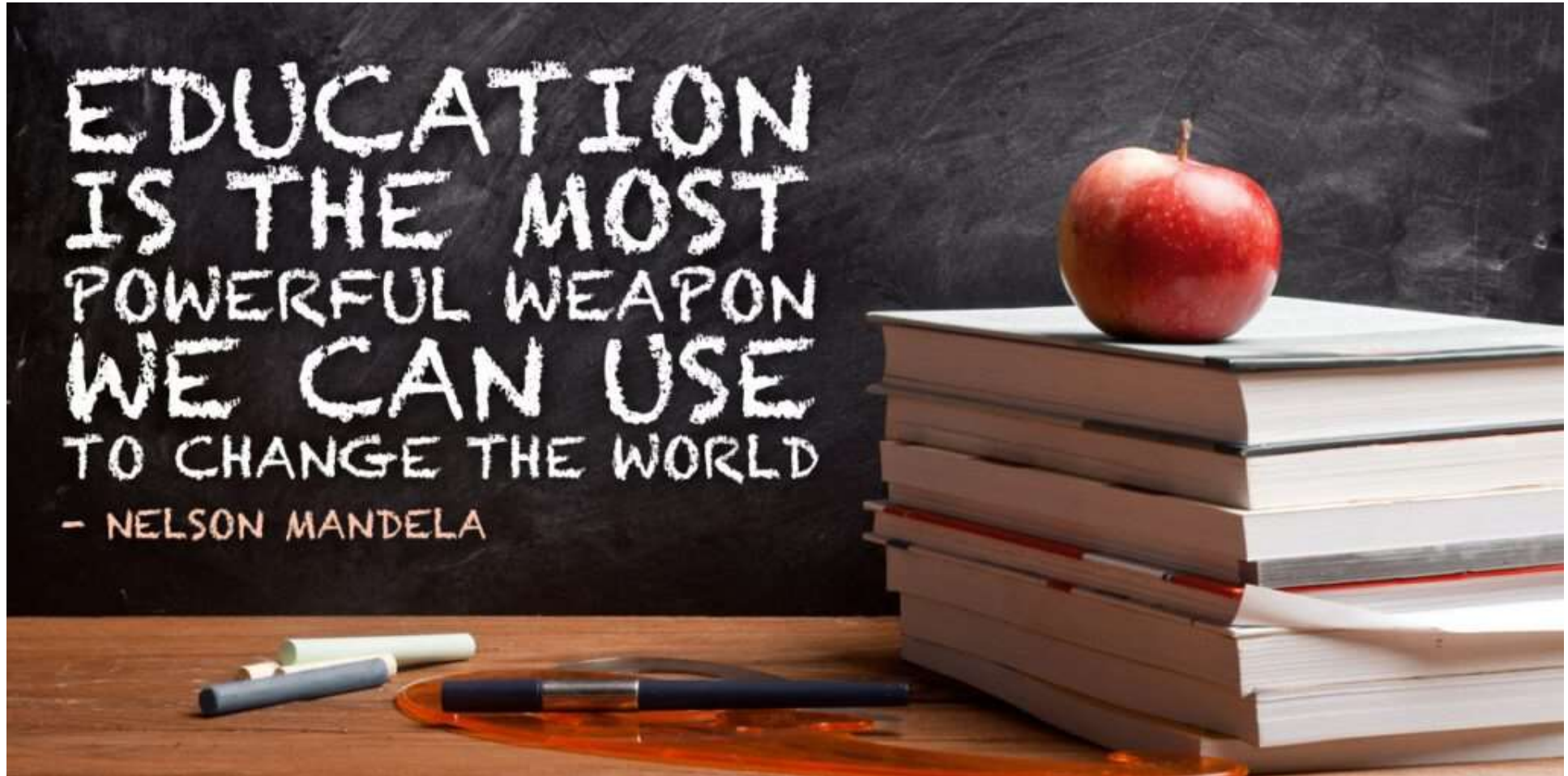




Yardleys
School
WORKING TOGETHER FOR A BETTER FUTURE



YEAR 10 – CORE SUBJECT EVENING

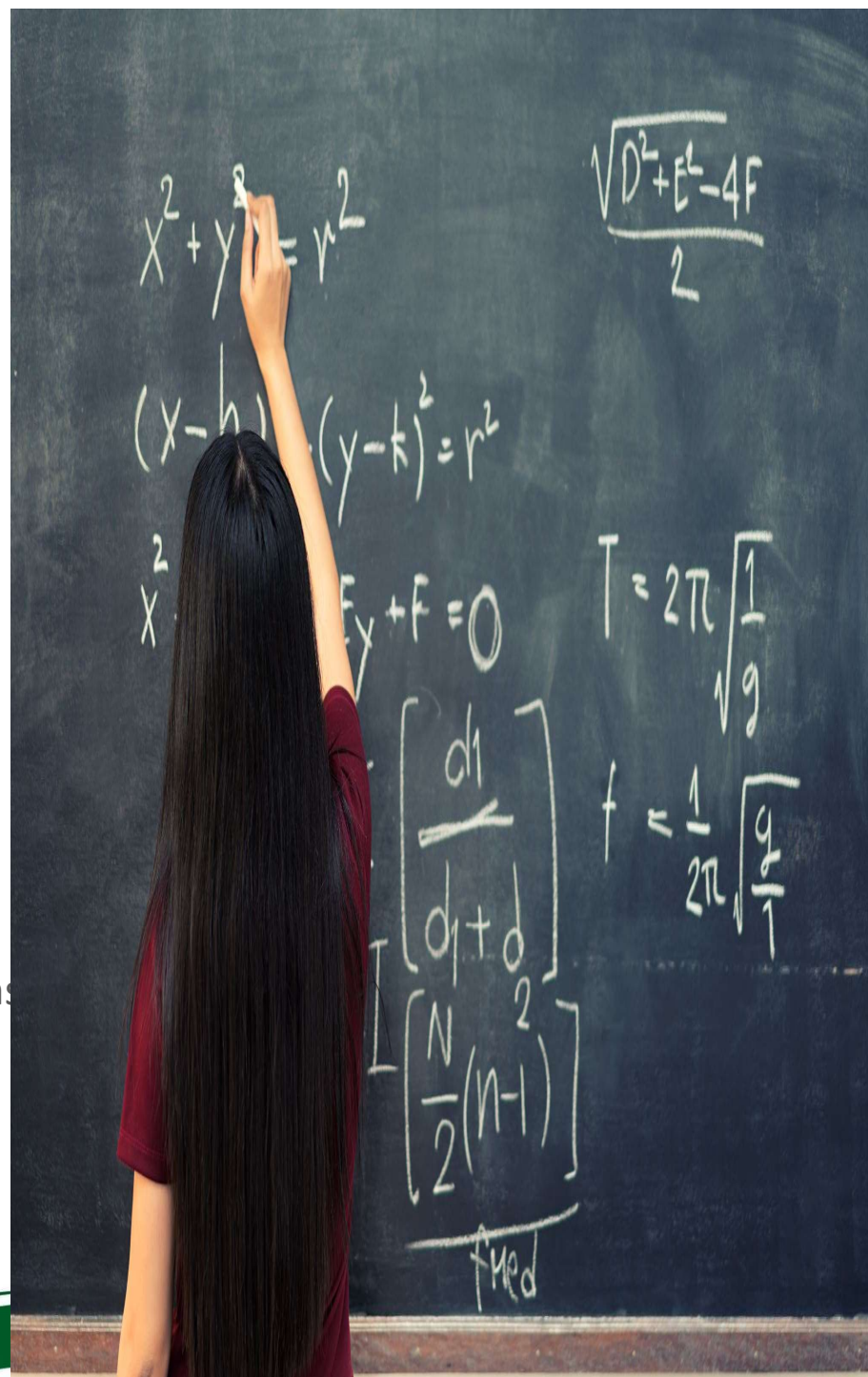
Mr V Webb – Assistant Head Teacher

Miss B Austin – Faculty Leader of Communications

Mrs Soliman – Faculty Leader of Maths

Mrs R Hiley – Faculty Leader of Science

Mr P Buckley – Head of Year 10




OUR SCHOOL AIMS

- To achieve academic excellence
- To educate the ‘whole child’ so they are ready for life
- To work collaboratively and ethically to provide education of the highest standard



 Curiosity



 Empathy



 Integrity



 Positivity



 Reflection



 Resilience



The next two years help
build the foundations for
the future.



Support - what we will continue to provide?

- High quality teaching in all lessons
- Homework that deepens learning
- Up-to-date knowledge of the exams and specifications
- Pastoral support
- Post-16 career guidance



Support - what you can do?

- Make sure your child is eating and sleeping properly
- Provide a space for them to work, without distractions
- **Ensure they come to school every day and on time**
- Talk to your child about the work that has been covered in the day
- Ensure they are doing their homework
- Help them get into the habit of revision
- Recognise the hard work they put in and praise the effort and not just the result





Support - What can they do?

- Sleep properly – 8 hours
- Eat and drink properly
- **Come to school every day**
- **Be in school on time every day**
- Be engaged in the lessons and with their learning
- Be organised
- Become more independent
- Do their homework
- Revise





Science

Mrs R Hiley

Biology

4+ = 55%

7+ = 10%

Chemistry

4+ = 54%

7+ = 9%

Physics

4+ = 59%

7+ = 11%

Science at Yardleys

Key Information

- Exam Board is Edexcel
- Triple Sciences (3 GCSEs): in Biology, Chemistry and Physics
- Tiered exams (H/F): 2 x 1 hour 45 minutes
- 2 hours per week per subject (6 hours in total)
- Subject specialist teaching
- Course started in Year 9



YEAR 10: 2021-22 Curriculum plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Biology-Year 10	B6 - Plant structures and their functions.	B7 - Animal co-ordination, control and homeostasis	B2-Cells and control-part 1	B5 – Health, disease and the development of medicines	B5 – Health, disease and the development of medicines	B2-Cells and control-part 2

YEAR 11: 2021-22 Curriculum plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Biology-Year 11	B5 – Health, disease and the development of medicines B2- Cells and control-part 2	B3-Genetics	B4-Natural selection and Genetic Modification	Revision		Exams

Core Practical Work

Biology

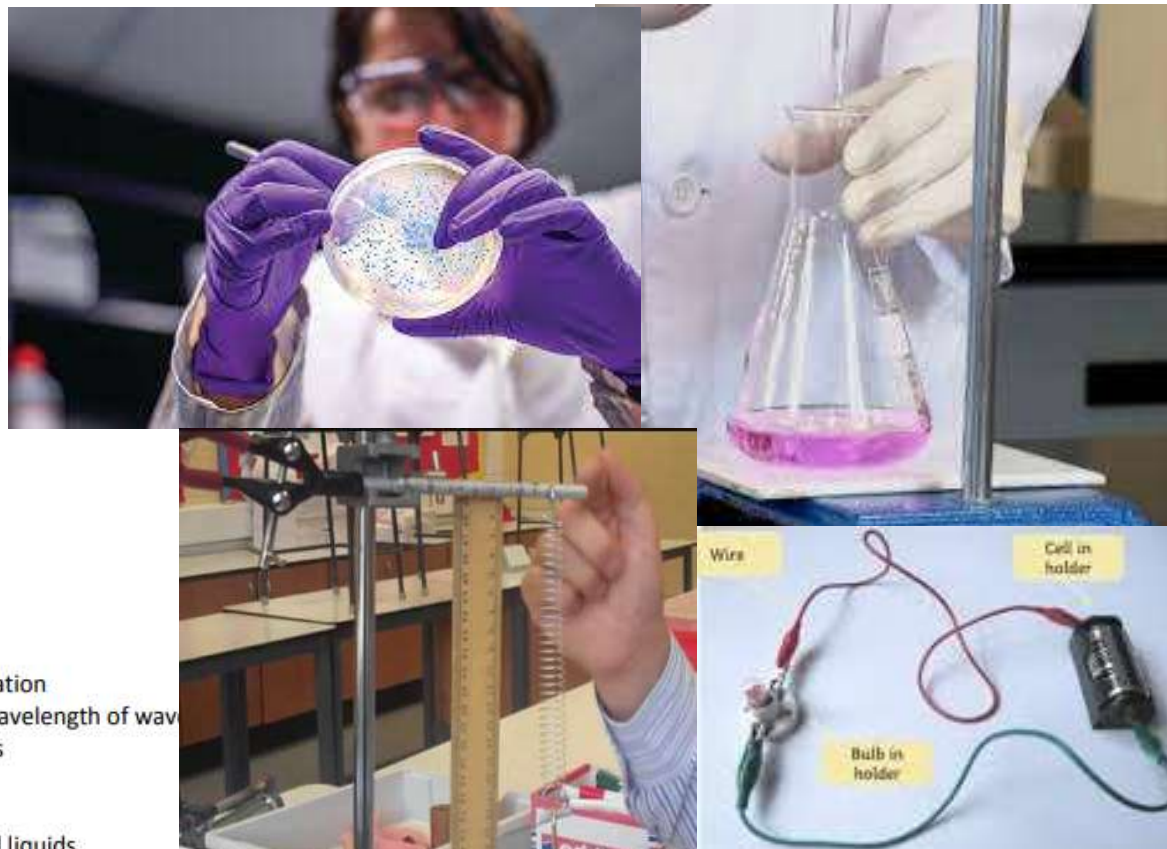
- Core practical descriptions
- Core practical 1: Looking at cells
- Core practical 2: pH and enzyme activity
- Core practical 3: Food tests
- Core practical 4: Osmosis in potato strips
- Core practical 5: Microbial cultures
- Core practical 6: Photosynthesis
- Core practical 7: Respiration
- Core practical 8: Fieldwork

Chemistry

- Core practical descriptions
- Core practical 1: Investigating the composition of inks
- Core practical 2: Investigating pH
- Core practical 3: Preparation of copper sulfate
- Core practical 4: Electrolysis
- Core practical 5: Acid-alkali titration
- Core practical 6: Rates of reaction
- Core practical 7: Identifying ions
- Core practical 8: Combustion of alcohols

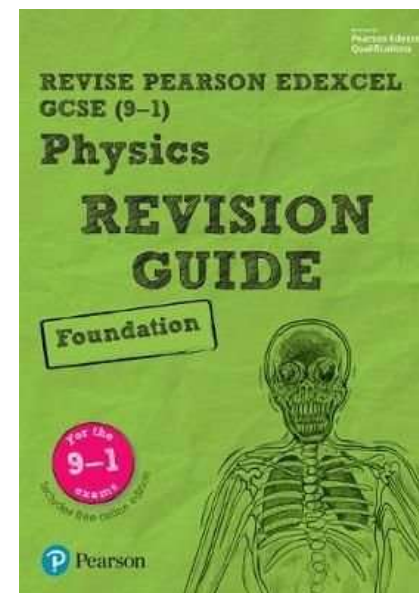
Physics

- Core practical descriptions
- Core practical 1: Investigating force, mass and acceleration
- Core practical 2: Investigating speed, frequency and wavelength of waves
- Core practical 3: Investigating refraction in glass blocks
- Core practical 4: Investigating thermal energy
- Core practical 5: Investigating electrical circuits
- Core practical 6: Investigating the density of solids and liquids
- Core practical 7: Investigating the properties of water
- Core practical 8: Investigating the extension of a spring



3 key ways you can support your child at home

1. Encourage them to use their **revision guides** to make revision materials. These will be issued shortly.
2. Encourage them to engage with **homework** – which is designed to promote retrieval of information each week (currently a quiz).
3. Ask them what they learnt about today in their lesson – can they explain it to you?





Yardleys School

WORKING TOGETHER FOR A BETTER FUTURE

Students must complete all assessment in May/June in any single year.

Paper 1 (*Paper code: 1CH0/1F and 1CH0/1H)

Written examination: 1 hour and 45 minutes

50% of the qualification

100 marks

Content overview

- Topic 1 – Key concepts in chemistry
- Topic 2 – States of matter and mixtures
- Topic 3 – Chemical changes
- Topic 4 – Extracting metals and equilibria
- Topic 5 – Separate chemistry 1

Assessment overview

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 9: Calculators*.

Paper 2 (Paper code: 1CH0/2F and 1CH0/2H)

Written examination: 1 hour and 45 minutes

50% of the qualification

100 marks

Content overview

- Topic 1 – Key concepts in chemistry
- Topic 6 – Groups in the periodic table
- Topic 7 – Rates of reaction and energy changes
- Topic 8 – Fuels and Earth science
- Topic 9 – Separate chemistry 2

Assessment overview

A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in *Appendix 9: Calculators*.

Topic 1 – Key concepts in chemistry

Atomic structure

Students should:	Maths skills
1.1 Describe how the Dalton model of an atom has changed over time because of the discovery of subatomic particles	
1.2 Describe the structure of an atom as a nucleus containing protons and neutrons, surrounded by electrons in shells	
1.3 Recall the relative charge and relative mass of: a a proton b a neutron c an electron	
1.4 Explain why atoms contain equal numbers of protons and electrons	
1.5 Describe the nucleus of an atom as very small compared to the overall size of the atom	1d
1.6 Recall that most of the mass of an atom is concentrated in the nucleus	
1.7 Recall the meaning of the term mass number of an atom	
1.8 Describe atoms of a given element as having the same number of protons in the nucleus and that this number is unique to that element	
1.9 Describe isotopes as different atoms of the same element containing the same number of protons but different numbers of neutrons in their nuclei	
1.10 Calculate the numbers of protons, neutrons and electrons in atoms given the atomic number and mass number	3b
1.11 Explain how the existence of isotopes results in relative atomic masses of some elements not being whole numbers	1a, 1c
1.12 Calculate the relative atomic mass of an element from the relative masses and abundances of its isotopes	1a, 1c, 1d 3a, 3c

2 external websites you may find useful

Specification

https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Biology_Spec.pdf

https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Chemistry_Spec.pdf

https://qualifications.pearson.com/content/dam/pdf/GCSE/Science/2016/Specification/GCSE_Physics_Spec.pdf

Past Papers and mark schemes

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/sciences-2016.coursematerials.html#filterQuery=Pearson-UK:Category%2FExam-materials>



Course materials

FILTERS

CATEGORIES

- Specification and sample assessments (11)
- Exam materials (287)
- Forms and administration (2)
- Teaching and learning materials (121)
- Teaching materials and administration (15)

CONTENT TYPE ^

- All
- Examiner report (96)
- Mark scheme (72)
- Modified question paper (19)
- Question paper (84)

LEVEL ^

Exam materials (287)

SORT BY

Exam Series



[EXPAND ALL](#)

June 2023 ▼

June 2022 ▲



Examiner report - Biology Paper 1F - June 2022
Paper 1 Foundation - Biology
| PDF 7.6 MB | 31 July 2023



Examiner report - Biology Paper 1H - June 2022
Paper 1 Higher - Biology
| PDF 9.4 MB | 31 July 2023



Examiner report - Biology Paper 2F - June 2022
Paper 2 Foundation - Biology
| PDF 4.6 MB | 31 July 2023



Examiner report - Biology Paper 2H - June 2022
Paper 2 Higher - Biology
| PDF 8.2 MB | 31 July 2023



Examiner report - Chemistry Paper 1F - June 2022 🔍



English

Miss B Austin

English Language

4+ = 71%

7+ = 14%

English Literature

4+ = 83%

7+ = 21%



English GCSE: An Overview

At the end of Year 11, students will sit exams in English Language and English Literature. They will leave Yardleys with two English GCSEs.

English Literature

- Paper 1: **'Romeo and Juliet'** and **'Animal Farm'**
- Paper 2: **'Frankenstein', Conflict Poetry and Unseen Poetry**

English Language

- Paper 1: (19th century **fiction** analysis and **creative writing**)
- Paper 2: **non-fiction** analysis and **transactional writing**

What Can Students Do To Prepare?

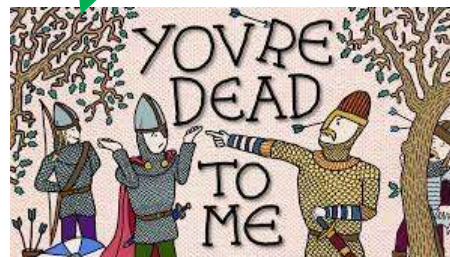
We have already started the English Literature GCSE course and this will be the primary focus for Y10 with students spending more time of Language in Y11.



Each of the set texts, along with a revision workbook, has been provided to students free of charge.



Parental Engagement letters make suggestions for additional stretch and support activities students can complete to further their understanding at home.



Students should be completing homework weekly. This will take the form of quizzes and written responses.



What Can Parents Do To Support?

Our promise as an English department at Yardleys is to delivery quality first teaching to all pupils. Our results to date have proven that pupils leaving Yardleys, on average make a grade or more progress than they would do at other schools locally and nationally. So the biggest thing you can do to support your child's learning is ensure they attend school as much as possible.



Students must catch up on any work missed. Encourage children to talk to their teachers about this.



Talk to children about their learning. Consult the parental engagement letters for discussion topics.



There is no content that can be pre-learnt for the Language GCSE, Students need to know a little about a lot and engage with quality non-fiction and fiction resources.



Maths

Mrs S Soliman

4+ = 68%

7+ = 18%

Changes to GCSE exam



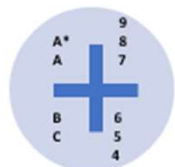
CHANGES STARTED IN 2015,
WITH FIRST EXAM IN 2017



NEW AND MORE
DEMANDING MATERIAL



MORE RIGOROUS TESTING- 3
EXAM PAPERS RATHER THAN
TWO



GREATER
DIFFERENTIATION
BETWEEN STUDENTS.



DIFFERENT GRADING
SYSTEM- 1-9 SCALE

Reasons for these changes:

- To bring the UK GCSE in line with standards internationally.
- To ensure that pupils are better prepared for post-16 study, be that A Levels (which are reforming) or Universities, which are now having a larger say on the content of KS4/KS5 exams.

Curriculum Change - more demanding material since 2017



NEW AND MORE DEMANDING MATERIAL

Curriculum change for Maths

An overview of what's moved where

Current A Level	Current GCSE Higher	Current GCSE Foundation	Old KS3
<p>GCSE (9-1) Higher tier</p> <ul style="list-style-type: none"> Expand the products of more than two binomials Interpret the reverse process as the 'inverse function'; interpret the succession of two functions as a 'composite function' (using formal function notation) Deduce turning points by completing the square Calculate or estimate gradients of graphs and areas under graphs, and interpret results in real-life cases (not including calculus) Simple geometric progressions including surds, and other sequences Deduce expressions to calculate the nth term of quadratic sequences Quadratic inequalities Calculate and interpret conditional probabilities through representation using expected frequencies with Venn diagrams 	<p>GCSE (9-1) Foundation tier (previously Higher tier only in 2010)</p> <ul style="list-style-type: none"> Index laws; zero and negative powers (numeric and algebraic) Standard form Compound interest and reverse percentages Direct and indirect proportion (numeric and algebraic) Expand the product of two linear expressions Factorise quadratic expressions in the form x^2 Solve linear/linear simultaneous equations Solve quadratic equations by factorization Plot cubic and reciprocal graphs, recognise quadratic and cubic graphs Trigonometric ratios in 2D right-angled triangles Fractional scale enlargements in transformations Lengths of arcs and areas of sectors of circles Mensuration problems Vectors (except geometric problems/proofs) Density Tree diagrams Congruence and similarity 	<p>New KS3</p> <ul style="list-style-type: none"> Distinguish between exact representations of roots and their decimal approximations Interpret and compare numbers in standard form $A \times 10^n$, $1 \leq A < 10$, where n is a positive or negative integer or zero Calculate possible rounding/estimating errors expressed using inequality notation $a < x \leq b$ Appreciate the infinite nature of the set of integers, real and rational numbers Find approximate solutions to problems from a variety of functions including piecewise linear, exponential and reciprocal graphs Recognise geometric sequences Direct and indirect proportion including graphical and algebraic representations Use trig ratios in similar triangles to solve problems involving right-angled triangles Interpret mathematical relationships both algebraically and geometrically Venn diagrams in probability 	<p>New KS2</p> <ul style="list-style-type: none"> Comparing and ordering fractions greater than 1 Long division 4 operations with fractions Calculate decimal equivalent of fractions Understand and use order of operations Plot points in all 4 quadrants Convert between miles and kilometres Name radius/diameter and know relationship Use formulae for area/volume of shapes Calculate area of triangles & parallelograms Calculate volume of 3-d shapes Use letters to represent unknowns (algebra) Generate and describe linear sequences Find solutions to unknowns in problems

ALWAYS LEARNING

PEARSON

Curriculum Content

Content domains

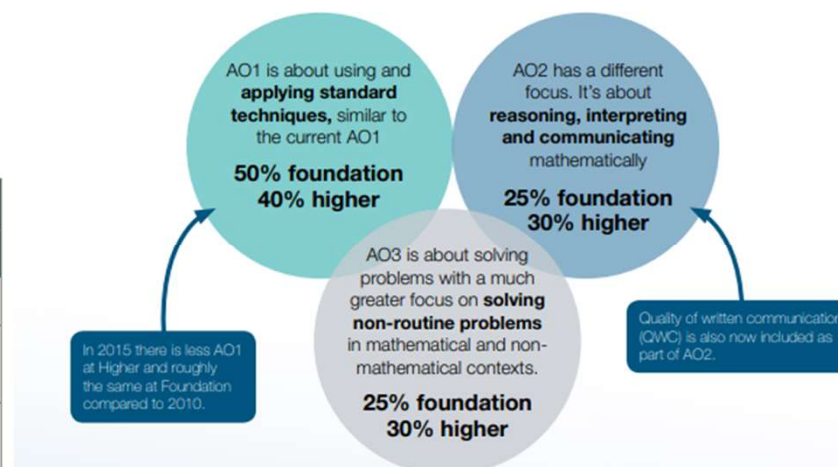
There are six content domains covered within the specification. The table below shows the content domains and their weighting across both tiers. The weightings reflect the size and demand of the content domains and take into account the ability range for each tier.

Domain	Weighting of marks	
	Foundation tier	Higher tier
Number	25%	15%
Algebra	20%	30%
Ratio, proportion and rates of change	25%	20%
Geometry and measures	15%	20%
Probability	15%	15%
Statistics		

Assessment Objectives

Below are the Assessment Objectives for the new GCSE and the weighting of each in both tiers.

Assessment Objectives	Weighting	
	Higher	Foundation
AO1 Use and apply standard techniques	40%	50%
AO2 Reason, interpret and communicate mathematically	30%	25%
AO3 Solve problems within mathematics and in other contexts	30%	25%



More Rigorous Testing



MORE RIGOROUS TESTING- 3
EXAM PAPERS RATHER THAN
TWO

Exam Board – **AQA**

Higher Tier (Grades 3 - 9)

Foundation Tier (Grades 1 - 5)

3 papers/4.5 hrs

Paper 1 – Non-Calculator

80 marks

90 mins

Paper 2 – Calculator

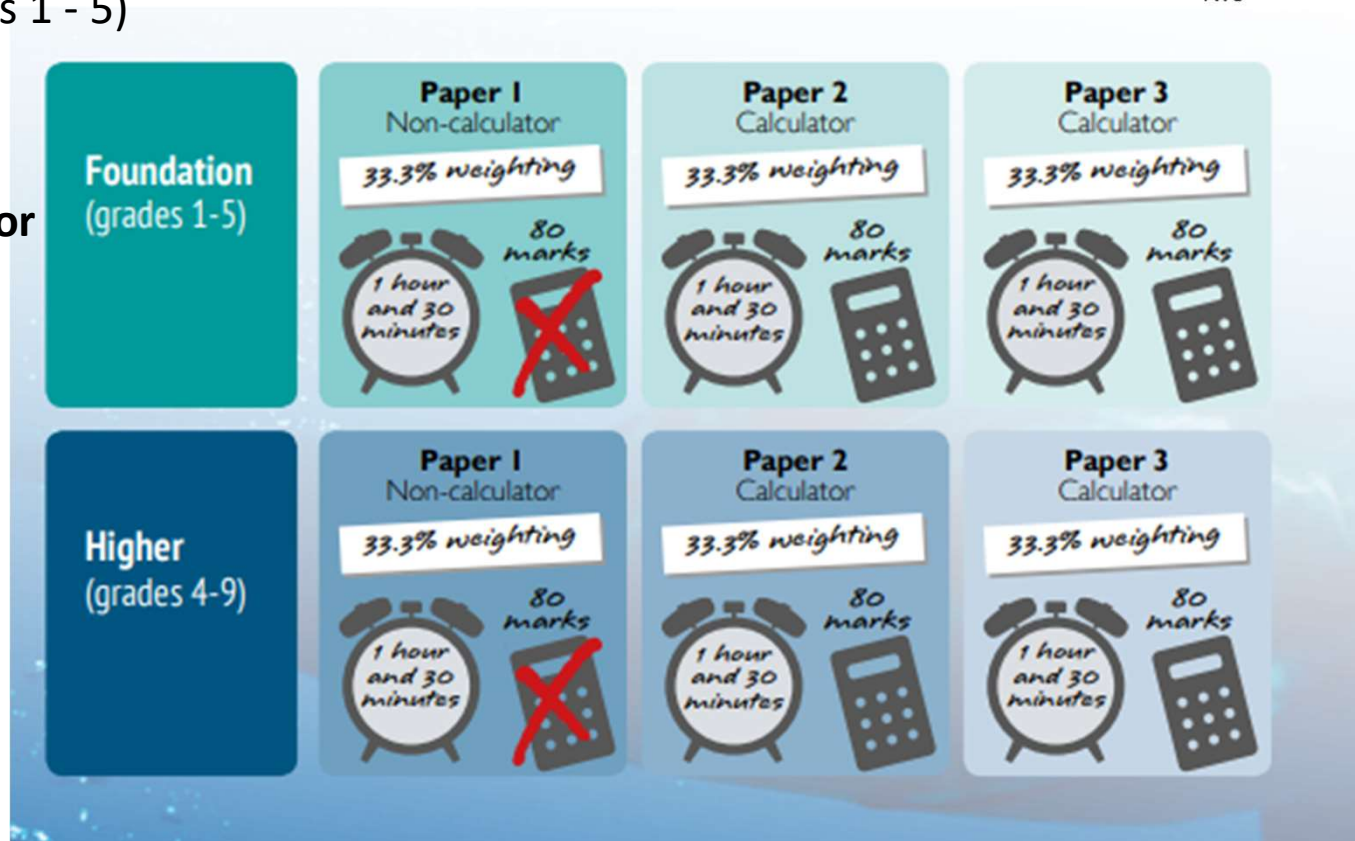
80 marks

90 mins

Paper 3 – Calculator

80 marks

90 mins



The Maths Department

- Well established department with a very knowledgeable, committed and passionate team.
- Pupils are at the heart of everything we do.
- Board: AQA.
- Both Foundation and Higher papers available.
- Grades for the department one of the best in the collegiate.
- Progress 8: 2022 0.45 & 2023 0.3.

Name (Summer 2022)	Year 11 entries	P8 maths
Queensbridge School	171	0.46
Yardleys School	179	0.45
Hall Green School	175	0.43
King Edwards VI Aston	140	0.4
Ark Victoria	137	0.3
Starbank	175	0.23
Bordesley Green Girl's School	120	0.22
Swanhurst School	298	0.22
Ark Boulton	180	0.18
Moseley school	242	0.17
King Edward VI Camp Hill for girls	147	0.14
Holy Trinity Catholic School	127	0.07
Ninestiles	294	0.05
Waverley School	190	-0.1
Saltley Academy	231	-0.36
Archbishop ilsley Catholic School	212	-0.59



How we support your child and achieve results

- Ensure adequate time to finish the syllabus, revise and practice exam questions.
- High quality lesson plans and teaching supported by continuous teacher development.
- Focus on developing good foundations and building upon these each year.
- Use high-quality resources to support lessons.
- Every child is different- we get to know your child and how best to achieve their potential- and we thrive to achieve this.
- Create a positive environment and demand excellence from pupils.
- Use innovative teaching methods.
- Exam preparation- Regular assessments throughout the year and mock/practise exams.
- Provide Additional Support
 - Targeted Maths intervention classes after school for higher and foundation. This gives pupils the opportunity to access further support from their teachers, develop exam techniques and further their understanding of the subject.



How you can support your child

1

Understand GCSEs

- The course content , syllabus , exam board (AQA), exam structure, key dates (e.g for mock exams and the real exam!)
- This basic knowledge is easy enough to find, but will be crucial to properly help your child to achieve great results.

2

Make and monitor a revision plan with your child

- Very important to build a revision plan early in year 11 with your child. Set out the main topics for revision each week throughout the year and exams. Revision sessions should be “little and often”.

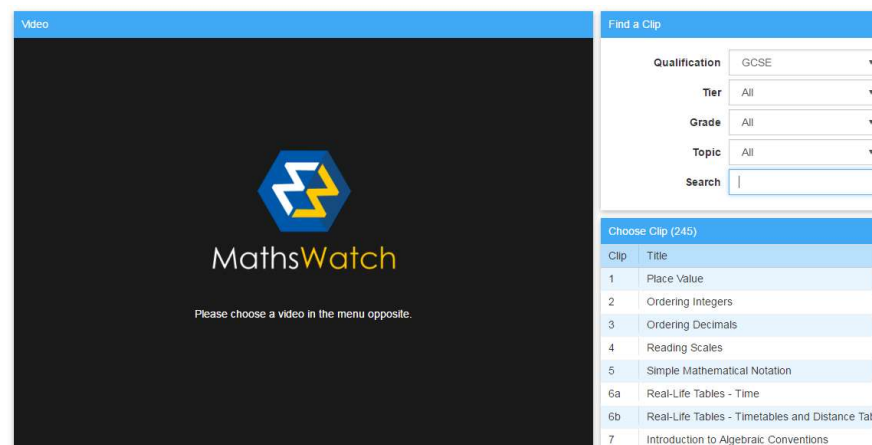
3

Create the right environment

- A small, quiet area where your child can take ownership of their learning away from all distractions if possible.
- Make sure your child has everything they need – notebooks, revision book calculator etc

Support your child doing homework

- Homework supports the learning your child has been doing in school and is an important part of securing their learning.
- Put time aside to support them and ensure they have a calm atmosphere to work.
- Be encouraging, be positive and praise effort rather than results. This shows them that by working hard they can always improve.
- Never associate maths with speed; it is not important to work quickly. Forcing children to work quickly on maths can result in maths anxiety.
- Never say you were bad at maths at school or you disliked it – if that’s how you feel, they might start to think that way themselves.
- Listen to how they have been shown at school. Never show them a method you learnt at school – it may confuse them.
- Don’t do their homework for them.
- Encourage them to Speak to their teacher if they really don’t understand what they are doing.



Helpful resources / websites

- <https://justmaths.co.uk/>
- <https://corbettmaths.com/>
- www.mrbarton.co.uk
- <https://www.bbc.co.uk/bitesize/examspecs/z8sg6fr>
- <https://www.mymaths.co.uk/>
- <https://www.mathsgenie.co.uk/gcse.html>
- <https://mathsmadeeasy.co.uk/>
- <https://mathsbot.com/>
- <https://vle.mathswatch.co.uk/vle/>
- <https://www.onmaths.com/>
- <https://mathswhiteboard.com/>
- <https://www.khanacademy.org/>
- <https://www.mathedup.co.uk/>
- <https://hegartymaths.com/>
- <https://members.gcsepod.com/>



Key Messages

- Maths is not a subject confined to the classroom: it is a life skill.
- Everyone, with hard work, can achieve success in maths.
- Together with your help and support we can give your child a good foundation for life, achieve excellence and exam success.



“ Constant effort and frequent mistakes are the steppingstone to genius.”


Elbert Hubbard

Key Messages

Head of Year
Mr P Buckley




Staff & Students believe everyone at Yardleys School should:




Be Ready

- show **positivity** and enthusiasm;
- be motivated & have high expectations of ourselves & others;
- be **curious** and ready to learn new things;
- be fully prepared for all activities with everything you need;
- communicate with others regularly and effectively;
- have excellent attendance and punctuality;
- be well presented and smartly dressed;
- show **resilience** when faced with challenges



Be Respectful

- recognise that we are all equal individuals;
- have regard for each other's personal space and privacy;
- take care of the building, equipment and the environment;
- be polite, considerate and kind to everyone;
- communicate in a calm and polite manner;
- actively listen to others;
- appreciate others' beliefs, opinions & cultures;
- show **empathy** and maturity when dealing with sensitive issues



Be Responsible

- be safe and look after each other;
- complete work on time and to a high standard;
- behave well with **integrity**: even when no-one is watching;
- be a positive role model and representative of the school;
- recognise that we are responsible for our own actions;
- be fair in your treatment of others;
- give our full effort to everything you do;
- **reflect** on all that we do and learn from our mistakes

Leading to Academic Excellence and Personal Development

WORKING TOGETHER FOR A BETTER FUTURE

What success looks like...

Being Ready

- Attendance
- Punctuality
- Equipment
- Uniform
- Attitude of 'being ready to learn'

Being Respectful

- Including self-respect and aspiration / wanting to achieve

Being Responsible

- Completing classwork as well as possible – listening and acting upon teachers instructions and advice
- Reflecting upon learning and feedback from teachers
- Preparing for examinations and assessments
- Completing homework as well as possible

Attendance for Success

100%	0 school days missed	0 lessons missed per year	Outstanding
97%	5 school days missed	30 lessons missed per year	Good
95%	10 school days missed	50 lessons missed per year <u>including 8 lessons of English and 8 lessons of Maths.</u>	Almost there
90%	20 school days missed	100 lessons missed per year <u>including 16 lessons of English and 16 lessons of Maths.</u>	Improvement needed
85%	29 school days missed	145 lessons missed per year <u>including 24 lessons of English and 24 lessons of Maths.</u>	Very concerned.
80%	40 school days missed	200 lessons missed per year <u>including 32 lessons of English and 32 lessons of Maths.</u>	Extremely concerned.

← Yardleys School minimum attendance target

Punctuality

- At school at 8.40 at the latest – GCSE lessons begin at 8.45 promptly.
- Between lessons – it is a significant issue in terms of learning lost if students are late (3 minutes late to each lesson means over 40 hours of learning missed in an academic year.)



Highest progress at GCSE last year (students who exceeded their target grades by the largest amount)		
<u>Rank</u>	<u>Progress score</u>	<u>Attendance in Year 11</u>
1	+4.02	100%
2	+3.14	95%
3	+2.78	98%
4	+2.75	98%
5	+2.73	100%
6	+2.65	100%
7	+2.57	95%
8	+2.46	100%
9	+2.33	100%
10	+2.08	97%

These students also had excellent attendance throughout their time at Yardleys

Work Experience

Work experience dates:

Monday 4th - Friday 8th March 2023

Each student has been given a copy of the 'Own Placement' form this week, and some reminders of the process, the deadline to find their own placement is **Friday 8th December**.

Completed forms must be confirmed with a member of staff at the company and include their name under 'Contact Name' on the form. The placement forms are then dropped into the 'work experience' box found in Main Reception by **Friday 8th December**.

All places have to be checked for Health & Safety so no placement you find is guaranteed.

You WILL be allowed to work with direct family members but not people who work on their own.

For anyone who is unable to find their own placement we will provide them with a placement.



Support is here

My job is being the point of contact within school for students and parents. If you need any advice or support, or if your child has any barriers to school or education, please talk to me – I will always do what I can to help.

Direct line: 0121 4645641

Email: philip.buckley@yardleys.bham.sch.uk

