

Year 10 Information Evening

THURSDAY

10TH SEPTEMBER 2026

Excellence in a caring community



EXCELLENCE



CARE



RESPONSIBILITY



RESPECT



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Evening Outline

- 1). What makes a successful student & parent /carer support
- 2). NEA assessments
- 3). GCSE English
- 4). GCSE Maths
- 5). Go4schools
- 6). Intervention and Academic Support
- 7). Help You Choose
- 8). Work Permits / Work Experience/Uni-Frog
- 9). Duke of Edinburgh
- 10). Student Leader opportunities
- 11). Key Dates
- 12). Pastoral Support



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Preparing for GCSE's can be a challenging time for the entire family

What makes a Successful Y10 Student?

- Attendance & Punctuality
- Organisation & Preparation
- Focus & Determination
- Independent Learners
- Not being afraid to ask for help!
- Staying fit and healthy
- Finding time to have fun & relax!



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Targets to Success

Attendance-

- You should be aiming to achieve 100% attendance, 95% as a minimum at the end of Year 10 and Year 11.
- 90% Attendance is equivalent to missing 4 full weeks of school, or on average 100 lessons!
- 90% of students with less than 85% attendance fail to achieve 5 or more good GCSE Grades.



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Targets to success

Punctuality-

Arrive to school on time

- You need to be in your form room at 8:35am for registration
- Late arrivals may mean you miss important information

Arrive to lesson on time

- Failure to do so means you have an unsettled start to the lesson and miss out on valuable teaching time!



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How can we help make a successful student?

What can we do to encourage our young people to become successful learners?

Attendance- encourage good attendance & make sure they arrive at school on time.

Organisation- Help them to be organised with the correct equipment, revision timetables, routines etc.

Be a good listener- Don't forget, what might seem small to you may be a big deal for them!

Work together- Work with your child and the school to ensure you have support in place

Be the ultimate provider... Information, equipment, entertainment, food, fun, relaxation and rewards!



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What can we do to encourage our young people to become successful learners?

How can we help make a successful student?

Monitor Go4schools regularly
Check homework/Deadlines
Encourage & support revision for assessments
Help with revision timetables to organise time
Concentration on 'Smart Revision' - More doesn't always mean better!

Use the resources available
Teachers
Educake
SENECA
GCSEPod
Revision guides/workbooks



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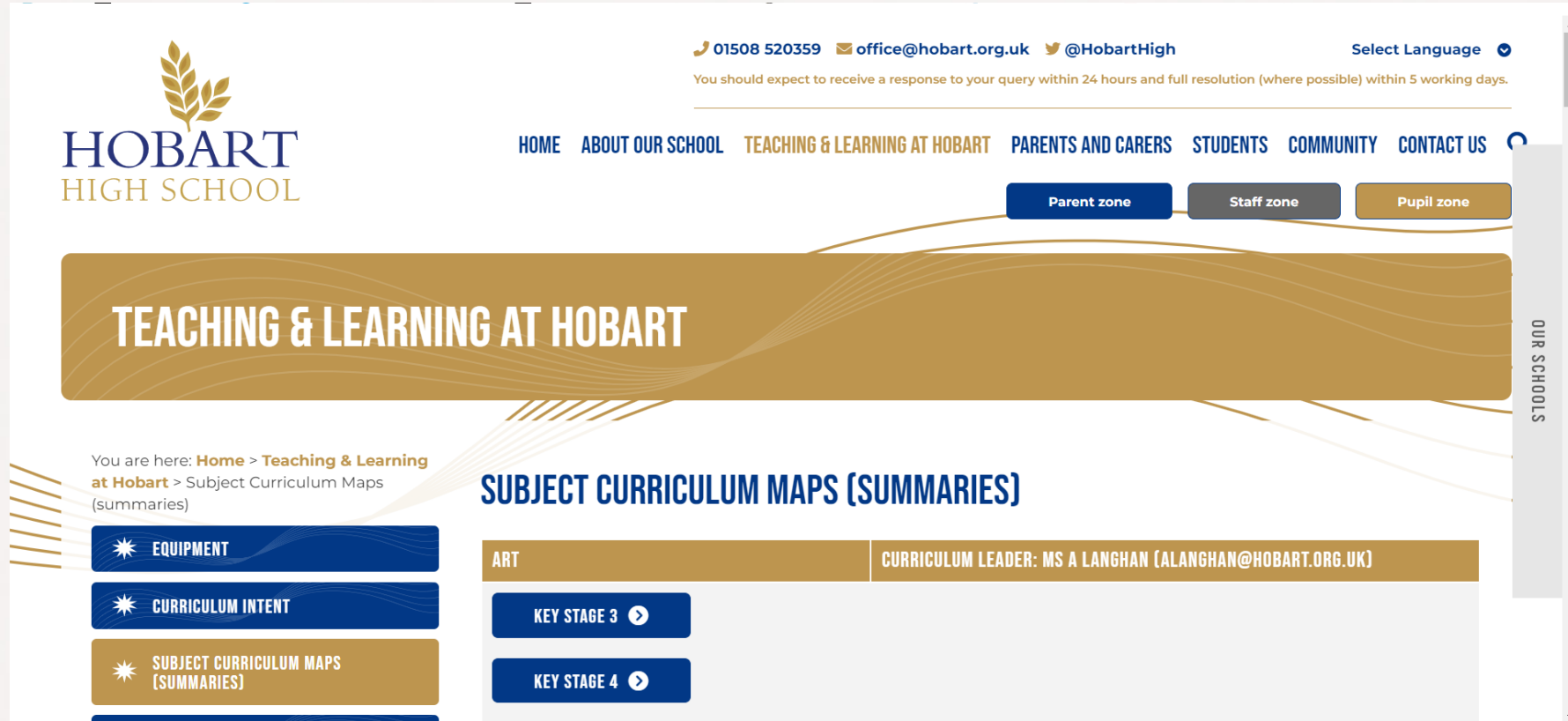


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Learning Discussions-What have you been doing in...



The screenshot shows the Hobart High School website. At the top, there is a header with the school's logo, contact information (01508 520359, office@hobart.org.uk, @HobartHigh), and a language selection dropdown. Below the header is a navigation menu with links: HOME, ABOUT OUR SCHOOL, TEACHING & LEARNING AT HOBART, PARENTS AND CARERS, STUDENTS, COMMUNITY, and CONTACT US. There are also buttons for 'Parent zone', 'Staff zone', and 'Pupil zone'. The main content area features a large orange banner with the text 'TEACHING & LEARNING AT HOBART'. Below this, a breadcrumb trail reads 'You are here: Home > Teaching & Learning at Hobart > Subject Curriculum Maps (summaries)'. On the left, there is a sidebar with three buttons: 'EQUIPMENT', 'CURRICULUM INTENT', and 'SUBJECT CURRICULUM MAPS (SUMMARIES)'. The main content area is titled 'SUBJECT CURRICULUM MAPS (SUMMARIES)' and shows a table with columns for 'ART' and 'CURRICULUM LEADER: MS A LANGHAN (ALANGHAN@HOBART.ORG.UK)'. Below the table, there are two buttons: 'KEY STAGE 3' and 'KEY STAGE 4'. On the right side of the page, there is a vertical sidebar with the text 'OUR SCHOOLS'.

01508 520359 office@hobart.org.uk @HobartHigh Select Language

You should expect to receive a response to your query within 24 hours and full resolution (where possible) within 5 working days.

HOME ABOUT OUR SCHOOL TEACHING & LEARNING AT HOBART PARENTS AND CARERS STUDENTS COMMUNITY CONTACT US

Parent zone Staff zone Pupil zone

TEACHING & LEARNING AT HOBART

You are here: Home > Teaching & Learning at Hobart > Subject Curriculum Maps (summaries)

EQUIPMENT CURRICULUM INTENT SUBJECT CURRICULUM MAPS (SUMMARIES)

SUBJECT CURRICULUM MAPS (SUMMARIES)

ART CURRICULUM LEADER: MS A LANGHAN (ALANGHAN@HOBART.ORG.UK)

KEY STAGE 3 KEY STAGE 4

OUR SCHOOLS



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NEA –Non Examined Assessments

Clear guidance that candidates have to follow and this will be made very clear to students.

If they do not follow guidelines it can be malpractice.

Sign to say it is their own work.

Clear guidance around the use of AI



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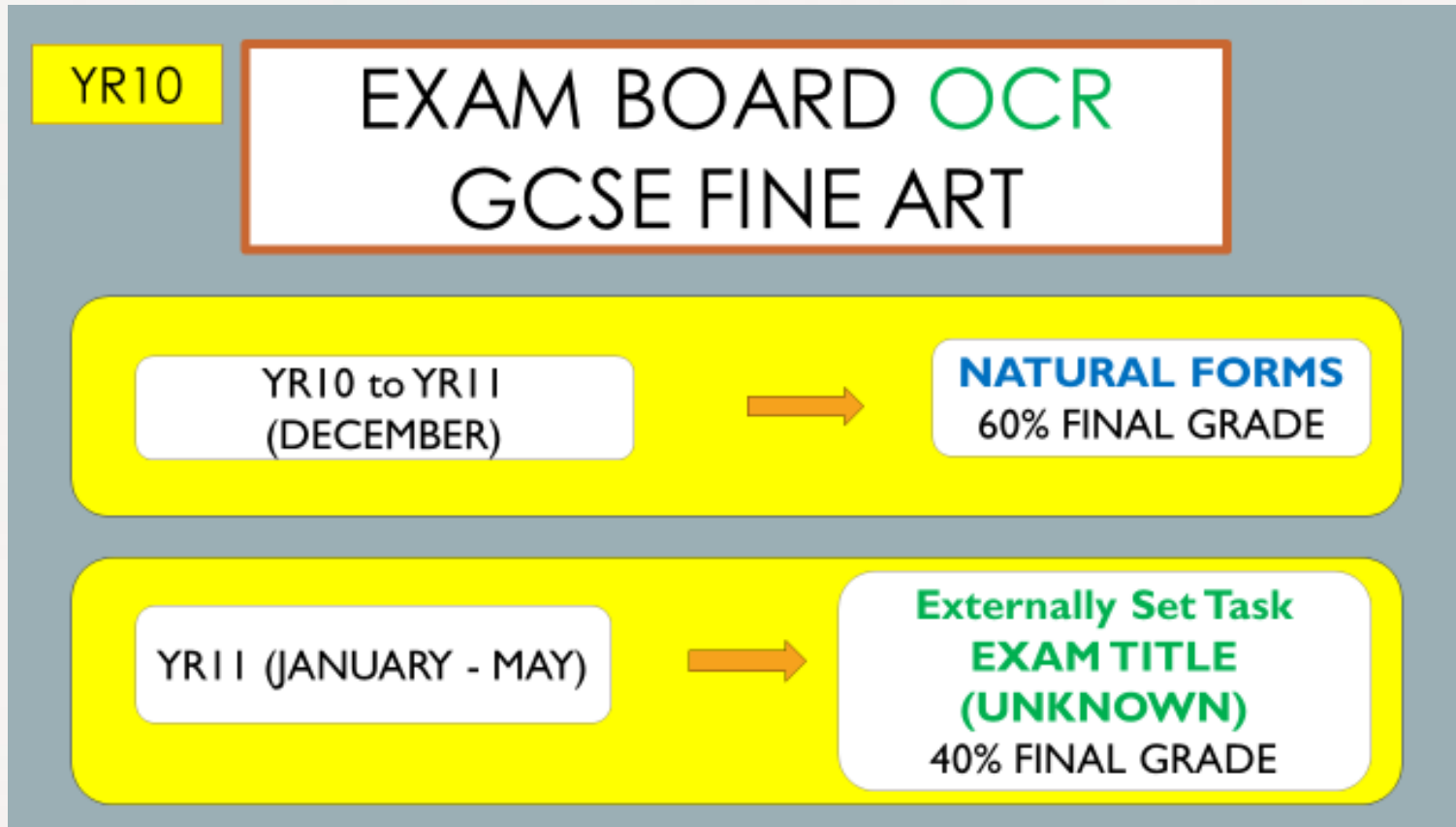


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GCSE Art



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GCSE ART

GCSE FINE ART – SUCCESS CRITERIA

- To get the best grades in **GCSE Art**, students should take their own photographs (primary sources) and back them up with secondary sources (pictures from internet/magazines).
- Students should complete a minimum of 1h30 of homework per week. There is no such thing as no homework. Please check homework online (GO4SCHOOLS) as it doesn't always appear on the **APP**.
- Students are strongly advised to follow teacher advice and fulfil the marking criteria within all four **Assessment Objectives (AO's)** explained at front of their portfolio. (*1)
- Students should complete all work listed on their checklist (front of book). (*2)



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GCSE Art

*|

ALL GCSE WORK IS MARKED BASED ON THE FOLLOWING 4 CRITERIA
ASSESSMENT OBJECTIVES 1 - 4

AO1 Develop ideas through investigations, demonstrating critical understanding of sources. 25%

AO2 Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. 25%

AO3 Record ideas, observations and insights relevant to intentions as work progresses. 25%

AO4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language. 25%



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Year 10 GCSE PE –NEA -PEP

In January 2027 the students will start to undertake their PEP (personal assessment plan) This Includes:

- **Planning**
- **Fitness Tests**
- **Training methods**
- **Planning**

The PEP practical will be completed in core PE lessons after the Easter holiday and the PEP write up in the last half term of the academic year.

Athletics Final Practical Exam – 21st June 2027



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GCSE Food Preparation & Nutrition

The NEA is 50% of the awarded GCSE

NEA 1 = 15% - Food investigation

NEA 2 = 35% - Food practical

Exam = 50%

Year 10 Food mock NEA1 will take place in lessons

Year 10 Mock NEA 2

Monday 17 – Friday 21 May '27

Students will be allocated 1 morning during this week and will prepare 3 dishes.



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Year 11 Food Preparation & Nutrition

NEA1 (15%) – Food investigation task
Exam board release title on 1st September 2027
Deadline around October half term 2027

NEA2 (35%) – Food practical exam – prepare 3 dishes in 3 hours + supporting research and analysis
Exam board release titles in November 2027. The exam will be March 2028.



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GCSE Design and Technology (Eduqas)

NEA is worth 50% of the awarded GCSE

Written exam = 50%

Year 10 students will undertake a mock NEA in Year 10 and written mock exam in the summer of 2027

Exam board release 'real' titles on 1st June 2027 and students will start their GCSE NEA before the summer. The NEA comprises of a portfolio worth 70/100 marks and making a product worth 30/100 marks.

Students will research, design and manufacture a product for a real client. Support is available at lunchtimes and afterschool



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GCSE Drama

The NEA for Drama is 40% of the awarded GCSE grade.

The year 10 Drama students will complete their NEA

Devised Performance in the summer term.

This will mean **they will have a mock performance and a final performance** of a piece they have devised in a group.

They will also have a **piece of coursework** to accompany the practical performance.

THIS IS A FINAL PERFORMANCE AND THEY WILL NOT HAVE THE OPPORTUNITY TO REPEAT IT IN YEAR 11.

It does mean they will have completed 40% of their GCSE in Year 10!



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GCSE ENGLISH

2 GCSEs

English Language

English Literature



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ENGLISH LANGUAGE AQA

Paper 1

Reading

Fictional extracts from novels e.g.

'Lord of the Flies', 'Nineteen Eighty Four' and 'Life of Pi'.

Analyse how the writers structure their writing and the effect of this

Analyse how the writers use language for effect

Creative Writing

Descriptive writing – picture stimulus

Narrative writing

Paper 2

Reading

Non-fiction extracts from 19th century and 20/21st century writing from diaries, newspapers articles and articles.

Compare and evaluate how the writers structure their writing and the effect of this

Compare and evaluate how the writers use language for effect

Transactional Writing

Non-fiction writing e.g. articles, letters, speeches and blogs.



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ENGLISH LANGUAGE

Spoken Language Award

Write and deliver a speech to an audience and answer questions about the topic



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- PAPER 1 [50% of GCSE grade]

Q. 1 Multi-choice [4 marks]

Q. 2 PEAR X 3 Language [8 marks]

Q. 3 PEAR X 3 Structure [8 marks]

Q. 4 PEARE [20 marks] [remember to evaluate - effective/successful]

Q. 5 Write a description or part of a story e.g. the opening of a story about ...

DROP SHIFT ZOOM IN 1-LINE PARAGRAPH

ZOOM OUT/FLASH-FORWARD/CYCLICAL STRUCTURE

Use clearly linked paragraphs

Vary punctuation ; : () ... - ! ?

Vary sentence structures/lengths [use one word sentence]

Use one line paragraph

- PAPER 2 [50% of GCSE grade]

Q. 1 TRUE/FALSE [4 marks]

Q. 2 PEI C PEI C X 2 [8 marks]

Q. 3 PEAR x3/4 [12 marks]

Q. 4 PEA C PEA C X 3/4 [16 marks]

Q. 5 Write to argue for or against a particular statement - article, speech, letter ...

Use DAFOREST Use clearly linked paragraphs

Vary punctuation ; : () ... - ! ?

Vary sentence structures/lengths [use one word sentence]

Use one line paragraph

Vary sentence openings



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English Literature AQA

- Paper 1 [40% of GCSE grade] Closed book

Macbeth by William
Shakespeare

A Christmas Carol by Charles
Dickens

- Paper 2 [60% of GCSE grade] Closed book

An Inspector Calls by JB
Priestley

Power and Conflict Poetry

Unseen poems



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English Literature

- Paper 1 [40% of GCSE grade] 1hr 45

Section A [50 minutes]

Macbeth

Introduction

PEACOCK x 4-6

Conclusion – sum up key points you have made

Section B [50 minutes]

A Christmas Carol

Introduction

PEACOCK x 4-6

Conclusion – sum up key points you have made

- Paper 2 [60% of GCSE grade] 2hrs 15

Section A [50 minutes] An Inspector Calls

Introduction

PEACOCK x 4-6

Conclusion – sum up key points you have made

Section B [40 minutes] Power and Conflict Poetry

Short introduction

PEACOCK comparisons [compare named poem with poem of your choice from Power and Conflict]

Conclusion

Section C Unseen poem

Q. 1 Unseen poem [35 minutes]

Short introduction PEAR x 6 Conclusion

Q. 2 Compare the two poems [10 minutes]

PEA C PEA C X 2



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- Learn the acronyms for each question
- Using the acronyms, practise all the writing skills in class and at home
- Practise writing under timed conditions
- Learn quotations from literature texts
- Retrieval practise



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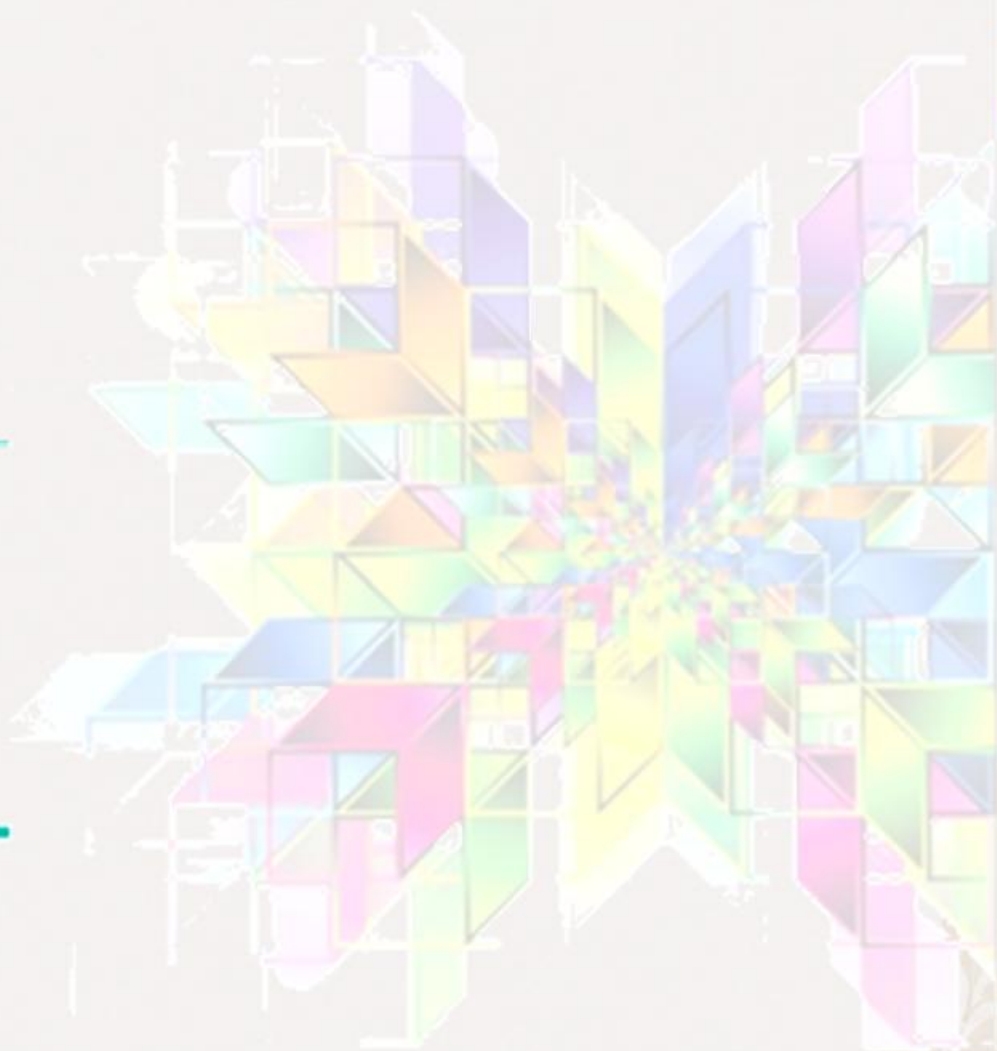


GCSE MATHEMATICS

(8300)

Specification

For teaching from September 2015 onwards
For exams in May/June 2017 onwards



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Paper 1: non-calculator	+	Paper 2: calculator	+	Paper 3: calculator
What's assessed Content from any part of the specification may be assessed		What's assessed Content from any part of the specification may be assessed		What's assessed Content from any part of the specification may be assessed
How it's assessed - written exam: 1 hour 30 minutes 80 marks - non-calculator 33⅓% of the GCSE Mathematics assessment		How it's assessed - written exam: 1 hour 30 minutes 80 marks - calculator allowed 33⅓% of the GCSE Mathematics assessment		How it's assessed - written exam: 1 hour 30 minutes 80 marks - calculator allowed 33⅓% of the GCSE Mathematics assessment
Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student		Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student		Questions A mix of question styles, from short, single-mark questions to multi-step problems. The mathematical demand increases as a student



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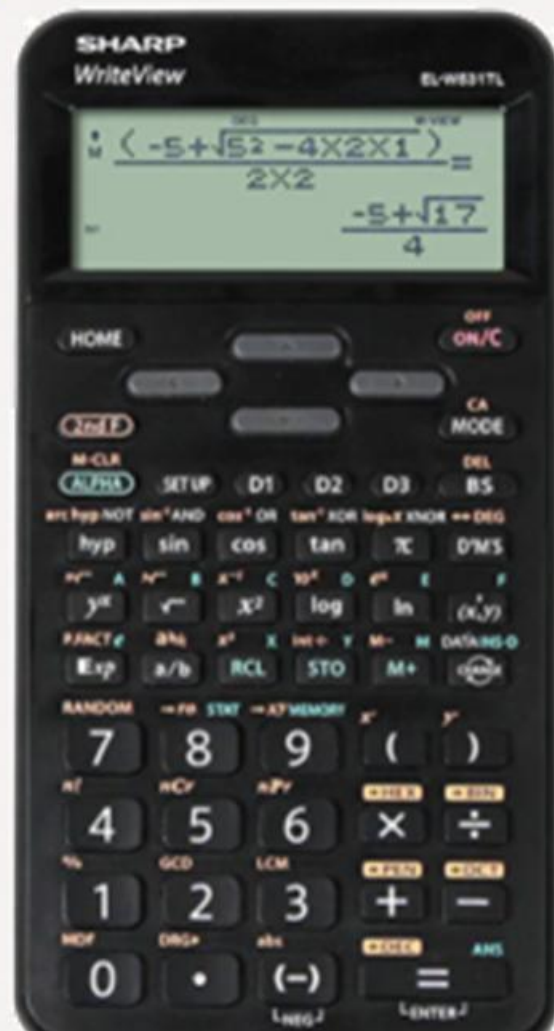
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Trip and Visit Payments



Food and Drink Payments



Music Payments



General Payments



Ticket and Event Bookings



General Payments



[Purchase a Calculator](#)

£7.45

[View Details](#)



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Year 10 →

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn	Percentages		Surface area and volume			Simultaneous equations		Formulae	Trigonometry		Constructions		Assessment & Revision
Spring	Linear graphs		Real-life graphs		Set notation	Tree diagrams		Compound measures	Ratio		Graphs		Assessment & Revision
Summer Foundation	Sequences	Handling data	Proportion	Transformations	Rounding	Indices	End of Year Assessment	Brackets		Handling data and statistical diagrams			
Summer Higher	Sequences	Handling data	Proportion	Transformations	Rounding	Indices	End of Year Assessment	Recurring decimals	Brackets		Handling data and statistical diagrams		

Foundation

Sequences

Arithmetic and geometric sequences

Higher

Sequences

Quadratic and geometric sequences

Topic Area	Foundation Tier (%)	Higher Tier (%)
AO1: Use and apply standard techniques	50	40
AO2: Reason, interpret and communicate mathematically	25	30
AO3: Solve problems within mathematical or non-mathematical contexts into a process or a series of mathematical processes.	25	30



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Year 10 →

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Percentages		Surface area and volume			Simultaneous equations		Formulae	Trigonometry		Constructions	
Spring	Linear graphs		Real-life graphs		Set notation	Tree diagrams		Compound measures	Ratio		Motion-time	Non-linear graphs
Summer Foundation	Sequences	Handling data	Proportion	Transformations	Rounding	Indices	End of Year Assessment	Brackets		Handling data and statistical diagrams		
Summer Higher	Sequences	Handling data	Proportion	Transformations	Rounding	Indices	End of Year Assessment	Recurring decimals	Brackets		Handling data and statistical diagrams	

Summer (Foundation)

Week 1

Sequences

Arithmetic and geometric sequences

Summer (Higher)

Week 1

Sequences

Quadratic and geometric sequences



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Year 11 Foundation →

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Factors, multiples and primes	Fractions	Expressions	Equations		Angles	Right-angled triangles		Surface area and volume		Statistical diagrams	
Spring	Probability	Inequalities	Vectors	Percentages	Compound measures	Ratio and proportion		Standard form	Sequences	Linear graphs		
Summer	Revision											

Year 11 Higher →

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Surds		Algebraic fractions	Equations			Pythagoras' theorem and trigonometry			Circle geometry		Statistical diagrams
Spring	Probability	Inequalities	Functions		Transformations	Iteration	Algebraic proof	Similarity	Geometric proof		Graphs	
Summer	Revision											



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Sparx Maths Independent Learning


Compulsory


XP Boost


Target


Independent Learning

Independent Learning

Find topics

My activity

Search for topics:

Enter topic name or code

Your curriculum:

GCSE

Default level:

Level 3

Select a topic:

Number

Algebra

Ratio and Proportion

Geometry

Probability

Statistics

Times tables practice



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#	Videos	Exam Questions	Exam Questions Booklet	Solutions
1.1	Addition and Subtraction	Exam Questions	Addition and Subtraction	Solutions
1.2	Multiplication and Division	Exam Questions	Multiplication and Division	Solutions
1.3	Time	Exam Questions	Time	Solutions
1.4	Metric Conversions	Exam Questions	Metric Conversions	Solutions
1.5	Writing, Simplifying and Ordering Fractions	Exam Questions	Writing, Simplifying and Ordering Fractions	Solutions
1.6	Place Value	Exam Questions	Place Value	Solutions
1.7	Rounding	Exam Questions	Rounding	Solutions
1.8	Negative Numbers	Exam Questions	Negative Numbers	Solutions
1.9	Powers and Roots	Exam Questions	Powers and Roots	Solutions
1.10	BIDMAS	Exam Questions	The Order of Operations	Solutions
1.11	Factors and Multiples	Exam Questions	Factors, Multiples and Primes	Solutions
1.12	Coordinates	Exam Questions	Coordinates	Solutions



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Go4schools

We use Go4schools in a variety of different ways and it can be a really useful tool for you.

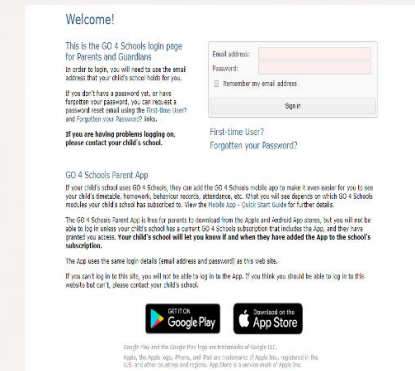


Go to the Go4schools homepage

www.go4schools.com

You will need to click on the parent area in the top right corner

If your email address is registered with Hobart you need to click on the First-Time User button and set up your account



Monitor behaviour, check homework, access to reports and current grades



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Intervention & Support

There are many forms of support available in school for our young people

Academic Support

Subject specific invitations to after school intervention

Revision sessions (lunchtime / after school)

Revision techniques - sessions to develop these

Subject teachers and form tutors

Natasha - Careers Advisor

Mentoring for some individuals



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Careers Platform

Help You Choose

- Students will not have accounts at this stage
- Can be used to search for courses / entry requirements even in Y10
- Once they have accounts, can be used for applications



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Work Permits

All children who are of statutory school age who work must by law have a work permit

*The work permit is there to protect **you**.*

You can find information about Children in Employment and complete a work permit application on the following website:

<https://www.norfolk.gov.uk/children-and-families/children-in-employment-and-entertainment>

Norfolk County Council- Children in Employment

This needs to be completed by you and your employer.



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DUKE OF EDINBURGH

- A letter has been sent home via groupcall to all who completed their letter before the summer.
- There will be afterschool sessions starting this half term
- In the summer term there will be a training day and an assessed expedition
- The award comprises of 4 sections: Physical section, Volunteering section, Skill section and the expedition
- Please contact **Miss Vickers** with questions



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Work Experience – 12th to the 16th June 2027

One of the first things that students will need to begin organising is their Work Experience Placement.

There is a document that the students need to complete and hand in to Miss Field by Monday 14 December

Students need to generate their own work placements.
Our careers advisor, **Natasha from Beacon East** will meet with students to help support them through this process if necessary.

Work placements can be really helpful in deciding future careers and getting into college placements.



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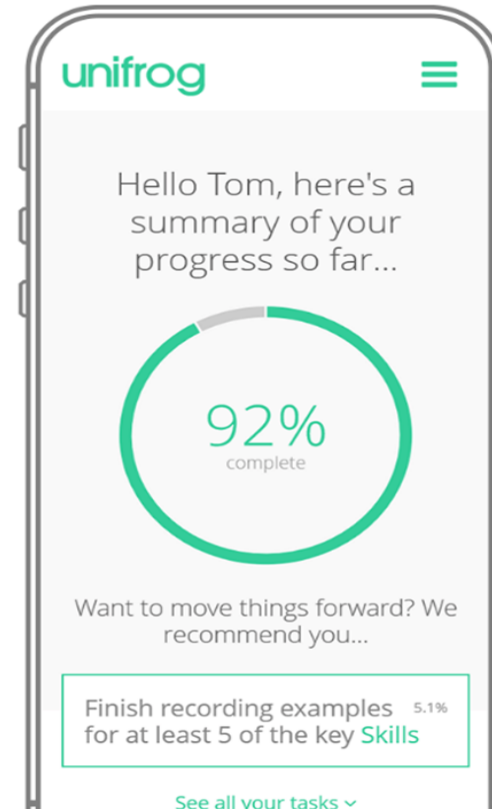
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The **universal** destinations platform.

We help students 4-18 explore the worlds of work and education, and find the best next step to realise their aspirations.

We empower teachers and counselors to manage the progression process, and to involve parents.

We also partner with universities and employers to help broaden students' horizons.

[Request demo](#)

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Your tools **All tools**

Skills profile >
✕ Quiz not taken

Quiz profile >
✕ 0 of 4 quizzes complete

Exploring

Careers library >
✕ Careers favourited

Subjects library >
✕ Subjects favourited

Know-how library >
✕ Guides favourited

Courses >
✕ No courses added

Activities >
✕ Recorded at least 10

Skills >
✕ Completed all 12

Interactions >
✕ Missing 6 Interaction types

Placements >
✕ No placements added

Materials

CV / Résumé >
✕ Write CVs tailored for each roles

No tools in this category are tailored to you this year - click 'All tools' to see everything

Connecting

No tools in this category are tailored to you this year - click 'All tools' to see everything

Applications

Post 16 Intentions >
✕ Plan A and Plan B complete

Student initial form

You're adding a Student initial form for a placement

Fill in the information below carefully. When you're done tick 'finished' at the bottom of the form.
Afterwards we'll ask the placement lead at the employer to fill in the next form.

This form is only for organising a **placement** that is **in the future**.

*A placement is where you are hosted directly by an employer, you have direct individual contact, and you observe their work.
You must already have the employer's individual email address, and they must already have personally agreed to host you.*

Use the **Activities** tool instead to record:

[Placement in the past >](#) [Work experience webinar / course / presentation >](#) [Job >](#) [Workplace visit >](#)

* Already agreed with the
employer?

---- select ----

Agree the placement with the employer (eg by email) **before** adding it on this tool.



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Student Leadership Opportunities



**Meeting Monday
Registration in
Canteen**



Please see Miss Field or Mrs Wilkinson to discuss all the student leadership opportunities!



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Intervention & Support

- Form Tutors
- Subject Teacher/Head of Department
- Miss Field (Head of Year) & Mrs Armitage & Mrs Willis (Pastoral assistants)
- Mrs Wilkinson (Assistant Head)
- Mrs McLoughlin (Attendance Officer)
- Mrs Ellison –(SENCO)
- Mrs Bromley (Exams Officer)
- SEMH Mentoring - Benjamin Foundation
- School Counsellor
- Kooth/YoungMinds/Matthew Project Unity
- GP/MAP/Just One Norfolk



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