Religious education (RE) makes a significant contribution to pupils' **academic** and personal **development**. It also plays a key role in promoting **social cohesion** and the virtues of **respect** and **empathy**, which are important in our **diverse** society."

Cambridge University published a list of subjects which are regarded as acceptable preparation for entry – RE appears in the top level list.

Some of those transferable skills:

research

applying ethical understanding

independent thinking

debating

curiosity

explanation

organisation

problem solving

negotiating

planning

working to deadlines

clear & logical thinking

critically evaluate

good use of literacy expression

What does homework look like in REP?

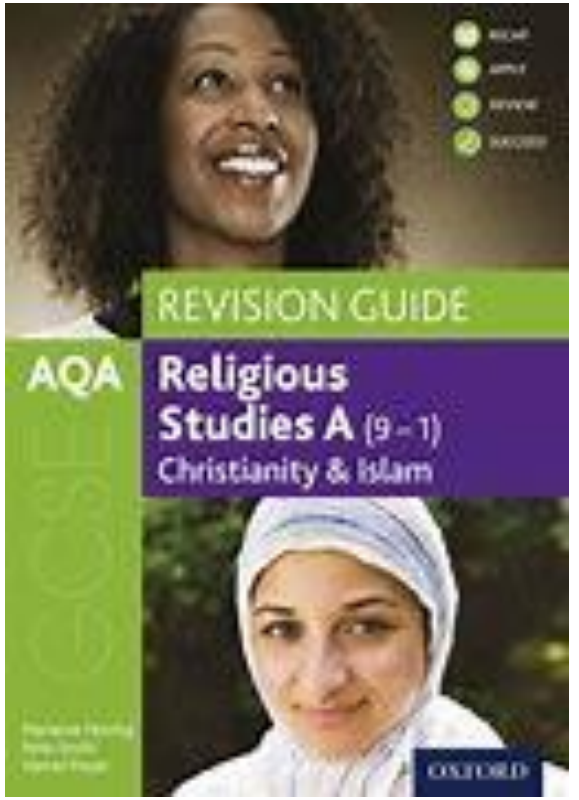
- **There should be an hour and a half set homework every week.**
- **SENECA** – an online platform that tests you based on previous attainment and knows exactly what to test you on!

Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com)

- Booklets – booklets handmade with revision material, questions/tasks, exam technique and exam practice.
- These will be used as the main homework when we get to our themes topics.

Any questions please feel free to email me msk@hws.haringey.sch.uk

There are revision guides you can buy if you are interested too.



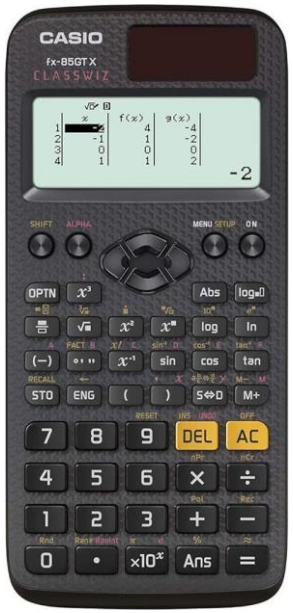
Exam specification: 8062
Exam Board: AQA

WELCOME TO GCSE ENGLISH

WELCOME TO MATHS GCSE

AQA EXAM BOARD - 3 PAPERS 90 MINUTES LONG

1 = Non Calc 2 = Calc

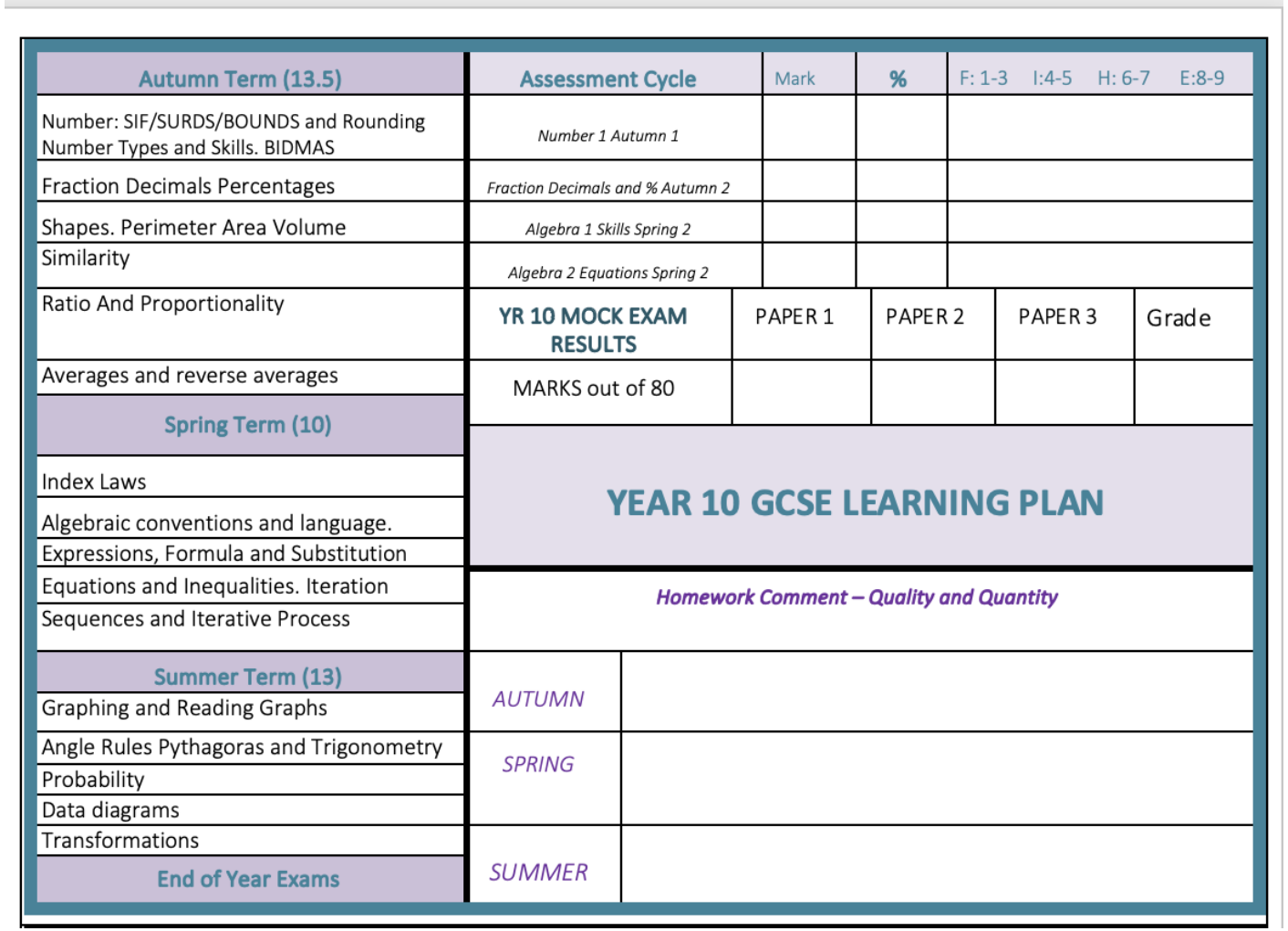


Sci Calc is best! (Casio fx85 - OR SIMILAR)

MATHS SETTINGS

Set 1 Set 2	Expected to do Higher **Urban Myth: *NOT TRUE*** Set 2 do not 'historically underachieve' and being in Set 2 is **NOT A BAD THING,** sometimes children need some breathing space with Maths. Out of 60 Set 2 students we got 10 Grade 8s and 17 Grade 7s - that is not underachieving, and they didn't have MEGS of 8!
Set 3	We try to get them ready for Higher to maximise chances of a 5 or 6 bit some of them chose to do Foundation because the by Year 11 they need to focus on passing other courses and 5 is all the need.
Sets 4, 5 and 6	Generally, do Foundation - but again we had a Set 4 student who wanted to do Higher this year and they did. As long as we don't think they will under grade or get a U we try to be flexible with final entries.

- Half-termly assessments (in Learning Plan) lead to some minor set changes at Christmas and again after the Summer exams (maybe because we have new students, or other students are really pulling out all the stops and outperforming peers) but at GCSE we really do not want to interfere with the continuity of their learning if we can avoid it.



Autumn Term (13.5)	Assessment Cycle	Mark	%	F: 1-3 I:4-5 H: 6-7 E:8-9
Number: SIF/SURDS/BOUNDS and Rounding Number Types and Skills. BIDMAS	*Number 1 Autumn 1*			
Fraction Decimals Percentages	*Fraction Decimals and % Autumn 2*			
Shapes. Perimeter Area Volume	*Algebra 1 Skills Spring 2*			
Similarity	*Algebra 2 Equations Spring 2*			
Ratio And Proportionality	**YR 10 MOCK EXAM RESULTS**	PAPER 1	PAPER 2	PAPER 3 / Grade
Averages and reverse averages	MARKS out of 80			
Spring Term (10)	**YEAR 10 GCSE LEARNING PLAN**			
Index Laws				
Algebraic conventions and language.				
Expressions, Formula and Substitution				
Equations and Inequalities. Iteration	***Homework Comment – Quality and Quantity***			
Sequences and Iterative Process				
Summer Term (13)	*AUTUMN*			
Graphing and Reading Graphs				
Angle Rules Pythagoras and Trigonometry	*SPRING*			
Probability				
Data diagrams				
Transformations				
End of Year Exams	*SUMMER*			

GCSE GRADING SYSTEM:

OLD GCSE (A*- U)	NEW GCSE (1 – 9)
A**	9+
A**	9
A**	9-
A*	8+
A*	8
A1	8-
A2	7+
A2	7
A3	7-
B1	6+
B2	6
B2	6-
B3	5+
B3	5
C1	5-
C2	4+
C2	4
C3	4-
D1	3+
D2/D3	3
E1	3-
E2	2+
E3/F1	2
F2	2-
F3	1+
G1/G2	1
G3	1-
U	0

STRONG PASS (Grade 5)

PASS (Grade 4)

HIGHER

FOUNDATION

HOME LEARNING EXPECTATIONS

Home Learning on Dr Frost - every week.

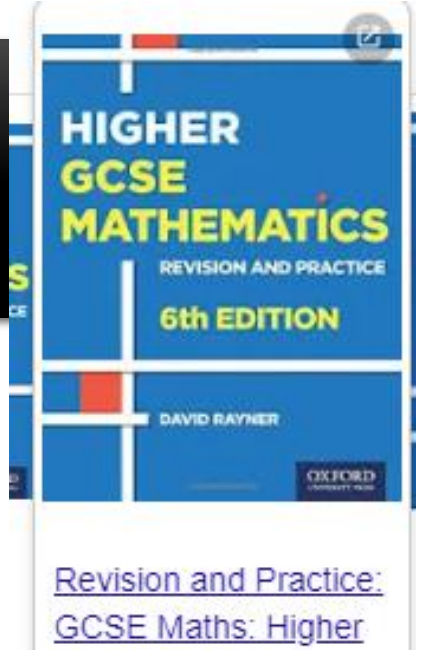
Websites: nothing beats the two free ones - MathsGenie (lists topics by Grade)

Grade 1

Videos	Exam Questions	Exam Questions Booklet	Solutions
Addition and Subtraction	Exam Questions	Addition and Subtraction	Solutions
Multiplication and Division	Exam Questions	Multiplication and Division	Solutions
Time	Exam Questions	Time	Solutions
Writing, Simplifying and Ordering Fractions	Exam Questions	Writing, Simplifying and Ordering Fractions	Solutions

REVISION MATERIALS

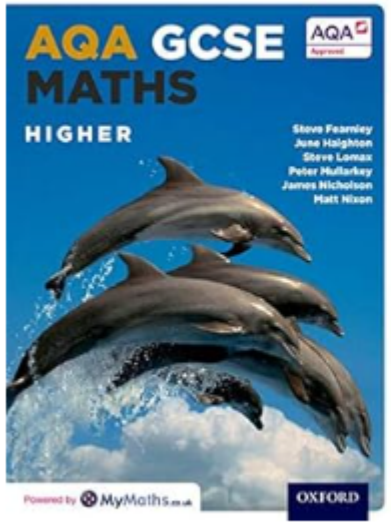
Any revision book the student likes the style of will do if it is really needed.



Revision and Practice: GCSE Maths: Higher

c

In class there is no set textbook - but these are okay. Nothing is really perfect!
Most come in Higher and Foundation versions



AQA GCSE Maths: Higher (AQA GCSE Maths 2014)

Paperback – 11 Jun. 2015

by Stephen Fearnley (Author), June Haighton (Author), & 4 more

4.7 ★★★★½ 215 ratings

Part of: AQA GCSE Maths 2014 (8 books)

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13 Used from £19.20
16 New from £29.50

ASSESSMENT AND REPORTING

Year 10

Assessment and Reporting

Assessment

- Departments set key pieces of work for every year group which are completed by all students and assessed in an agreed way by staff each half term.
- Subject teachers mark these key pieces of work using a combination of **formative** and **summative** assessment.

✓**Formative Assessment =** *Comments about what students have done well and what they need to do to improve*

✓**Summative Assessment =** *Marks and/or grades*

Feedback

- **Written** feedback from teacher (include praise about strengths as well as how to improve areas for development)
- **Verbal** feedback from teacher (can be whole class or to smaller groups or individuals)
- **Whole class** feedback (read a class set of books or answers and plan verbal or written feedback for the class that allows every student to improve their work)
- **Self-assessment** (use of clear success criteria and model answers)
- **Peer-assessment** (use of clear success criteria and modelling of comments/targets essential)
- **Re-teaching** key content in a lesson (to address common misconceptions or mistakes)
- Student-teacher **dialogue** and **questioning**
- **Merits** and **demerits** to acknowledge or encourage completion of tasks

Reporting

Each term your child will receive a **Learning Judgement** from each of their subject teachers.

In the vast majority of cases, where a student is **underachieving** in a subject, it is because they are displaying the qualities described above in the 'inconsistent' or 'concern' learning judgement description.

Learning Judgement	Description
Excellent	• Always tries hard, perseveres when learning is challenging and seeks to achieve excellence in all that they do • Contributes fully in lessons and is always well-organised • Produces homework to a very high standard and often goes beyond the minimum expected
Good	• Consistently works hard and seeks to produce work that meets expectations • Contributes well in class and is well-organised • Always completes homework
Inconsistent	• Can work well to produce work that meets expectations, but not on every task • Can contribute well and be well-organised, but not consistently • Sometimes completes homework
Concern	• Regularly misses homework deadlines and/or does not complete home or classwork to an acceptable standard • Often disorganised • Does not concentrate well in lessons

- Classwork (CWK)
- Homework (HWK)
- Behaviour (BEH)
- Organisation (ORG)
- Attitude to Learning (ATL)
- Literacy (LIT)
- Numeracy (NUM)
- Attendance (ATT)
- Independent Study (INS)
- Contribution (CONT)
- Courtesy (COUR)
- Cooperation (COOP)
- Consideration (CONS)

Forecast GCSE Grade

This is a professional judgement, made by subject teachers, of the grade a student is likely to achieve in their subject in their GCSE if they continue to work at their current rate. Teachers consider all the assessed pieces of work completed by a student over the term(s) to inform these holistic forecast grades. The forecast grade should in no way be seen as fixed, or a ‘cap’ to achievement. Students can always improve their performance if they seek out challenges, put in the necessary effort, act on their feedback from their teachers and continually try to improve. Where students are not on track, the school will intervene in some way to support improvement.

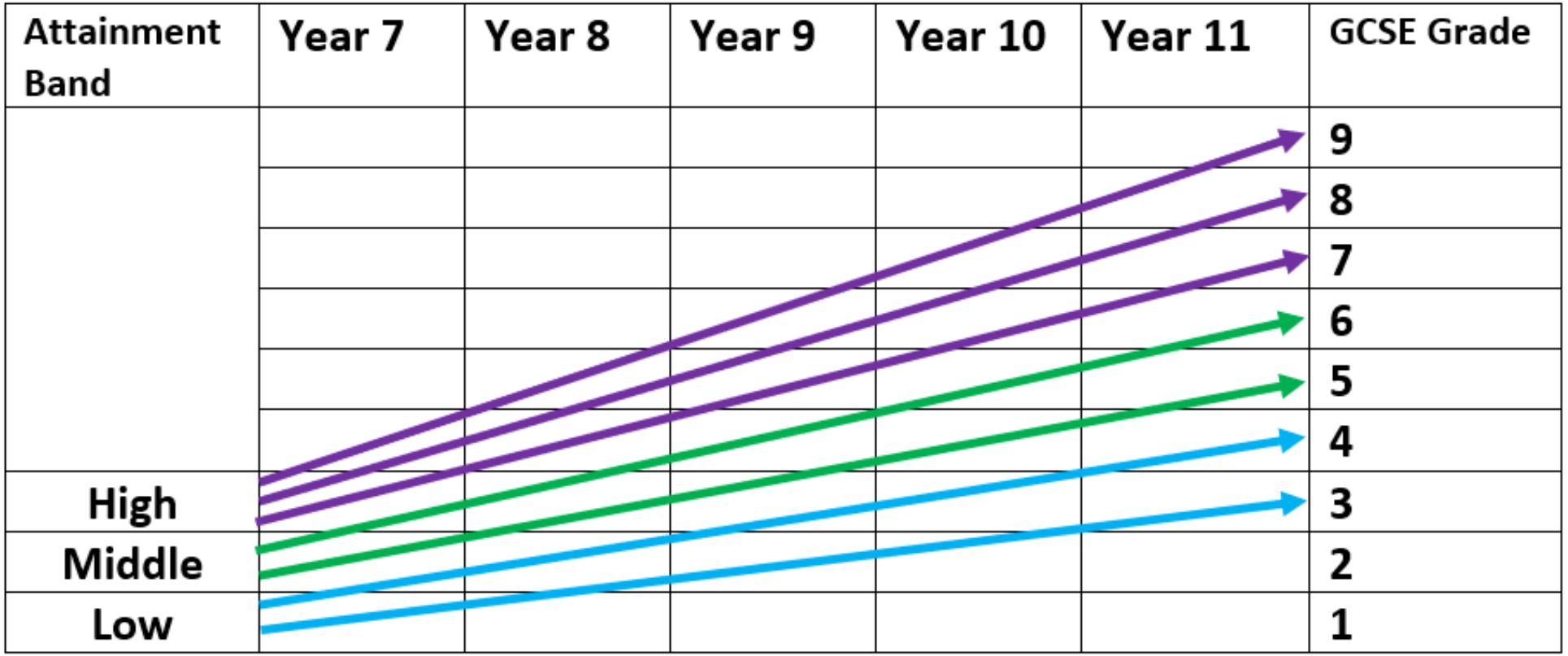
Minimum Expected GCSE Grade (MEG)

This is the minimum grade a student is expected to achieve at GCSE for all subjects. These are set using your child's baseline data. We would normally use Key Stage 2 scaled scores as the baseline for our target setting model. Your child did not complete Key Stage 2 SATs so did not get a scaled score (due to Covid). In the absence of this data we have used in-house testing, data from previous school cohorts and national data trends to produce what we believe to be comparable minimum expected GCSE grades for our students.

Although our projected outcomes are aspirational, we treat these grades a minimum expectation rather than a 'target' and expect that with high quality teaching and learning, our students should be able to meet and, in many cases, exceed them. Most students at HWS do achieve or exceed these minimum expected grades.

Expected Progress from Year 7 to Key Stage 4 GCSE Grade

Your child's baseline data put them into one of three attainment bands: high, middle and low. The diagram below shows the progress that students are expected and most likely to make from their starting points.



Exams

Year 10 students sit **end of year exams** during the **summer term** and in **Year 11** students sit **mock exams** in **January**.

These allow students, staff and parents to see how well students are performing in their different subjects.

They also provide important opportunities for students to practise revision and examination techniques, and develop their confidence in preparation for their GCSE and A Level exams.

What are Non-Examined Assessments and when are they?

- Very few subjects have NEAs (previously called controlled assessments / coursework) now
- They are internally assessed
- They take place throughout the next year and a half depending on subject
- They take place in school

1. Art (40% ESA)
2. Drama (Coursework)
3. Media (30% NEA)
4. Music (composition and performance elements)
5. PE (NEA)
6. Child Development (6 Formal Controlled Assessments)

SATCHEL ONE = ALL YOU NEED TO KNOW

- Parental Log-in.
- Home Learning is set on there, you can track/help with organisation.
- Inform you of all the positives and any areas of concerns.
- Please make sure you are using regularly. *If your child says they don't have home learning this is likely to be incorrect*

HOME LEARNING

- Home Learning for Year 10 should take 1 ½ hours to complete and will be set once a week for all subjects on Satchel One.
- The 1 ½ hours a week should include both specific home learning tasks and revision activities.
- Revision should be an ongoing, set in small pieces over the 6 terms, not only set just before exams; a “marathon not a sprint”

satchel: one

ATTENDANCE – IT REALLY DOES MATTER

The harsh reality of poor attendance!

Old Grades	New Grades
A*	9
	8
A	7
B	6
C	5 strong pass
	4 standard pass
D	3
E	2
F	1
G	
U	U

Students that achieved a grade **7** and above had average attendance of **98.3%**

- Students that achieved either **4**,**5** or **6** on average had attendance of **95.4%**

Students that **did not** achieve grade **4** had on average attendance of **90.5%**

BE HERE AND ON TIME

Be here by 8.30am

If you are not in your tutor room by 8.35am – you are late!

Late detention starts at 8.15am

Equates To:

	100%	OUTSTANDING
4 School days missed in an academic year	98%	VERY GOOD
7 School days missed in an academic year	96%	GOOD
10 School days missed in an academic year	95%	ALMOST THERE
11 School days missed in an academic year	94%	IMPROVEMENT NEEDED
20 School days missed in an academic year	90%	CONCERNED ATTENDANCE OFFICE WILL BE IN TOUCH
29 School days missed in an academic year	85%	VERY CONCERNED

EQUIPMENT AT HWS

PENCIL CASE

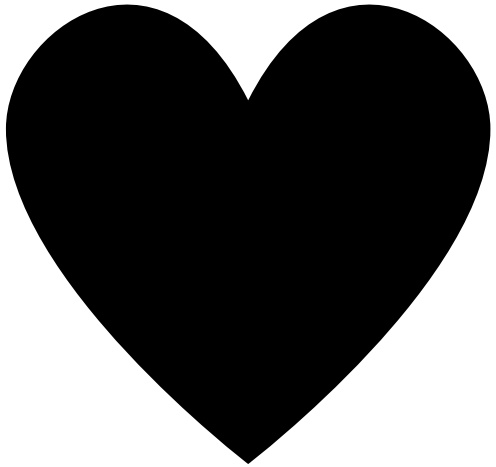
- 3 pens
- Green pen – **colour of learning**
- 2 pencils
- Coloured pens or pencils
- Highlighter
- Ruler
- Sharpener
- Rubber
- Calculator

SCHOOL BAG

- Reading book
- Journal
- Pencil case
- Water bottle

WE'VE GOT YOU!

- **If your child ever feels overwhelmed or has questions, don't hesitate to reach out to us or anyone they trust. We're here to support you every step of the way.**



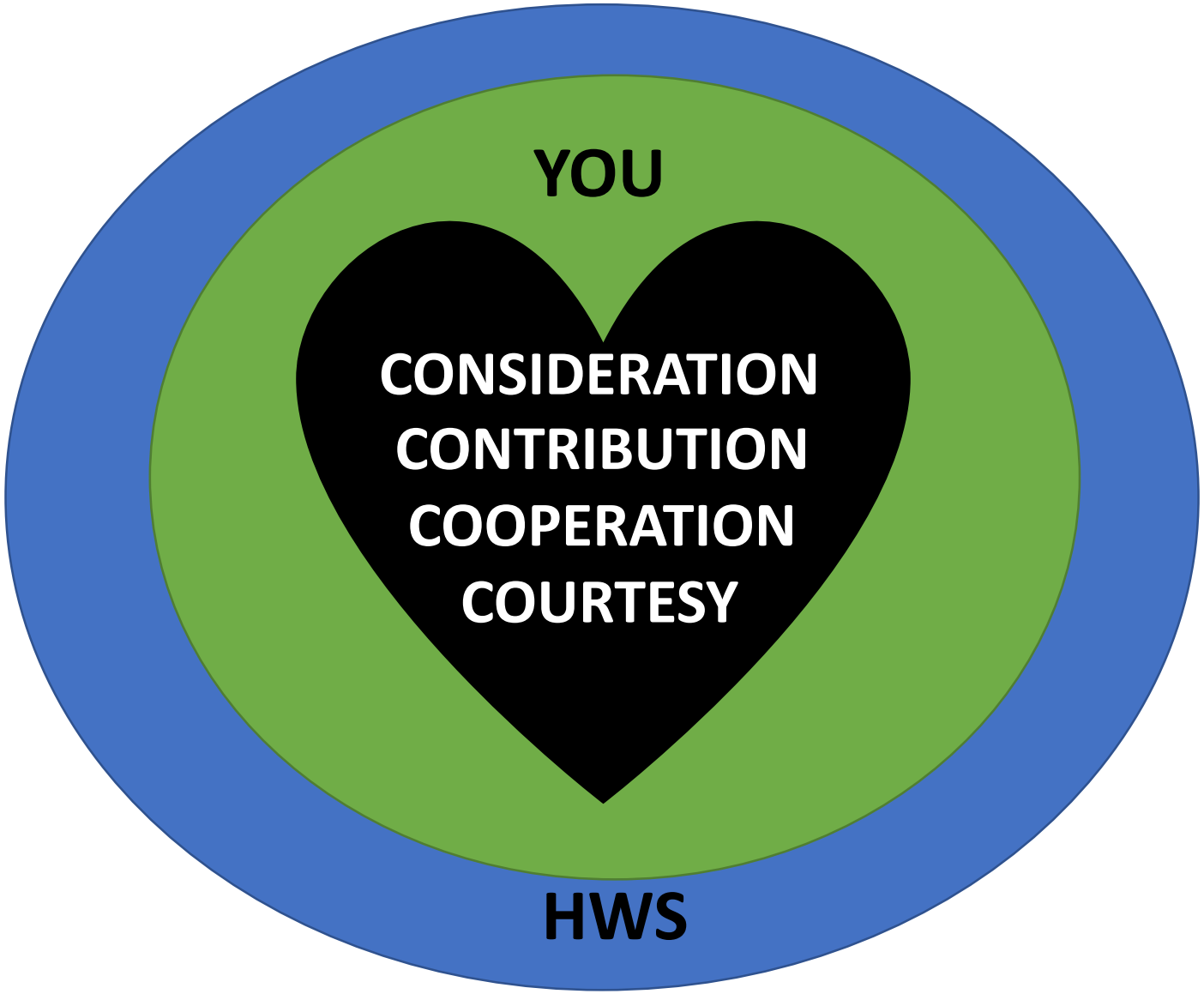
The first port of call is the teacher (or tutor for general concerns / questions)
Contact the Head of Department if the matter is specific to a subject and contacting the teacher has not helped
Contact your child's tutor if your concern is more general

<u>Communication between home and school is vital.</u>

WE'VE GOT YOU!

- In year 10 we use the concerns screen in October and the termly data to support students who are underachieving by:
- Monitoring & Achievement Reports to help focus students
- Well-being support from our Maya Angelou Centre
- Mr Frost and Ms Burniston will be putting in place an individualised programs
- Learning Intervention which takes place after school.

THE HIGHGATE WOOD WAY



GCSEs at HIGHGATE WOOD SCHOOL

x9 pages of **recommended** subject texts & FREE links to websites

GCSE	Recommended Revision Books	Price	FREE HELPFUL WEBSITES
Art	200 Words to Help You Talk about Art by Ben Street Looking at Pictures by Susan Woodford Art the Whole Story by Steven Farthing (Thames and Hudson)	£7.99 £8.39 £17.55	• https://www.theartstory.org/artists/ • https://www.studentartguide.com/ • https://www.tate.org.uk/art/student-resource/exam-help • https://theartyteacher.com/artists-themes/
Classics	OCR Classical Civilisation GCSE Route 2: Women in the Ancient World	£20.59	• https://greekmythcomix.com/odyssey-comix/ - a comic book of prescribed sources in the Odyssey • https://www.youtube.com/channel/UCFJ62uB3RlixckC0I1847Rw A Youtube Channel where an expert Classicist covers a range of topics across her videos about women in the ancient world that are prescribed in the exam, and important themes in the Odyssey, also prescribed by the exam board. • https://warwick.ac.uk/fac/arts/classics/warwickclassicsnetwork/stoa/classciv/gcse/homer A mixture of videos, articles and podcasts about the Mycenaeans and the Homeric World in general.
Computer Science	New GCSE Computer Science OCR Revision Question Cards: fully updated for the new exams in 2022 & 2023 (CGP GCSE Computer Science 9-1 Revision) New GCSE Computer Science OCR Complete Revision & Practice: fully updated for the new exams in 2022 & 2023 (CGP GCSE Computer Science 9-1 Revision)	£8.72 £10.99	• https://www.bbc.co.uk/bitesize/examspecs/zmtchbk • https://techterms.com/ • https://smartrevise.online/ • https://www.youtube.com/c/craigndave/playlists • https://www.youtube.com/playlist?list=PL8dPuuaLjXtNlUrzyH5r6jN9ulIgZBpdo • https://isaaccomputerscience.org/topics/gcse#all

GCSEs at HIGHGATE WOOD SCHOOL

SUBJECT (click for link to subject webpage)	EXAM BOARD (click for website)	Subject Specification (click for pdf)
GCSE English Language	AQA	8700
GCSE English Literature	AQA	8702
GCSE Mathematics	Pearson	1MA1
GCSE Science (Double Award – Trilogy)	AQA	8464
GCSE Art	Pearson	1FA0
GCSE Classical Civilisation	OCR	J199
GCSE Computer Science	OCR	J277
GCSE Drama	Pearson	1DR0
GCSE 3D Design – DT	Eduqas	C600QS
GCSE Film Studies	Eduqas	C670QS
GCSE French	AQA	8658
GCSE Geography	AQA	8035
BTEC Health & Social Care	Pearson	L2 Tech Award
GCSE History	Pearson	1HI0

SUBJECT (click for link to subject webpage)	EXAM BOARD (click for website)	Subject Specification (click for pdf)
GCSE Music	Pearson	J536
GCSE PE	Pearson	1PE0
GCSE Psychology	AQA	8182
GCSE R.S.	OCR	J625
GCSE Sociology	AQA	8192
GCSE Spanish	AQA	8698
GCSE Textiles	Pearson	1TE0

Make sure you know who the exam board and which specification it is.

DATES FOR YOUR DIARY

13th November 2023 – Learning Judgement + Forecast Grade

27th November 2023 - Reports Issued (Satchel One)

5th February 2024 – Parents Evening

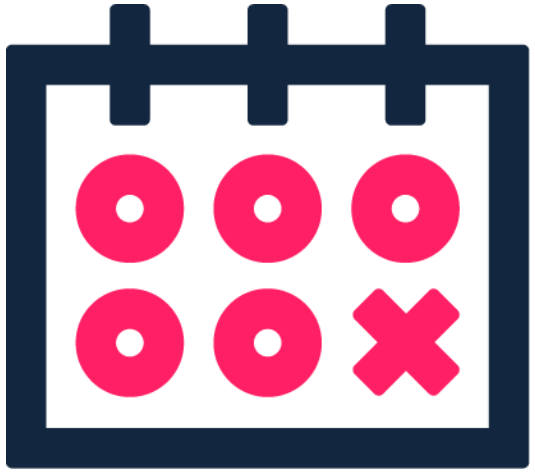
11th March 2024 - Learning Judgement + Forecast Grade

25th March 2024 - Reports Issued (Satchel One)

17th June 2024 – Pre-Public Exams (*PPE*)

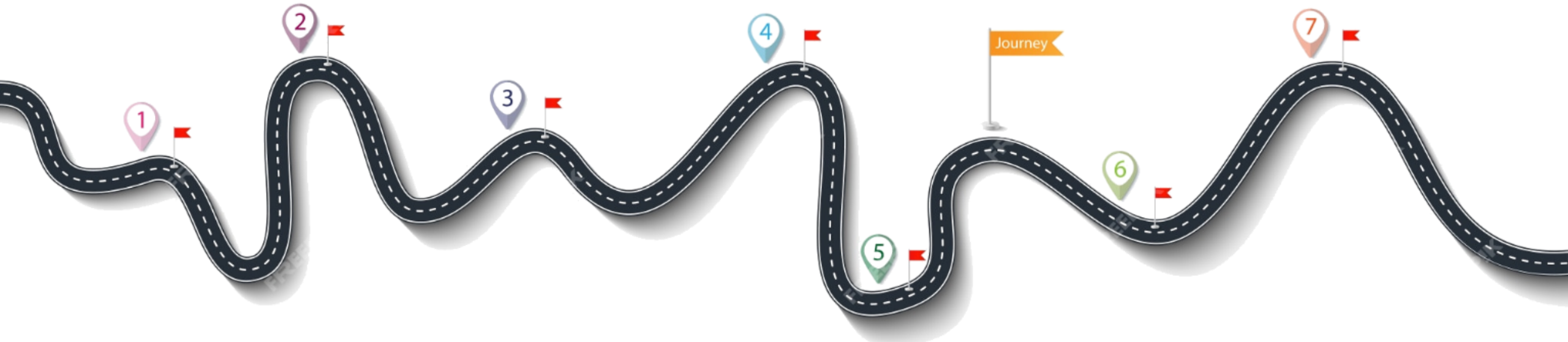
15th July - Learning Judgement + Forecast Grade

22nd July – End of Year 10 Report Issued (Satchel One)



GCSEs AT HIGHGATE WOOD SCHOOL

- Remember, it's not just about the destination; it's also about the journey. So, make the most of the two years, have fun, and give it your best shot. You've got a bright future ahead, and we can't wait to see where your hard work takes you!




Q&A