

Year 10 Parents' Handbook



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PREFACE

I am delighted to be able to commend this parental handbook. As a school, we are strongly committed to seeking to work in meaningful and positive partnership with parents to support the best possible education for all young people in our care. This handbook is a genuine attempt to try to be helpful in that partnership. We do hope that parents and carers find it useful. Please do use it. Please do also provide us with any feedback about it. We would find this genuinely helpful and will endeavour to take on board all such comments in the future development of these handbooks.

P Law, Principal

Message from the Head of Year 10

Dear Parents and Carers,

I would first like to welcome Year 10 to the start of their journey through KS4. I am very excited to be working with Year 10 and Miss Davidson-Smith and I will be ensuring that they establish and maintain good working habits from the start to enable them to achieve their full potential. We are fortunate to have Mr Pollock working closely with us as our SLG link to maintain continuity. This is a very exciting time for the year group, as they will now be following a timetable that is made up of subjects they have chosen for their GCSE's, BTEC courses or Vocational Studies. Many subjects will also be offering additional curriculum time this year, and this will be an excellent opportunity for students to develop strong working relationships with their teachers, to ensure they maximise knowledge earned through their studies during the next two years.

The transition into KS4 is an opportunity for a fresh start, as well as the opportunity to build on all the skills required to ensure success and good practice. Whilst the prospect of exams can seem very daunting, we have excellent support in place, and we have seen throughout KS3 how motivated our students are towards hard work. Year 10 is also a chance to meet new people and forge new friendships as the year group will be more mixed than ever before. We are hopeful that the smoothness of this transition will have been aided by the mix of teaching groups last year.

Ks4 offers lots of new opportunities with a new focus on leadership. Students should use the coming year to reflect on their skills and what they can offer to the school. Towards the end of the year students will take a two week work experience placement to prepare them for the world of work. Whilst the school will offer lots of guidance and support with this, the best placements are those secured by the students themselves so that their experience is focussed on their own area of interest. I would encourage students to start researching this as soon as possible.

We will continue to support our students in every way we can, to encourage them to reach their full potential, both academically and their involvement with extracurricular activities. We will carefully monitor the progress and effort of all our students, and ensure that the positives are recognised and praised, whilst addressing the need for support or changes with behaviour. We always enjoy celebrating success and look forward to hearing from you about any achievements that extend outside the school day.

Donna Jones
Head of Year 10

Year 10 Team 2020-21

Year 10	Pastoral team	TG	Room	Tutor	Attached staff
		C	Ge2	Catherine Galvin	Jonathan Berwick - salaried trainee (M,T,W,Th)
DP	Sean Sycamore	O	Ma5	Roger Jackson	Megan Wareham (60%)
AP	Sean Pollock	M	Ge3	James Hyde	Vicki Grange (M,W,Th)
HoY	Donna Jones	B	Ge1	Amy Barker	Nick Wong (W)
AHoY	Emily Davidson Smith	E	Ma3	Katrina Barnes (M,Tu,Th,F) Jonathan Berwick (W)	Helen Gass (Tu, W, Th)
A2HoY	Tita Tsiropoulou	R	Ma2	Jennie Girling	
Lockers	Social area	T	Ma6	Lucy Hudson	
Social Area	Front of sportshall	N	Ma4	Jude Bristow	
Active form: Thursday		V	Ma7	Cathy McCalmont	
Assembly: Tuesday					

Day & Week Structure 2020-21

Lesson start times:

Registration:	8.30
Period 1:	8.50
Period 2:	9.40
Period 3:	10.50
Period 4:	11.40
Period 5:	1.10
Period 6:	2.00

Buzzer times:

8.25	warning for morning registration
8.45	end of registration
9.40	end of period 1
10.30	break
10.45	end of break warning
11.40	end of period 3
12.30	lunch
1.05	warning for start of period 5
2.00	end of period 5
2.50	end of school

Assembly day:

Tuesday	Year 10
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EXPECTATIONS FOR FORM AND SOCIAL TIME

Expectations of Year 10 Pupils in Form Time

In Form Time I will always:

- Arrive on time for registration.
- Show respect to my Tutor by answering the register politely and behaving respectfully.
- Participate positively in Tutor Time activities.
- Have my HW diary and get it signed when requested.
- Wear my school uniform as expected.

Reminders to all Year 10 pupils re the use of the Social Area

Pupils should:

- Follow staff instructions promptly at all times.
- Be respectful to the staff on duty at all times.
- Leave the area nice and tidy, pick up any litter and use the bins provided.
- Consume food in the designated eating areas where the tables and benches are. In dry weather pupils are allowed to use the grassed area to eat too.
- Walk sensibly in and around the social area; no running allowed.
- Stay out of the indoor area unless when going to the toilets or on rainy days; use lockers only at the beginning and at the end of break and lunch.

EXPECTATIONS OF OUR STUDENTS

- Line up quietly.
- Remove outdoor garments before entering the class.
- Go directly to your place, sit down and take out your equipment.
- Behave in a calm and orderly manner.
- Work hard in lessons.
- Start tasks promptly.
- Focus on the task set.
- Keep any discussion to the task.
- Refrain from communicating with pupils not on the same row.
- Ask for help when required.
- Catch up on any work missed.
- Listen to staff and other students carefully and respectfully.
- Respond immediately to the teacher's signal for attention.
- Follow instructions promptly and carefully.
- Be courteous to all staff and other pupils.
- Treat personal and school property with respect.

All students are required to adhere to these expectations, failure to do so will result in sanctioning, which is in line with the School's Positive Behaviour Policy

CAREERS

The Year 10 career programme will

- Encourage students to use their employability skills to find work experience placement
- Provide students with multiple opportunities to learn from/ talk to employers about work, employment, the skills valued in the workplace and today's labour market
- Give students first-hand experience of the workplace through a 2 weeks' work experience placement (See work experience below)

During Curriculum Extension days, students will look at how to apply for a job. They will be introduced to how to find and apply for work experience. They will look at CV and employability skills and will attend a Carousel with employers from various sectors.

Opportunities available to them include:

- **1- or 2 days' work experience** opportunities with many employers (NHS, Peterhouse, The marines, Cambridge University Press, etc.) throughout the year. This is separate from their 2 week's work experience in June/July.
- **Skills** needed to apply to a placement work experience or part-time job
- **Two Weeks Work experience**
- **Robotics club:** Every Wednesday afternoon. Preparing for the robotic competition in partnership with Qualcomm. Working with an engineer (using skill such as coding, graphic design, writing the engineering notes, building the robot, project managing, working as part of a team, etc.)
- **Career guidance** 1 to 1 meeting on request throughout the year
- **Visiting speakers** from different companies throughout the year
- **Launchpad project** (pre-project visits, Application, Competition, visits to various Companies for the challenge winners)
- **Talks at Peterhouse** (aspiration day) for specific students
- **National Careers Week event**
- **Apprenticeship week**
- **The jobs science leads to and employability skills sessions** with an external organisation on linking yr9 science to potential job/careers

WORK EXPERIENCE

All Year 10 pupils are entitled to employability education and along with a large number of Cambridgeshire schools we seek to facilitate this via the valuable opportunity of two weeks' work experience.

For our present Year 10 work experience will be for the last two full weeks of the summer term. Work experience gives students an opportunity to learn through work, to think about the future and to develop skills such as communication, organisation and independence. Our students will need to find their own placement and they will receive guidance about this and the work experience programme during assemblies, tutor time and PD days. This helps them to develop job search and application skills. Students are encouraged not to work with close friends/family or with an existing employer and should stay as local as possible. Some placements have to be approved for risk management by Form the Future and we will arrange this as soon as the necessary form is completed and returned to us. In the past students have gone to a wide variety of organisations and placements have included sales assistants, nursery assistants, classroom/teaching assistants, architectural assistants, lab placements, cycle repairs, punting, law firms - customer service assistants. We have had an assistant luthier, a marine biology technician at Swansea University, an admin assistant to an MP at The Houses of Parliament and an admin assistant on the production team of The History Channel.

Work Experience will be the main topic for the first PLG meeting of the year, when the process will be explained to parents. This year we are again asking if any parents would be able to offer a suitable two-week placement to any of our

students and we would welcome offers from a wide variety of workplaces. Students of GCSE Spanish will also have the opportunity to undertake a week of their work experience in Spain. Parents able to do so are asked to email Ms Scibor at the Careers Office at cscibor@combertonvc.org

For more information please see the school website <http://www.combertonvc.org/Work-Experience>

PREFECTS AND LEADERSHIP APPLICATION PROCESSES

The Prefect System - What is it and what do Prefects do?

A Prefect is a student from CVC who has been given a position of responsibility to lead a team or to contribute to the running of the life of the school. Prefect positions are highly sought-after as they demonstrate to future employers, Sixth Form Colleges and Universities that you can be trusted with responsibility and are able to deliver when working on a project.

There are 3 levels of Prefects at Comberton Village College:

1. Head Prefects (4 students to represent the school) - Head Prefect represent the school at events such as Parent Evenings, Open Evenings, International Events, School Inspections and Assemblies.
2. Senior Prefects (approx. 15 students to lead particular projects) - Senior Prefects lead projects around the school, such as Parent and Open Evenings, Fund Raising and Social Events, Interviews for New Staff, winter and May Balls and the Year Book.
3. Prefects (approx. students to contribute to projects) - Prefects support the Senior Prefects and contribute to the various projects and teams. Prefects also receive training as part of their role on key skills such as public speaking, time management and leadership.
4. **Prefect Selection Process (Academic Year 2020-2021)**
 - Year 10 PLG launching Prefect system to parents.
 - Year 10 Assembly launching Prefect system to students.
 - Informal meeting for interested Head Prefect candidates, with Head of Student Leadership and existing Head Prefects.
 - Deadline for Head Prefect applications. Applications to be handed into the Admin Office.
 - Students informed if they have a Head Prefect interview.
 - Head Prefect interviews with two panels (formal and informal presentation).
 - Head Prefect applicants are informed of the outcome of their application.
 - All other Prefect applications handed in (Senior Prefect and Prefect).
 - Prefect decisions made and letters sent out.
 - Prefect meeting congratulations and expectations
 - Year 10 Prefect working with Year 11 Prefects
 - Prefect training day at Comberton Village College
 - Final Assembly Head Prefect Badges handed out.
 - Year 10 Assembly, Prefect and Senior Prefect Badges handed out.

GENERAL INFORMATION

Attendance

Please help us to maximise your child's progress at school by ensuring that he or she attends punctually for every possible session. We understand that pupils will sometimes be unable to attend due to illness: in this case, please notify us by 8.30am on each morning of the absence, by phone or by using the Online Notification Form on our website. Please avoid making routine appointments in school time whenever possible. When notified that a pupil is absent through illness or other unavoidable circumstances, the school will mark the absence as authorised on the pupil's records. In line with Government guidelines, the College is not able to authorise absence for family holidays except under exceptional circumstances. For further information on this and other Attendance issues, please contact Mr Grant or Head of Year.

Home-School Communication

The College always welcomes contact with parents and wants to ensure that you always have an appropriate and helpful response to your communications. Since staff may be teaching up to 80% of the school week, however, it can be difficult to contact them directly during the school day, and personal appointments must always be pre-arranged due to our teaching and other commitments. Our policy for managing home/school communication can be read in full via the link below, but in brief: Our Receptionist will attempt to connect your telephone calls for you, and will pass a message to the relevant staff member if he or she is not immediately available. The staff member will try to respond as soon as possible and by the end of the next school day whenever possible. Urgent calls will be transferred to the most appropriate member of senior staff if the teacher asked for is not available. In emergencies, the Receptionist will pass on messages to pupils. The school will always try to acknowledge letters and e-mails received from parents within two working days. The college email is: thecollege@combertonvc.org. To contact particular members of staff, please address correspondence 'For the attention of:' We will respond to letters or e-mails as soon as we can, and within 7 working days. The Pupil Diary can be used to correspond with teachers about homework, and to communicate routine information to tutors. The school has adopted the CombertonPost system to send all standard forms of communication home via email. Hard copies will be sent out on request. For more information and to register, please contact combertonpost@comberton.cambs.sch.uk. The school now seeks to put as much up-to-date information as possible on its website. Most general information that parents would seek can be readily found by logging on at www.combertonvc.org. Parents are encouraged to do this on a regular basis.

SUPPORTING YOUR CHILD'S LEARNING

Organisation

Please encourage your child to refer to the School Diary every evening as they prepare for the day ahead.

Practical Tips:

- Display a copy of your child's timetable somewhere obvious at home. Colour-coding lessons is helpful.
- Provide somewhere to store school books and equipment safely and in one place.
- Provide a wallet or purse for storing cashless card and bus pass, etc.
- Ensure that the school bag is packed in the evening for the following day.
- Encourage your child to empty their school bag regularly and carry the equipment for just one day at a time.
- Plan ahead for when cooking ingredients are needed.
- Purchase a locker and encourage your child to use it to store coats, PE kit etc. during the day.
- Label all items of personal property, especially clothing, including coats, shoes and PE kit.

Homework

We believe that homework is important. As parent or carer, you will help to make homework as effective as possible, if you can:

- Provide a reasonably peaceful and suitable place in which pupils can do their homework.
- Establish a routine for when homework is done.
- Make it clear to your children that you value homework and believe it can help them to make good progress.
- Encourage your children in their homework tasks.
- Expect deadlines to be met and check that they are.
- Check regularly (at least weekly) and sign the pupil homework diary.

The school expects ICT to play an ever-greater role in homework and our website and Virtual Learning Area contain a great deal of material to support homework tasks. Most pupils have access at home to appropriate ICT for use in homework. For those not in this position, pupils can access ICT on the school site at various times outside lessons, in IT rooms, the Learning Resource Centre and in Comberton Sports & Arts. Completing homework should not be a stressful experience for your children or for you. Please let the relevant subject teacher know if your child is worried or is spending excessive amounts of time completing homework. Arrangements can be made to support pupils to complete homework at school at the end of the school day, if this is helpful.

SUPPORTING YOUR CHILD

Comberton Village College has an excellent reputation for supporting pupils with special educational needs and/or disabilities (SEND) in a fully inclusive environment.

Our Special Educational Needs and Disabilities Co-ordinator (SENDCo) has responsibility for co-ordinating SEND provision across the school and for managing the SEND Department, known as 'The Centre'. The Centre supports students with a wide range of SEND including, but not limited to, dyslexia, hearing impairments, Down's syndrome, global delay and dyspraxia.

Since 2007, the school has housed an additional centre for pupils with Autism, known as The Cabin. These pupils are supported by specialist staff to attend mainstream lessons, and to participate in all areas of school life.

The Green Room provides support for pupils who may have difficulty in mainstream lessons, usually because of behaviour.

The fourth area of support is The Hub; this is a learning space for students who have a reduced timetable (usually for medical reasons), but also provides a breakout space for students with social, emotional, or mental and physical health needs.

Identification of Special Educational Needs and/or Disabilities

We work with primary feeder schools, well in advance of transfer, to gather information about pupils. At the start of the school year this information is shared with the staff who will work with the pupils.

We encourage parents to discuss concerns and insights about their children with the school, so that information about a pupil can be shared and ideas exchanged. We encourage pupils to request support if they feel that they are not making adequate and appropriate progress.

We employ a variety of assessment methods to establish the nature and scope of SEND, including the use of assessment tests as appropriate and the careful monitoring of individual progress including progress towards agreed targets, in keeping with a graduated approach of action and intervention to help pupils with SEND.

The SEND team is able to organise assessments and submit requests for special public examination arrangements for pupils with identified SEND.

For further information please see our Special Educational Needs and Disability Information on the school website at <https://www.combertonvc.org/about-us/SEND>

Contact SENDCo: Miss Kara Earl

kearl@combertonvc.org

REWARDS AND SANCTIONS

Pupils are expected always to behave in accordance with the school Code of Conduct, and to try their best in all lessons and activities. Merits can be awarded for exceptionally good effort or achievement in and outside of the classroom, and are recorded in the homework diary. Merit certificates are awarded in assembly when certain milestones are reached:

25 merits—Bronze

50 merits—Silver

100 merits—Gold

In addition, the Principal's Award is given to those pupils whose school reports show exceptionally high levels of effort and or attainment, and pin badges can be won under the Comberton eXtra Scheme.

When a pupil's effort or behaviour is found to be unacceptable, a variety of sanctions may be imposed. Usually a sticker will be placed in the School Diary to inform you when this has happened. Tutors and Heads of Year monitor diaries carefully and will take action if a number of stickers accumulate. Class teachers may impose break, lunchtime or after-school detentions if work is not done well or if homework is submitted late. At least 24 hours warning is given if an after-school detention is imposed. A pupils may be put 'on report' if it is thought that his or her work needs very close monitoring, or if their behaviour is interfering with the learning of others. Parents are asked to sign stickers, and to sign reports each evening, so that good communication is maintained.

LEARNING RESOURCE CENTRE AND STUDY/REVISION SKILLS

We are lucky to have a spacious and vibrant library at the front of school. Open from 8.00am to 4.00pm (Mon - Fri) with book borrowing, computer facilities, and welcoming, helpful staff, the library is a popular place for students to read, research, study and print homework. Borrowing is free although lost books will be charged for. The cashless catering card works as the library card. Essential school stationery can be purchased at the library desk.

The library is the venue for reading clubs after school; we have regular author visits and book signings. All Year 10 pupils have an introduction to the library and many have lessons regularly timetabled there. Pupils are expected to behave considerately and to be reasonably quiet in order to maintain a pleasant working environment.

Appropriate use of the Library after school

Our Library is used by 6th formers and other students for revision and personal study. To this end if students are in the Library after school they are expected to be working/reading quietly, the computers should only be used for school work. Students not working quietly or looking for somewhere to socialise with their friends, eat, play on their phones or play computer games etc will be asked to leave. Students are not allowed to congregate in the Reception area

COMBERTON EXTRA SCHEME

The Comberton eXtra scheme – ‘Making a Difference’

What is it?

The Comberton eXtra recognises and rewards pupils that do well in ‘Active participation and responsibility, beyond the curriculum, in and outside school’. CVC believes that active participation in the school or wider community will support pupil achievement.

How does the scheme work?

Pupils log below the number of hours they participate in activities/responsibilities beyond the classroom; hours need to be verified by an adult.

How long does it take to achieve a shirt/badge?

There are five stages to the scheme. The first badge is awarded after pupils have done 100 hours of participation beyond the classroom. Each of the next stages are achieved through a further 150 hours of participation. Pupils should log their hours in their planner below. Hours accumulated in one year eg year 7, can be carried forward into the next year eg year 8.

Active participation and responsibility, beyond the curriculum, in and outside school

(hours would count from time of arrival at an event to time of departure from event, with the exception of D of E and other residential trips, eg school play, meet at 3pm finish at 9pm = 6 hours. For each residential trip one night away counts as 6 hours.)

Active participation and responsibility would include taking part in any of the following **types** of activities, these are examples/guides only:

- . Sports clubs
- . Sports teams
- . Scouts/Guides/Cadets
- . Music activities such as jazz band and other clubs such as drama, art, languages
- . School events such as concerts or plays
- . Year group and tutor group activities
- . Charity events eg fund raising
- . Assisting at home or in the community in a caring capacity
- . Volunteering in some capacity at your local primary school
- . Baby sitting
- . Assisting in a local club/organisation eg grounds maintenance of the local cricket club
- . D of E/other residential trips (1 night away is equal to 6 hours of participation)

Recording (Hours for a single activity can be added up over time and recorded termly).

<u>Activity name</u>	<u>Date</u>	<u>Hours</u>	<u>Accumulated Hours</u>	<u>Adult Signature</u>
First Aid course	Autumn 2020	12	12	XXXXXXXXXX
Climbing Club	Autumn 2020	14	26	YYYYYYYYYY

(Use an additional sheet and staple it into your planner if necessary)

Record accumulated hours below: (hours can be continued from one school year into the next; tick when you complete a badge)

In Year 7

InYear 8

In Year 9

In Year 10

In Year 11

total hrs total hrs Combined 7-8 total hrs Combined 7-9 total hrs Combined 7-10 total hrs Combined 7-11

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Badge 1 (tick) 100 hrs

Badge 2 (250 hrs (tick)

Badge 3 – 400hrs (tick)

Badge 4 550 hrs (tick)

Badge 5 700 hrs (tick)

KEY EXAM AND ASSESSMENT INFORMATION

Art and Design/Photography (Exam board: EDUQAS)

There are no formal examinations in Year 10 for Art and Design or Photography. The coursework unit that forms 60% of the whole mark is begun in the summer term and continues throughout autumn term of Year 11. There is an exam project culminating in a two-day timed test in April of Year 11.

Level 1/2 Constructing the Built Environment

This is a two year course and is equivalent to a GCSE. It consists of three units, of which two are externally set examinations. Unit 1 is a 60 minute exam and is taken in the summer of year 10. It is based on safety and security in construction. Unit 2 is a portfolio based on practical assignments and spans both years 10 and 11. There are no specific text books available at this time, however the following website are useful; goconstruct.org, citb.org.uk, hse.gov.uk, rospa.co.uk, citb.co.uk/bconstructive.

Business (Exam Board: AQA)

The students will be studying 3 business topics during year 1 of their two-year GCSE Business programme. Taught topics are "Business in the Real World", "Influences on Business" and "Human Resources". There is no formal assessment during Year 10, but the students will be internally assessed through a range of classwork activities, homework tasks and end of topic examinations. Students are recommended to bring a calculator to all business studies lessons. The recommended course textbook is GCSE Business by Malcolm Surrage & Andrew Gillespie, published by Hodder.

Cambridge Nationals Level 1/2 Engineering Design

This is a two year course and is equivalent to a GCSE. It consists of four units, of equal weighting, one of which is an externally set examination and is taken in the summer of year 10. It is based on design briefs, design specifications and user requirements. The other three units are portfolio based and cover product analysis and research, developing and presenting design ideas and 3D realisation, where making skills and ability to follow technical drawings are assessed.

BTEC Sport

Throughout Year 10 you will be completing two units from the BTEC course: Unit 1 – Fitness for Sport and Exercise; and Unit 2 – Practical Performance.

Unit 1 will be taught through a series of practical and theory based lessons. You will learn the key principles of training and how they are applied in the sporting context. You will also have a clear understanding of how to test fitness levels and methods of training used to improve fitness. Unit 1 is assessed through a 1 hour computer based test which will take place in March 2018.

Unit 2 will also be taught through a mixture of practical and theory lessons. You will be demonstrating your performance levels in 2 different sports as well as showing your knowledge of the rules and how they are applied in competitive situations. Unit 2 is assessed through a series of coursework assignments throughout the year, these will include written assignments as well as video evidence of you performing and officiating in both sports.

Computer Science

Pupils will spend a lot of time learning to programme in Python. They will also spend time learning about the theory of computing covering a range of topics including, binary conversion, sound and image representation, file compression, logic gates and so on. In the summer term pupils will have a mock exam to assess the theory, and they will also complete a mock controlled assessment in order to prepare them for the real one that will take place in autumn term of Year 11.

Cida

Cida comprises two units: one on developing web products and the other creative multimedia. The unit on creative multimedia is assessed via controlled assessment and you will need to plan, design, create and test interactive multimedia products that you will exhibit using an e-portfolio. The unit on developing web products is assessed by means of a practical exam at the end of Year 11 that involves designing, building and testing a web product.

GCSE Dance

The course is assessed 60% practically and 40% theoretically. Practical coursework and controlled assessments take place across both years 10 and year 11. There will be a written paper for the theoretical element at the end of year 11 during the exams period. The course is split into 2 components. Component 1 which is performance and choreography which includes performance of 2 set phrases and a performance in a duo or trio and a solo or group choreography. Component 2 which is dance appreciation which will include critical appreciation of professional works and the pupils own work and knowledge and

understanding of the choreographic process and performance skills. Unit tests are completed at the end of all units. These do not count towards the pupils' final grade but help check for knowledge and understanding.

GCSE Drama

The aim of Year 10 is to introduce to the students all aspects of assessment and examination in preparation for year 11. This assessment takes the same format of the GCSE assessments with 70% being a written response and 30% being practical performances.

For the written examination the students will be required to analyse the set text 'DNA' by Dennis Kelly and review a live piece of performance under exam conditions. The practical element of Year 10 will comprise of performing 2 extracts from a prescribed play to an audience – this could be in the form of a monologue, duologue or small group performance piece; as well as a mock devised performance piece in groups.

ECDL

Students will complete 3 of the 4 units required for ECDL during year 10. At the end of each term they will sit an online test. The units covered in year 10 are Spreadsheets, Word and PowerPoint. Students need to achieve a minimum of 75% to pass each test.

GCSE English Language and GCSE English Literature

Both GCSE courses are assessed in two exams each at the end of Year 11. However, there will be half-termly assessments based on individual exam questions and these, together with a mock exam which will take place in the final term of Year Ten, will play a part in informing predicted grades.

Some Revision Sources

Cambridge University Press Books

[GCSE English Language for AQA Progress Student Book](#)

[GCSE English Language for AQA Progress Plus Student Book](#)

[GCSE English Literature for AQA A Christmas Carol Student Book](#)

[GCSE English Literature for AQA Romeo and Juliet Student Book](#)

[GCSE English Literature for AQA An Inspector Calls Student Book](#)

[GCSE English Literature for AQA Poetry Student Book](#)

Oxford University Press Books

[AQA GCSE English Language: Targeting Grades 6-9: Revision Workbook](#)

[AQA GCSE English Language: Targeting Grade 5](#)

[AQA GCSE English Language: Student Book 2: Assessment preparation for Paper 1 and Paper 2](#)

[AQA GCSE English Literature: Student Book](#)

Other course books (from other publishers) that look good

[English Language and Literature Revision and Exam Practice Book](#)

[English Language and Literature Exam Practice Book for AQA](#)

[AQA GCSE English Language and English Literature All-in-One Revision and Practice](#)

[AQA GCSE Poetry Anthology: Power and Conflict Revision Guide](#)

English Literature Study Guides

York Notes are by far the most popular study guides available – this in itself might recommend them to you but, remember, it also means that the “unique insights” that they seem to offer you are going to be same “unique insights” they’ve offered a lot of other students too... The “Study and Revise” books, published by Hodder Education, also look good.

A selection of both series is set out below:

[Lord of the Flies: York Notes for GCSE \(9-1\)](#)

[Dr Jekyll and Mr Hyde: York Notes for GCSE \(9-1\)](#)

[Romeo and Juliet: York Notes for GCSE \(9-1\)](#)

[Power and Conflict: York Notes for GCSE \(9-1\)](#)

[Study and Revise for GCSE: AQA Poetry Anthology: Power and Conflict](#)

[Study and Revise for GCSE: Dr Jekyll and Mr Hyde](#)

Hospitality & catering

This is a two year course comprising of two units. In year 10 pupils will focus on developing and refining a broad range of cooking skills. In addition, they will complete an online level 2 food safety qualification and prepare for and sit the externally set on line theory examination, 'Unit 1; The Hospitality and Catering Industry'.

Geography

Exam Board: AQA

Student will complete three exam papers at the end of year 11

Unit 1: Living with the Physical Environment (35%) with topics on natural hazards, the living world and the geography of the UK through coasts and rivers

Unit 2: Challenges in the human environment. (35%) with topics on urban environments, the economic world and resources.

Unit 3: Geographical Applications (30%) – a synoptic paper which assesses students understanding of geographical fieldwork and decision making skills with a pre-release paper which will be examined in lessons 12 weeks prior to the exam.

Student will have an end of topic test at the end of the teaching for each unit. Students will also have a mock exam for Unit 1 at the end of year 10 and Unit 2 at the end of year 11 and Unit 3. Students must undertake two pieces of fieldwork for the GCSE in both human and physical geography. Students will go on fieldtrip to Sheringham in September of Year 11 for one night to undertake fieldwork on rivers and tourism in a coastal area. Homework will be set on average once a week.

Graphic Communication

The assessment structure is 60 % Coursework and 40% Examination. Year 10 forms an introduction to Graphic Design Practice, but it is not a rehearsal. All of the work that students do this year will be submitted in year 11 as part of the 60%. They will need to present their work in A3 sketchbooks as evidence for the assessment objectives. Their mock exam and final examination are both taken in year 11.

Health and Social Care BTEC First Award

The course is made up of four units. One of these is assessed by means of an exam taken at the end of Year 10. The other three units will be assessed through the completion of projects in the classroom. The material created for assessment may include reports, posters, presentations and role-plays. The work will be marked by teachers at Comberton, and then sent for moderation by the exam board.

GCSE History

Exam board: OCR B (SHP)

Paper 1: 'Migrants to Britain 1250-present day' and 'The Elizabethans 1580-1603' (Year 10)

Paper 2: History Around Us; local history study (Year 10)

Paper 3: 'The Making of America, 1789-1900' and 'Living Under Nazi Rule, 1933-45' (Year 11)

There are no formal examinations in Year 10 for History students, as all of the exams are now sat at the end of Year 11. Students will be given essays and past paper questions throughout the year as homework, as well as smaller subject knowledge tests to assess their understanding and to develop the skills needed for their final exams. There will be no coursework for History students, however a 'History Around Us' unit will be taught in the summer term of Year 10 and will include a trip to a local history site in Cambridge. This unit will be examined at the end of Year 11. There is no formal mock exam at the end of the year, as the 'Interim Assessment' week will now take place at the start of Year 11, but students will be given a form of end of year assessment to ensure they are making good progress.

GCSE Music

There are no formal examinations in Year 10 for Music. Students will begin to build a portfolio of performance work and short composition exercises related to the areas of study which will be studied sequentially. Formal work on Unit 1 (My Music) will begin in the Spring term and be completed during the Autumn term of Year 11.

BTEC Sport

Throughout Year 10 you will be completing two units from the BTEC course: Unit 1 – Fitness for Sport and Exercise; and Unit 2 – Practical Performance.

Unit 1 will be taught through a series of practical and theory based lessons. You will learn the key principles of training and how they are applied in the sporting context. You will also have a clear understanding of how to test fitness levels and methods of training used to improve fitness. Unit 1 is assessed through a 1 hour 15 min computer based test which will take place in January 2020. The recommended revision guides include 'Revise BTEC Sport – Unit 1/Unit 7 – Revision Guide' and 'Revise BTEC Sport – Unit 1/Unit 7 – Revision Workbook'. These can be purchased at the start of the year at the same time as

the GCSE/BTEC PE t-shirts or can be ordered through Amazon.co.uk – Authors: Gledhill and Hillier, BTEC First – Published by Pearson.

You will also receive a Unit 1 booklet which you will work through in class and we recommend doing around half an hour of revision each week over the first term as we learn the content. This should then build to around 1-2 hours per week in the month prior to the exam.

Unit 2 will also be taught through a mixture of practical and theory lessons. You will be demonstrating your performance levels in 2 different sports as well as showing your knowledge of the rules and how they are applied in competitive situations. You will assess your own performance and identify ways to improve. Unit 2 is assessed through a series of coursework assignments throughout the year, these will include written assignments as well as video evidence of you performing and officiating in both sports. It is advised to have a USB stick or access to an online saving platform/drive, such as DropBox, Google Drive or One Drive, to regularly back up your written coursework and access documents at home.

You can receive additional support for BTEC Sport through the Thursday lunchtime study session, in SS1 or the Thursday after-school session, 3-4pm in SS1. There will also be an information evening for students taking BTEC Sport to learn more about the course.

GCSE Physical Education

The course is assessed 30% practically and 60% theoretically. Practical assessments take place throughout the course and pupils are assessed in three practical activities (one team sport, an individual sport and one optional). Pupils also complete a piece of coursework which focuses on them completing a six week training plan, this is worth 10% of the overall grade. Unit tests are completed at the end of all theoretical units. These do not count towards the pupils' final grade but help check for knowledge and understanding and to assess pupils' progress. Pupils studying GCSE PE will have a mixture of theory and practical lessons.

Core Physical Education

All students, including students that study BTEC, GCSE or Dance take part in Core Physical Education. These lessons are essential to ensure students develop life skills such as resilience and co-operation, participate in physical activity during the school week to relieve stress and have a healthy lifestyle. Lessons develop participation and attitude, leadership and teamwork, health and wellbeing and excellence for all. Through PE lessons we build and promote a legacy of lifelong activity, enjoyment and employability skills. Students are assessed at the end of each half term in 3 strands which are linked to their pathway choice. Pupils re-opt in year 11 for their core PE pathways.

Jewellery

The only jewellery allowed for school is one small stud in each pierced ear. Nose studs and other facial piercings are not allowed. All jewellery and piercings must be completely removed for PE. Earrings and other piercings cannot be taped for PE. *Please ensure that new piercings are only done at the beginning of the school summer holiday and not done within the academic year.*

Students require: CVC polo top, CVC rugby top (if participating in a rugby module), CVC PE shorts or CVC Skort CVC, navy CVC tracksuit bottoms (optional), navy CVC hoody (optional), CVC blue socks (or white sport socks during the summer term), suitable sports trainers (not plimsolls, pumps, vans or converse type trainers and separate to school footwear), football boots (if participating in a rugby or football module), shin pads (essential for football and hockey) and gum shield (recommended for hockey and rugby). Students also require molded football boots or astro trainers to access the astro. All items of clothing must have the CVC logo, with the exception of baselayer tops which should be black or navy.

GCSE Psychology

Exams: The psychology GCSE course is 100% exam based. Students sit two exams at the end of year 11, one will cover the year 10 content and one covers the year 11 content. Students will have end of unit tests throughout the course, as well as an end of year 10 exam, and mock exams during year 11. We study the OCR specification.

Textbooks and revision guides: All students will be provided with a textbook as part of the course. In addition to this a revision guide is available, details can be found on Amazon here: https://www.amazon.co.uk/My-Revision-Notes-GCSE-Psychology/dp/1510423222/ref=sr_1_2?keywords=psychology+GCSE+ocr&qid=1558007290&s=beauty&sr=8-2

Additional learning: The school library has a range of interesting psychology books which students may want to read if they are keen to extend their knowledge. The school also has access to Psychology Review, a journal aimed at school psychology students. Additionally there are a number of psychology related documentaries on television and through streaming services, as well as relevant TED talks.

GCSE Religion, Philosophy and Ethics

Exam board: OCR

Paper 1: Christian Beliefs, Teachings and Practices

Paper 2: Islam Belief, Teachings and Practices

Paper 3: Religion Philosophy and Ethics in the modern world from a religious perspective

There are no formal examinations in Year 10 for RPE students, as all of the exams are now sat at the end of Year 11. Students will receive essay questions throughout the year in lessons and for homework. They will also sit an end of unit test made up of past questions upon completion of each unit to assess their understanding and knowledge. There will be no coursework for RPE students.

Science

All GCSE exams (Combined Science and Separate Sciences) will take place at the end of Y11. We are studying with the AQA exam board. There will be no GCSE exams at the end of Y10. Students will undertake "Required Practicals" throughout Y10, which they could be examined on in their final Y11 exams. There are no controlled assessment (coursework) tasks.

The dates for key assessments for all Sciences are:

Nov/Dec – end of Term 1 test

Late March – end of Term 2 test

Late June – End of Term 3 test

These key assessments will be exam styled questions, assessing the content covered throughout Y10, including content from previous terms. They will not contribute to any final GCSE grades.

Students can revise from:

- Revision guide and workbook questions (available to purchase from the school via wisePAY or by paying at finance. Students collect these with proof of purchase from room Sc5)
- Class notes.
- Seneca learning website - <https://www.senecalearning.com/> - this is an excellent online interactive revision resource.
- BBC Bitesize: <http://www.bbc.co.uk/education/subjects/zrkw2hv>
- AQA website for specification (list of all content) and specimen exam papers: <http://www.aqa.org.uk/subjects/science/gcse>.
- Physics and Maths tutor website for exam question practice:
 - <http://www.physicsandmathstutor.com/physics-revision/gcse-aqa/> - Physics
 - <https://www.physicsandmathstutor.com/biology-revision/gcse-aqa/> - Biology
 - <https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/> - Chemistry

GCSE Mathematics

Examination Board: AQA

There are no formal examinations in year 10 for mathematics, students sit three papers at the end of year 11. Pupils will sit termly tests in their classroom made up from a calculator paper and a non-calculator paper.

Each term work is split into four areas: number, algebra, geometry and data. Pupils are issued with a learning log at the start of the year to show what they will be studying that year within their scheme. Pupils are banded by scheme of work.

Student can revise from:

- Revision guides and workbooks (available to purchase from the school via wisePAY and then collected from Mrs Stringer in the maths office)
- Class notes
- HegartyMaths – links to this are given on pupils' learning logs

GCSE Statistics

Examination Board: Pearson Edexcel

Students studying GCSE statistics complete the course in one year. This means they sit both of the GCSE papers at the end of year 10 and are awarded their GCSE in the August of year 10. Both papers are written examinations and worth 50% of the GCSE. Prior to this, students sit an assessment in February and a mock examination in early May.

The course covers a wide variety of statistical techniques and methods and students will start to grasp the way numbers and statistics now dominate in a wide variety of different disciplines. Statistical techniques studied include standard deviation, correlation (PMCC and Spearman's rank), distributions (binomial and normal), and probability.

Students can revise from:

- Their textbook which is provided with the cost of the course
- Their revision workbook, also provided with the course
- HegartyMaths – students have access to this from their maths lessons

Modern Foreign Languages

GCSE French

Examination Board: AQA

Pupils will study all of the following themes:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

The GCSE French qualification is linear and pupils are assessed by four examinations at the end of the course in Year 11. GCSE French has a Foundation Tier (access to grades 1–5) and a Higher Tier (access to grades 4–9). Pupils must take all four question papers (listening, speaking, reading & writing) at the same tier and all skills are equally weighted (25% each).

In Year 10 pupils take an active role in three lessons of French each week and there will be regular assessments (incorporating all skills) to monitor progress through each of the modules covered (friends, family and relationships; free time; daily life, customs and festivals; town and local environment and holidays). They will also be able to practise their spoken French with the Foreign Language Assistant.

Pupils receive both a learning homework, to help build vocabulary (through access to www.quizlet.com), and a skill-based homework each week. Pupils are also be issued with their own copy of the course book (studio published by Pearson) and this should be brought to every lesson.

Further support, consolidation or extension is offered by teachers, and details of these opportunities will be communicated in due course.

GCSE German

Examination Board: AQA

Pupils will study all of the following themes.

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

The new GCSE German qualification is linear and pupils will be assessed by four examinations at the end of the course in Year 11. GCSE German has a Foundation Tier (access to grades 1–5) and a Higher Tier (access to grades 4–9). Pupils must take all four question papers (listening, speaking, reading & writing) at the same tier and all skills are equally weighted (25% each). In Year 10 pupils will take an active role in three lessons of German each week and there will be regular assessments (incorporating all skills) to monitor progress through each of the modules covered (free time, relationships, lifestyle, travel). Pupils will receive both a learning homework, to help build vocabulary (through access to www.quizlet.com), and a skill-based homework each week. Pupils will be also be issued with their own copy of the course book (*Stimmt!* published by Pearson) and this should be brought to every lesson.

Further support, consolidation or extension for Key Stage 4 pupils will be offered on Wednesdays from 12:30-13:00 in MFL3 and again after school from 15:00-16:00 in MFL3.

GCSE Spanish

Examination Board: AQA

Pupils will study all of the following themes:

Theme 1: Identity and culture

Theme 2: Local, national, international and global areas of interest

Theme 3: Current and future study and employment

The GCSE Spanish qualification is linear and pupils are assessed by four examinations at the end of the course in Year 11. GCSE Spanish has a Foundation Tier (access to grades 1–5) and a Higher Tier (access to grades 4–9). Pupils must take all four question papers (listening, speaking, reading & writing) at the same tier and all skills are equally weighted (25% each).

In Year 10 pupils take an active role in three lessons of Spanish each week and there will be regular assessments (incorporating all skills) to monitor progress through each of the modules covered (holidays; school and education; friends, family and relationships; social media and technology; free time and sports; home town, neighbourhood and region).

Pupils receive both a learning homework, to help build vocabulary (through access to www.quizlet.com), and a skill-based homework each week. Pupils will also be issued with their own copy of the course book (*iViva!* published by Pearson) and this should be brought to every lesson.

Further support, consolidation or extension is offered by a number of teachers, and details of these opportunities will be communicated in due course.