



Southend High School for Girls



Welcome to GCSE Curriculum Booklet 2024-25

Educating and inspiring young people since 1913



As a Year Team and a school we would like to welcome your child to Year 10.

Welcome to the start of Year 10 and the GCSE programme of study. The information evening and this booklet aim to provide parents and students with helpful information and guidance to support you in your GCSE journey. A key to success is our strong partnerships between school and home.

You will find in the next few pages advice and guidance about how you can support your child with their GCSE preparations as well as details about the structure of the courses your child is undertaking and key dates.

We hope you will find this useful, but please do not hesitate to contact us if you have any further questions or concerns about your child's studies. During the evening, and detailed in this booklet, you will be introduced to the Year 10 Team. They are passionate about helping everyone to fulfil their potential and guide them through the challenges to come, as well as celebrating and applauding the successes.

Welcome to the Year 10 Team

Mrs R Killi – Head of Year 10

Mrs C Poxon – Pastoral Support Officer – KS4

Mrs P Bowman – Director of Middle School

Form Tutors



10 Aphrodite
Mrs H Owens
& Mrs. Coker



10 Artemis
Mr. Prior



10 Athene
Mrs. N Nathan



10 Aurora
Mr G McGarvey



10 Hera
Mrs R Stewart



10 Hermes
Mr. C Vale

Key dates for Year 10

Wednesday 4th Sept	Start of the school year
Tuesday 17th Sept	Culture Day
Wednesday 25th Sept	Welcome to GCSE Evening for parents
Friday 27th Sept	Careers Carousel morning
Wednesday 16th Oct	Sports Award Evening
Friday 1st –Tuesday 5th Nov	French trip to Paris for GCSE students
Friday 13th Dec	Short Progress Report published
Thursday 30th & Friday 31st Jan	Geography Field trip (NEA)
February half term	Ski Trip
Tuesday 4th & Wednesday 5th Feb	GCSE PE NEA rock climbing trip
Tuesday 11th & Wed 12th Mar	Walking Talking Mocks in English and Maths
Tuesday 18th & Wed 19th Mar	GCSE PE NEA rock climbing trip
Thursday 27th & Friday 28th Mar	Art PPE
Monday 31st Mar–Fri 4th April	MFL Speaking PPEs
Tuesday 22nd April–Fri 2nd May	Year 10 PPEs
Thursday 8th & Friday 9th May	Careers Interview Day
Monday 19th-Thur 22nd May	Food Tech NEA practice
Monday 2nd June & Friday 13th June	GCSE Statistics examinations
Saturday 7th & Sunday 8th June	Silver Duke of Edinburgh Award practice
Friday 13th June	PPE Full report published
Thursday 19th June	Parents' Evening
Friday 20th June	Year 10 University visit
Wednesday 25th June	A Level Taster Day
Thursday & Friday 27th June	GCSE History Crime and Punishment trip
Tuesday 1st July	InnerDrive sessions
Saturday 5th & Sunday 6th July	Silver Duke of Edinburgh assessment
Tuesday 8th & Wed 9th July	English GCSE Speaking NEA

Key dates for Year 11 (exact dates to be confirmed next academic year)

November	Sixth Form Open Evening
November	Walking Talking Mocks in English & Maths
December	Predicted Grades Short Report
December	Parents' Evening
December	Confirmation of choice of Sixth Form subjects
January	PPEs
March	PPE results and full report
May–June	GCSEs
July	Prom and trip to Thorpe Park

The GCSE Examinations

The GCSEs are organised by a number of different examination boards. GCSE assessments are linear i.e. they happen at the end of the two year course as examinations.

Some subjects have NEA (non-exam assessment) elements which refer to the elements of the *specification that are marked by teachers and moderated by trained associates*.

All students will sit GCSEs in Maths, English Language and English Literature and the three sciences either as the triple award or the double award.

All students begin Year 10 following the Triple Science course which leads to three separate GCSE qualifications in each of the science subjects. At the beginning of Year 11 a small number of students will follow the Combined Double Science Award instead which leads to two GCSEs. Should a student opt to do Sciences at A Level they will still be able to do so with a double science qualification of two grade 7s.

In addition, all students study one language to GCSE and at least one humanity subject as an option.

Some students may take extra GCSEs in Statistics (Year 10) and Further Maths (Year 11).

Please find on the following pages information about the individual GCSE courses.



Core Subjects

English Language

Head of Subject: Mr T Andrews



Aims

- Enhance students' ability to communicate in both spoken and written modes.
- Give students a high level of literacy for both reading and writing.
- Develop students' ability to analyse language and understand the choices which writers make and their effects.
- Develop students' ability to write creatively for different audiences and purposes.
- Develop students' confidence in responding to different opinions during discussion

Exam Board: AQA

What will I study?

The GCSE course provides students with all of the skills which they will need in order to become literate and articulate communicators. It allows them to respond to a range of written material and ideas in an analytical, independent and critical way. These texts are drawn from the 19th, 20th and 21st centuries and include a range of literary and non-fiction genres such as novel extracts, newspaper articles, autobiography and travel writing. In addition, students are encouraged to develop their own writing. They are taught to deconstruct and reproduce different genres of writing.

How will I be assessed?

Paper 1: Explorations in Creative Reading and Writing – written exam, 1hr 45mins, weighting 50%

Paper 2: Writers' Viewpoints and Perspectives - written exam, 1hr 45mins, weighting 50% Non-Examined

Non-Exam Assessment: Spoken Language – completed and assessed in supervised class time.

Extra-curricular opportunities

Debate club – instruction on how to hold formal debates, with practice of debating.

Trips to engage with non-fiction writers to be arranged as and when available.



English Literature

Head of Subject: Mr T Andrews



Aims

- Provide students with the opportunity to read and enjoy a wide range of literature, including drama, poetry and prose texts.
- Develop students' ability to analyse language, form and structure using appropriate literary terminology.
- Develop students' ability to write analytically and construct well-developed arguments which are supported by textual evidence.

Exam Board: AQA

What will I study?

The GCSE provides students with the opportunity to read and respond to a variety of literary texts such as drama, prose and poetry. The study of Shakespeare is integral to the course, as is the appreciation of poetry, both pre-taught and unseen. Texts range across the centuries and all students study a Shakespearean play ('Macbeth'); a 19th Century novel ('*A Christmas Carol*' by *Charles Dickens*) a post-war text ('*An Inspector Calls*' by J.B. Priestley); and AQA's Anthology of poetry on the theme of Love and Relationships, which explores both romantic love, in all its form, as well as familial love. It is in studying this Anthology that the skills for the Unseen Poetry examination question will also be developed and honed.

How will I be assessed?

Paper 1: Shakespeare and the 19th Century Novel – written exam. Two sections with one question on a Shakespeare play and one on the 19th century novel. 1hr 45mins, weighting 40%.

Paper 2: Modern texts and poetry - written exam. Section A – a choice of 2 question on 'An Inspector Calls'; Section B – one comparative question on the poetry anthology; Section C – Unseen poetry. 2hr 15mins, weighting 60%.

Extra-Curricular Opportunities

KS4 Bookclub.

Lecture days and theatre trips to see core texts if and when these plays are produced.



Mathematics

Head of Subject: Mrs S Law

Aims

- Develop fluent knowledge, skills and understanding of mathematical methods and concepts.
- Acquire, select and apply mathematical techniques to solve problems.
- Reason mathematically, make deductions and inferences, and draw conclusions.

Comprehend, interpret and communicate mathematical information in a variety of forms appropriate to the information and context.

Exam Board: Edexcel

What will I study?

Overview of content:

1. Number
2. Algebra
3. Ratio, proportion and rates of change
4. Geometry and measures
5. Probability
6. Statistics

How will I be assessed?

Paper 1H: Non calculator – written exam, 1hr 30mins, equally weighted

Paper 2H: Calculator – written exam, 1hr 30mins, equally weighted

Paper 3H: Calculator – written exam, 1hr 30mins, equally weighted

Further Information & Extra-Curricular Opportunities

The students will be following a linear course with the Edexcel examination board. The students will be entered at the Higher Tier.

Students will also have the opportunity in Year 10 to study GCSE Statistics following the Edexcel specification. This involves a mixture of online and lunchtime sessions.

Please note the dates for the GCSE statistics exam in Year 10:

Monday 2nd June 2025 AM session Paper 1

Friday 13th June 2025 PM session Paper 2

[GCSE - Summer 2025 Final Timetable \(pearson.com\)](https://www.pearson.com/gcse-maths/summer-2025-final-timetable)

In Year 11 students will have the opportunity to study for the AQA Level 2 Certificate in Further Maths. It gives high achieving students an introduction to AS level topics that will help them to develop skills in: **Algebra & Calculus, Geometry, Matrices, Trigonometry, Functions & Graphs.**

In the spring term of Year 11 students have the opportunity to participate in a residential weekend combining maths revision and outdoor activities.



Biology

Head of Subject: Mr K James

Aims

- GCSE Biology gives students the chance to gain a good understanding of human biology, organisms, evolution and the environment.
- The course helps put Biology in the context of students' everyday lives and is based on a series of topics related to the living world and relevant to students. It is designed to help them understand how Science can be used to explain the world in which they live, and the impact humans have.

Exam Board: AQA

What will I study?

Topics:

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology



How will I be assessed?

Paper 1: Topics 1 – 4 - Written exam with multiple choice, structured, closed short answer and open response, 1hr 45mins, weighting 50%

Paper 2: Topics 5 – 7 - Written exam with multiple choice, structured, closed short answer and open response, 1hr 45mins, weighting 50%



Chemistry

Head of Subject: Mrs N Aylen

Aims

- To bring Chemistry into the real world and provide links between Chemistry and relevant issues to the students.
- To inspire and interest students in the Chemical world around them.
- To develop students understanding of concepts and models that scientists use to explain natural phenomena.
- To develop students' practical skills and their ability to plan and carry out practical investigations and develop their understanding of the role of experimental work.

Exam Board: OCR 21st Century

What will I study?

Topics:

Chapter C1: Air and water.

Chapter C2: Chemical pattern.

Chapter C3: Chemicals of the natural environment.

Chapter C4: Material choices.

Chapter C5: Chemical analysis. Chapter.

Chapter 6: Making useful chemicals.

Chapter C7: Ideas about Science.

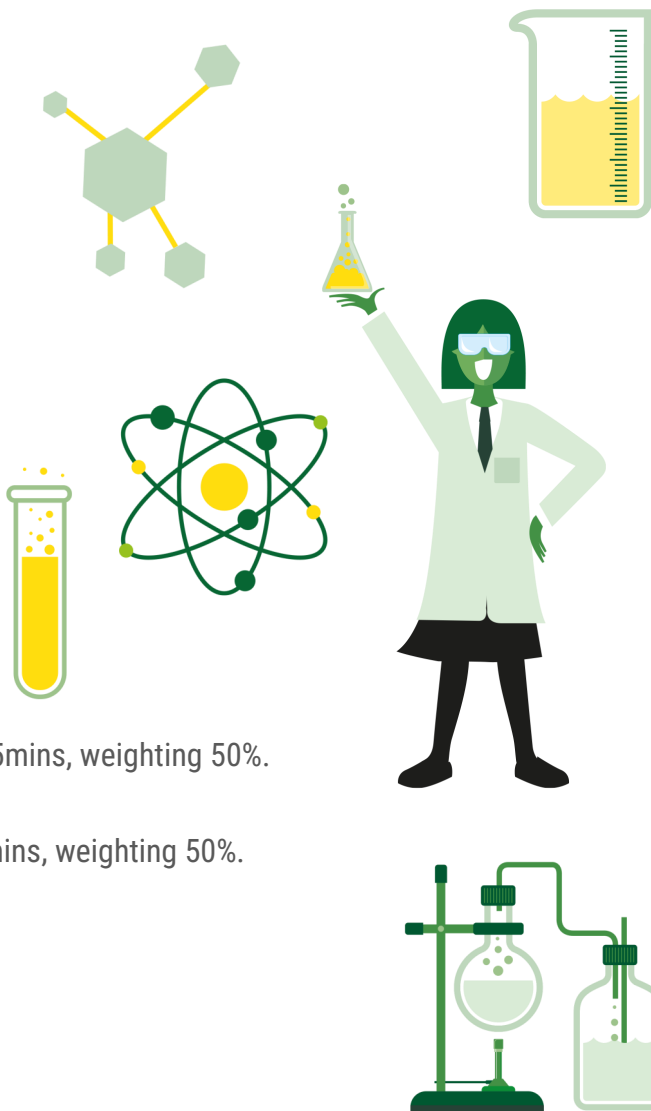
How will I be assessed?

Paper 1: Breadth in Chemistry - Written exam, 1hr 45mins, weighting 50%.

All units will be assessed in this paper.

Paper 2: Depth in Chemistry - Written exam, 1hr 45mins, weighting 50%.

All units will be assessed in this paper.



Physics

Head of Subject: Miss N Dillon

Aims

The AQA GCSE aims to enable students to:

- develop scientific knowledge and conceptual understanding of physics
- develop understanding of the nature, processes and methods of physics
- develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills, both in the laboratory, in the field and in other learning environments
- develop their ability to evaluate claims based on physics through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively

Exam Board: AQA

What will I study?

Forces

Energy

Waves

Electricity

Magnetism and electromagnetism

Particle model of matter

Atomic structure

Space physics



How will I be assessed?

Paper 1: Energy, electricity, particle model of matter, atomic structure - written examination.

Multiple choice, structured, closed short answer and open responses. 1hr 45mins, weighting 50%

Paper 2: Forces, waves, magnetism and electromagnetism, space physics - written examination.

Multiple choice, structured, closed short answer and open responses. 1hr 45mins, weighting 50%

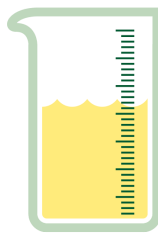
Combined Science

Head of Subjects:

Biology: Mr K James

Chemistry: Mrs N Aylen

Physics: Miss N Dillon



Aims

- To develop students understanding of concepts and models that scientists use to explain natural phenomena.
- To develop students' practical skills and their ability to plan and carry out practical investigations and develop their understanding of the role of experimental work.

Exam Board: AQA Combined Science: Trilogy

What will I study?

Biology		Chemistry		Physics	
1	Cell biology	8	Atomic structure and the periodic table	18	Energy
2	Organisation	9	Bonding, structure and the properties of matter	19	Electricity
3	Infection and response	10	Quantitative chemistry	20	Particle model of matter
4	Bioenergetics	11	Chemical changes	21	Atomic structure
5	Homeostasis and response	12	Energy changes	22	Forces
6	Inheritance, variation and evolution	13	The rate and extent of chemical change	23	Waves
7	Ecology	14	Organic chemistry	24	Magnetism and electromagnetism
		15	Chemical analysis		
		16	Chemistry of the atmosphere		
		17	Using resources		

How will you be assessed?

Combined Science is a double award and worth **two** GCSEs. It is assessed by **six, 1 hour and 15 minute** exams. **Two** for **Biology**, **two** for **Chemistry** and **two** for **Physics**, each with equal weighting.

Paper 1 Biology: 1. Cell biology, 2. Organisation, 3. Infection and response, 4. Bioenergetics

Paper 2 Biology: 5. Homeostasis, 6. Inheritance, variation and evolution, 7. Ecology

Paper 1 Chemistry: 8. Atomic structure and the Periodic table, 9. Bonding, structure, and the properties of matter, 10. Quantitative chemistry, 11. Chemical changes, 12. Energy changes

Paper 2 Chemistry: 13. The rate and extent of chemical change, 14. Organic chemistry, 15. Chemical analysis, 16. Chemistry of the atmosphere, 17. Using resources

Paper 1 Physics: 18. Energy, 19. Electricity, 20. Particle model of matter, 21. Atomic structure

Paper 2 Physics: 22. Forces, 23. Waves, 24. Magnetism and electromagnetism

MFL

Director of Faculty: Ms N Hulme

Head of Subjects:

French: Mr P Smith

German: Mr A Shipton

Spanish: Mrs C Vale

Aims

Students will gain linguistic competence in the four skills; listening, reading, writing and speaking. At the end of the GCSE course, the majority of students will be able to:

- Converse using a range of tenses and linguistic structures.
- Communicate at a competent level and with the beginnings of the fluency they will acquire at A Level.
- Most will have the skills required to be able to read widely on the internet and to read books for pleasure in a foreign language.
- They will learn to use grammatical structures to communicate confidently and with a degree of accuracy on paper and orally.
- Students will also develop translation skills at GCSE.

Exam Board: AQA (new specification for Sept 2024 onwards)

What will I study?

Students will study the following three themes and related sub-topics regardless of which language they choose to study:

People and Lifestyle

- Identity and relationships with others
- Healthy living and lifestyle
- Education and work

Popular Culture

- Free-time activities
- Customs, festivals and celebrations
- Celebrity culture

Communication and the world around us

- Travel and tourism including places of interest
- Media and technology
- The environment and where people live



MFL (Cont.)

How will you be assessed?

Listening – 45 minutes written paper, 50 marks. Weighted 25% .

Speaking – 10-12 minutes spoken examination, 50 marks. Weighted 25% .

Reading and translation – 1 hour written paper, 50 marks. Weighted 25% .

Writing and translation – 1 hour 15 minutes written paper, 50 marks. Weighted 25%.



Extra-curricular opportunities

French – Students in Year 10 can choose to visit Paris towards the end of the October half term.

German – German students have the opportunity to visit Munich in the spring term.

Spanish – A new visit is currently being researched for Year 10 Spanish students in lieu of the Spanish exchange to Valladolid, which will not take place in 2024.



Option Subjects

Art and Design

Head of Subject: Mrs R Stewart

Specialism: Fine Art



Aims

- To learn and improve upon skills using a wide range of artistic materials and techniques.
- To develop and improve the ability to record from first hand observation.
- To develop the ability to communicate ideas visually and be creative thinkers.
- To increase insight into art and artists from a wide range of cultures and countries throughout history.
- To experience Art first-hand through extra-curricular opportunities.

Exam Board: OCR

What will I study?

The GCSE course prepares candidates for an individual approach to work by firstly reinforcing drawing and painting skills. It allows a later freedom of response and the use of a variety of media. This can include photography, printmaking, ceramics, sculpture and textiles.

Approaches to study include observational, materials-based, thematic, critical and historical. Initial work in the Unit One Portfolio is teacher directed with a gradual move to independence as candidates gain in confidence, knowledge and skill. An awareness of the work of artists and art movements worldwide is a necessary part of the course.

Unit One Coursework Portfolio: The Coursework Portfolio consists of a sustained controlled assessment unit based on the theme of 'Natural Forms'. Work is submitted for assessment from part of Year 10 and the first term of Year 11. Students will build on previous painting and drawing skills and be introduced to a range of materials, processes and techniques including printmaking, photography, mixed media work, ceramics and 3D Design. Students will study the work and methods of artists, designers and craftspeople.

Unit Two The Externally-set Task: For this unit, students receive an early release question paper in January of Year 11. Students have preparation time to build up a sketchbook of research and development work. This prep work culminates in a final piece of work done over 10 hours, spread over two consecutive days at the end of the course. Students create this work in the media of their choice, in response to the topic chosen from the question paper.

How will I be assessed?

Unit 1: Continuous coursework, completed in supervised class time. Weighting 60%.

Unit 2: Final examination totalling 10 hours, spread over 2 days in March/April. Weighting 40%

Extra-curricular opportunities

Students will have the opportunity to visit a gallery and/or a sculpture garden during the two year course as well as Create Week which takes place in the summer term.

Business Studies

Head of Subject: Mrs M McGauley



Aims

We aim to develop questioning and open-minded students who understand the challenges of a modern dynamic business environment and begin to develop as commercially minded, enterprising individuals.

Business students will begin to appreciate the importance of decision-making; encouraging students to think critically about varied local, national, and global issues.

We want our students to:

- develop a passion for studying business;
- gain a holistic understanding of business in a range of contexts;
- develop a critical understanding of organisations and their ability to meet society's needs and wants;
- understand that business behaviour can be studied from a range of perspectives;
- generate enterprising and creative approaches to business opportunities, problems, and issues;
- be aware of the ethical dilemmas and responsibilities faced by organisations and individuals;
- acquire a range of relevant and generic skills including problem-solving and decision making.

Exam Board: Edexcel

What will you study?

The Edexcel GCSE Business course is designed to enable students to:

- Understand and appreciate the impact of business concepts, business terminology, business objectives, the integrated nature of business activity and the impact of business on individuals and wider society.
- Apply knowledge and understanding in contemporary business issues and to different types and sizes of businesses in local, national, and global contexts.
- Investigate and analyse real business opportunities and issues to construct well-argued, well-evidenced, balanced, and structural arguments demonstrating their depth and breadth of understanding of business.
- Develop and apply quantitative skills relevant to business, including using and interpreting data.

How will you be assessed?

Throughout the course you will have regular assignments both in class and for homework that will be assessed. There will also be regular formal half termly assessments that will count towards your assessed grade for your report. Business is a linear course with the final examinations at the end of year 11.

Business Studies (Cont.)

Paper	Content	Duration	Weighting	Format
Theme 1	Enterprise and entrepreneurship Spotting a business opportunity Putting a business idea into practice Making the business effective Understanding external influences on business	1 hr 45 mins	50%	Written Examination
Theme 2	Growing a business Making marketing decisions Making operational decisions Making financial decisions Making human resource decisions	1 hr 45 mins	50%	Written Examination
The papers will consist of calculations, multiple choice, short answer and extended-writing questions				



Classical Civilisation

Head of Subject: Mr J Sherman

Aims

- Gain a broad knowledge and understanding of the classical world
- Use your knowledge of the classical world to explore issues relevant to the modern world, such as gender, belief, sexuality, patriotism and citizenship
- Develop your ability to use information to make a case develop oracy skills



Exam Board: OCR

What will I study?

Classical civilisation is based on the study of the ancient Greeks and the Romans.

The course is divided into two units:

1) - Myth and Religion is a study of the mythology and religion of the ancient Greeks and Romans, including their gods and goddesses, the stories of their heroes and the various monsters and challenges they overcame and their beliefs about the afterlife. It will also include an analysis of their religious practices, for example how they attempted to foretell the future and how they carried out sacrifices to the gods.

2) - War and Warfare is a study of how the ancient Greeks and the Romans waged war. We will look at how they won and lost key battles, how warfare influenced ancient Greek and Roman society and we will read ancient Greek and Roman works of literature focused on warfare. We will investigate the importance of heroism to the ancient world as well as the various things we can learn from Greek and Roman writers about the horrors and suffering of war.

How will I be assessed?

Paper 1: Myth and Religion– written exam, 1hr 30mins, weighting 50%

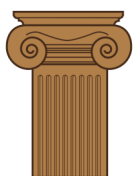
Paper 2: War and Warfare– written exam, 1hr 30mins, weighting 50%

The questions you will be asked on both papers are divided up as follows:

Shorter questions are based on knowledge and understanding and are worth between one and four marks. 57% of the marks for your GCSE are for questions like this

Detailed response questions require a longer answer of about one side of A4. 18% of the marks for your GCSE are for questions like this.

Extended response questions require you to write an essay. 25% of the marks for your GCSE are for questions like this.



Computer Science

Head of Subject: Mr M Highmore

Aims

- Develop understanding of current and emerging technologies and how they work.
- Look at the use of algorithms in computer programs.
- Apply mathematical skills to Computer Science.
- Acquire and apply creative and technical skills, knowledge and understanding of computing in a range of contexts.
- Develop computer programs to solve problems.
- Evaluate the effectiveness of computer programs/ solutions and the impact of computer technology in society.

Exam Board: OCR

What will I study?

Computer systems: This section includes the following topics: Systems Architecture, Memory, Storage, Wired and wireless networks, Network topologies, protocols and layers, System security, System software, Ethical, legal, cultural and environmental concerns.

Computational thinking, algorithms and programming: This unit will teach techniques of programming and design of algorithms. A range of languages including Python and Assembly will be taught.

Programming project: Students create solutions to computing tasks chosen from a set of options supplied by OCR, where skills in Development and Testing are taught.

How will I be assessed?

Computer systems and programming: 1hr 30mins, weighting 50%, written paper. Computational thinking, algorithms and programming: 1hr 30mins, weighting 50%, written paper.

```
00111000010101001
10011100000101010
11000001010100001
01001000100010000
```



Drama

Head of Subject: Mrs N Page



Aims

Just as the engineer builds a model of a bridge to test its capabilities, so in Drama we model life and examine its complexities.

- Drama is a social art form which nurtures important skills which are attractive to a range of employers.
- Drama is important, and research evidence proves its effectiveness and importance in a rounded education.
- Students can choose to focus on performance or design (costume, make-up, set, props, sound or lighting)
- Drama increases confidence and provides opportunities to become makers of art, and skills you learn will foster your creativity.
- This worthwhile course of study encourages you to be inspired, moved and changed.
- Drama is interdisciplinary; it finds its stories in other areas of the curriculum, especially History, Literature, Religious Studies and Geography.

Exam Board: EDUQAS

What will I study?

The course in GCSE Drama will enable you to exercise your imagination and develop your analytical skills too. You will be involved in drama as performers, devisers, directors and designers. You will visit theatre performances to develop your skills as informed audience members and to investigate the different forms, styles, and contexts that Drama can be presented through. The course will enable you to express feelings, experiment with technical elements and reflect on performances. You will learn more about the subject and its contribution to culture and society, and will come to appreciate that drama, whether intended for audiences or not, provides significant opportunities for expressing cultural and personal identity. Drama is a social subject where you will learn to work collaboratively to develop ideas.

GCSE Drama students are given priority to participate as cast, crew, technicians or designers in a range of performance events in school, along with opportunities to take leadership in helping to organise many of our events.

How will I be assessed?

Component 1: Devised Performance - Assessment in acting or a design element (i.e. costume, set, sound or lighting). Internally assessed and externally moderated early in the autumn term of Year 11. 40% weighting.

Component 2: Performance from a Text - Assessment in acting or a design element. Assessed during the spring term of Year 11 by a visiting examiner. 20% weighting.

Component 3: Interpreting Theatre – Written examination during the external examination period. 20% weighting.

Design and Technology; Fashion and Textiles

Graphic Products & Product Design

Head of Subject: Mr D Cannon

Aims

- The GCSE in Design and Technology offers a unique opportunity in the curriculum for learners to identify and solve real problems by designing and making products or systems.
- Through studying GCSE Design and Technology, learners will be prepared to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors.
- The specification enables learners to work creatively when designing and making and apply technical and practical expertise, in order to:
 - develop realistic design proposals as a result of the exploration of design opportunities and users' needs, wants and values
 - develop decision making skills, including the planning and organisation of time and resources when managing their own project work
 - be ambitious and open to explore and take design risks in order to stretch the development of design proposals, avoiding clichéd or stereotypical responses
 - consider the costs, commercial viability, and marketing of products

Exam Board: EDUQAS

What will I study?

The subject content is presented under two headings:

Core knowledge and understanding and in-depth knowledge and understanding.

Core knowledge and understanding is presented in five clear and distinct topic areas:

- design and technology and our world
- smart materials
- electronic systems and programmable components
- mechanical components and devices
- materials Learners are required to have an in-depth knowledge in one specialist area:
 - Paper & boards (Graphic Products specialist)
 - Natural & manufactured timber (Product Design specialist)
 - Thermoforming & thermosetting polymers (Product Design specialist)

How will I be assessed?

Coursework (NEA): approximately 30 hours, completed in supervised class time. Weighted 50%.

Final exam: 2 hours written examination, weighted 50%.



Design Technology; Fashion & Textiles

Textiles

Head of Subject: Mrs C Ladner

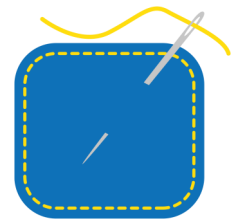
Aims

A course in Fashion and Textiles offers a unique opportunity for candidates to identify and solve textile design problems by designing and making products or systems in a wide range of contexts relating to their personal interests.

- This develops candidates' interdisciplinary skills and their capacity for imaginative, innovative thinking, creativity and independence.
- Students will have the opportunity to analyse and evaluate situations, design and make textile products, and then appraise their performance.
- Students will be given the opportunity to experience the variety of roles involved in textile design and manufacture; client, designer, maker, manager, user etc.
- They will also learn that designing and making reflect and influence cultures and societies, and that products have an impact on lifestyle.

Students will develop skills of creativity and critical analysis through studying the principles of good design, existing solutions and technological knowledge.

Exam Board: EDUQAS



What will I study?

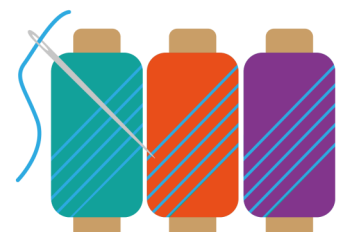
- Develop and use design briefs and detailed specifications
- Generate, develop, model and communicate design proposals
- Match materials and components with tools, equipment and processes, taking account of critical dimensions and tolerances
- Understand sustainability and legislative issues in textile design
- Study the impact of two given fashion designers
- Understand how fashion trends and style are created
- Know that textile materials are made by different construction methods
- Know that fibres are the raw material of textiles
- Understand how materials can be combined and processed to create more useful properties
- Understand the importance of new technologies including Micro and Nano-Technology
- Create products of a suitable quality for intended users.



How will I be assessed?

Coursework – 30 hours, completed in supervised class time, weighting 50%

Final examination – 2 hours, weighting 50%



Food Preparation and Nutrition

Head of Subject: Mrs S Francis

Aims

- This course equips students with the knowledge, understanding and skills required to cook and apply the principles of food science, nutrition and healthy eating.
- There are six areas of content that will be explored through theory, practical and experimental work.
- Develop sound practical skills and techniques.
- Explore understanding related to food preparation and nutrition.

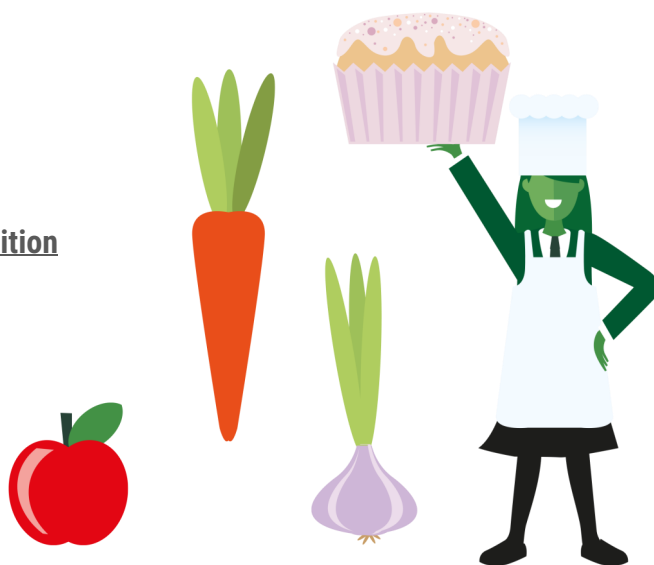


Exam Board: EDUQAS

What will I study?

Component 1 - Principles of Food Preparation and Nutrition

Food commodities
Principles of nutrition
Diet and good health
The science of food
Where food comes from
Cooking and food preparation



Component 2 - Non-examination assessments (NEA)

NEA 1: Food Investigation assessment. This is a scientific food investigation relating to principles underlying the preparation and cooking of food.

NEA 2: Food preparation practical assessment. You will be required to plan, prepare, cook and present dishes to demonstrate a showcase of skills and techniques.

How will you be assessed?

NEA 1: Food investigation assessment – 8hrs assessment completed in supervised class time, weighting 15%.

NEA 2: Food preparation practical assessment – 12hrs, including a practical session of 3 hours, completed in school, weighting 35%.

Final exam: 1hr 45 mins written examination, weighting 50%.

Extra-curricular opportunities

The Food Technology department run a baking club for GCSE students.

Geography

Head of Subject: Mrs H Patel

Aims

"So many of the world's current issues, at a global scale and locally, boil down to geography, and need the geographers of the future to help us understand them." Michael Palin

- For students who are curious about the real world outside the classroom, Geography provides opportunities to deepen their understanding of the complex planet on which they live.
- GCSE Geography increases knowledge and confidence in dealing with challenging issues of both the physical and human environment.
- It examines several case studies from a variety of scales and countries at different stages of development.
- Due to a variety of activities including map skills, GIS, analysis, problem solving, debate and hands-on fieldwork on sandy beaches – it is never dull.

Students enjoy the scope of the work they cover, the insights it provides into understanding the world and the sheer contemporary nature of the issues it tackles.

Exam Board: EDUQAS B

What will I study?

Theme 1: Changing places – Changing Economies

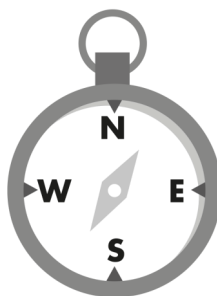
- 1.1 Urbanisation in contrasting global cities
- 1.2 Urban and rural processes & change in the UK
- 1.3 Development issues

Theme 2: Changing environments

- 2.1 Coasts and coastal management
- 2.2 Rivers and river management
- 2.3 Weather and climate
- 2.4 Climate change – causes and effects

Theme 3: Environmental Challenges

- 3.1 How ecosystems function
- 3.2 Ecosystems under threat
- 3.3 Water resources and management
- 3.4 Desertification



Geography (Cont.)

Further information & extra-curricular opportunities

There will be 2 days of fieldwork to complete as per the examining board's requirement. In addition there are opportunities to take part in school and national competitions throughout the year, the Planet Action group and the Global Gazette Committee.

How will I be assessed?

1. Investigating Geographical Issues – written examination – 40%
2. Problem Solving Geography – written examination – 30%
3. Applied Fieldwork Enquiry – written examination – 30%

Further Information

There will be two days of fieldwork in Year 10 to cover the examination themes of quantitative surveys and cycles and flows. More details to follow in Year 10.



History

Head of Subject: Mrs K Robertson

Aims

- To gain a thorough grounding in twentieth century history as a means of understanding modern politics.
- To gain a greater sense of the way in which British culture has developed over time.
- To develop the ability to analyse and evaluate arguments and historical sources.
- To improve oracy skills.

Exam Board: Edexcel

What will I study?

Weimar and Nazi Germany, 1918-39: Students will examine the rise of Hitler in the years immediately after the First World War. They will attempt to explain how he came to power and why he was able to change German society so radically when he did.

Superpower Relations and the Cold War, 1941 to 1991: Students will look at the rivalry between the USA and the USSR, two countries armed with so many nuclear weapons that a war between them could have meant the end of the human race. They will look at a number of instances in which such a war almost broke out and attempt to explain how our species survived.

Crime and Punishment in England, c.1000 AD to present: Students will examine the changing nature of crime and punishment in England over the last thousand years, including the witch hunts, and the emergence of the police. There is a special emphasis on the case study of Whitechapel in the late nineteenth century, which will include the Jack the Ripper murders.

Henry VIII and his Ministers, 1509-1540: Students will look at the action-packed early years of Henry VIII's reign, including the fate of his first three wives, England's foreign policy, and the profoundly significant changes to English religion.

How will I be assessed?

Paper 1: Crime and Punishment in England – written exam, 1hr 15mins, weighting 30%

Paper 2: The Cold War and Henry VIII and his Ministers– written exam, 1hr 45mins, weighting 40%

Paper 3: Weimar and Nazi Germany – written exam, 1hr 20mins, weighting 30 %

Extra-curricular opportunities

Year 10 have the opportunity to take part in a trip in June which focusses on the history of Crime and Punishment. This is run over two days and takes in places such as the London Dungeons, The Old Bailey and The Clink.



Media Studies

Head of Subject: Ms V Casson



Aims

We live in a global media age of 24-hour communication. Media literacy is increasingly important in every aspect of life, academia and the world of work. Media Studies is a relevant, contemporary, exciting and challenging subject.

Students are encouraged to develop their creative, analytical, research and communication skills, through exploring a range of media forms and perspectives.

The research and analytical skills Media Studies develops will enhance and complement techniques needed for other subjects whilst allowing a degree of creativity to pursue their own interests in photography, desk top publishing and film.

Exam Board: EDUQAS

What will I study?

Students will study contexts in which media products are created and learn how to apply theory to support their analysis.

They will learn how to create their own products such as magazines, film posters, websites and short films using professional standard digital camera equipment and Adobe editing software such as Photoshop.

They will be assessed on:

- audio-visual forms (TV-Sitcoms, film, radio, advertising and marketing, video games and music video).
- online forms (social and participatory media, video games, music video, newspapers, magazines, advertising and marketing).
- print forms (magazines, newspapers, magazines, advertising and marketing).

How will I be assessed?

Exam paper 1 – 1hr 30 mins, written paper. A combination of short answer and extended response questions on the set products plus an unseen artefact 35% weighting.

Exam paper 2 – 1hr 30mins, written paper. A combination of short answer and extended response questions including responding to a 3 minute Sitcom clip. 35% weighting.

Non-examined controlled assessment (coursework) - creation of a magazine, website, TV advert or short film, completed in class, 30% weighting.



Music

Head of Subject: Mr C Peugniez



Aims

- GCSE Music fosters candidates' musical sensitivity, creativity and aural perceptions through the acquisition of knowledge, skills and the exercise of the imagination.
- The study of GCSE Music promotes cultural development and enjoyment as performers, composers and critical thinkers through the study of musical works and practices.
- It should lead to an enriching understanding of the musical world and a life-long love of music.

The course encourages young musicians to:

- Actively engage in musical study and become independent learners with enquiring minds;
- Develop their own musical interests and skills;
- Reflect on and evaluate their own and others' compositions and performances;
- Understand and analyse music from a broad range of cultural and historical contexts



Exam Board: EDUQAS



What will I study?

There are four areas of study which cover a broad range of music ranging from J.S. Bach and the Western Classical Tradition, to film scores and the development of popular music. An appraising examination consisting of listening questions, including aspects of musical theory and identification of musical devices, styles and contexts, will test knowledge on these areas as well as the study of two set works.

For performance coursework, students must record one solo and one ensemble performance before April of Year 11. These should be of at least a Grade 3 standard but can be in any style and on any instrument, including voice, guitar, drum kit or a traditional instrument.

Students will also need to produce two contrasting compositions fitting into two of the four Areas of Study; these should total 3-6 minutes in duration and will be notated using Sibelius, Muse Score and/or be recorded.

How will I be assessed?

Unit 1: Performance – one solo and one ensemble performance recording, to be recorded in September and January of Year 11, 4-6 minutes in length, weighting 30%.

Unit 2: Composition – Two composition submissions, 3 – 6 minutes in length, 30% weighting.

Unit 3: Listening Paper – One Written paper consisting of eight questions, 1hr 15mins, weighting 40%.

Extra-Curricular Opportunities

There is a wide range of musical ensembles for students to get involved with as well as key events which showcase the talent of these ensembles such as the Winter Concert, The Carol Concert, The Soloists' Concert, the Whole School Production, A festival of Song, and the Big Band and BBQ. In addition, various ensembles take part in the local musical festival.



Physical Education

Head of Subject: Mrs L Buscombe



Aims

- The GCSE PE syllabus includes stimulating content providing students with an excellent introduction to the world of Physical Education and Sport Science. It involves a combination of physical and academic challenges.
- The qualification will encourage students to:
- Contextualise theory and to develop and apply their knowledge and quality of performances in practical assessments.
- Engage with key issues and themes relating to contemporary global influences on physical education and sport.
- Develop a multitude of skills, including numeracy, communication and an in-depth understanding of practical performances in order to support progression to the next level of study through a blend of scientific and social knowledge.



Exam Board: EdExcel

What will I study?

The theoretical topics studied in the GCSE are the musculoskeletal system, the cardio-respiratory system, short and long-term effects of exercise, biomechanics, the relationship between health and fitness, how fitness is measured, principles of training, injury prevention, nutrition and hydration, skill classification, mental preparation, guidance and feedback, commercialisation of sport, ethical and socio-cultural issues. The Personal Exercise Plan involves identifying an aim and planning an effective training programme, carrying out, monitoring and evaluating the data and the training programme.

How will I be assessed?

Unit 1: Fitness & Body Systems – written paper, 1hr 30 mins, weighting 36%

Unit 2: Health & Performance – written paper, 1hr 15 mins, weighting 24%

Unit 3: Practical Performance – up to 12hrs, internally marked and externally moderated, weighting 30%

Unit 4: Personal Exercise Plan – internally marked and externally moderated, weighting 10%



(Cont.)

Physical Education (Cont.)

Further Information

Candidates have to complete practical assessments in three different activities. One must be a team activity, one must be an individual activity and the third can be either. Candidates must choose from: Acrobatic gymnastics, Football, badminton, basketball, cricket, dance, figure skating, futsal, handball, hockey, ice hockey, inline roller hockey, lacrosse, netball, rowing, rugby union, sailing, sculling, squash, table tennis, tennis, volleyball, water polo, boxing, athletics (one event), canoeing, cycling, diving, golf, gymnastics, equestrian, kayaking, rock climbing, skiing, snowboarding, squash, windsurfing, swimming and trampolining. Note: there are prohibited combinations such as both singles and doubles in racket sports or skiing and snowboarding. If any candidate is unsure whether they have a suitable practical background to be successful at this course, then they should discuss this with Mrs Buscombe.

Extra-curricular opportunities

The extra-curricular programme is extensive covering a range of activities designed to engage both recreational level students and our elite athletes. In addition to this timetable, the students have the opportunity to engage with our local, regional and national level competition entries - all of which our GCSE PE students should be aiming to participate in. A two day rock climbing trip is on the curriculum to enable students to challenge themselves physically and mentally, as well as providing another possible practical assessment option for them. All students are encouraged to participate in our extra curricular activities, both for their own personal development, fitness levels and for the benefit of their practical assessment scores. There will be an opportunity to participate in the ski trip.



Religious Studies

Head of Subject: Mr C Gilson

Aims

- To explore issues of faith.
- To develop skills of critical analysis and concise writing.
- To develop questioning skills.

Exam Board: AQA

What will I study?

There are two components that will be taught by different teachers.

Component 1: Beliefs, teachings and practices of Christianity and Judaism. You will study the influence of the beliefs, teachings and practices on individuals, communities and societies. Considering common and divergent views within Christianity and Judaism in the way beliefs and teachings are understood and expressed.

Component 2: Religious, philosophical and ethical studies. You will consider different religious, philosophical and ethical arguments and their impact and influence in the modern world. You will look at different perspectives on the issues studied, within and/or between religions, as well as non-religious views.

How will I be assessed?

The study of religions: beliefs, teachings and practices – written exam, 1hr 45mins, weighting 50%

Thematic studies – written exam, 1hr 45mins, weighting 50%





PE					
OFF-ROAD PE (10:30-11:30)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
SENIOR BOYS (Y10-Y11)	ALL-ROUND	SENIOR BOYS (Y10-Y11)	SENIOR BOYS (Y10-Y11)	SENIOR BOYS (Y10-Y11)	SENIOR BOYS (Y10-Y11)
SENIOR GIRLS (Y10-Y11)	ALL-ROUND	SENIOR GIRLS (Y10-Y11)	SENIOR GIRLS (Y10-Y11)	SENIOR GIRLS (Y10-Y11)	SENIOR GIRLS (Y10-Y11)
MIDDLE SCHOOL (Y7-Y9)	ALL-ROUND	MIDDLE SCHOOL (Y7-Y9)	MIDDLE SCHOOL (Y7-Y9)	MIDDLE SCHOOL (Y7-Y9)	MIDDLE SCHOOL (Y7-Y9)
YOUNG PERSONS (Y5-Y6)	ALL-ROUND	YOUNG PERSONS (Y5-Y6)	YOUNG PERSONS (Y5-Y6)	YOUNG PERSONS (Y5-Y6)	YOUNG PERSONS (Y5-Y6)

MUSIC						
TIME	CLUB	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:30AM	BOYS	BOYS	BOYS	BOYS	BOYS	BOYS
9:30-10:00AM	BOYS	BOYS	BOYS	BOYS	BOYS	BOYS
10:00-10:30AM	BOYS	BOYS	BOYS	BOYS	BOYS	BOYS
10:30-11:00AM	BOYS	BOYS	BOYS	BOYS	BOYS	BOYS
11:00-11:30AM	BOYS	BOYS	BOYS	BOYS	BOYS	BOYS

LUNCHTIME CLUBS – MONDAY TO FRIDAY 12:30 – 1:00PM				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Chess	Chess	Chess	Chess	Chess
Table Tennis	Table Tennis	Table Tennis	Table Tennis	Table Tennis
Badminton	Badminton	Badminton	Badminton	Badminton
Go	Go	Go	Go	Go
Scrabble	Scrabble	Scrabble	Scrabble	Scrabble

AFTER-SCHOOL CLUBS – MONDAY TO FRIDAY 1:30 – 4:30PM				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Homework Club	Homework Club	Homework Club	Homework Club	Homework Club
Art	Art	Art	Art	Art
Music	Music	Music	Music	Music
Chess	Chess	Chess	Chess	Chess

Extra-curricular courses

In addition to the core subjects and the students' options, some students choose to study a variety of extra-curricular subjects during lunchtime and/or after school.

For the current Year 10 the following extra-curricular qualifications are available for relevant students:

GCSE Statistics – Edexcel (sat in the summer of Year 10 – 2024)

AQA Level 2 Certificate in Further Maths. (sat in the summer of Year 11 – 2025)

If your child undertakes any of these extra qualifications more information about the course specification will follow in due course from the relevant subject head.

Non assessed subjects

Core Physical Education

As students move from lower school to middle school and embark on their GCSE courses for some this means that they engage less in physical activity. Being active and keeping fit are clearly linked to improved well-being. As such, in middle school, students continue to have PE lessons for general fitness and enjoyment with the promotion of lifelong engagement in sport and physical activity. They will have three lessons over a fortnight.

Student Leadership Opportunities

In middle school students are encouraged to take up leadership opportunities as and when they arise. Students will already be familiar with opportunities that exist within the Student Voice and Equality and Diversity Groups and various form-based opportunities.

Towards the end of the Spring Term all students in Year 10 will have the opportunity to apply for a position as a Middle School Prefect which in turn results in one student being nominated as Head Student for Middle School and one or two as Deputy Head Students for Middle School. These roles carry great responsibility as students will be acting as ambassadors for the school at a variety of events.



Life Skills

Students also continue to follow Life Skills lessons as part of our PSHE provision in Years 10 and 11.

Life Skills at Southend High School for Girls equips our students to be safe, happy and successful members of their communities. The Key Stage 4 programmes of study continue our spiralised curriculum from Key Stage 3. This curriculum allows us to return to four strands of learning in each year in an age and stage appropriate way.

These strands are:

- **Health and Wellbeing**
- **Living in the Wider World**
- **Citizenship**
- **Relationships and Sex Education**

The programmes of study ensure that we complete the statutory content for RSHE and Citizenship as well as complementing the careers programme at the school in years 8-11.

In our key stage four units of work, we introduce concepts and terminology from Key Stage five subjects which link to the content being covered. This means we can draw upon academic disciplines that consider human behaviour and communities that students may choose to follow for A Level, such as Sociology, Psychology and Government and Politics.

A further feature of our Life Skills provision is that, via student voice from the student council, feedback opportunities in class and end-of-topic feedback collection students participate in planning the units and content. This ensures that our curriculum is tailored to meet our students' needs and has informed decisions to bring additional content beyond the statutory requirements, such as the inclusion of rights to work and study abroad within the year 11 citizenship unit.

The specific content which will be covered is can be found on the following two pages:



Year 11 Units of Work

Strand	Unit title	Content to be covered
Health and Wellbeing	Me and my community	<ul style="list-style-type: none"> Screen time and influencers Social Anxiety Anti social behaviour County Lines <p><i>The Year 10 Social Sciences Life Skills essay competition.</i></p>
Relationships and Sex Education	Be Aware Contraception and Choices	<ul style="list-style-type: none"> Consent (<i>Consent workshops with a local crisis support center</i>) Navigating pressure to engage in sexual activity Forced marriage and the law Intimacy without sex <p>(In Half Term 6)</p> <ul style="list-style-type: none"> Contraception Choices relating to pregnancy The C Card Scheme
Living in the Wider World	Flying into the Future	<p>In conjunction with the careers department- preparation for mock interviews:</p> <ul style="list-style-type: none"> Writing a CV (Workshop) Writing a covering letter Researching job opportunities What makes a good interview? Interview practice in class Interview practice with a professional
Citizenship	Rights and my community	<ul style="list-style-type: none"> What are Human Rights? What is the relationship between the UK and Human Rights? What is the Bill of Rights? Case studies of Human Rights and the UK Housing as a Human Right The NHS and right to health



Year 11 Units of Work

Strand	Unit title	Content to be covered
Relationships and Sex Education	Sexual and fertility Health and support.	<ul style="list-style-type: none"> • Informed decisions around sexual health • Protection from STIs and STDs • Influence of drugs and alcohol on sexual health choices • Support for when things go wrong. • Factors which influence fertility • The peri-menopause and menopause • Support when there are problems with conceiving/pregnancies
Citizenship	The UK in the world	<ul style="list-style-type: none"> • Reflections on the words of Jo Cox • Is the UK a kingdom united? • The UK political system in comparison with other systems in the world. • Rights to work, live and study abroad • How to get support from the UK if something goes wrong abroad.
Health and Wellbeing	Independent living	<ul style="list-style-type: none"> • What do I need to know about living independently? • Cooking and house budgeting tips • What taxes do I have to pay? • What do I need to know before I buy or rent a property? • What are pensions and national insurance?
Living in the Wider World	Life Beyond Year 11	<ul style="list-style-type: none"> • Importance of updating your resume • Why my digital footprint matters for future employment • What rights do employees have? • What is a trade union? • What rights do students have? • What is the National Union of Students?



How can you support your child in Years 10 and 11

- Provide your child with a quiet, suitable place to do their homework and encourage them to establish a routine time to tackle homework.
- If they require internet access, try to ensure that they do not get sidetracked onto social networking sites such as TikTok, Instagram and SnapChat. Mobile phones are both a blessing and a curse and their use to support school work should be monitored closely.
- Enable your child to have access to facilities outside of school which will allow them to access SatchelOne, MS Teams and relevant subject specific e-learning platforms. If this is not possible, please contact Mrs R Killi, Head of Year 10, in the first instance.
- Provide your child with the equipment they need for their learning. This may include sketchbooks, special folders, etc. as well as the more usual pens, pencils, highlighters and calculators. Again, if financial support is needed, please do not hesitate to contact us.
- Provide help when required – although take care not to be doing their work for them! Look through their books and discuss what they are doing; show an interest.
- Check SatchelOne so you are aware of what homework your child is being set and when deadlines are due.
- Suggest they watch any television programmes, read books or articles that are relevant to their school work.
- Continue to spend time with them and make sure that they have time to relax, continuing to engage in their extra-curricular interests.
- Encourage your child to develop a 'growth mindset' which helps build resilience and also embraces failure, effort and repeated practice as integral to the learning practice.

Where can you or your child go for help?

If your child is experiencing difficulties academically or socially and emotionally please get in touch. The following are all staff members or places where support can be sought:

- Subject teachers
- Form teachers
- Head of Year
- Pastoral Support Officer
- Middle School Director
- School Counsellor
- The Year Group MS Team
- Whisper anonymous reporting tool
- Lunchtime support clubs
- Homework club



Please find below some useful links to support revision for GCSE

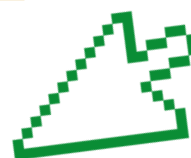
For all subjects

Seneca - <https://senecalearning.com/en-GB/>

BBC Bitesize - <https://www.bbc.co.uk/bitesize/levels/z98jmp3>

Quizlet - <https://quizlet.com/en-gb>

National Oak Academy - <https://classroom.thenational.academy/subjects-by-key-stage/key-stage-4>



Subject specific

Maths: MathsWatch

English: BBC Bitesize (for Eng lang and set texts)

<https://www.bbc.co.uk/bitesize/subjects/zr9d7ty>

<https://www.bbc.co.uk/bitesize/subjects/zckw2hv>

Massolit - <https://www.massolit.io/>

RS: Christianity - [Christianity - GCSE Religious Studies Revision - AQA - BBC Bitesize](#)

Judaism - [Judaism - GCSE Religious Studies Revision - AQA - BBC Bitesize](#)

MFL: Memrise - <https://www.memrise.com/>

Kerboodle - https://www.kerboodle.com/users/login?user_return_to=%2Fapp

Languagesonline - <https://www.languagesonline.org.uk/Hotpotatoes/index.html>

Conjuguemos - <https://conjuguemos.com/>

Quizlet - <http://quizlet.com/gb>

Science: https://www.kerboodle.com/users/login?user_return_to=%2Fapp

Physics Padlet / Biology Padlet / Chemistry padlets—for triple science and a separate one for combined

Physics and maths tutor— [Physics & Maths Tutor \(physicsandmathstutor.com\)](https://physicsandmathstutor.com) (for all three sciences)

Cognito science - [Cognito Resources - Past Papers, Mark Schemes and Resources](#)

In addition subject specific revision materials are also made available through the designated Year 11 Microsoft Team.



And finally, here are some handy tips from the former Year 11 Middle School Prefects

- Prioritise catching up on any missed lessons **ASAP** (make sure if you've missed a lot, you don't let it 'rack up'). You'll need every lesson going forward.
- Remember to take every lesson on board, paying full attention. Your teacher is there to help you get through your exams; you need to be taking every lesson in your stride.
- Treat content in a lesson/term/unit as the one that could come up on your exam.
- Find active ways to revise! And more importantly, the one that works best for you. For oral tests 'Speaking it aloud' is extremely helpful!
- Treat your exercise books with care! They are going to be your references for when you come to revise.
- Don't start panicking about your exams... yes, they are soon but you have a whole two years of content to finish.
- Be aware of future deadlines and possible examination dates.
- Be an active student outside of the classroom; if you don't understand anything or aren't confident in a subject use BBC Bitesize, Seneca, YT videos or even ask a teacher for more consolidation.
- **ATTENDANCE!** It's so important to try and stay on top of your attendance, not only will it prepare you for Year 11, it will also help you to avoid missing lessons in general. (Remember, if you've got a cold on your actual exam day you won't be able to miss it!)
- **Enjoy Year 10!** This is your last opportunity in Middle School to get involved and it's still important that you devote time to extra-curriculars and hobbies outside and inside of school.



NOTES



Southend High School for Girls Southchurch Boulevard Southend-on-Sea SS2 4UZ

Safe

Happy

Successful