

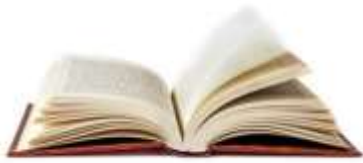
What are we Learning this Term?

Year 10

January – April 2018



PARK LANE
A C A D E M Y



GCSE English

Course Name: English Language and English Literature	
Exam Board	Edexcel
Assessment Detail ie. number of exam, % weightings etc.	<p>For English Language students will be assessed through two exam papers at the end of Year 11</p> <p>Component 1: Fiction and Imaginative writing (worth 40% of the total GCSE grade)</p> <p><u>Section A</u> – Reading: questions on an unseen 19th-century fiction extract.</p> <p><u>Section B</u> – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extract.</p> <ul style="list-style-type: none">• The total number of marks available is 64.• Assessment duration 1 hour and 45 minutes. <p>Component 2: Non Fiction and literary non fiction and Transactional Writing (worth 60% of the total GCSE Grade)</p> <p><u>Section A</u> – Reading: questions on two thematically linked, unseen non-fiction extracts.</p> <p><u>Section B</u> – Writing: a choice of two writing tasks. The tasks are linked by a theme to the reading extracts.</p> <ul style="list-style-type: none">• The total number of marks available is 96.• Assessment duration: 2 hours. <p>Speaking and Listening: The preparation and assessment of spoken language is a compulsory requirement of the course of study. It will appear on all students' certificates as a separately reported grade, alongside the overall grade issued.</p> <p>For English Literature students will be assessed through two exam papers at the end of Year 11</p> <p>Component 1: Shakespeare and Post 1914 Literature (worth 50% of the total GCSE Grade)</p> <p><u>Section A</u> – Shakespeare: a two-part question, with the first task focused on an extract of approximately 30 lines. The second task is focused on how a theme reflected in the extract is explored elsewhere in the play.</p> <p><u>Section B</u> – Post-1914 British play or novel: ONE essay question. The total number of marks available is 80. Assessment duration: 1 hour and 45 minutes. Closed book (texts are not allowed in the examination).</p> <p>Component 2: 19th Century Novel and Poetry since 1789 (worth 50% of the total GCSE Grade)</p> <p><u>Section A</u> – 19th-century novel: a two part question, with the first part focussed on an extract of approximately 400 words. The second part is an essay question exploring the whole text.</p> <p><u>Section B</u> – Part 1: ONE question comparing a named poem from the Pearson Poetry Anthology collection to another poem from that collection. The named poem will be shown in the question paper. Part 2: ONE question comparing two unseen contemporary poems. The total number of marks available is 80.</p>

	Assessment duration: 2 hours and 15 minutes. Closed book (texts are not allowed in the examination).
Web Link to specification	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/english-language-2015.html https://qualifications.pearson.com/content/dam/pdf/GCSE/English%20Literature/2015/specification-and-sample-assesment/9781446914359_GCSE_2015_L12_Englit.pdf
Useful revision websites and/or resources	http://www.bbc.co.uk/education/subjects/zr9d7ty http://www.bbc.co.uk/education/topics/zxmb4j6

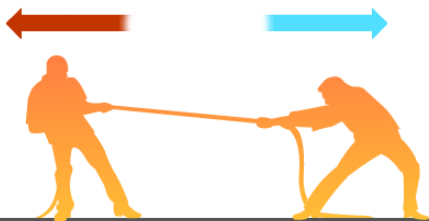
Subject Content	<p>Shakespeare's 'Macbeth'</p> <ul style="list-style-type: none"> • Develop skills to analyse how the language, form, structure and context of texts can create meanings and effects. • Develop skills to maintain a critical style and informed personal response. <p>19th Century Fiction</p> <ul style="list-style-type: none"> • Study selections from a range of prose fiction. • Develop skills to analyse and evaluate 19th-century fiction extracts.
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Extended learning and how parents can help

Research different contexts: Elizabethan and Jacobean England (Shakespeare) and Victorian England (19th century fiction).
Read at least one other play by Shakespeare like *A midsummers Night Dream* and write a review of it. Read at least one other 19th century text like *Treasure Island* by Robert Louis Stevenson and summarise the main themes of the novel.

Key words

- Adjective
- Affect (v.)
- Alliteration
- Antagonist
- Anti-hero
- Characteristics
- Author
- Character
- Characterisation
- Class
- Comedy
- Compare
- Contemporary
- Culture
- Describe
- Dialogue
- Dramatic irony
- Dystopia
- Effect (n.)
- Emotive
- Feminism
- Flashback
- Personification
- Persuade.
- Plot.
- Protagonist
- Repetition.
- Rhetorical question
- Scene
- Setting
- Simile
- Society
- Structure
- Subplot
- Symbolism
- Theme
- Tradition
- Juxtaposition
- Gothic
- Pathetic fallacy
- Foreshadowing



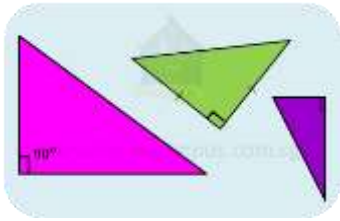
GCSE Science

<p>Exam Board</p> <p>Assessment Detail ie. number of exam, % weightings etc.</p>	<p>OCR Gateway</p> <p><u>Combined Science</u> 6 exams each worth 16.7%all exams will be 1 hour 10 minutes long. Exam 1 biology units 1-3 Exam 2 Biology units 4 – 6 Exam 3 Chemistry units 1 -3 Exam 4 Chemistry units 4 -6 Exam 5 Physics units 1 -3 Exam 6 Physics units 4 – 6</p> <p><u>Triple Science</u> For each GCSE students achieve they will sit 2 1 hour 45 min long exams worth 50 % each.</p> <p>Biology GCSE Exam 1 biology units 1-3 Exam 2 Biology units 4 – 6</p> <p>Chemistry GCSE Exam 3 Chemistry units 1 -3 Exam 4 Chemistry units 4 -6</p> <p>Physics GCSE Exam 5 Physics units 1 -3 Exam 6 Physics units 4 – 6</p>
<p>Web Link to specification</p>	<p>Combined Science http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-combined-science-a-j250-from-2016/</p> <p>Biology http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-biology-a-j247-from-2016/</p> <p>Chemistry http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-chemistry-a-j248-from-2016/</p> <p>Physics http://www.ocr.org.uk/qualifications/gcse-gateway-science-suite-physics-a-j249-from-2016/</p>
<p>Useful revision websites and/or resources</p>	<p>http://www.bbc.co.uk/education/subjects/zrkw2hv</p>

Subject Content	Students during this term will cover Chemistry 3, biology 3 and physics three. Biology 3 covers topics such as the circulatory system and transpiration. Chemistry three looks at acids and alkalis along with other chemical reactions. Physics 3 covers static electricity, current , resistance and magnetism
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Extended learning and how parents can help GCSE Bitesize is a great tool to support your son/daughters learning at home. If here is an area of their homework of revision they are struggling to grasp they can search the "topic GCSE Bitesize" and useful level appropriate information will be located to support. Them often if a student searches a scientific term the information located will be too high level to support them and confuse them more

Key Words Students are given a key word worksheet at the start of every topic. This will be stuck in their exercise book.



GCSE Maths

Course Name: Edexcel GCSE Maths (9-1) spec 1MA1	
Exam Board	Edexcel/Pearsons
Assessment Detail ie. number of exam, % weightings etc.	Foundation Tier Assessed Grades (1-5) Higher Tier Assessed Grades (4-9) Both Tiers 3 exam papers x 1hr 30mins Paper 1 non-calculator Paper 2 calculator Paper 3 calculator Each paper is out of 80 marks
Web Link to specification	http://qualifications.pearson.com/en/qualifications/edexcel-gcses/mathematics-a-2010.html
Useful revision websites and/or resources	Keshmaths: Corbettmaths: Mathsbot

Subject Content	<u>Foundation Tier Topics across Year 10</u> <ul style="list-style-type: none"> • Angles • Averages and range • Perimeter, area and volume 1 • Graphs • Transformations
	<u>Higher Tier Topics across Year 10</u> <ul style="list-style-type: none"> • Graphs • Area and volume • Transformations and constructions • Equations and inequalities • Probability

Extended learning and how parents can help

The websites listed have revision materials to support all topics and levels. Please encourage your son/daughter to access the Powerpoints and videos to help with topics covered in lessons. Hegartymaths work will be set each week to be completed but extra work can always be accessed when required.

Key words to learn this term

Your son /daughter will be given keywords during the term based on topics covered.



GCSE Geography

Exam Board	AQA
Assessment Detail ie. number of exam, % weightings etc.	Paper 1 – Living with the Physical environment 1 hour 30 minutes exam 35% of overall mark Paper 2 – Challenges in the human environment 1 hour 30 minutes exam 35% of overall mark Paper 3 – Geographical applications 1 hour 15 minutes exam, pre released resources 12 weeks before the exam 30% of the overall mark
Web Link to specification	http://www.aqa.org.uk/subjects/geography/gcse/geography-803
Useful revision websites and/or resources	Revision http://www.bbc.co.uk/education/guides/z9cp7hv/revision http://www.bbc.co.uk/education/guides/z9y2k7h/revision http://www.bbc.co.uk/education/guides/z923hv4/revision Field work http://www.bbc.co.uk/education/guides/zcm3hv4/revision

Subject Content	<u>The living world</u> <ul style="list-style-type: none"> • World ecosystems – Location and distribution of major biomes • Global biodiversity – threats to global biodiversity and management • Tropical rain forests – location, characteristics, threats and management case study • Hot deserts – location and key characteristics, animal and plant adaptations, causes of desertification, desert case study
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Extended learning and how parents can help

There are a number of key websites that offer useful information and will allow students to develop their geographical skills:
<http://www.bbc.co.uk/schools/gcsebitesize/geography/ecosystems/>
<http://www.bbc.co.uk/schools/gcsebitesize/geography/sustainability/>

Key Words

- Ecosystems
- Biome
- Tropical rain forest
- Desert
- Desertification
- Biodiversity
- Management
- Adaptation

GCSE History



Exam Board	Edexcel
Assessment Detail ie. number of exam, % weightings etc.	Thematic study and historical environment <ul style="list-style-type: none"> • Crime and Punishment in Britain, c1000 – present - 30% Period study <ul style="list-style-type: none"> • Superpower relations and the Cold War, 1941 – 91 and British depth study • Early Elizabethan England - 40% Modern depth study <ul style="list-style-type: none"> • Weimar and Nazi Germany, 1918 – 39 - 30%
Web Link to specification	https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html
Useful revision websites and/or resources	BBC Bitesize Spartacus history learning site

Subject Content	<p>TOPIC 4 c1900–present: Crime and punishment in modern Britain</p> <ul style="list-style-type: none"> • Crime and definitions of crime • Law enforcement. • Changes in punishments • Case study Conscientious objectors in the First World War • Case study Derek Bentley case <p>TOPIC 5 Whitechapel, c1870 – c1900: Crime, policing and the inner city</p> <ul style="list-style-type: none"> • Policing the nation • The local context of Whitechapel • Police organisation in Whitechapel • Investigative policing in Whitechapel
Extended learning and how parents can help	<p>Revision guide provided by school with past exam questions in http://www.bbc.co.uk/education/subjects/zj26n39</p> <p>BBC bitesize http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKEwj7tM-R4bXWAhUsLcAKHa6QAYUQFgg2MAE&url=http%3A%2F%2Fwww.bbc.co.uk%2Feducation%2Ftopics%2Fz3gg87h&usq=AFQjCNGdviQ11UFS1HquTZTPSQFsj2E8dw</p>
Key words to learn this term	<ul style="list-style-type: none"> • Vigilance • Abolished • Liberal • Conscientious objector • Pardon • Diminished responsibility • Sanitation • Poor relief • Anarchy • Lunatic asylum



Food and Cookery

Course Name: Level 1 / 2 Hospitality and Catering	
Exam Board	WJEC
Assessment Detail ie. number of exam, % weightings etc.	Unit 1 written exam 50% Unit 2 Controlled Assessment 50%
Web Link to specification	http://www.wjec.co.uk/qualifications/hospitality-and-catering/hospitality-and-catering-level-1-2-award.html
Useful revision websites and/or resources	BBC Bitesize – Food Technology https://getrevising.co.uk/revision-tests/wjec_catering Food a Fact of Life The Vegetarian Society

Subject Content	<p>The use of cooking equipment and utensils, including their safe cleaning and storage.</p> <p>Cooking skills – basic skills including weighing, measuring, peeling, chopping, creaming, rubbing in, simmering, boiling, baking, stir-frying, grilling, shallow-frying and microwaving plus roasting, steaming, poaching, sautéing, stewing, casserole, and sauce making.</p> <p>Describe the uses of cooking equipment and utensils, Describe how to prepare equipment and utensils for cooking Describe safe cleaning and storage of utensils</p> <p>Food Commodities Bread Cakes</p>
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Extended learning and how parents can help Look at recipes and identify the different cooking methods and equipment required – are there any larger scales pieces of equipment available for cooking in larger quantities?

Key words

- Gluten
- Yeast doughs
- Melting
- Whisking
- Rubbing in
- Creaming



GCSE Physical Education

Exam Board	Edexcel
Assessment Detail ie. number of exam, % weightings etc.	Theory (60%) Fitness and Body Systems (36%) Health and Performance (24%) Practical (30%) Personal Exercise Programme (PEP) (10%)
Web Link to specification	https://qualifications.pearson.com/en/qualifications/edexcel-gcse/physical-education-2016.html
Useful revision websites and/or resources	Pearsons Edexcel Revision guide Pearsons Edexcel Exam questions Collins Edexcel GCSE Revision All-in-one Revision & Practice Collins GCSE Revision All-in-one Revision & Practice BBC Bitesize GCSE PE

Subject Content	<p>Movement Analysis</p> <ul style="list-style-type: none"> - Lever systems - Planes and Axes of movement <p>Physical Training</p> <ul style="list-style-type: none"> - The relationships between health and fitness - The long term effects of exercise <p><u>Assessment</u></p> <p>Students will also partake in a variety of practical sports to discover what individual and team sport they will be graded in. These include Badminton, Trampolining, Basketball.</p>
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Extended learning and how parents can help

Edexcel revision guide and exam question booklet
BBC bitesize GCSE PE
Collins Edexcel GCSE Revision book

Key Words

- 1st, 2nd and 3rd class levers
- Planes
- Axes
- Health
- Fitness
- Lung capacity
- Red blood cells



GCSE Media

Course Name: GCSE Media Studies	
Exam Board	OCR
Assessment Detail ie. number of exam, % weightings etc.	Year 11 – 60% controlled assessment, 40% exam (one paper) Year 9 and 10 – 30% Non-examined unit, 70% exam (two papers)
Web Link to specification	Year 11 http://www.ocr.org.uk/Images/82322-specification.pdf Year 9 and 10 http://www.ocr.org.uk/Images/316659-specification-accredited-gcse-media-studies-j200.pdf
Useful revision websites and/or resources	Year 11 past papers and mark schemes http://www.ocr.org.uk/qualifications/gcse-media-studies-j526-from-2012/

Subject Content	Analysing media campaigns to prepare for the close study examination topics – lego movie promotion, lego video game and the Mojo magazine cover.
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Extended learning and how parents can help Visit the media and science museum and Bradford to look at how media has changed over time.

- Key words to learn this term**
- Connotation
 - Denotation
 - Mise-en-scene
 - Polysemic
 - Anchorage
 - Target audience/demographic
 - Semiotics
 - Iconography



GCSE Music

Course Name	Music GCSE
Exam Board	AQA
Assessment Detail (ie. % Controlled Assessment, % Exam, Number of Papers etc.)	<p><u>Component 1: Understanding music</u></p> <p>What's assessed?</p> <ul style="list-style-type: none"> • Listening • Contextual understanding <p>How it's assessed</p> <p>Exam paper with listening exercises and written questions using excerpts of music.</p> <p>Questions</p> <ul style="list-style-type: none"> • Section A: Listening – unfamiliar music (68 marks) • Section B: Study pieces (28 marks) <p>The exam is 1 hour and 30 minutes.</p> <p>This component is worth 40% of GCSE marks (96 marks).</p> <p><u>Component 2: Performing music</u></p> <p>What's assessed?</p> <p>Music performance</p> <p>How it's assessed</p> <p>As an instrumentalist and/or vocalist and/or via technology:</p> <ul style="list-style-type: none"> • Performance 1: Solo performance (36 marks) • Performance 2: Ensemble performance (36 marks). <p>A minimum of <u>four minutes of performance in total</u> is required, of which <u>a minimum of one minute must be the ensemble performance.</u></p> <p>This component is 30% of GCSE marks (72 marks).</p> <p>Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA. Performances must be completed in the year of certification (2018)</p> <p><u>Component 3: Composition</u></p> <p>What's assessed?</p> <p>Composition</p> <p>How it's assessed</p> <ul style="list-style-type: none"> • Composition 1: Composition to a brief (36 marks) • Composition 2: Free composition (36 marks). <p>A minimum of <u>three minutes of music in total</u> is required.</p> <p>This component is 30% of GCSE marks (72 marks).</p>

	Non-exam assessment (NEA) will be internally marked by teachers and externally moderated by AQA.
Web Link to relevant specification	http://www.aqa.org.uk/subjects/music/gcse/music-8271

Subject Content	<p>Composition – Learning the basic skills need in order to create coherent compositions using basic notation learnt at Key Stage 3.</p> <p>Group performance – creation of performances to be played by upwards of 4 players in groups.</p> <p>Analysis of a variety of styles of music (Popular Music since 1910).</p>
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Key words to learn this term

Melody

- riff
- pitch bend
- melisma
- hook
- slide
- glissando
- improvisation
- ostinato
- blue notes.

Harmony

- power chords
- chord symbols eg C7
- Stock chord progressions eg I VI IV V.

Tonality

- pentatonic
- modal
- blues scale.

Structure

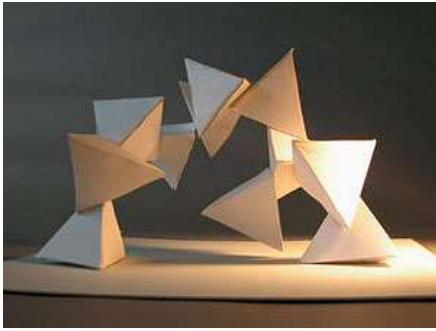
- intro/outro
- verse
- chorus
- break
- twelve-bar blues
- drum fill.

Sonority (Timbre)

- standard contemporary instrument types eg electric guitar, synthesisers
- specific instrument types e.g. sitar, dilruba
- instrumental techniques e.g. palm mute (pm), pitch bend, hammer-on (ho), pull-off (po), slide guitar/bottleneck
- drum kit components and techniques eg rim shot
- vocal timbres eg falsetto, belt, rap, beat-boxing, scat singing
- specific instrumental techniques eg slap bass
- specific instrumental effects eg amplification, distortion
- specific technological recording techniques eg automatic double-tracking (ADT) and direct input transformer (DIT).

Tempo, metre and rhythm

- bpm (beats per minute)
- mm (metronome marking)
- groove
- backbeat
- syncopation
- off-beat•



GCSE Fine Art

Course Name: AQA Fine Art	
Exam Board	AQA
Assessment Detail ie. number of exam, % weightings etc.	Unit 1 – portfolio of work Unit 2 – externally set task
Web Link to specification	www.aqa.org.uk

Subject Content	'Close up': Students will explore the work of Nunzio Paci & renaissance artists like Leonardo di Vinci. As they develop these images they will explore how different materials can be used to show structure and begin to develop three dimensional works.
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Extended learning and how parents can help

Encourage your child to practice different drawing techniques and recording ideas with their cameras. Visit a local art gallery to see historical and contemporary work.

Key words to learn this term

- Recording experiences and ideas
- Exploring relevant resources
- Generating and exploring potential lines of enquiry
- Applying knowledge and understanding in making images, artefacts and products; reviewing and modifying work, and planning and developing ideas in the light of their own and others' evaluations
- Organising, selecting and communicating ideas



GCSE Child Development

Course Name: OCR Nationals Level 1 & 2 Child Development	
Exam Board	OCR
Assessment Detail ie. number of exam, % weightings etc.	Written examination – 50% 2 controlled Assessments both 25% weighting each
Web Link to specification	www.ocr.org.uk
Useful revision websites and/or resources	OCR – Child Dev.past papers Great Ormond St Hospital – www.gosh.nhs.uk NSPCC – www.nspcc.org.uk NCT – www.nct.org.uk NHS – www.nhs.org.uk St John's Ambulance – www.sja.org.uk Healthy Eating www.bbcgoodfoodguide.com

Subject Content	<p>This unit is about understanding the important roles and responsibilities that come with parenthood – from reproduction and pregnancy through to preparation for birth. You will also learn about postnatal care following the birth and how to create the right conditions in which a baby can develop and thrive. The focus then moves to keeping a baby safe and well. You will learn about childhood illnesses and how to prevent them, as well as safe practices to prevent harm, accidents and injuries.</p> <p><u>Learning Outcomes</u></p> <p>By the end of the unit you will:</p> <ul style="list-style-type: none"> • Understand reproduction and the roles and responsibilities of parenthood • Understand antenatal care and preparation for birth • Understands postnatal checks, postnatal provision and conditions for development • Understand how to recognise, manage and prevent childhood illnesses • Know about child safety <p><u>How will you be assessed?</u> - As well as internal assessments throughout the course, you will be externally assessed through a 1 hour and 15 minute written examination.</p>
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Extended learning and how parents can help Become more familiar with subject specific terminology – use the glossary that you are starting to build

Key words Relationships, responsibilities, genetics, pre-conception, diet, contraception, hormones, reproduction, pregnancy, antenatal, health professionals, routine checks, delivery, labour, reflexes, postnatal, childhood illnesses, safety in the home.



Drama

Exam Board	OCR
<p>Assessment Detail ie. number of exam, % weightings etc.</p>	<p>Component 01 Devising Drama Students explore a stimulus provided by the exam board. They will work in groups to create their own devised drama based on their exploration. Students can work as either performers or designers creating a portfolio and a final performance. Non-examined assessment 30%</p> <p>Component 02 Presenting and Performing Texts Students explore a text and perform two scenes to a Visiting Examiner. Students can work as either performers or designers completing a pro forma and a final performance showcase. Non-examined assessment 30%</p> <p>Component 03 Drama: Performance and Response Section A contains questions based on the study of a full text from a list set by the exam board. Section B contains an extended response analysing and evaluating live theatre. 1½ hours 40%</p>
<p>Web Link to specification</p>	<p>Drama Specification</p>
<p>Useful revision websites and/or resources</p>	<p>http://www.bbc.co.uk/education/subjects/zbckjxs</p> <p>https://revisionworld.com/a2-level-level-revision/drama-gcse-level/studying-drama/drama-gcse-past-papers/ocr-gcse-drama-past-papers</p> <p>https://www.amazon.co.uk/OCR-Drama-GCSE-David-Cross/dp/034098340X</p>

<p>Subject Content</p>	<p>Students will rehearse and perform a devised performance in groups from a stimuli provided by the exam board.</p> <ul style="list-style-type: none"> • They can choose to work as a performer or designer • All performances will be supported by a portfolio which is evidence of the students' devising process.
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Extended learning and how parents can help Rehearse **devised performances** and techniques. Produce material for their **portfolio** which is evidence of the students' devising process. You can help by assisting with homework, learning lines and portfolio work.

Key words to learn this term Brecht; Stanislavski; cross cutting; flashback; theatre in the



round.

CiDA- Certificate in Digital Applications

Course Name: Certificate in Digital Applications	
Exam Board	EdExcel Pearson
Assessment Detail ie. number of exam, % weightings etc.	120 Guided learning hours: 30glh – Unit 1 SPB1 A Practical Examination (2.5 hours) 90glh – Artwork and Imaging
Web Link to specification	http://qualifications.pearson.com/en/qualifications/digital-applications-cida-dida/cida-2012.html
Useful revision websites and/or resources	http://www1.edexcel.org.uk/dida-spb-31-08/sep-2017-d/Unit-1-Developing-Web-Products/ http://www1.edexcel.org.uk/dida-spb-31-08/sep-2017-d/Unit-3-Artwork-and-Imaging/DA103/ www.teach-ict.com

Subject Content	<p>Students will continue to develop the Summative Project Brief and produce a quality portfolio which meets the specifications of the brief.</p> <p>The students will need to design and create the products for the Food Festival in Crawdale. They have some exceptional ideas and need to ensure that they fully incorporate the purpose and audience to get the higher marks.</p> <p>Assessment will begin to test students how to create a product following specific instructions which mimics the practical examination.</p>
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Extended learning and how parents can help

Deadlines will be paramount in order for students to continue to make progress.
Students will have to constantly review their work and improve. This can be done in collaboration with school and home.

Key words

- Purpose
- Audience
- Specification
- Annotation
- Feedback
- Questionnaire

Photography



Subject Content	Students will develop their skills by exploring the starting point of 'fragments'. This unit is intended to expand their knowledge of different photographers and cause them to develop ideas using different methods. They will also consider how a photograph is presented.
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Personal and Social Development

Course Name: PSD	
Exam Board	Pearsons
Assessment Detail ie. number of exam, % weightings etc.	Coursework based
Web Link to specification	https://qualifications.pearson.com/en/qualifications/edexcel-personal-and-social-development/personal-and-social-development-13.html

Subject Content	Unit 13 Working as Part of a Group – Students will look at what qualities/rules are needed when working with others. They will then take part in different group activities deciding amongst themselves who should have what role i.e. leader. They will then give constructive feedback about how each person did in their role and then suggest ways it could be improved.
Extended learning and how parents can help	Students will be asking them about their own experiences whilst working in a group.
Key words to learn this term	<ul style="list-style-type: none">• Contribution• Respect• Decisions• Solutions



Core Physical Education

Subject Content	<p>Pupils will further develop their personal leadership skills. They will then be encouraged to increasingly use these leadership skills to facilitate their own learning, reflecting on their own and others' performance. Using this knowledge, they will make the necessary adaptations for future sessions. The main aim at Year 9 & 10 is that all pupils are educated in the benefits of leading an active healthy lifestyle. A further opportunity to participate in sport is available to all pupils during lunchtime and after school clubs/fixtures. Pupils will participate in a variety of sports which they have the opportunity to choose and will change on a half termly basis.</p>
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A Parent's Guide to

ENCOURAGING A GROWTH MINDSET

What is a growth mindset?

Growth mindset is a concept developed by Carol Dweck, a Professor of Psychology at Stanford University. It is the belief that a person's abilities and intelligence can be developed through practice, hard work, dedication, and motivation.

What is a fixed mindset?

A **fixed mindset** is the notion that intelligence and talent alone will lead to success. People with a fixed mindset believe that these things are "fixed" and cannot be developed or improved upon. They believe that you are either born with it or not, and nothing can change that.

Why is having a growth mindset important?

Research has shown that children who have a fixed mindset are more likely to:

- Fear failure
- Give up on tasks they feel are too difficult
- Ignore feedback
- Avoid challenges
- Feel threatened by the success of others

Children who have a growth mindset are more likely to:

- Learn from their mistakes
- Be motivated to succeed
- Put forth more effort
- Take challenges head on
- Take risks
- Seek feedback
- Learn more
- Learn faster



The Do's and Don'ts of

ENCOURAGING A GROWTH MINDSET

By promoting a growth mindset, you can provide your child a sturdy foundation for future learning.

DON'TS



- Model a fixed mindset in your own life.
- React to problems negatively
- Allow your child to make excuses for poor work
- Give non-specific praise (e.g. "You did a good job on that")
- Allow your child to avoid challenges because of a fear of failure
- Compare your child to other children
- Praise effort if your child is not learning
- View intelligence and talents as most important
- Criticize your child for making mistakes

DO'S

- Model a growth mindset in your actions at home.
- Encourage effort and perseverance over fixed traits, such as intelligence and raw talent.
- Help your child to actively solve problems instead of reacting to problems.
- Give feedback without criticism and judgment.
- Choose specific actions to praise.
- Help your child develop goals in his everyday life
- Provide opportunities for your child to be challenged.
- Emphasize your child's ability to grow in all things.



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