

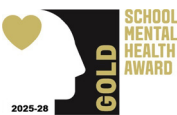


WHITLEY BAY HIGH SCHOOL

Year 10 Information booklet

Information For
Parents/Carers

2026/27





Follow us on **Instagram**
@whitleybayhigh

SUPPORTING SUCCESS

Dear Parent/Carer,

Welcome to an exciting new stage in your child's education as they begin their GCSE journey. This is a time of new opportunities, where students take an important step forward; studying subjects they have chosen themselves and beginning to shape their future pathways. It's a moment to be proud of, and one that often brings a renewed sense of motivation, independence and ambition.

The move from Key Stage 3 to Key Stage 4 is an important milestone. With greater independence and responsibility comes the chance for students to grow in confidence, develop strong study habits and discover what they are truly capable of achieving. While it can feel like a big step, it is also an exciting one and with the right support, students quickly settle into their new routines and thrive. This is complemented by our strong collaborative community at Whitley Bay High School, where students and staff work in partnership and are united by a shared ethos of respect, inclusivity and supporting every individual to achieve their potential.

This booklet, along with the Year 10 Information Evening, is designed to guide you through what lies ahead. It will give you an overview of your child's courses and offer advice on how you can support them at home. Throughout the next two years, your child will be supported by a dedicated team of teachers, tutors and pastoral staff, all committed to ensuring they feel inspired, supported and successful.

We are very much looking forward to working in partnership with you as your child progresses through this important and rewarding stage. Together, we can help them make the most of every opportunity and achieve their very best.

Jonathan Okwe-Pearson
Head of Year 10



Head of Year 10
Jonathan Okwe-Pearson
jonathan.okwepearson@whitleybayhigh-school.org



Assistant Head of Year 10
Ami Gascoigne
ami.gascoigne@whitleybayhighschool.org



Assistant Head of Year 10
Sarah Blakeley
sarah.blakeley@whitleybayhighschool.org



Assistant Head of Year 10
Andrew Charlton
andrew.charlton@whitleybayhighschool.org



Follow us on **Instagram**
@whitleybayhigh

KEY DATES

- Thursday 8th October - Yr 10 Parents' Information Evening
- Wednesday 4th November - Work Experience Assembly Launch
- Wednesday 11th November - Progress Check 1 home
- Tuesday 24th November - X Band Parents' Evening
- Thursday 3rd December - Y Band Parents' Evening
- Wednesday 10th February - Progress Check 2 home
- Tuesday 13th April - Year 10 GCSE PE Practical Exams Begin
- Thursday 27th May - Year 10 Assessments Begin
- Week Beginning 21st June - Work Experience Week
- Monday 5th July - Yr 10 Assessments Results Day and Final Report

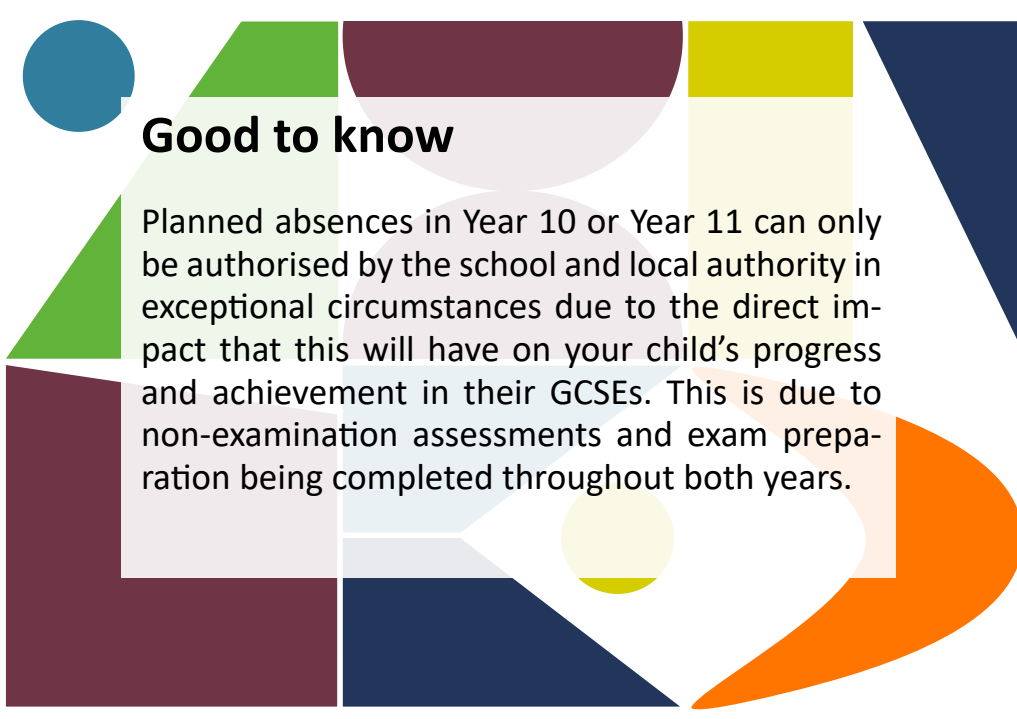
THE SCHOOL-HOME RELATIONSHIP

Some ways in which we can help:

- Each student sees their tutor everyday who will support them as a learning coach helping to prepare them for learning each day.
- We will regularly monitor each child's achievement, attendance and punctuality and contact you to express our delight or inform you of any concerns.
- We celebrate students' success whenever possible through sending home postcard.
- We will work with you to support your child's emotional wellbeing and offer support if needed.

Some ways in which you can help:

- Ensure your child is prepared with the right equipment and uniform, including their ID card, for the school day.
- Ensure that your child is maintaining excellent attendance (above 95%) and punctuality.
- Encourage your child to get involved in activities and opportunities around school.
- Regularly talk to your child about their work and how they are feeling and check what they are doing.
- Checking their online calendar and Teams to help them keep to homework deadlines.



Good to know

Planned absences in Year 10 or Year 11 can only be authorised by the school and local authority in exceptional circumstances due to the direct impact that this will have on your child's progress and achievement in their GCSEs. This is due to non-examination assessments and exam preparation being completed throughout both years.

NON-EXAMINATION ASSESSMENT

An Overview:

The way GCSEs are assessed has changed significantly over recent years. GCSE used to include modules which were tested at several points across the two years; now students will sit all their examined units at the end of the course in Year 11.

In our option process with students we made a point of highlighting the potential revision and examination 'hot spots' in Years 10 & 11, so that students were able to select the curriculum pathway best suited to their skills, interests and preferred methods of assessment.

You will see from the information in this booklet that technology, arts and practical subjects continue to have a significant coursework element (up to 60% in some cases). In addition other subjects retain a coursework component called Controlled Assessment Tasks (CATs) which can account for between 20 and 40% of the final mark. CATs are carefully integrated into programmes of study.

Controlled Assessment is different from Coursework because it has controls which determine how and where students can complete their assessments and what resources they may use. The key difference is that only research and preparation of certain tasks may be completed at home.

Teachers will prepare students for their Controlled Assessments and give any advice and support that they need such as how and where to research information. Teachers will explain to students what reference materials and resources may be used and how assessments have to be completed. It is important that students follow teacher guidance and:

- hand in work that is their own.
- attend all lessons.

GCSE GRADING STRUCTURE

How it affects Year 10 Students:

When your child receives their GCSE results in Summer 2027, grades will be given as a number 9-1 (see the table below for letter/number equivalents). The only exceptions to this grading structure are Cambridge National and BTEC qualifications in Child Development, Health & Social Care, Sport Studies and Digital Information Technology, as outlined in the table below.

Across all subjects, all students will sit the same paper where all grades are accessible. The only exceptions to this are MFL, Maths and Science where students will sit tiered papers, which will either be for the Foundation tier (Grades 5-1 will be awarded) or the Higher tier (Grades 9-3 will be awarded).

Current GCSE grading	Approximate Cambridge National & BTEC equivalent grade Cambridge National - Child Development, Health & Social Care, Sports Studies BTEC - Digital Information Technology (Tech Award)	Old GCSE grading
9	Level 2 Distinction *	A*
8		A
7		
6	Level 2 Merit	B
5		C
4		
3	Level 1 Distinction	D
2		E
1		F
		G
U		U

CONTROLLED ASSESSMENT

There are three levels of Controlled Assessments

High Control

Students write up their work in a supervised, classroom environment and have a number of hours to complete the task similar to an examination.

Medium Control

Students do their research under informal supervision.

Low Control

Students are allowed to work unsupervised outside of the classroom on research.

Subject	Controlled Assessment	Exams
English Language (AQA)	-	100%
English Literature (AQA)	-	100%
Maths (AQA)	-	100%
Combined Science - Trilogy (AQA)	-	100%
Separate Sciences (AQA)	-	100%
Art (AQA)	60%	40%
Art and Design Textiles (AQA)	60%	40%
Art and Design Photography (AQA)	60%	40%
Business (AQA)	-	100%
Child Development (OCR Cambridge National)	60%	40%
Computer Science (AQA)	-	100%
Design Technology (Edexcel)	50%	50%
Drama (Edexcel)	60%	40%
Food and Nutrition (EDUQAS)	50%	50%
French (AQA)	-	100%
Geography (AQA)	-	100%
German (AQA)	-	100%
Health and Social Care (OCR Cambridge National)	60%	40%
History (AQA)	-	100%
Digital IT (Edexcel)	60%	40%
Music (Edexcel)	60%	40%
Occupational Studies (NCFE)	100%	
Physical Education GCSE (AQA)	40%	60%
Physical Education (OCR Cambridge National)	75%	25%
Religious Studies	-	100%
Spanish (AQA)	-	100%

WHAT IF MY CHILD NEEDS HELP?

Key people who can help:

Students can check in with their tutor or



Jonathan Okwe-Pearson
Head of Year 10
Ground Floor A Block



Ami Gascoigne
Assistant Head of Year 10
Ground Floor A Block



Sarah Lackenby
Assistant Headteacher/
Pastoral & Mental Health Lead
Bottom Floor A Block



James Mackenzie
SENCO/Assistant Headteacher
Bottom Floor A Block



Sarah Blakeley
Assistant Head of Year 10
Ground Floor A Block



Andrew Charlton
Assistant Head of Year 10
Ground Floor A Block



Jill Branch
Assistant Headteacher
Top Floor A Block



Charlotte Clarke
Alternative Education Provision
Bottom Floor A Block



Helen Daglish
Student Support
Coordinator
Top Floor A Block



Steph Towns
Career Manager
Top Floor A Block



Nina Livings
Attendance Officer
Middle Floor A Block



Emma Crow
School Counsellor
Middle Floor A Block



Nicolle Foulger
Social, Emotional and Mental
Health (SEMH) Practitioner
Bottom Floor A Block

ENGLISH LANGUAGE/LITERATURE

General description of how the course breaks down:

Language	Literature
Paper 1 - Explorations in creative reading and writing (50%) Paper 2 - Writers' viewpoints and perspectives (50%)	Paper 1 - Shakespeare and the 19th century novel (40%) Paper 2 - Modern texts and poetry (60%)

Year 10

Term 1	Term 2	Term 3
- Literature paper 2 – "An Inspector Calls" - Introduction to literature paper 2 – Conflict poetry - Speaking and listening assessment - Language paper 2 – Writers' viewpoints and perspectives	- Language Paper One creating a character - Literature paper 1 – "Macbeth"	- Finishing Macbeth - Skills for language papers one and two - Poetry anthology - Revising 'An Inspector Calls'

Year 11

Students will study Jekyll and Hyde and prepare for exams.

How can you support and help your child?

- Make sure your child attends all lessons.
- Discuss your child's English work with them.
- Ask them questions.
- Encourage your child to read as widely as possible, including quality newspapers.
- It is really helpful if students have their own copies of the texts.

Top tips for students and revision strategies:

- Read as widely as possible – including quality newspapers.
- Make lots of notes during lessons.
- Make sure you do all writing tasks set for homework and hand them in so your teacher can mark them and give you feedback to help you prepare.
- Write a lot about a little.
- Always check your work over for spelling and grammar errors.
- When you read good books or watch a great film make a note of great ideas, characters, settings and scenarios - use Magpie strategies.

Key Dates:

- Year 10 Assessment week May/June.
- Trial exams February Year 11.
- Paper 1 and 2 Language exams May/June Year 11.
- Paper 1 and 2 Literature exams May/June Year 11.

Useful Websites:



[BBC Bitesize](#)



[AQA](#)



[Digital Theatre](#) (login: dtplus.wbhs password: wbhs123)



[WBHS English Channel](#) - Youtube

MATHS

General description of how the course breaks down:

Students will sit either AQA Foundation (Grades 1-5) or Higher (Grades 4-9) tier papers. There will be three equally weighted 1 hour 30 minutes exams (Paper 1 non-calculator) in May/June of Year 11, consisting of a mix of question styles, from short, single-mark questions to multi-step problems.

Year 10

Term 1	Term 2	Term 3
• Basic Number • Basic Algebra • Statistics • Basic Geometry	• Number • Geometry • Ratio • Algebra • Probability • Measure • Statistics	• Probability • Measure • Statistics • Algebra • Geometry • End of Year Assessment

Year 11

Term 1	Term 2	Term 3
• Algebra • Probability • Number • Proportion • Geometry	• Geometry • Further Algebra • Rates of Change	• Revision • Exams

How can you support and help your child?

- Practise mental maths such as times tables, calculations and percentages.
- Ensure they have the correct equipment for lessons and exams – including a geometry set and a Casio scientific calculator.
- Encourage your child to complete homework and revision tasks set each week.
- Encourage your child to try various revision strategies.

Top tips for students and revision strategies:

- Utilise unit booklets and notes cards give out in lessons.
- Use the assorted review tasks set on Mathswatch as well as the support videos.
- Use corbettmaths.com.
- Use past papers.

Key Dates:

- Year 10 Assessment Week (May/June).
- Year 11 Trial Exams (February).
- Year 11 Final Exams (May/June).

Useful Websites:



[AQA Maths](#)



[corbettmaths.com](https://www.corbettmaths.com)



[mathswatch](#)

AQA Level 2 Certificate in Further Mathematics (8365):

(Optional Extra)

Further Maths is taught in Year 11 outside of timetabled lessons to students predicted a grade 8/9 at GCSE Maths. It offers the opportunity for stretch and challenge, assessing higher order mathematical skills, particularly in algebraic reasoning, in greater depth, thus preparing students fully to maximise their potential in further mathematical studies.

GCSE COMBINED SCIENCE-TRILOGY (AQA 8464)

General description of how the course breaks down:

- All exams are taken in Summer of Year 11.
- 6 papers, 2 for each Science. Each exam is 75 minutes and contributes 16.7% of the GCSE.
- Full details of the studied topics and their sequencing can be found on the Curriculum Map section of the Whitley Bay High School website.

Year 10 (Paper 1)

Term 1	Term 2	Term 3
• Biology topics 2-3 • Chemistry topics 2-6 • Physics topics 2-3	• Biology topics 3-4 • Chemistry topics 2-6 • Physics topics 3-4	• Biology topics 4-7 • Chemistry topics 2-6 • Physics topics 4-5

Year 11 (Paper 2)

Term 1	Term 2	Term 3
• Biology topics 5-6 • Chemistry topics 7-10 • Physics topics 5-7	• Biology topics 5-6 • Chemistry topics 7-10 • Physics topics 5-7	• Revision • Exam preparation • Revision

How can you support and help your child?

- Go over past test questions with your child.
- Make a quiet area for them at home where they can complete homework without distraction.
- Use their revision guide to support understanding and help test if their knowledge is secure by asking questions from it.

Top tips for students and revision strategies:

- Purchase a revision guide and start to use it – we will inform parents/carers when these are available.
- Practise writing scientific explanations by using extended writing from past papers.
- Bring a calculator to all lessons.
- The following % indicates the proportion of Maths in each subject:
Biology 10%. Chemistry 20%. Physics 30%.

Key Dates:

- Year 10 Assessment Week in May/June.
- Internal assessments in each module in each subject - termly.
- Trial Exam February Year 11.
- All 6 exams during May/June in Year 11.

Useful Websites:



[AQA Science](https://www.aqa.org.uk)



[BBC Bitesize Science](https://www.bbc.com/bitesize)

GCSE SEPARATE SCIENCES

AQA GCSE Biology 8461, Chemistry 8462, Physics 8463

General description of how the course breaks down:

- Each course has 2 exams worth 50% of the marks. Each exam is 105 minutes.
- There is significantly more content on Separate Science but it is taught in the same time as the dual course, so it requires a great deal of independent study.
- Full details of the studied topics and their sequencing can be found on the Curriculum Map section of the Whitley Bay High School website.

Year 10 (Paper 1)

Term 1	Term 2	Term 3
• Biology topics 2-3 • Chemistry topics 2-6 • Physics topics 2-3	• Biology topics 3-4 • Chemistry topics 2-6 • Physics topics 3-4	• Biology topics 4-7 • Chemistry topics 2-6 • Physics topics 4-5

Year 11 (Paper 2)

Term 1	Term 2	Term 3
• Biology topics 5-6 • Chemistry topics 7-10 • Physics topics 5-7	• Biology topics 5-6 • Chemistry topics 7-10 • Physics topics 5-7	• Revision • Exam preparation • Revision

How can you support and help your child?

- Go over past test questions with your child.
- Make a quiet area for them at home where they can complete homework without distraction.
- Use their revision guide to support understanding and help test if their knowledge is secure by asking questions from it.

Top tips for students and revision strategies:

- Purchase a revision guide and start to use it – we will inform parents/carers when these are available.
- Practise writing scientific explanations by using extended writing from past papers.
- Bring a calculator to all lessons.
- The following % indicates the proportion of Maths in each subject:
Biology 10%. Chemistry 20%. Physics 30%.

Key Dates:

- Year 10 Assessment Week in May/June.
- Internal assessments in each module in each subject - termly.
- Trial Exam February Year 11.
- All 6 exams during May/June in Year 11.

Useful Websites:



[AQA Biology](#)



[AQA Chemistry](#)



[AQA Physics](#)



[BBC Bitesize Science](#)

AEP - VOCATIONAL PATHWAY

General description of how the course breaks down:

Our Alternative Provision offer consists of a range of vocational subjects that allows students to develop a range of personal skills creatively. Students benefit from a variety of activities that will provide experiences to prepare for Post-16. Students who have opted for the AEP Intervention option will receive additional literacy and numeracy support through the completion of Functional Skills English and/or Functional Skills Maths, alongside Occupational Studies. Class sizes are deliberately kept small so students are able to receive a large amount of support during lessons which allows for flexibility in lesson content and practical opportunities. There is an additional opportunity for some students to access the Work Based Learning offer from the Local Authority to develop knowledge and skills within a chosen vocation.

Year 10

Term 1		Term 2		Term 3	
• Photography	• Functional Skills English	• Photography	• Functional Skills English	• Photography	• Functional Skills English
• Food & Nutrition	• Functional Skills Maths	• Food & Nutrition	• Functional Skills Maths	• Food & Nutrition	• Functional Skills Maths
• Sports Studies	• Work Based Learning	• Sports Studies	• Work Based Learning	• Sports Studies	• Work Based Learning
• Occupational Studies		• Occupational Studies		• Occupational Studies	

Year 11

Term 1		Term 2		Term 3	
• Photography	• Functional Skills English	• Photography	• Functional Skills English	• Photography	• Functional Skills English
• Food & Nutrition	• Functional Skills Maths	• Food & Nutrition	• Functional Skills Maths	• Food & Nutrition	• Functional Skills Maths
• Sports Studies	• Work Based Learning	• Sports Studies	• Work Based Learning	• Sports Studies	• Work Based Learning
• Occupational Studies		• Occupational Studies		• Occupational Studies	

How can you support and help your child?

- Encourage your child to take part in all opportunities that are open to them even if it takes them out of their comfort zone.
- Ensure attendance and punctuality is close to 100%.
- GCSE Photography is 100% coursework and students will be expected to complete some work at home. Your child may be grateful for support with their time management and organisational skills.

Top tips for students and revision strategies:

- GCSE Photography: take as many photos outside of school as possible and experiment with techniques that you have learnt during lessons.
- Keep an open mind as you will be trying out a range of vocational environments. Remember that every experience is a positive experience.
- GCSE Photography: Book out a camera for when you are out and about over a weekend or holiday for your assessed projects.

Key Dates:

- December Year 10: Functional Skills Assessment.
- March Year 10: Start Horticulture Unit in Vocational.
- June Year 10: Photography Trip.
- January Y11: Functional Skills Assessments.
- March Year 11: Away Revision Day
- April Year 11: Individualised Support Timetable.

Useful Websites:



[National Apprenticeships](#)



[Connexions](#)



[Newcastle College](#)



[Gateshead College](#)



[Tyne Met College](#)

ART

General description of how the course breaks down:

- 60% Coursework – Two projects in Year 10 and the Trial Exam in Year 11.
- 40% Exam preparation in the 2nd term in Year 11 with a timed exam after Easter.
- Portfolio Unit is made up from three projects. Two projects in Year 10 and one in Year 11. Students then select their best work to present as the portfolio unit.
- The Externally Set Task begins in January of Year 11 and continues until Easter. Development work is completed in class and at home and the final outcome created in a timed exam after Easter.

Year 10

Term 1	Term 2	Term 3
Skill & knowledge building project – focus on the formal elements. Making links with artists.	Identity development – an extended project exploring a range of media and techniques, making links with artists and developing personal outcomes.	Last half term – complete identity development project and final piece.

Year 11

Term 1	Term 2
Trial Exam – making links with artists, creating personal responses resulting in a timed test before Christmas.	Externally Set Task – 40% of final grade resulting in a timed exam before Easter.

How can you support and help your child?

- Have art equipment at home (most students have art packs).
- Understand that artwork does take a long time to complete to a high level.
- Get in touch if you have any questions or concerns.
- Be aware that your child will always have work to do outside of lesson time. This could either be finishing class work or completing homework tasks.
- Take your child to art exhibitions to broaden their knowledge of artists, genres of art and techniques used by artists.

Top tips for students and revision strategies:

- Meet deadlines – use the timetable provided at the start of the projects.
- Ask for help.
- Quality not quantity.
- Quality work takes time. Don't rush your work.

Key Dates:

- Skill building project – deadline end of Autumn Term Year 10.
- Identity project – deadline end of September Year 11.
- Trial exam – deadline December Year 11
- Externally Set Project. January to Easter Year 11.

Useful Websites:



[art2day](#)



[Daily Painters](#)

Visit local galleries e.g. The Biscuit Factory and search for artists in libraries and on the internet.

ART AND DESIGN TEXTILES

General description of how the course breaks down:

- 60% Coursework – One skill-based project at the beginning of Year 10 and then a personal extended project in Year 10/11 which involves completing work in lessons and at home.
- 40% -The Externally Set Task begins in January of Year 11 and continues until Easter of that year. Preparation work for the exam is completed in class and at home and the final outcome created in a timed 10 hour exam.

Year 10

Term 1	Term 2	Term 3
• Skill & knowledge based project Eg. Surface decoration, printing, quilting, applique, embroidery, fabric manipulation • Trip to Harrogate for the Stitch and knit exhibition	• Extended Project - Exploring artists linked to topic of personal choice and production of a range of key textile pieces	• Extended Project Continued Exploring artists linked to topic of personal choice and production of a range of key textile pieces

Year 11

Term 1	Term 2
• Extended project continued. Development and planning and making of final outcome • Trial Exam before Christmas (5 hours)	• Externally Set Task – 40% of final grade resulting in a timed exam after Easter

How can you support and help your child?

- Have textile equipment at home (sewing machine with free motion embroidery foot)
- Understand that textile work does take a long time to complete to a high level.
- Get in touch if you have any questions or concerns.
- Be aware that your child will always have work to do outside of lesson time. (We suggest 3 hours a week).
- Purchase the 'Textiles pack' through the schools 'scopay' system. (Year 10).
- Encourage your child to attend Textiles club on a Wednesday and Thursday after school.
- Provide opportunities for your child to take lots of inspiration photographs that can be used to support their work e.g. going on trips or woodland walks, visiting the coastline and visiting Museums.

Top tips for students and revision strategies:

- Meet deadlines – use support materials, checklists to help plan out your time.
- Ask for help.
- Quality not quantity.
- Quality work takes time. Don't rush your work.
- Attend Textiles club each week for additional support and access to resources.

Key Dates:

- Skill & knowledge based project –February half term.
- Year 11 Trial exam – Last week of Autumn term (December) 5 hours.
- Externally Set Project. January to Easter Year 11.

Useful Websites:



[V&A](#)



[Pinterest](#)

Visit local galleries e.g. V&A museum and search for textiles artists in libraries and on the internet.

BUSINESS

General description of how the course breaks down:

The Business Department follows the AQA specification where students will be studying different business contexts ranging from small enterprises to large multinationals and how they operate in the dynamic world of business. Students will be working towards sitting two exams at the end of the two-year course.

- Unit 1 – Business Operations & Human Resources (50%)
- Unit 2 – Marketing & Finance (50%)

Year 10

Term 1	Term 2	Term 3
• Business in the real world • The purpose of business activity	• Influences on business • How businesses adapt to change	• Human Resources • How employees are managed

Year 11

Term 1	Term 2	Term 3
• Business Operations & Marketing • Production & Promotion of Goods	• Marketing & Finance • Purpose of Finance in Business	• Revision & Exam preparation • Review of topics

How can you support and help your child?

- Bring up and discuss any business stories that are in the news.
- Test them on their key terminology using Quizlet.
- Encourage them to complete homework tasks on time and to the best of their abilities.
- Revision guides are available to help their revision.
- Support and encourage a plan for revision toward exams.

Top tips for students and revision strategies:

- Use Quizlet to help learn and practise the key vocabulary.
- Practise exam techniques through using past papers - apply your knowledge to the case studies.
- Complete the knowledge maps and create flash cards of important information.
- Watch relevant TV programmes about business.
- Attend revision sessions held by the Business Department.

Key Dates:

- Year 10 Assessment Week (May/June).
- Year 11 Trial Exam (February).
- GCSE Exams (May/June Year 11) consists of 2 x 1.45 hour papers. Each is worth 50%.

Useful Websites:



[Quizlet](#)



[AQA Business](#)



[BBC Bitesize Business](#)



[SENECA Learning](#)



[YouTube Bizconsesh](#)



[Business @ the Bay](#)

CHILD DEVELOPMENT

General description of how the course breaks down:

The first controlled assessment will focus on understanding the benefits of play. This involves planning an activity for children under 5 years. (30% of grade).

The last controlled assessment will focus on understanding the nutritional needs of children and feeding children and equipment. (30% of grade).

One exam contributes to 40% of the overall grade. This is taken in Year 11.

Year 10

Term 1 - NEA	Term 2 - NEA	Term 3 - NEA
Understand the development of a child from one to five years – planning an activity NEA – 30%	Understand the development of a child from one to five years – planning an activity NEA – 30%	Nutrition and feeding children up to 5 years – NEA 30%

Year 11

Term 1 - NEA	Term 2 - Exam Theory	Term 3 - Exam Theory
Understanding key factors for choosing equipment from birth to 5 years – 30%	Health and well-being for child development	Health and well-being for child development – Summer exam

How can you support and help your child?

- Proof read your child's homework.
- Check their learning regularly with little quizzes.
- Check with your child for any homework and deadlines.
- Your child should be spending at least 1 hour per week completing homework, coursework and research or consolidating learning by producing revision aids to help with their final exam.

Top tips for students and revision strategies:

- Purchase a reduced cost revision booklet which will support you with your exam and coursework from the Finance Office.
- Use some form of planner to stay organised.
- Complete past exam papers.
- Learn key vocabulary including command words.

Key Dates:

- Dates will vary for the short tasks depending on tasks set by the exam board but students will be notified in advance by their teacher.
- Understanding the Development of a Child NEA - Deadline March of Year 10.
- Final Exam - June Year 11.

Useful Websites:



[Baby Centre](#)



[NHS](#)



[CDC Development Milestones](#)

COMPUTER SCIENCE

General description of how the course breaks down:

Students will develop knowledge of how technology is created and the appreciation they have for solving problems. Students will be part of one of the most innovative industries, gain skills and develop understanding of how to create and develop programs and software to build a career potential.

Year 10

Term 1	Term 2	Term 3
- Fundamentals of algorithms - Learning to program using Python	- Learning to program using Python 3.5 - Computational Thinking - Logic and logic gates	- Data representation - Mastering Python - Search and sort algorithms and how to implement them

Year 11

Term 1	Term 2
- Data Representation - Computer systems - Memory and storage	- Social engineering and cyber security - Computer Networks - Databases and SQL

How can you support and help your child?

- Look at and ask questions about your child's Challenge Book, Programming Guide and Notes Folder.
- Encourage your child to test and push themselves with their programming challenge book.
- Encourage your child to attempt past examination papers.

Top tips for students and revision strategies:

- Practise your programming techniques, regularly updating your 'Programming Guide'.
- Revisit challenges in your 'Challenge Book' extending functionality where possible.
- Use Magenta Principles to produce revision cards from your notes file (reduce, rearrange, connect, compare).

Key Dates:

- February Trial Examination (of Year 11).
- May (Year 11) NEA submission.
- May/June (Year 11) 2 exam papers (worth 50% each).

Useful Websites:



[Python](#)



[AQA Computer Science](#)

DESIGN AND TECHNOLOGY

General description of how the course breaks down:

The EDEXCEL GCSE DT course is assessed through Non-Examined Assessment (NEA) and written exam. Each is worth 50% of the final grade. All students in GCSE DT study DT core technical theory and one specialist material area in depth. The student's knowledge in these areas is assessed through both the written exam and NEA. The core technical theory covers 17 topic areas that range from new and emerging technologies within DT and manufacturing to sustainable and ethical design principles. All students will study all the key material areas of timbers, metals, polymers, textiles, paper and boards and systems as part of the core theory knowledge and one material area (specialism) in greater depth.

The written exam at the end of Year 11 will include questions based on the core theory knowledge, specialist area knowledge and practical application of maths skills. The exam is 1 hour and 45 minutes.

Year 10

Term 1	Term 2	Term 3
Core Theory – All GCSE DT Students – 17 core topic areas and practical design communication techniques.	Specialist area – In their specialist materials area students complete practical skills building and theory. TIMBERS/PAPER & BOARD/ SYSTEMS.	Core and Specialist area – Mini NEA all specialist material areas. NEA section 1 – Investigation and research (Contexts released from Edexcel on 1st June of Yr10).

Year 11

Term 1	Term 2	Term 3
NEA section 2 – Designing and Design Development.	NEA section 3 – Manufacturing and Health and Safety NEA section 4 – Evaluation and Testing.	Revision and preparation for the written examination.

How can you support and help your child?

- Ask them what they are learning at that point in the year.
- Access to a computer at home, whilst not essential, will be very useful. The NEA evidenced digitally we use PowerPoint, and this is saved into the students' area in the class TEAM folder.
- We will provide students with CAD software and other specific specialist software they require, and some of these can be used at home.
- We use Microsoft TEAMS throughout the 2 years of GCSE study, to set deadlines and Home Learning. We also add supporting documents, links to videos and websites.
- Revision books and textbooks to accompany the course are available in the school library as well as wider reading material linked to Design and Technology, please encourage your child to visit and borrow books.

Top tips for students and revision strategies:

- Keep up to date with the TEAMS assignments and NEA interim deadlines.
- Use the online homework to revise from.
- Keep track of your classwork, this will be your revision aid in Y11.
- The NEA will have interim deadlines, these are set via TEAMS and a calendar of dates is issued when the students start the NEA on 1st June 2026.
- Students need meet these as it keeps them on track for the final NEA deadline in March 2027 Y11.
- Use all the resources provided for you, including reading lists, the library, weblinks, the TEAMS folders and your teacher.

Key Dates:

- Y10 1st June NEA contexts release and NEA starts.
- Specific interim deadlines are shared with students, parents and carers via TEAMS and a letter home and in lessons.
- Y11 March final NEA deadline.
- Y 11 May /June written examination.

Useful Websites:



[Edexcel D&T](#)



[BBC Bitesize D&T](#)



[Focus Learning](#)

- We have a large number of resources to support students through Y10 and 11 in TEAMS and the school library.
- Revision books are available to purchase direct from school pay.

DIGITAL IT

General description of how the course breaks down:

The course consists of 3 components:

- Component 1 - Exploring User Interface Design Principles and Project Planning Technique. This is internally assessed and externally verified in a supervised 6 hour window.
- Component 2 - Collecting, Presenting and Interpreting Data. This is an assignment. This is internally assessed and externally verified in a supervised 6 hour window.
- Component 3 - Effective Digital Working Practices. This is a written exam.

Learners who successfully achieve this certificate at Level 2 will be awarded grades Pass to Distinction*.

Year 10

Term 1	Term 2	Term 3
Component 1	Component 1 and 2	Component 2 and Component 3

Year 11

Term 1	Term 2	Term 3
Component 3	Component 3 and a potential resit of either Component 1 or 2 if needed	Component 3 and resit if needed

How can you support and help your child?

- Discuss what your child has been doing in ICT so they can reflect on their new skills and knowledge.
- Support and encourage homework.
- Ask them questions based on key words in students booklets.

Top tips for students and revision strategies:

- Use your handy hints and tips sheets to practise your ICT skills in your own time.
- Attend at least one lunch hour a week to improve your ICT skills.
- Familiarise yourself with buzz words/commands.
- Read through past papers.

Key Dates:

- Exam Attempt 1 - January Year 11.
- Exam Attempt 2 - May Year 11.

Useful Websites:



[BBC ICT](#)



[Teach-ict.com](#)

DRAMA

General description of how the course breaks down:

- The GCSE course consists of two coursework components and one externally examined paper.
- Component 1: Devising (40% of GCSE). In groups students create, develop, and perform their own play. They write a 2000 word portfolio to analyse and evaluate the process.
- Component 2: Either in groups, or on their own, students perform two extracts from a published play (20% of GCSE).
- Component 3: Students practically explore a performance text and analyse and evaluate a piece of live theatre that they have seen. There is a 1 hour 45 minute written exam on this component (40% of GCSE).

Year 10

Term 1	Term 2	Term 3
• "An Inspector Calls" by J. B. Priestley. • Explore the set text from the perspective of a performer, a director, and designer.	• Devise an original piece of theatre. • 2000 word written portfolio. Internally examined and externally moderated.	• Students will perform their devised piece of theatre and complete their written portfolio. • Students will watch a live theatre production and practice theatre review exam questions.

Year 11

Term 1	Term 2	Term 3
• Revise 'An Inspector Calls' and practise exam questions. • Watch live theatre production and practice theatre review exam questions.	• Read a contrasting play and rehearse two extracts for acting exam performance. This is externally assessed by a visiting examiner.	• Revise the set text and practise exam questions. • Watch live theatre production and practice theatre review exam questions.

How can you support and help your child?

- Encourage wider reading of plays.
- Ask your child about their work in Drama.
- Check progress on the written portfolio.
- When possible, take your child to see live theatre and discuss it with them.

Top tips for students and revision strategies:

- Read the GCSE Drama "An Inspector Calls" Play Guide.
- Use the Revision PowerPoint on An Inspector Calls.
- Use the GCSE Drama CGP Revision Guide.
- Take an interest in theatre.
- Read theatre reviews.
- Keep up to date with your portfolio.

Key Dates:

- Practical devised assessment- May Year 10
- Practical scripted assessment - March Year 11.
- Written exam - May Year 11.

Useful Websites:



[BBC Drama](#)



[An Inspector Calls](#)

FOOD AND NUTRITION

General description of how the course breaks down:

- Year 10: Food Science theory and practical work to support learning and build core practical skills.
- Year 11: Food Investigation (15%) - Food practical exam (35%) - theory in preparation for written examination (50%).

Year 10

Term 1	Term 2	Term 3
• Introduction to food & nutrition • Principles of nutrition • Diet and good health • Food spoilage	• The science of food • Food commodities • Assessed Practical	• Science of food and commodities • Food preparation • Assessed Practical

Year 11

Term 1	Term 2	Term 3
• Role of ingredients • Food investigation task -15% • Controlled assessment • Practical Investigation - October	• Controlled assessment on a topic set by exam board - 35% • 3 hr practical exam X 2 lessons • Food Theory X 1 lesson	• Food provenance • Food manufacturing • Revision and preparation for theory exam

How can you support and help your child?

- Encourage your child to practise cooking skills as much as possible, as well as the washing up!
- Encourage your child to regularly check assignments in Teams.
- Make sure your child has ingredients each week and a labelled container to transport food home.
- Your child should be spending at least 1 hour per week completing homework, coursework research or consolidating learning by producing revision aids to help with their final exam.
- When NEA is being completed in Year 11 encourage your child to attend the extra support sessions on offer to help them meet deadlines.

Top tips for students and revision strategies:

- Purchase a reduced cost EDUQAS Food Preparation and nutrition revision guide and question booklet at the start of the course. This will support their learning in lessons, exam preparation and coursework. The guides can be purchased from the Finance Office.
- Complete past exam papers from the EDUCAS exam board.
- Learn key vocabulary including command words.
- Revise food topics using your school Seneca account (EDUCAS)

Key Dates:

- Food Investigation controlled assessment first term of Year 11. (September- October)
- Controlled assessment Task 2 (November – February). 3.5 hour GCSE Food practical exam January/February Year 11.
- Final written exam (50%) June Year 11.

Useful Websites:



[BBC Food](#)



[Nutrition Foundation](#)



[Food Forum](#)



[GoodFood Magazine](#)



[EDUQAS](#)



[Great British Chefs](#)

GEOGRAPHY

General description of how the course breaks down:

The Geography department follows the AQA syllabus A. This involves studying:

- Living with the physical environment
- Challenges in the human environment
- Geographical applications (fieldwork, issue evaluation and skills)

At the end of each module students will undertake a test to assess their knowledge and understanding of the topic with additional small assessments set during the teaching of the topic. Geographical skills will be taught throughout the course and not as a discrete topic.

Year 10

Term 1	Term 2	Term 3
• Urban issues and challenges • The challenges of natural hazards	• Physical landscapes in the UK • Coastal and river landscapes	• Physical fieldwork • The changing economic world

Year 11

Term 1	Term 2	Term 3
• Human fieldwork • The living world ecosystems - tropical rainforest and cold environments	• The challenge of resource management – water supply	• Preparation for paper 3 - fieldwork and issue evaluation • Revision

How can you support and help your child?

- Test their knowledge – understanding (for example: the key words for each module).
- Help them to learn their case study facts/figures.
- Planning revision with your child – ask your child what level they are at and how they can reach the next level.
- Check progress during one to one conversations at home.
- Ask your child to explain to you how physical landforms are formed (for example: sea stacks and waterfalls).

Top tips for students and revision strategies:

- Produce mind maps of the content of each module.
- Make index/post cards to summarise case studies and named examples.
- Practise past paper questions – AQA website.
- Create a glossary of the key terms for each topic.
- Practise developing your points – use phrases such as 'This means that'.
- Practise using GSE and PEEL within answers.

Key Dates:

- June Year 10 – Fieldwork in the local area (Holywell Dene).
- September Year 11 – Human geography fieldwork in Whitley Bay.
- March Year 11 – Issue of Paper 3 Advanced Information Booklet from the Exam Board.

Useful Websites:



[AQA Geography](#)



[BBC Geography](#)



[SENECA](#)



[Physics & Maths Tutor](#)

HEALTH AND SOCIAL CARE

General description of how the course breaks down:

This is a level 2 course worth the equivalent of one GCSE.

This qualification will assess a student's ability to apply their knowledge to Health and Social Care through practical use. The course will provide students with essential knowledge, transferable skills and tools to improve their learning both in this subject and enhance their employability when they leave education.

The course is a mixture of 1 examination unit and 2 NEA modules completed over the 2 years. Students will also undertake workshops and talks by professionals from within Health and Social Care settings to help secure their knowledge and deepen their understanding of the different care settings and job roles.

Year 10

Term 1	Term 2	Term 3
• Introduction to life stages and Supporting individuals through life events • (NEA 1 – 30% of final grade)	• Supporting individuals through life events • (NEA 1 – 30% of final Grade)	• Health Promotion • (NEA 2 – 30% of final grade)

Year 11

Term 1	Term 2 and 3
• Health Promotion • (NEA 2 – 30% of final grade)	• Principles of care in health and social care settings • (Examination unit – Summer entry)

How can you support and help your child?

- Proofread your child's coursework.
- Check your child's homework regularly.
- Test your child on the revision activities they bring home for the external exam at the end of Year 10.

Top tips for students and revision strategies:

- Use an online planner or Teams to help manage coursework deadlines and homework.
- Attend any catch-up, revision and one to one support sessions.

Key Dates:

- Supporting individuals through life events: deadline March of Y10.
- Health Promotion: Deadline December of Y11.
- Principles of care in HSC exam: Summer of Y11.

Useful Websites:



[NHS](#)



[Tutor2U](#)

HISTORY

General description of how the course breaks down:

- Paper 1 – Conflict and Tension and America 1920-1973.
- Paper 2 – Thematic Study of Power and the People and British depth study – Normans.
- Each exam is 2 hours and is worth 50% of GCSE.

Year 10

Term 1	Term 2	Term 3
• Conflict & tension • 1918-1939	• America 1920-1973	• America 1920-1973

Year 11

Term 1	Term 2	Term 3
• Norman England 1066-1100	• Power and the people • 1170-present day	• Power and the people • 1170-present day

How can you support and help your child?

- Encourage your child to attend revision sessions in the Summer term.
- Let your child explain what they are learning to you – this is a really good revision aid.
- Watch historical films/TV programmes with your child and discuss – again brilliant for deeper thinking.
- Encourage your child to meet deadlines for homework and complete it to their best ability.
- Read historical fiction/non fiction on the topics with your child/ask them about what they are reading. The school library has a range of fantastic books linked to the GCSE course for students to access.

Top tips for students and revision strategies:

- Attend revision sessions held by the department in the Summer term.
- In Sharepoint, History, use booklets provided to practise as many questions as possible.
- Use Magenta Principles to help with your revision - reduce, rearrange, connect, compare, etc.
- Use graphic organisers like Venn diagrams, mind maps, and concept maps to help you to make sense of content.

Key Dates:

- June (Year 10 Assessment Week).
- February Year 11 – Trial exam.
- Final Exams May-June end of Year 11.

Useful Websites:



[BBC History](#)

- Youtube for “Crash Courses” in American History or others.
- iPlayer for TV programmes on the Normans, 20th Century USA, the rise of Hitler, etc.

MODERN FOREIGN LANGUAGES

(French/German/Spanish)

General description of how the course breaks down:

The GCSEs in French, German and Spanish are linear and all papers are sat at the end of Year 11. Linguistic skills, grammar, cultural awareness and vocabulary are all developed in lessons and independent work. There will be four formal examinations weighted equally at 25%: listening, speaking, reading and writing.

Year 10

	Term 1	Term 2	Term 3
French & German	• Marriage / Relationships • Free Time Activities	• Travel and Tourism • Health and Wellbeing	• Customs, Festivals and Celebrations
Spanish	• Identity and Relationships • Healthy Living and Lifestyle	• Education and Work • Free-time Activities	• Customs, Festivals and Celebrations • Celebrity Culture

Year 11

	Term 1	Term 2	Term 3
French & German	• Celebrity Culture • Social/ Global Issues	• Education Post 16 • Jobs, Career Choices and Ambitions	• Revision and all exam papers
Spanish	• Travel and Tourism, Including Places of Interest • Media and Technology	• The Environment and Where People Live	• Revision

How can you support and help your child?

- Help with weekly Languagenut (homework) monitoring.

Top tips for students and revision strategies:

- Use booklets supplied by class teachers and attend revision sessions, when available, after school.
- Revise tenses (past, present, future).
- Use websites and resources given by MFL department for revision.
- Buy a revision guide and workbook via ScoPay.
- Duolingo, Quizlet, and Languagenut apps are very useful.

Key Dates:

- Speaking trial exams at the beginning of December in Year 11.
- All papers sat at the end of Year 11 (exam board to confirm dates).

Useful Websites:



[Languagenut](#)



[Duolingo](#)



[Quizlet](#)



[BBC Bitesize Languages](#)



[Gizmo](#)

- Slow German/
Slow French/
Slow Spanish
(all free)

MUSIC

General description of how the course breaks down:

- Performance 30% - Solo performance (minimum 1 minute) & ensemble performance (minimum 1 minute). Total minimum of 4 minutes across the solo and ensemble pieces.
- Composition 30% - 2 compositions, 1 set to a brief (minimum 1 minute) & 1 free composition (minimum 1 minute). Total minimum of 3 minutes across both compositions.
- Written and Listening Examination 40% - 4 areas of study (Instrumental Music 1700-1820, Vocal Music, Music for Stage and Screen, Fusions) with 2 set works in each.

Year 10

Term 1	Term 2	Term 3
• Music theory • Start studying set works • First solo performance	• Continue study of set works • Start first composition • Solo performances	• Complete first composition • Start ensemble performance • Set works

Year 11

Term 1	Term 2	Term 3
• Finish studying the set works • Start second composition • Final recording of solo performance	• Complete all compositions • Final recordings of ensemble performances • Start revision.	• Revision of set works.

How can you support and help your child?

- Find time to listen to your child practise. Encourage them to repeat short sections where they make mistakes rather than keep playing through the whole piece and making the same mistakes.
- Listen to their composition ideas and encourage them to improvise with those ideas to develop them further.
- Encourage them to listen analytically to a wide variety of styles of music and pick out the main elements. Discuss how the different elements of music are used – melody, harmony, tonality, rhythm/metre, structure, texture, instrumentation, tempo & dynamics.

Top tips for students and revision strategies:

- Practise often on your musical instrument! Half an hour a day is far better than a couple of hours once a week. Remember: solo performing is worth 15% of the GCSE. Practise scales and arpeggios; they will help you with key signatures and chords.
- Join one of the school ensembles (choir, jazz band, string orchestra). You could even start your own ensemble (e.g. clarinet trio, percussion ensemble). Remember: ensemble performance is worth another 15% of the GCSE.
- Listen to a piece of music (e.g. a TV theme tune or a pop song) and see if you can work out how to play it on your instrument. This will help to develop your aural skills.
- Learn the degrees of the scale and the chords built on them, learn the major and minor key signatures (remember the circle of fifths).

Key Dates:

- Composition 1 completed by the end of Year 10.
- Final recording of solo performance to be completed during Autumn term Year 11.
- Composition 2 completed during the spring term of Year 11.
- Final recordings of ensemble performances to be completed during spring term of Year 11.
- Written/Listening examination May/June Year 11.

Useful Websites:

There are many theory and aural training apps, many of which are free, e.g. Music Tutor and Aural Wiz.



[Focus on Sound](#)



[BBC Bitesize Music](#)



[Toned Ear](#)



[Teoria](#)



[Theta Music](#)



[Musictheory.net](#)

PHYSICAL EDUCATION

GCSE/Cambridge National

General description of how the course breaks down:

Written paper 1—Anatomy and physiology, movement analysis, physical training and use of data. 1h15min —30%
Written paper 2—Sports psychology, socio-cultural influences, health, fitness and wellbeing and use of data. 1h15 min —30%

Non-exam assessment— 40%:

- 3 practical assessments (one in a team activity, one in an individual activity and a third in either a team or individual activity).
- Analysis of performance to bring about improvement in one activity.

Year 10

Term 1	Term 2	Term 3
• Paper 1—Applied anatomy & physiology	• Paper 1—Movement analysis & applied anatomy & physiology	• Paper 1—Physical training

Year 11

Term 1	Term 2	Term 3
• Paper 2—Health, fitness & well-being & sports psychology	• Paper 2— Sport psychology & socio-cultural influences	• Paper 2—Socio-cultural influences

How can you support and help your child?

- Encourage attendance to at least one extra curricular club per week (either lunch or after school).
- Support your child in their weekly homework which is set on Teams.
- Encourage your child to watch a range of sports and read newspaper articles or articles on social media to ensure they have a range of sports people to use as examples in their exams.
- Encourage your child to use the EverLearner website to consolidate their knowledge from lessons.

Top tips for students and revision strategies:

- Attend a range of extra-curricular clubs.
- Ideally participate in at least one sport at club level.
- Be organised and ask lots of questions.
- Meet deadlines for assignments.
- Attend all support sessions that are available.
- Purchase a revision guide.

Key Dates:

- January Year 10 - Begin NEA written coursework in lessons.
- October Year 11 - First practical exam.
- February Year 11 - Trial exam.
- Easter Year 11 - Second practical exam.

Useful Websites:



[BBC Bitesize PE](#)



[AQA PE](#)



[The EverLearner](#)

General description of how the course breaks down:

- R184: Contemporary issues in sport - Written paper, OCR set and marked. 70 marks in total worth 40% of the total marks
- R185: Performance and leadership in sports activities - Centre-assessed tasks, OCR moderated worth 40% of the total marks
- R187: Increasing awareness of outdoor and adventurous activities - Centre-assessed tasks, OCR moderated worth 20% of the total marks

Year 10

Term 1	Term 2	Term 3
• R187: Increasing awareness of outdoor and adventurous activities. Task 3 and 4 • R185: Performance and leadership in sports activities - Task 1	• R187: Increasing awareness of outdoor and adventurous activities. Task 3 and 4 • R185: Performance and leadership in sports activities - Task 1	• R185: Performance and leadership in sports activities - Task 1 & 2

Year 11

Term 1	Term 2	Term 3
• R185: Performance and leadership in sports activities 1,3&4	• R184: Contemporary issues in sport	• R184: Contemporary issues in sport

How can you support and help your child?

- Encourage attendance to at least one extra curricular club per week (either lunch or after school).
- Support your child in their weekly homework which is set on Teams.
- Encourage your child to watch a range of sports and read newspaper articles or articles on social media to ensure they have a range of sports people to use as examples in their exams.
- Encourage your child to use the EverLearner website to consolidate their knowledge from lessons.

Top tips for students and revision strategies:

- Attend a range of extra-curricular clubs.
- Ideally participate in at least one sport at club level.
- Be organised and ask lots of questions.
- Meet deadlines for assignments.
- Attend all support sessions that are available.
- Purchase a revision guide.

Key Dates:

- Y10 - End of March - final submission for R187: Increasing awareness of outdoor and adventurous activities. This will be submitted to the exam board for official marking
- Y11- December - Final submission for R185: Performance and leadership in sports activities. This will be submitted to the exam board for official marking

Useful Websites:



[BBC Bitesize PE](#)



[Cambridge Nationals](#)



[The EverLearner](#)

RELIGIOUS STUDIES

General description of how the course breaks down:

In GCSE Religious Studies, students explore the beliefs, teachings, practices and values of two major world religions: Christianity and Buddhism. Through the study of topics such as the Trinity, the Incarnation and Resurrection, prayer and pilgrimage, the Four Noble Truths, and meditation, students develop an understanding of how religious beliefs influence the lives of individuals and communities today. Students are encouraged to think critically, use evidence and reasoned argument to analyse different perspectives and form their own informed judgements. In Year 11, students build on this knowledge through the study of a range of philosophical and ethical themes. These include Relationships and Families, Religion and Life, the Existence of God and Revelation, and Religion, Crime and Punishment. Students consider how religious and non-religious worldviews respond to contemporary issues and are encouraged to reflect on their own beliefs and values.

Assessment takes place through two equally weighted written examinations at the end of Year 11, each lasting 1 hour and 45 minutes.

- Paper 1 focuses on two religions: Christianity and Buddhism. Students respond to questions worth up to 96 marks (plus SPaG marks). Each religion has two five-part questions of 1, 1, 4, 6 and 12 marks for a total of 48 marks per religion.
- Paper 2 covers four ethical and philosophical themes. Students are asked 5 questions about each theme (1, 1, 4, 6 and 12 mark questions).

Year 10

Term 1	Term 2	Term 3
Christian beliefs and teachings and how they affect everyday life	Christian Practices Buddhist beliefs and teachings and how they affect everyday life including ethical questions	Buddhist practices and ethical guidance.

Year 11

Term 1	Term 2
Ethical and philosophical themes: - Relationships and families - Religion and Life	Ethical and philosophical themes: - The Existence of God and Revelation - Religion, Crime and Punishment

How can you support and help your child?

- Encourage your child to attend revision sessions.
- Let your child explain what they are learning to you – this is a really good revision aid.
- Watch films or documentaries to do with ethical and moral issues, particularly related to the ethical issues we are studying, but also including environmental issues, human rights.
- Encourage your child to meet deadlines for homework and complete it to their best ability.

Top tips for students and revision strategies:

- Attend revision sessions held by the department.
- In SharePoint, Philosophy, use booklets provided to practise as many questions as possible.
- Use Magenta Principles to help with your revision - reduce, rearrange, connect, compare, etc.
- Use graphic organisers like Venn diagrams, mind maps, and concept maps to help you to make sense of content.

Key Dates:

- May/June (Year 10 Assessment Week).
- February Year 11 – Trial exam.
- Exams May-June end of Year 11.

Useful Websites:



[BBC Bitesize Religion](#)



[BBC Buddhism](#)



[BBC Christianity](#)



[Revision World](#)



[RS Revision](#)



[IEP](#)

HEALTHY BODY AND HEALTHY MIND

We know Year 10 can be a challenging and stressful time for your child, and although we will do all we can to support them in school, there are some things that we can all do to make sure they are getting things right. A healthy mind and body is as important for success as a revision booklet, and some healthy choices out of school can make a real difference.

Self Help:

SLEEP



A good rest each night is important to recover from the busy day and is paramount for overall health and brain function.

SCREEN TIME



Reducing screen time regularly and before bed allows the mind to relax and prepare for sleep.

BREAKFAST AND DIET



In times of stress it is easy to fall into a trap of grabbing comfort food, but it is important to ensure a healthy balanced diet is followed.

EXERCISE



Regular exercise has been proven to reduce stress levels by taking your mind off your worries and pumping feel good endorphins to improve your mood.

KEEPING ORGANISED



Students need to be prepared with the correct equipment each day. When exams approach encourage your child to make a revision timetable.

DOWNTIME



Whether watching a film, reading, listening to music or doing exercise...it is really important that your child has some down time.

WATER



Staying hydrated and taking in enough water helps levels of concentration and combats tiredness.

TALKING



It may sound simple but talking to your child is really important to try and understand how they are feeling.



Follow us on **Instagram**
@whitleybayhigh

USEFUL LINKS AND APPS

Click or scan on the links below to take you directly to the websites.

For Parents/Carers:

[Young Minds](#)



[WBHS](#)



[Every Mind Matters](#)



[Padlet](#)



[Anna Freud](#)



[We Heart CBT](#)



For Students:

[Young Minds](#)



[WBHS](#)



[Every Mind Matters](#)



[Padlet](#)



[Anna Freud](#)



[Kooth](#)



[Childline](#)



[Stop. Breathe. Think](#)



Apps



happify™



Follow us on **Instagram**
@whitleybayhigh

Whitley Bay High School
Deneholm
Whitley Bay
NE25 9AS

0191 7317070
www.whitleybayhighschool.org

**Please note: The information in this booklet is up
to date at time of printing (September 2025).**