Welcome to Year 10 Information Evening

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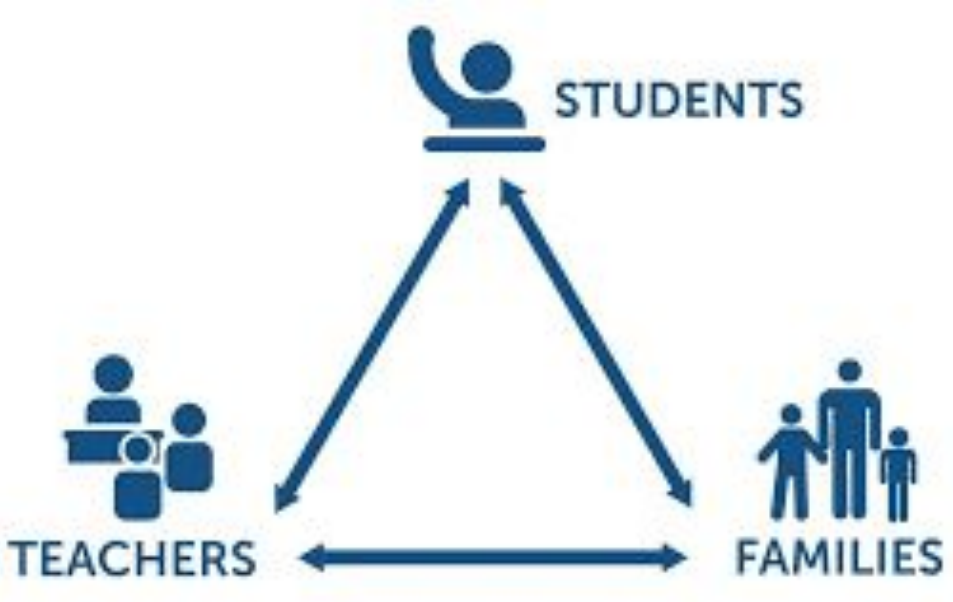
Mrs Lenon: Deputy Headteacher



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The Year 10 Team

Mrs Lenon	Deputy Headteacher-Curriculum and Assessment Y10/11 Exams and interventions
Ms Vincent	KS4 Lead
Y10 Mentor Team	Regular point of contact
Mrs Merchant	SENCo
Ms Phillips	Careers Lead and post 16 support

Best life chances: Our students can…

Last year we had:

- Students who secured 100% scholarships to Clifton College to study A Levels
- Record numbers of students going onto study A Levels in a wide variety of 6th Form Providers including St Brendan's, Cathedral School, Downend 6th Form
- Students who had secured high level apprenticeships with leading UK companies
- Students who performed significantly above their minimum target grades.

Why are GCSEs so important?

- All students at Mangotsfield sit 9 GCSE subjects.
- College course/6th Form requirements- many ask for a minimum of 5 grade 5 or 6s for entry. Many will ask for higher grades in subjects you wish to take at A Level
- It may affect the course you want to take if the entry requirements are higher for that subject i.e you need to get a 7 to study science for example.
- 6th form providers will look at grades across all the subjects you take.
- The majority of universities require you to have a 5 in English and maths even if you are not studying either subject.
- If you do not get a 4 in English and Maths you will have to resit the exams in college/6th Form.
- Your GCSE grades stay with you for life and can help to open doors for you in the future.
- We want your child to leave Mangotsfield with the best life chances

Why is Year 10 such an important year?

- Students have now settled into their option choices. They have completed 4 weeks in their GCSE subject already.
- The majority of content is taught in Y10.
- Students will be working on examination content and NEAs. In some option subjects the NEA/coursework can account for up to 100% of the grade. Some of these pieces of coursework will be completed in Y10.

How can you support your child to be successful in their GCSE subjects?

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1. The importance of attendance

- Students who achieved 95% or higher in their attendance achieved higher than their target grades.
- Students below 80% were performed on average 1.4 grades below their targets across their subjects.

Attendance groups

Above 95%	108	4.9	+0.3	5.4	+0.3	4.8	+0.2	98%
90.1 - 95%	51	3.7	-0.3	4.3	-0.3	3.6	-0.3	93%
80.1 - 90%	27	3.3	-0.4	3.9	-0.4	3.2	-0.5	87%
50.1 - 80%	16	2.3	-1.4	2.6	-1.7	2.3	-1.2	70%
0 - 50%	5	2.0	-1.9	2.0	-2.5	1.8	-1.9	36%

- According to research it was found that those students who miss 10 or 20% of school have only a 35% chance of reaching 5 x 9-5 passes in their GCSEs. Therefore having a very low attendance can affect your education negatively.

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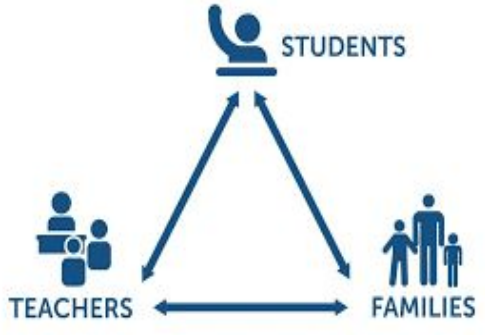
2. Communication between school and home

Thursday 17th October	Y10 Reports sent home via email
Thursday 24th October	4.00-7.00pm Meet the Mentor Evening
Tuesday 7th January	Y10 PPEs/mock exams
W/B 3rd February	Y10 Reports sent home with PPE results
Thursday 13th February	Y10 Parents' Evening
W/B Monday 13th June	Y10 PPE 2
Monday 7th-11th July	Y10 Work Experience
Monday 14th July	Y10 PPE Results and Y11 Information Evening



In 12 weeks time the Y10 students will sit their first mock exams. These will be sat formally in the Sports Hall.

2. Communication between school and home: What will you see on your child's report?

Subject	Teacher	Report 1	Progress Review 1			Progress Review 2			
		Attitude to Learning	Current Grade	Predicted Grade	Attitude to Learning	Predicted Grade	Attitude to Learning	PPE Grade	Coursework Attitude to Learning
English Language	Mr Risdale	P	2	3	P	3	R		
English Literature		P	2	3	R	3	R	1	
Maths	Mr Richardson	P	3	6	R	3	R	1	
Science Combined	Miss Williams	R	1	22	R	33	P	11	
Engineering Manufacturing (L1/2 Award)	Mr Crichton	E	L1D	L2P	E	L1M	R	U	

	Ambitious
	Engaged
	Passive
	Reluctant

Thursday 24th October:
Meet the Mentor Evening

Thursday 13th February:
Y10 Parents' Evening

2. Talking to your child about their target grades.

Target range (please ignore if qualification type is not applicable, see below for explanation)
GCSE Subjects: 2-4
GCSE Combined Science: 22-44
BTEC Tech: L1P-L2P
Cambridge National Subjects (CNAT): L1P-L2P
L1/2 Award : L1P-L2P

- Schools use target grades as a way to measure progress during their GCSE and vocational courses.
- They are set to give students something to aim for, but they do not define or limit the final grade a student can achieve. Normally GCSE and vocational targets are set based on the average progress students make nationally from Year 6 to Year 11. This is based on a student's KS2 SATS results in Reading and Maths. However, as you'll be aware, the current Year 10 did not take their SATS due to Covid.
- This is not a situation we have been in before, and there is no national guidance as to how to set targets for these students. Therefore as a Trust of schools we have looked at all the significant pieces of data we have on our current Year 10s including:KS1 SATS results, reading ages in Years 7-9, Year 9 CSET tests.
- Using all this data we have given each student a target grade range to aim for in all their subjects.
- Hopefully this target grade range will give students, parents and teachers a basis to discuss progress over the coming two years. Parents Evenings will give you the opportunity to discuss this progress, and what you can do to support your child in achieving their full potential.

3. Understanding how the courses are assessed

- Is the course assessed with a final exam?
- Is there coursework?
- When is the final exam?
- When do students need to submit their coursework?
- There will shortly be a Parent Guide to each subject on our website

New GCSE Grade Structure	Previous GCSE Grade Structure	Vocational Grades	
9	A*	L2D*	
8			
7	A	L2D	
6	B	L2M	
5			
4	C	L2P	
3	D	L1D	
2	E	L1M	L1P
1	F G	L1P	
U	U	U	

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4. Excellence is a habit: Supporting your child to complete their homework

- Students are set homework each week in every subject.
- This will be set via their Google Classroom page.
- Homework will be focused on the revision of key content and also applying new knowledge to exam style questions.
- If homework is not completed on time then there will be sanctions
- There is no such thing as no homework! Students who completed their homework and tasks beyond that achieved their target grades

Sparx	P8
0%	-1.29
1%-10%	-0.79
10%-30%	-0.14
30%-60%	0.05
60-75%	0.03
76-90%	1.03
90% +	1.37

Excellence is a habit: 12 week PPE Homework Programme

Subject: Science

What will be covered in PPE1?

Biology - cell biology, organisation, infection and response and photosynthesis.
Chemistry - atomic structure and the periodic table, bonding, structure and the properties of matter and chemical changes.
Physics - energy, electricity, particle model of matter and atomic structure.

What types of questions will students be asked to answer?

Questions can range from 1 mark recall to 6 mark evaluation style questions. Students may be asked to plot data and draw lines of best fit and calculate different scientific values. Within the specification there are several required practicals that students will need to know as they may be asked to write a method, identify variables or analyse data.

	Week	Revision homework tasks: This will all be set via your child's google classroom page
1	Term 1 Week 6	Cell biology Educake quiz and exam question booklet
2	Term 1 Week 7	Atomic structure and the periodic table Educake quiz and exam question booklet
3	Term 1 Week 8	Energy Educake quiz and exam question booklet
4	Half term	Organisation Educake quiz and exam question booklet Paper 1 Exam questions Exam booklet
5	Term 2 Week 1	Bonding, structure and the properties of matter Educake quiz and exam question booklet
6	Term 2 Week 2	Electricity Educake quiz and exam question booklet
7	Term 2 Week 3	Infection and response

Each subject has put together a 12 week homework plan to help the Y10 students prepare for their first set of PPEs.

It details the topics that will be covered in the PPE Exams

This will be posted on the Y10 Google classroom and will also be available on the school website

Each teacher will post the homework task every week on their Google classroom page.

5. Check Class Charts regularly

- This will let you know how your child is getting on in their lessons
- Have they missed any homeworks?
- We are also looking into providing Guardian summaries from Google classroom which will give parents information about upcoming homework deadlines and incomplete tasks
- A login access code was sent out recently to all parents. However if you are struggling to log in please contact your child's mentor or Man-info@cset.co.uk

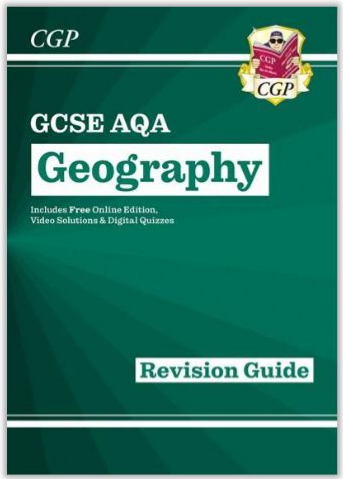
Ms Vincent

I work with both Year 10 and Year 11 and my main role is to support students with preparation for GCSEs. This includes:

- Coursework - monitoring, supporting with catch up and ensuring communication between school and home
- Revision - supporting with revision strategies
- Interventions - encouraging students to take advantage of the opportunities available to them
- Parent communication - keeping parents informed of all things year 10/11 related

6. Purchasing revision guides.

- The subject guide on the website details which revision guides are best to buy and this is required when purchasing from external suppliers such as Amazon or Waterstones
- Revision guides can be purchased from Scopay - purchasing through Scopay means you will receive the correct guide
- Once ordered, it is the student's responsibility to collect the revision guide from their teacher



7. Coursework - role of the student

For some subjects, coursework is a fundamental part of the course and is worth a significant percentage of the final grade. Therefore, it is essential that students work hard to produce the best possible standard of work that they can. They can do this by:

- High attendance - making sure they are in every lesson so that they have enough time to complete the coursework to a high standard
- Look at example work of top grades and strive for similar or higher standard of work
- Make the most of each lesson and seek help if stuck
- Attend additional sessions after school if falling behind or if standard could be improved
- Before the deadline, ask the teacher if there is anything they can do to improve the work

7. Supporting your child with their coursework

Parents can play a pivotal role in supporting with coursework:

- Ensure high attendance so that your child does not miss lessons and fall behind
- Show an interest - be aware of deadlines
- Keep communication open - ask for updates on your child's coursework progress
- Encourage your child to attend additional after school sessions if they fall behind

Mrs Blackmore : What additional support is there for students?

- This is now the third year of our Strong Roots programme.
- Every morning from 8.45-9.15 students take part in knowledge retrieval activities
- This is focused on the key knowledge needed for:
- English,
- Science
- Geography/History

Strong Roots

Term 2 Week 6
Science - Neutralisation and Electrolysis
Open your Strong Roots booklet and ensure your equipment is ready to be checked.

On the Y10 report it will show how well your child has engaged with the Strong Roots programme so far this year

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A

Most reactive

- Potassium
- Sodium
- Lithium
- Magnesium
- Calcium
- Aluminium

Carbon

- Zinc
- Iron
- Tin
- Lead

Hydrogen

- Copper
- Mercury
- Silver
- Gold

Least reactive

Reactivity Series

- Metals below hydrogen DO NOT REACT with acid
- Metals below carbon can be extracted by reduction with carbon
- Metals above carbon can only be extracted by electrolysis e.g. aluminium

Extracting a metal from an ore

Metals are often found as ores (except gold and silver). An ore is a rock that contains metal atoms - the other atoms can be removed to form metal

Oxidation is the **gain** of **oxygen**:
magnesium + oxygen ⟶ magnesium oxide

Reduction is the **loss** of **oxygen**:
iron oxide + carbon ⟶ iron + carbon dioxide

B

Redox Reactions and OILRIG

Oxidation is the loss of electrons. $Mg \longrightarrow Mg2+ + 2e$
Reduction is the gain of electrons. $2H+ + 2e \longrightarrow H2$

Reduction and oxidation happen at the same time – a redox reaction.

Displacement reactions

A more reactive metal can push out a less reactive metal from a salt.
Magnesium + copper sulphate ⟶ copper + magnesium sulphate

A displacement reaction is also a redox reaction:
The Mg is oxidised: $Mg \longrightarrow Mg^{2+} + 2e^-$
The copper is reduced: $Cu^{2+} + 2e^- \longrightarrow Cu$

The ionic equation shows the changes of the metal atoms and ions:
$Mg + Fe^{2+} \longrightarrow Mg^{2+} + Fe$

Making a soluble salt

RPA - Required Practical

A soluble salt will be made dissolved in water.

1. Choose the correct acid and base
2. Warm the acid and add the base in excess (add slightly more than is needed to make sure acid is neutralised)
3. Filter out the unreacted base using funnel and filter paper
4. Heat the solution gently using a water bath or electric heater to evaporate some of the water
5. Allow the rest of the water to evaporate naturally until dry crystals of salt are formed

C

Acid, Base and Alkali

An acid has pH of less **than 7**
A base has a pH **more than 7** and it will neutralise an acid. It's name ends in oxide. It is insoluble.
An alkali is a base that does dissolve in water and it forms OH^- ions. It's name ends in hydroxide.

A reaction between an acid and base is called neutralisation: acid + base salt + water

D

Naming salts

H_2SO_4	Sulphuric acid → metal sulphate
HNO_3	Nitric acid → metal nitrate
HCl	Hydrochloric acid → metal chloride

Acid + metals

The higher a metal is in the reactivity series the faster it will react with an acid. A more reactive metal will lose electrons more easily to form a positive ion.

Acid	+ metal	→ salt	+ hydrogen
hydrochloric acid	+ Iron	→ Iron chloride	+ hydrogen

Metal + acid always forms salt + hydrogen gas. Hydrogen gas is H_2. The name of the salt depends on the acid used.

Acid + metal oxide or hydroxide

Metal oxides are bases so will neutralise acids. Note the naming of the salt from the acid.

Acid	+ metal oxide	→ salt	+ water
Hydrochloric acid	+ copper oxide	→ copper chloride	+ water
Sulphuric acid	+ zinc oxide	→ zinc sulphate	+ water

Metal hydroxides are alkalis so will also neutralise acids.

Acid	+ metal hydroxide	→ salt	+ water
Nitric acid	+ potassium hydroxide	→ potassium nitrate	+ water

Acid + metal carbonates

Metal carbonates also neutralise acid to make salt but this time water and *carbon* dioxide are formed.

Acid	+ metal carbonate	→ salt	+ water
nitric acid	+ calcium carbonate	→ calcium nitrate	+ water

HIGHLIGHT and SELF QUIZZING - Tuesday

Mangotsfield School

Questions	Answers
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

What do I not yet know?

Mark

/10

FREE RECALL and SELF QUIZ - Wednesday

Mangotsfield School

Free Recall:

Questions	Answers
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Year 10 - Reactions of Metals

1	Metals _____ hydrogen will not react with an acid	KO A
2	Metals below _____ can be extracted by reduction	
3	Metals above carbon must be retracted by _____ e.g aluminium	
4	_____ reactions are when a more reactive metal pushes a less reactive metal from a salt	
5	A displacement reaction is also a _____ reaction	
6	An ___ is a rock that contains metal atoms - the other atoms can be removed to form metal	KO B
7	_____ is the gain of oxygen	
8	_____ is the loss of oxygen	
9	Oxidation is the loss of _____. Reduction is the gain of _____.	
10	Reduction and oxidation happen at the same time – a _____ reaction	
Challenge: Write a methodology to make a salt from a base and an acid		

How can you support your child with English?

English Literature GCSE

English Language GCSE

English Literature GCSE

Paper 1 (40%)

1 hour, 45 minutes

-1 question on Macbeth

-1 question on Jekyll and Hyde.

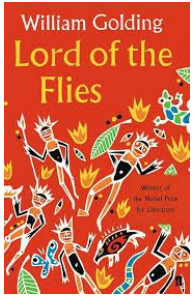
Paper 2 (60%)

2 hours, 15 minutes

-1 question on Lord of the Flies

-1 question comparing 2 poems from the Poetry Anthology (Power and Conflict)

-2 questions on 2 ‘unseen’ poems.



English Literature GCSE

January PPE:

1 question on Macbeth

What does revision look like?

- Seneca - weekly hw on Macbeth
- Key quotes -What/How/Why paragraphs on each quote;
- Character/Theme notes - using Macbeth KOs and key context booklet.
- Youtube videos on Macbeth- Mr Bruff

EXAMPl

Lady Macbeth

The raven himself is hoarse
That croaks the fatal entrance of Duncan
Under my battlements. Come, you spirits
That tend on mortal thoughts, unsex me here,
And fill me from the crown to the toe top-full
Of direst cruelty! make thick my blood;
Stop up the access and passage to remorse,
That no compunctious visitings of nature
Shake my fell purpose, nor keep peace between
The effect and it! Come to my woman's breasts,
And take my milk for gall, you murdering ministers,
Wherever in your sightless substances
You wait on nature's mischief! Come, thick night,
And pall thee in the dunnest smoke of hell,
That my keen knife see not the wound it makes,
Nor heaven peep through the blanket of the dark,
To cry 'Hold, hold!'

Starting with this extract, how does Shakespeare present Macbeth as a dangerous character?

English Language GCSE

Paper 1 (50%): FICTION

1 hour, 45 minutes

Q1: Find 4 things about….

Q2: Analyse language in….

Q3: Analyse structure in…

Q4: Give your opinion on…

Q5: Write a description of…

Paper 2 (50%): NON-FICTION

1 hour, 45 minutes

Q1: Which statements are true

Q2: Compare 2 sources

Q3: Analyse language in…

Q4: Compare perspectives in 2 sources

Q5: Write a speech persuading others….

Section B: Writing

You are advised to spend about 45 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

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0 5 You are going to enter a creative writing competition.

Your entry will be judged by a panel of people of your own age.

Either: Write a description suggested by this picture:

Or: Write the opening part of a story about a place that is severely affected by the weather.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

English Language GCSE

How to revise for English Language Paper 1, Q5?

-Use your Mega Bundle to make notes on the key language and structural techniques;

-English Language Seneca;

-Youtube videos on English Language - Mr Bruff;

-Writing tasks - write a description of the school canteen at breaktime (for example).

How can you support your child with Maths?

Year 10 Maths

- PPEs - paper 1 - non calculator, paper 2 - calculator.
- We have chosen 1 key topic for the PPEs which will be added to each weeks homework.
- All other topics will be on the separate topic list to be handed out this week. Use the SPARX codes to practice these topics.
- Please check with your teacher what tier you will be doing.

Sparx Maths

Foundation Skills List

Number

Topic	Topic code	R	A	G
Ordering positive integers	U600			
Ordering decimals	U435			
Ordering negative numbers	U947			
Adding and subtracting positive integers	U417			
Multiplying and dividing positive integers	U127, U453			
Adding and subtracting negative numbers	U742			
Multiplying and dividing negative numbers	U548			
Adding and subtracting decimals	U478			
Multiplying and dividing with place value	U735			
Multiplying and dividing with decimals	U293, U868			
Order of operations	U976			
Prime numbers, prime factorisation	U236, U739			
Factors, multiples, HCF and LCM	U211, U751, U529			
Powers and roots	U851			
Using standard form	U330, U534			
Calculating with standard form	U264, U290, U161			
Equivalent fractions and simplifying fractions	U704, U646			
Mixed numbers and improper fractions	U692			
Ordering fractions	U746			
Addition and subtraction of fractions	U736, U793			
Multiplication and division of fractions	U475, U544			
Converting and ordering fractions, decimals and percentages	U888, U594			
Fractions of amounts	U881, U916			
Percentages of amounts	U554, U349			
Percentage change	U773, U671			
Reverse percentages	U286, U278			
Simple interest	U533			
Rounding	U480, U298			
Rounding to significant figures	U731, U965			
Estimating answers	U225			
Value for money	M681			

Sparx Maths

Foundation Skills List

Algebra

Topic	Topic code	R	A	G
Algebraic expressions	U613			
Collecting like terms	U105			
Substitution	U201, U585, U144			
Expanding brackets	U179, U768			
Factorising expressions	U365			
Index laws	U235, U694, U662, U103			
Changing the subject	U556			
Coordinates	U789, U889			
Midpoints	U933			
Plotting straight line graphs	U741			
Equations of straight line graphs	U315, U669			
Parallel lines	U377			
Distance-time graphs	U403, U914, U462, U966			
Quadratic graphs	U989, U667			
Linear equations	U755, U325, U870, U505, U599			
Quadratic expressions and equations	U178, U228			
Linear sequences	U213, U530, U498, U978			
Other sequences	U958, U680			

Ratio and proportion

Topic	Topic code	R	A	G
Simplifying ratios	U687			
Sharing amounts in a ratio	U753, U577			
Converting between ratios, fractions and percentages	U176			
Direct proportion	U721, U640			
Inverse proportion	U357, U364			
Proportion graphs	U238			
Units of measure: Length, Mass and Capacity	U102, U388			
Units of measure: Time	U902			
Units of measure: Area	U248			
Currency conversion	U610			
Conversion graphs	U652, U638, U862			
Compound units: Speed	U151			

Year 10 Maths

Calculators are available on SCOPAY for £9.85 (cheaper than anywhere else). Can be used in a number of different subjects.

CGP Revision guides and exam workbooks are available on SCOPAY (£3.25 each).

Mangotsfield School

Work Experience 7th-11th July ‘25

Why is work experience an integral part of our curriculum?

‘By the age of 16, every pupil should have had at least one experience of a workplace, additional to any part-time jobs they may have’ Gatsby

- **REAL experience of working life**
- **An employer REFERENCE for the future**
- **Developing EMPLOYABILITY skills**
- **A test drive of a sector/career path**
- **Building confidence.**
- **Supports future applications for education, training, employment**

Students in Year 10 have a work experience week **7th - 11th July 2025** and is a key part of the school careers education programme.

What does our work experience process look like?

Students should be actively researching and applying for placements**. Placement week is 7th - 11th July '25**

Once a placement has been agreed with an employer - a work experience placement form needs to be completed, signed and returned to Miss Phillips. Online and paper copies will be available

The forms are then screened and safeguarding checks completed.

Student preparation for placements in Term 6

How can I secure a placement for my child?

Discussing interests and ideas with your child

Researching possible companies/organisations, internet search, Careerpilot and company websites: *Google Classroom for notices and opportunities.*

Sending letter, expression of interest - *by email, phone calls, popping in.*

Reaching out to contacts, friends, network for any openings.

NB*School mentors can support. Miss Phillips in the Careers Office in the LRC break and lunchtimes.

Work Experience

Carey Phillips posted a new material: Law Work Experience Programme at Burges Salmon i...

Posted Sep 27

Hi Year 10

The link below is about a work experience programme for a legal firm called Burgess Salmon in Bristol. You can apply for this via the website from the **1st October.** All the info about the placement and the application process is on the website.
They also run school student information days that Year 10 students can apply for at other times (these will be in March 2025)

Email me or pop into the careers office if you would like to apply and need any help
Have a nice weekend
Miss Phillips

carey.phillips@cset.co.uk

School students work ex...
https://www.burges-salmon.cor

School students informa...
https://www.burges-salmon.cor

Carey Phillips posted a new material: Year 10 Work Experience

Posted Sep 19

HI Year 10

The date for work experience this year is 7th - 11th July 2025

I will speak to you as a Year group about work experience very soon but start to think about what you would like to do and start researching places you would like to apply to.

It is a good idea to apply sooner rather than later as lots of Year 10 students in Bristol /South Glos schools do work experience and will be applying too.

There are lots of ways to ask about and apply for work experience - if you would like to apply in writing, here is a basic template to help get started. You can make a copy then edit and add into it.

Later this term you will have time with your mentor groups for work experience planning and I am in the careers office in the LRC at breaktimes and lunchtimes Monday - Thursday and available to help with questions and ideas.

Miss Phillips Careers Office
carey.phillips@cset.co.uk

Applying for work experi...
Google Docs

What does the WEX Placement Form detail?

1. Placement details - activities, working hours, dress code etc
2. Safeguarding checks
3. Insurance Cover
4. Risk assessing
5. Communication with employer regarding additional information & support

Frequently Asked Questions

What insurance does company need to have?

(Public and Employers' Liability insurance)

Can students work with family members?(Absolutely)

My child has sent applications but has not heard back?

(Follow up applications via email/phone)

Is transport provided to work experience?

(No - students need to be able to get to their placement)

Can the placement be outside of the local area?

(Yes - please liaise with Miss Phillips regarding arrangements)

My child doesn't know what they want to do for work experience?

What has our feedback from employers looked like?

Mangotsfield School

'A PLEASURE TO HAVE WORKING HERE'
'YOU ARE WELCOME BACK ANY TIME'
'A CREDIT TO THE SCHOOL'
'MOTIVATED & ENTHUSIASTIC'
'WE DON'T WANT TO LET THEM GO!'
'POLITE, HELPFUL AND SHOWED GREAT INITIATIVE'
'CUSTOMERS CAME BACK TO SAY HOW FRIENDLY THEY WERE'
'A REAL ASSET TO US FOR THE WEEK'
'IF THEY WANTED A JOB WE WOULD HAVE THEM TOMORROW!'