



PAIGNTON ACADEMY

Believe and Achieve

CURRICULUM NEWSLETTER - SPRING TERM 2023

YEAR 10

As we wish all parents and students a Happy New Year, it seems hard to believe that the Year 10 students have already completed the first term of their GCSE courses. The majority of students have settled well into their Key Stage 4 studies and have started to understand how important it is to be engaged and motivated in their lessons. Teachers have worked exceptionally hard with the students to impart their knowledge and, in some cases, introduce them to completely new subjects. The students must continue to work hard and maximise their progress leading up to their PPE exams at the start of the Summer term.

Homework is being set regularly by the teachers so please contact the Academy if you need to reactivate or install the ClassCharts application to see what is being set. We can assure you that if your child is suggesting that they do not have any homework that this is not the case! If you do have any questions about your child's progress, please do not hesitate to contact the Academy.

*Mr Willcocks
Assistant Principal*

IMPORTANT DATES

2023	
3 January	Start of term
13 - 17 February	Half Term
20-24 March	Academy Musical
29 March	Data Drop 2 sent home
31 March	Last day of Spring term
17 April	First day of Summer Term

MATHS

Mathematics students will continue their study through the scheme of work, with Foundation students working for 3 weeks on the major topic of **ratio and proportion**, while Higher students will be developing further skills with **graphs**. All students will then spend a week in preparation for their spring PPE examinations held at the beginning of February.

Topics that will be studied include many that have already been seen in Mathematics: **factors & multiples; multiplicative reasoning; transformations; prime factor decomposition; powers & roots; surds; fractions, ratios & percentages; drawing straight line graphs; equations of a straight line; kinematic graphs; linear & quadratic functions; 3D shapes; volume & surface area; probability; Pythagoras & trigonometry and algebra.**

Areas of study for the term are organised into 2 to 4-week blocks. At the end of each half term an assessment is undertaken to determine the student's level of understanding and skill with the topic. Areas of improvement are identified, and students are given time to both reflect and improve upon these areas through homework or suggested further work.

Home Learning will be set via Sparx on a Monday and due the following Monday. This is an incredibly useful and powerful maths package. It sets work and adjusts to the student's level then sends feedback to the teacher. We do expect 100% completion, and run help sessions at lunchtimes to support students.

ETHICS

Year 10 will continue with GCSE studies which will conclude at the end of Year 11. The modules they will be working on will be **Crime and Punishment**, and **Islamic Practices**. Each module is designed to develop opinion and discussion, allowing students to reconcile their own ideas and the ideas of others. Each module examines the world from both religious and secular perspectives. There will be two assessments per module, each based upon GCSE style questions. In addition, students will regularly attempt GCSE questions during lessons to help develop their writing skills and exam knowledge. There are many complimentary resources on Google Classroom which can be used for revision, Home Learning tasks and more in-depth study of the topic areas. Students will be given all the material needed for revision to ensure they can enjoy Ethics GCSE success.

ENGLISH

Students will complete both an English Literature and Language GCSE at the end of their 2-year course in Year 11.

Year 10 is entirely dedicated to the study of English Literature.

The examinations are 'closed book' and require students to know the texts in detail. Therefore, it is useful for students to have their own copy of the set texts (we will provide a copy of the poetry anthology).

Texts Studied:

- A Christmas Carol by Charles Dickens*
- An Inspector Calls by J.B. Priestley*
- Macbeth by William Shakespeare*

Regular PPEs will take place throughout the course to ensure that students are fully prepared for their final examinations. They will complete exam timed answers fortnightly to support this preparation.

This term, they are starting with the study of *A Christmas Carol*, they will complete another 5 poems from their anthology and will start *Macbeth*.

Homework will be set every Monday week A.

SCIENCE

All students are continuing with their OCR 21st Century specification to prepare them for their GCSE exams. Students will begin to work through the modules of C5 Chemical Analysis and C6 Making Useful Chemicals. These modules build on core scientific knowledge from KS3 and Year 9 science.

During this period, regular assessments will take place in a variety of different forms including practical assessments and traditional end of unit progress tests.

You can support your child with the OCR revision guides, which are available to purchase through ParentPay and which cover the entire GCSE course.



HISTORY

From completing our Modern Depth Study of Weimar and Nazi Germany, our students are moving on to their British Period study of Anglo-Saxon and Norman England. Students will begin looking at Anglo-Saxon society, how the country was run and the strength of Edward the Confessor and his reign. Furthermore, they will gain an understanding of the position of the House of Godwin and its position of power in the country leading up to the succession crisis after Edward the Confessor's death. Students will undertake the significance of the Year 1066 and the beginning of the conquest from William of Normandy as he establishes his control over England. Building castles, destroying land and introducing

new laws are all part of William's plan to establish a new England under Norman rule.

Revision guides are available to purchase via ParentPay!



GEOGRAPHY

During the Spring term, the Year 10 Geographers will be starting their urban issues work. This involves investigating the patterns of population change across the world and looking at how countries cope with these changes. Case studies in Nigeria and the UK will be used as specific examples. Towards the end of the Spring term, we will recap and further investigate the topic of coasts (first introduced in Year 8). We will evaluate the different methods of coastal management and look at long term, sustainable solutions to the global issue of sea level change. This forms an introduction to the students' first piece of fieldwork, which will take place in the Summer term to Dawlish Warren.



COMPUTER SCIENCE

DATA STORAGE

Moving on from the CPU, memory and storage, students will progress to how a computer stores different types of data. They will expand on their knowledge of number systems from Key Stage 3 - looking at binary, denary and hexadecimal number systems and more advanced concepts like binary addition and binary shifts. We will look at how a computer stores different types of data - such as characters, images and sound - exploring the process of how a computer interprets an image and how sound waves are converted to digital form to be stored by a computer. Finally, students will look at compression techniques and the algorithms that a computer uses to make files smaller and the advantages and disadvantages of this.

INTERACTIVE MEDIA

HARDWARE AND SOFTWARE AUTHORING

Year 10 will be looking at the hardware needed for interactive media products, such as scanners and the components of cameras and audio products. We will investigate different types of storage devices, looking at the advantages and disadvantages of these devices, as well as the size and compatibility of different file types, including video, image and audio file types. Moving on from this, students will look at different software authoring software - creating products for website, image, audio and video products. Within this, students will create individual products to meet a design brief, using a range of skills within different software platforms.

BUSINESS & ENTERPRISE

During the Spring term, Business and Enterprise students will be continuing with the examined assessment material **Content Area 2: Market research, market types and orientation and marketing mix** and **Content Area 3: Human resource requirements for business and enterprise**. Last term students were looking at what it takes to be a successful entrepreneur and the different types of businesses they might own. This, along with the next content area on market research, will be assessed as a terminal exam taken in June 2024. The Business and Enterprise course also includes a non-exam assessment (NEA) which makes up 60% of the final grade. Students will be starting this in Year 11 but in Year 10 we have started looking at practice material in order to prepare for this. Students have started working through this on the Google Classroom.

CHILD DEVELOPMENT

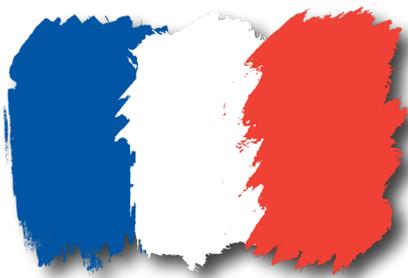
During the Spring term, Child Development students will be completing the coursework element for **R058: Create a safe environment and understand the nutritional needs of children from birth to five years**. Students have been looking at the prevention of accidents in a nursery playroom and how they could design a new play area incorporating all the safety equipment needed to make a safe environment for an early year setting. This is due to be assessed and the marks submitted to OCR after the Easter holidays. The coursework for this course comprises of two NEA (Non-Examined Assessments) and one externally assessed unit. The second NEA will begin in the Summer term and the terminal exam will be taken in June 2024.



HEALTH & SOCIAL CARE

During the Spring term, Year 10 Health & Social Care students will be completing the coursework element for **R035 Health Promotion Campaigns**. Students have been researching current public health issues and their impacts on society. With this knowledge students will be planning and creating a health promotion campaign. This is due to be assessed and the marks submitted to OCR after the Easter holidays. The coursework for this course comprises of two NEA (Non-Examined Assessments) and one externally assessed unit. The second NEA will begin in the Summer term and the terminal exam will be taken in June 2024.





FRENCH

This term students will study the topics of **charity work, the environment and social issues**. These are key topics in the GCSE exam in Year 11. Home Learning will take the form of learning vocabulary and key grammar. Home Learning is key in being successful in their GCSE in all 4 skills - listening, reading, speaking & writing, so it is essential that is completed each week. During the term we will build on their knowledge of these topics and continue to build on the skills they have learnt at Key Stage 3. We will be continuing to practise the present, past and future tenses, as well as the conditional tense. We will practise exam skills in listening & reading to compliment the work we do on writing and speaking skills. GCSE French has both a Higher and Foundation exam, so students will be expected to work to the level of which they are capable. This is not dependent on their target but their ability in French. We will challenge every GCSE student to aim for the highest possible grade.



SPANISH

This term students will learn to talk in detail about their holidays, before moving on to look at free time activities involving technology, for example internet use, TV, cinema and music. Towards the end of the term, we will move onto jobs, clothes, shopping and daily routines. Within these topic areas, students will extend their knowledge of Spanish grammar, allowing them to express themselves in more detail. Home Learning will take the form of learning vocabulary. Home Learning is key in being successful in their GCSE in all 4 skills - listening, reading, speaking & writing, so it is essential that is completed each week.

CONSTRUCTION

The Spring term will see the Year 10 students continuing with **Unit 1 (The Sector)** in the single theory sessions and **Unit 3 (Constructing the Built Environment)** in our double practical sessions.

UNIT 1 - This unit introduces learners to the construction sector and the type of professional and trade roles and activity that is undertaken. The learner will explore the different types of buildings and structures that the built environment forms. Sustainability and the impact of the built environment on the local community is explored along with the reduction measures that can be employed. The students are developing their knowledge of the construction industry through this unit alongside visits from industry experts to talk about careers in construction and a virtual reality activity.

UNIT 3 - Students have been introduced to Bricklaying or Carpentry this term and will move on to their second trade in the Spring term. The students have built pyramid walls, learnt how to plumb, level and gauge their work and achieve a professional finish on their brickwork. The students have learnt how to measure and cut wood accurately, screw and fix timber together forming sections of stud walling, cutting and fixing skirting boards and architraves with mitred cuts. The students are working towards achieving industry standards whilst building their skills.



ART

Students are undertaking the BTEC Tech Award Level 1/2 in Art & Design Practice. The initial project's theme is **Fragments**, this will be split into two sections; students completed Component 1 Workshop Skills in the Autumn term. Students are now working on the second section; Component 1 Practice Brief. They will produce work in response to a set brief exploring a variety of artists, designers and craftspeople, historical and contemporary and Western and non-Western that they are inspired by. Observational drawings focus on their chosen starting point. Students will be using a range of different 2D materials, techniques and processes to develop the project. Using initial observational drawings, research and visual imagery, students will develop design ideas and experiment with 2D materials, resulting in producing an outcome that meets the requirements of the set brief.

Home Learning for Year 10 is set on a weekly basis, both a continuation of class work and specific tasks. KS4 Art Club gives students the opportunity to complete any unfinished artwork and complete Home Learning. It would be beneficial for students to have art equipment at home to help complete BTEC artwork and encourage independent exploration.



FOOD PREPARATION & NUTRITION

We will be recapping the names of different types of **flour**, their properties and end use (secondary processing) and developing further knowledge of **bread-making** and the function of the ingredients including the differences between a standard process and the Chorleywood bread process. Students will learn how to make pasta and compare this with the industrial manufacture of pasta as well as learning the names of different pasta shapes and the traditional sauces that accompany each variety.

We will be starting a module on **nutritional, physical, chemical and sensory properties of foods in storage, preparation and cooking**.



By the end of the module students should be able to demonstrate scientific awareness and have a basic understanding of the nutritional, physical, chemical and sensory properties and characteristics of food in relation to preparation and cooking techniques used in the home: heat transfer, vitamin loss, colloidal systems, denaturation, gelatinisation, thickening, aeration, emulsification, coagulation and caramelisation.



DRAMA

This term students studying AQA GCSE Drama will commence '**Component 2: Devised Drama**'. Students will explore a range of stimuli, drama devices and techniques to create an original drama performance in groups which is worth 20/80 marks. There will be a written log book alongside the group devised performances; this is worth 60/80 marks and in total this component is worth 40% of the final GCSE grade. The set text *Blood Brothers* will continue through the single lessons to embed the knowledge needed for success in the written exam paper.

Homework is set weekly and is in preparation for the Unit 1 written exam and devised log books. *Support materials can be found at Paignton Online, Google Classroom and GCSE Bite-size for Unit 1, AQA GCSE Drama.*

Students will be taking part in devising workshops with Doorstep Arts /Exeter University Drama department to enrich their classwork. This will culminate in a performance at the Northcott Theatre in February 2023.

The Academy musical 'Peter Pan' will be taking place from the 20th - 24th March 2023 in the Arena at Borough Road. Tickets will be on sale from the beginning of February on the Academy Shop.

DRAMA KIT FOR YEAR 10 IS A PLAIN BLACK T-SHIRT WITH BLACK TROUSERS OR LEGGINGS. ALL STUDENTS ARE EXPECTED TO BRING THIS TO LESSONS EACH WEEK AND REQUIRED TO WEAR THIS FOR THEIR DEVISED EXAM.



ENGINEERING

This year we have been making a *dice and a door hook* for our projects. We have kept a lesson by lesson diary that has shown our progression throughout the last two terms; complied with the Engineering workshop safety rules and the Health and Safety Agreement; learned how to follow, read and produce engineering drawings; explored a number of activities including measuring, sketching and isometric drawings; engineered a *dice and coat hook* using workshop machinery, tools and equipment; provided evidence that you are meeting the requirements of the Assessment Criteria; and we have explored, discussed and analysed our new course WJEC Engineering via the website.



MUSIC

BTEC TECH AWARD IN MUSIC COMPONENT 1

Students are undertaking the BTEC Tech Award Level 1/2 in Music Practice.

The initial Component 1 theme is 'Exploring Music Products and Styles'. Learners continue to explore the techniques used in the creation of different musical products and investigate the key features of different musical styles.

In this component, students develop their understanding of different types of music products and the techniques used to create them. They will explore how musical elements, technology and other resources are used in the creation, production and performance of music. Students will also practically explore the key features of different styles of music and music theory and apply their knowledge and understanding to develop their own creative work.

Students will be invited to attend catch up club on Thursdays after school, in preparation for the first formal assessment on the 6th February.

SPORT

Students will be focusing on their second component of the Sports Studies course throughout Cycle Two, as they will be moving on to **R186 Sport and the Media**.

Throughout this 12-week focus, students will be exploring the different types of media sources that are used to publicise and promote sport to the masses and will develop opinions on which sources are the most effective in reaching a wider audience. In addition to this, students will be taking an evaluative approach in learning about the positive and negative relationships and impacts that the media has on sport, before discussing whether the positive impacts and relationships the media has with sport outweigh the negative impacts and relationships.

Within this component of work, students will develop new knowledge of the above topics and will be challenged to evidence this knowledge when providing opinions and evaluations of both the sport and media industries.



PSHE

Year 10 will begin the term learning about **relationships** and **being a parent**. There will be lessons about different types of committed relationships and learning about the features of strong relationships. Lessons will then focus on types of discrimination, with a focus on sexism and homophobia. Students will learn about tolerance and the law surrounding different types of discrimination.

The second half of the term sees us studying **world issues**. We look at modern slavery in the UK and beyond and look at the issue of modern pirates. We also include lessons on capital punishment before rounding the term off with sessions on how to revise for examinations. All lessons include an opening activity that focuses on something that is happening in the world or that is currently in the news.



HOME LEARNING

(See last 2 pages at end of newsletter)

Students will have a Knowledge Organiser and a Home Learning exercise book to support their Home Learning. Home Learning will include a range of activities. Home Learning for each subject for the Autumn Term is outlined in the table below. All Home Learning will be set on ClassCharts on a Monday, so that parents can plan their child's Home Learning for the week. Home Learning will be marked in different ways as outlined below. Expectations for Home Learning in each subject will be made clear to all students. There is a Home Learning Breakfast Club from 8am each morning to support students.

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Home Learning – Year 10 & 11 GCSEs



SUBJECT	HOME LEARNING TIME	HOME LEARNING ACTIVITIES	WHERE TO COMPLETE e.g. Home Learning books, Google Classroom, subject Home Learning books, Seneca	HOW IT WILL BE MARKED
English	2 hours per fortnight + exam revision	Extended writing tasks/completion of exam questions	Google Classroom	Written comments on Google Classroom
Maths	1 hour per week + exam revision	Activities based on knowledge they have learned over the last week and term. Including past-papers	Primarily online resources set through ClassCharts.	Self-marking online and feedback into classroom planning by the teacher.
Science	1 hour per week + exam revision	SENECA set by class teacher Revision of year 9/10 topics from revision guide	On SENECA Completed in flash cards	Marked by SENECA and viewed for misconceptions by class teacher for Closing the gap
Geography	45 mins per week - plus exam/assessment revision	Seneca, revision activities, exam question practice in booklets, completion of case studies.	Seneca / Google Classroom / revision materials produced.	Seneca and Google Classroom is self-marked. Exam and case study booklets will be marked by teacher.
History	45 mins - 1 hr per week inc revision	Seneca tasks, revision Google questionnaires, exam style questions.	Revision work in H/W booklet, or document shared with teacher. Seneca/Google Classroom work on links provided	Seneca/Google Classroom is self-marking. Other work looked at by staff. Exam style questions marked.
Art	Weekly - 1 Hour	Key words, images, research and practical tasks or completing unfinished tasks.	Art - on chromebooks or on paper to then be added to Art Portfolios.	Checked and marked in line with the unit or component of work.
Food	Weekly - 45 minutes	Exam practice through questioning, Key words, Seneca and revision.	Google Classroom and Seneca	Marked by class teacher, Self and peer marking

French & Spanish	45 mins - 1 hour per week	Vocabulary learning - a test will be set every week in lessons. Preparation for speaking exams. Past paper exam practice.	Complete in Home Learning book - will be set on ClassCharts. Speaking exam preparation may be started in lessons and completed on Google Classroom.	Peer or teacher assessed.
Drama	45mins - 1hour per week	essay questions, keywords, research, line learning, live performance analysis, character work, technical and design planning, devising logs, exam revision	Complete on Google Classroom and Word Wall Work will be set on ClassCharts	Teacher/self/peer assessment. Exam style questions marked.
Music	45mins - 1hour per week	Music vocabulary, research, notation, composition, rehearsal of performance pieces, log book work	Complete on Google Classroom and Word Wall, Soundtrap & Noteflight Work will be set on ClassCharts	Teacher/self/peer assessment
Ethics	45mins - 1hour per week	Retrieval and key term activities and revision for assessments.	Set on ClassCharts. All instructions and activities on individual class Google Classroom. Seneca, Low stake testing, key term quizzes and Cornell notes.	Evidence as submitted quiz results, Seneca results, evidence of revision in HL books depending on set activity.
Social Sciences	45 - 1 hour per week.	Retrieval for exam unit and key term activities. Revision for assessments.	Set on ClassCharts. All instructions and activities on individual classrooms. Google Classroom. Low stake testing, key term quizzes and Cornell notes.	Evidence as submitted quiz results, Evidence of revision in HL books depending on set activity
Computer Science	45 mins per week.	Seneca learning. Smart revise.	Set on ClassCharts. Seneca website. Craig and Dave smart revise website.	Seneca will record all results. Smart revise will record all results.
Business and Enterprise	45 mins per week	Coursework completion. Retrieval for exam unit and key term activities. Revision for cycle assessments.	Set on ClassCharts Business Google Classroom	Completed coursework sections. Work submitted on Google Classroom