

Year 10 Parent Information Evening

Introductions

Mr Lingard – Headteacher

Mrs Barnes – Head of Year 10

The purpose of the evening....

To provide key dates and information relating to Year 10 and beyond



HELSTON COMMUNITY COLLEGE

PARENT GUIDE 2026 – 2027

The purpose of this quick reference guide is to help you when your child is at Helston Community College. Please keep this handy, and use it on a daily basis to help you get familiar with the College. If you cannot find the information that you are looking for in this quick and easy guide, please look on the College website

www.helston.comwall.sch.uk

or contact our main Reception on

enquiries@helston.tpacademytrust.org.

- On the website
- Will be emailed to you
- Available as a hard copy on request – please let us know if you need one

RAISING THE BAR



Year 10 – time to step up. The more we do now. The less stressful Year 11 will be.



How are grades decided?

BBC NEWS

How the new GCSE grades compare with old ones

Old	New
A*	9
A	8
	7
B	6
	5 Strong Pass
C	4 Standard Pass
D	3
E	2
F	
G	1
U	U

Source: Ofqual

With the exception of the Covid years, every year only a certain proportion of students receive each grade.

For example, every year around 67% of students will achieve a grade 4 or above. This means every year around a third of students won't pass. Only a certain percentage will get a grade 9 or a grade 7 and so on.

What this means practically is that our students are in competition with all the other Year 11 students in England.



BTECs and OCR Nationals

Some students have opted to study BTECs or OCR National courses. These have **larger amounts of coursework or NEA** and a different grading system.

Level 2 Distinction*

GCSE grade 8 – 9

Level 2 Distinction

GCSE grade 7 – 8

Level 2 Merit

GCSE grade 5 – 6

Level 2 Pass

GCSE grade 4 – 5

Level 1 Distinction

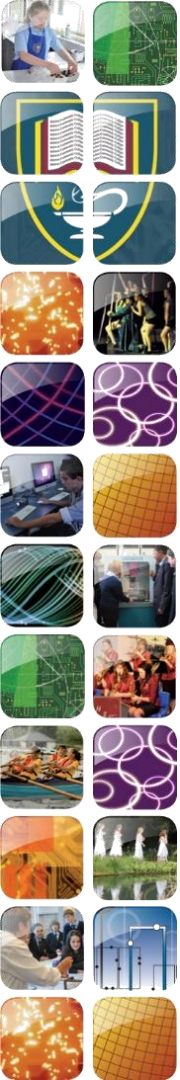
GCSE grade 3

Level 1 Merit

GCSE grade 2

Level 1 Pass

GCSE grade 1



Exams and Non-Examined Assessments (NEAs)



(otherwise known
as coursework)

- 7 Subjects
- 8 or 9 qualifications
(Science = 2 or 3, English = 2, Further Maths = 1)
- Up to 24 exam papers to sit
- Plus NEAs (in 9 subjects)

Art	1	NEA
Business	2	
Computer Science	2	
Construction	1	NEA
DT	1	NEA
Drama	3	
English	4	
Food	1	NEA
French	4	
Geography	3	
Hair & Beauty	1	NEA
H&SC	1	2 NEA
History	3	
Maths	3	
Further Maths	2	
Media	2	NEA
Music	3	
Photography	2	
Science	6	
Spanish	4	
Sport	1	2 NEA
Travel	1	2 NEA

Exam Papers

English + Maths + Science = 13
3 options = up to 9

Longest paper = 2 hours 15 minutes

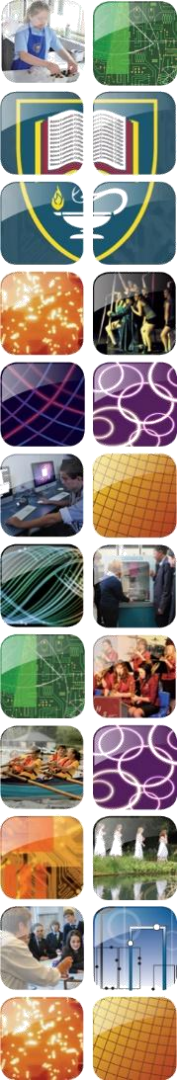
Examples:

English Lang – 1 hour 45

Maths – 1 hour 30

Science – 1 hour 15 or 45

Construction/Hair – 2 hours



RE GCSE EXAM

This is a real
GCSE exam for
year 10 students!

Paper 1 = 60 mins

Papers 2 and 3 = 35 mins each

May 13th

May 21st

June 7th

This is what the real exam timetable could look like in Year 11

Exam Week	Week beginning	Exams
1	3 rd May	H&SC
2	10 th May	Comp Sci Eng Lit Drama Science Business Maths
3	17 th May	Science 2 Geog Eng Lit 2 History Sport Engineering Comp Sci 2 Business 2
4	24 th May	Food Science 3 French (x 2) Maths 2 Eng Lang Geog 2 Music History 2
Half-term		
5	7 th June	French (3) Spanish (x2) Geog 3 Further Maths Eng Lang 2 History 3 Science 4
6	14 th June	Maths 3 Science 5 & 6 Spanish (3) Further Maths 2 H&B DT Construction

Practical exams,
e.g. Art, Drama,
Food, H&B will
take place
around March of
Year 11

Maths and English
exams are spread out
through the exam
season.

There's a science exam
every week!



The Importance of English and Maths

- Students who don't achieve at least a Grade 4 pass in their Maths and English GCSEs will have to continue studying the subjects beyond Year 11.
- In the English Language GCSE, there is a Speaking and Listening component which is graded separately and does not count towards the GCSE grade.



Grades Needed for P16

A Levels

Individual A Level Subjects have slightly different grade requirements, but for most a Grade 6 is needed.

Vocational Subjects

Grade requirements vary from subject to subject, but are slightly lower (e.g. 4 GCSEs at Grade 4 or above)



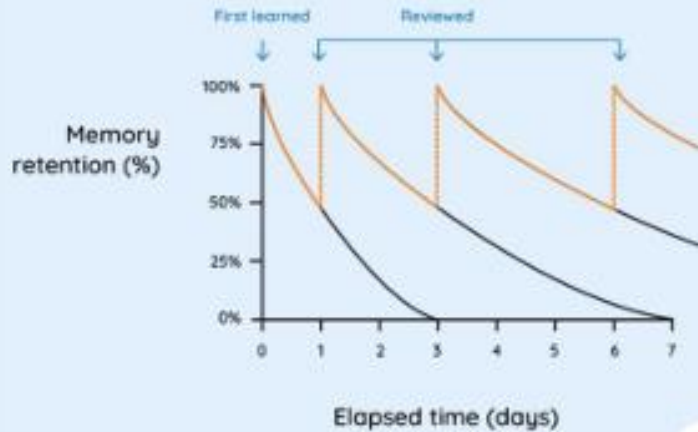
We cannot stress enough the importance of being in every day

Every day counts

> 95%	90% and 95%	< 90%
Percentage of students achieving five grades at 9-5 (inc. English and Maths)	Percentage of students achieving five grades at 9-5 (inc. English and Maths)	Percentage of students achieving five grades at 9-5 (inc. English and Maths)
78%	30%	3%
Average GCSE grade	Average GCSE grade	Average GCSE grade
6	4	3

ASPIRATION · AMBITION · ACHIEVEMENT

The Forgetting Curve



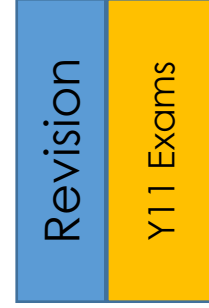
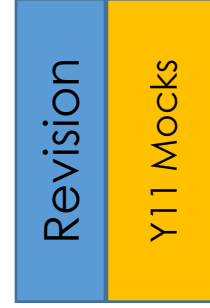
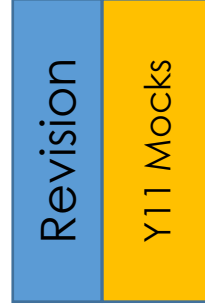
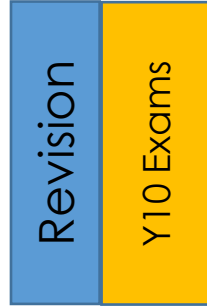
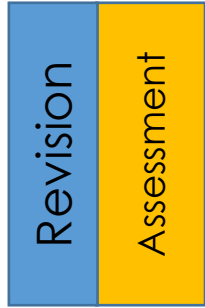
Leaving revision to the end is not effective.

Revision

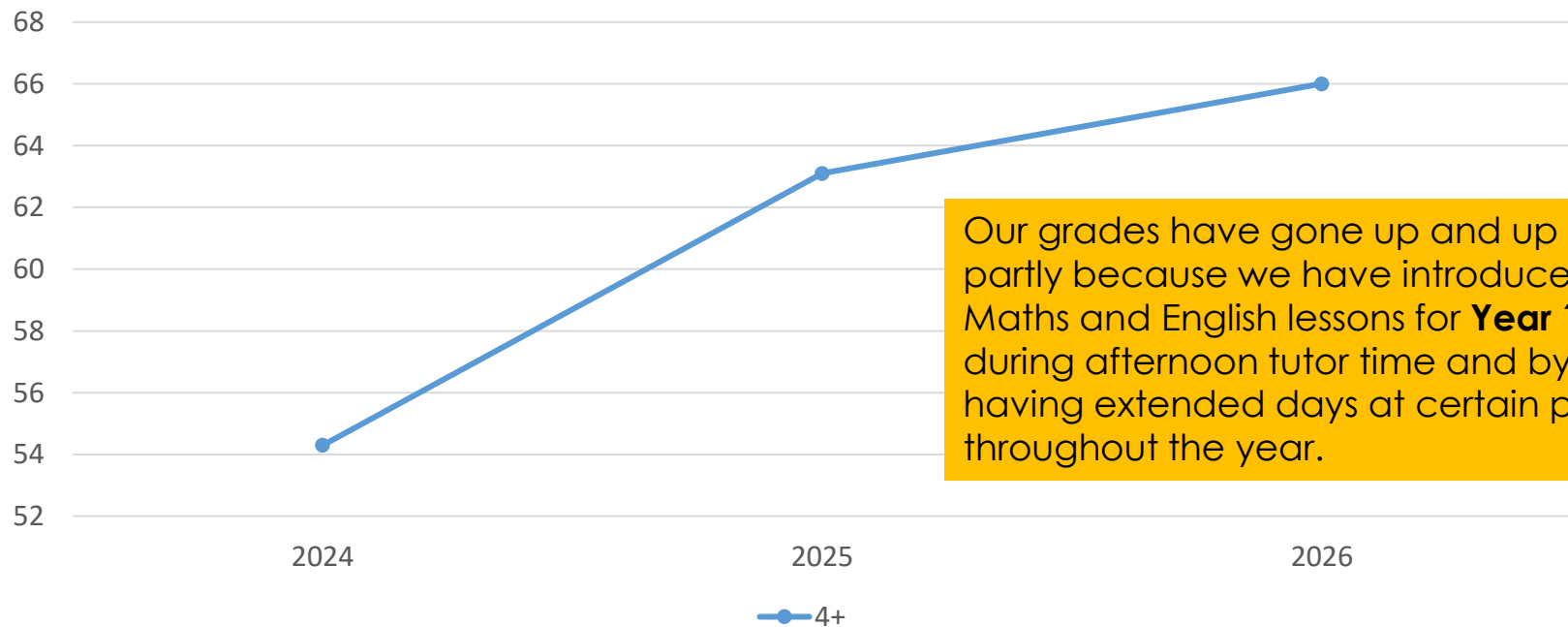
Y11
Exams



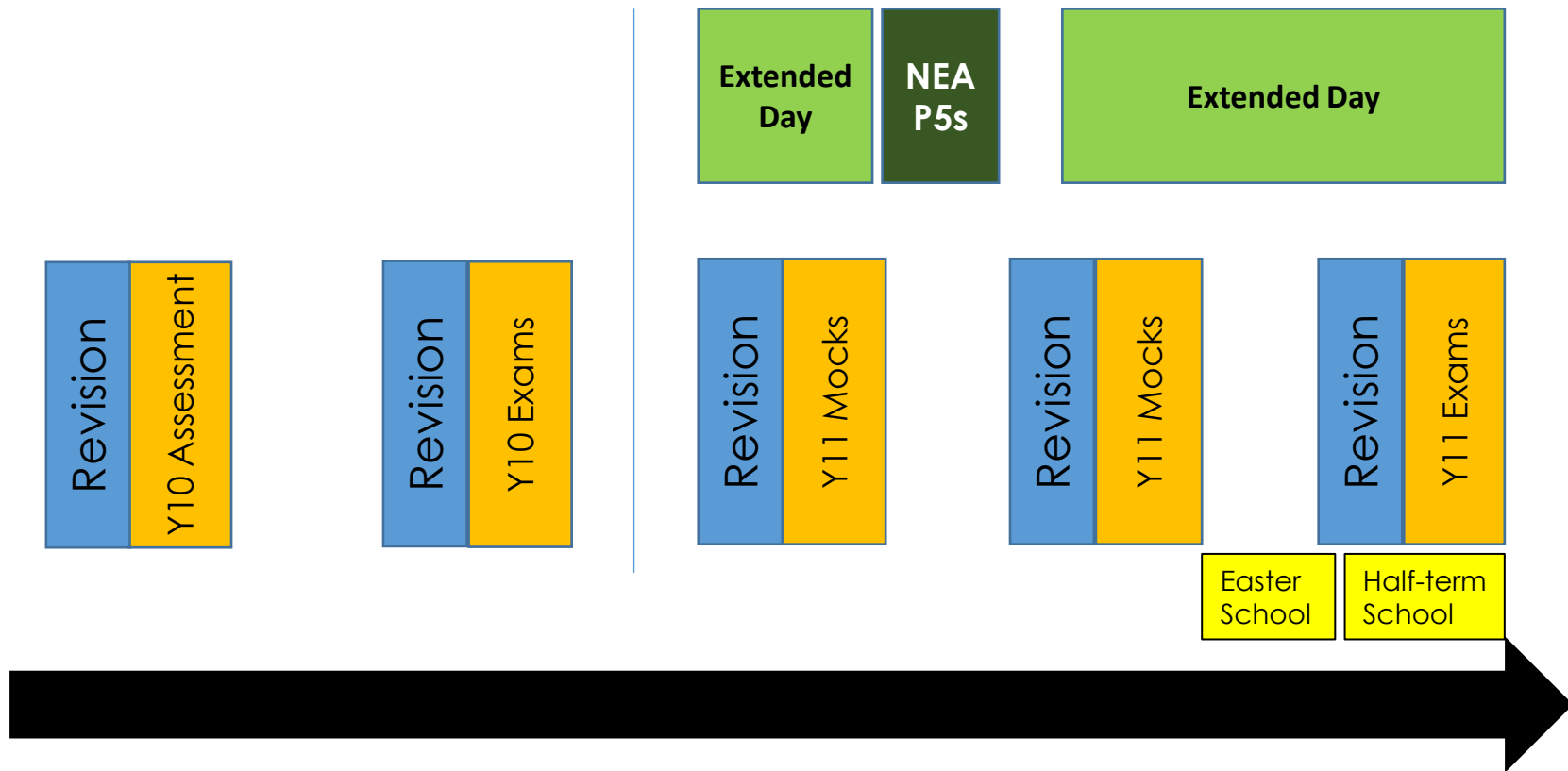
Revising for each set of assessments and mock exams, then for the final exams is much more effective.



Grade 4 or above in English **and** Maths at Helston



Our grades have gone up and up again, partly because we have introduced extra Maths and English lessons for **Year 11** during afternoon tutor time and by also having extended days at certain points throughout the year.



Year 10 Key Dates

Assessment 1 – **Start 2 November**



Progress Report 1 – **27 November**



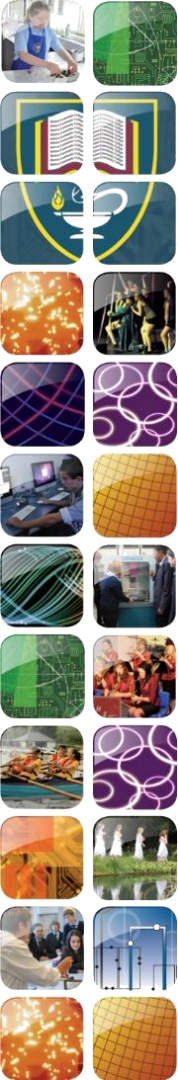
Parent Teacher Consultation Evening – **8 December**

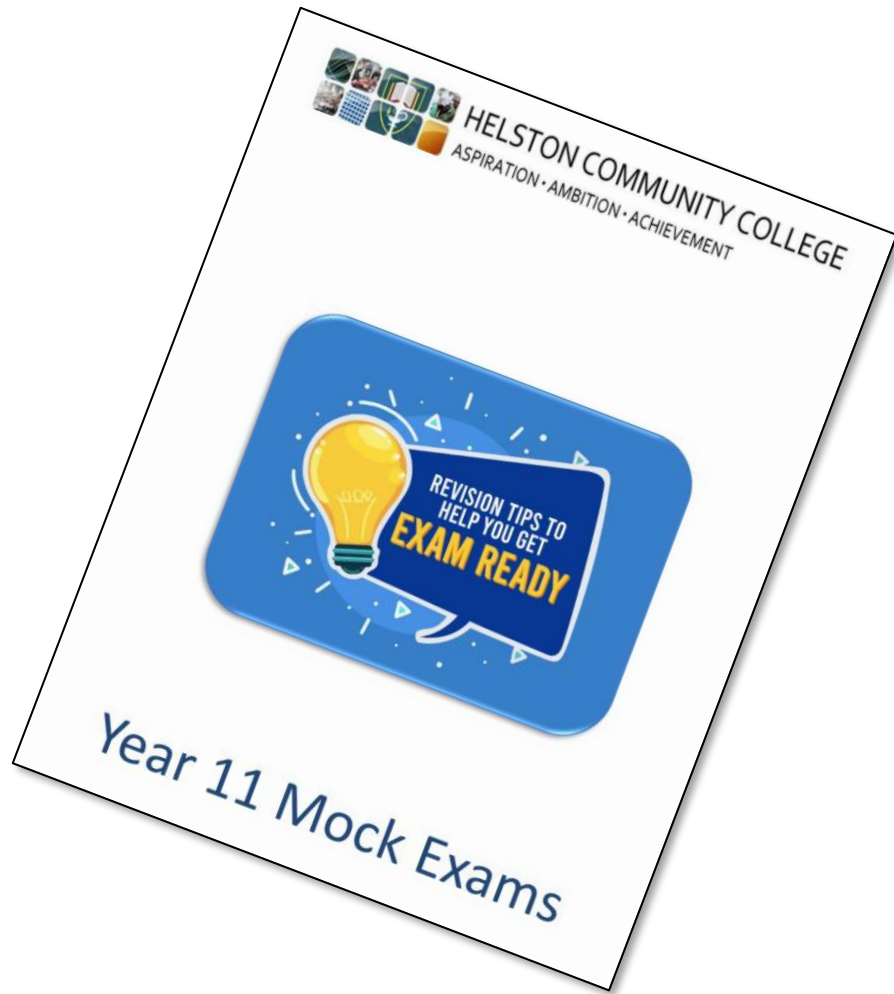


Y10 Mock Exams – **Start 14 June**



Progress Report 2 – **16 July**





A selection of revision strategies

Revision timetable

Subject information

This will be emailed home before the mocks to help students to revise at home.

Topics to revise:

- C1 Atomic structure and the Periodic table
- C2 Bonding, structure and properties
- C3 Quantitative Chemistry
- C4 Chemical changes
- C5 Energy changes

Revision resources:

- Knowledge organiser and checklists have been allocated to you via class charts for all of these units
- Two past papers have also been allocated to you to use for revision via class charts.
- A Showbie Science Revision room has been set up for you to join to have extra revision resources at your fingertips. Code: MM6TU
- Science afterschool support and coaching every Thursday in Lab 3. 3:15 to 4:30pm.
- Past papers – download from the AQA website [AQA | Find past papers and mark schemes](#)
- Revision guide, workbooks, revision card pack can be ordered from the school shop.
- Cognito videos with linked worksheets for each small topic/key concept [Cognito - YouTube](#)
- Seneca learning [Free Homework & Revision for A Level, GCSE, KS3 & KS2 \(senecalearning.com\)](#)
- Focus science software to revise the required practicals: [Focus eLearning by Focus Educational Software Ltd.](#)
- [Cognito Resources - Past Papers - GCSE > Qs by Topic > Chemistry > AQA](#)
- [GCSE Chemistry \(9-1\) - YouTube](#)

SENECA

C1 - Atomic Structure and the Periodic Table	Seneca Learning Combined Science: Biology Course: Atomic Structure and the Periodic Table Folder	
C2 - Bonding, Structure, and the Properties of Matter	Seneca Learning Combined Science: Chemistry Course: Bonding, Structure, and the Properties of Matter Folder	
C3 - Quantitative Chemistry	Seneca Learning Combined Science: Chemistry Course: Quantitative Chemistry Folder	
C4 - Chemical Changes	Seneca Learning Combined Science: Chemistry Course: Chemical Changes Folder	
C5 - Energy Changes	Seneca Learning Combined Science: Chemistry Course: Energy Changes Folder	
Chemistry Paper 1: Required practical	Required practical review of: Making salts, Electrolysis and Temperature changes.	



Here's an example for science

Topics to revise

Additional resources

Links to revision on each topic

Students can also find 'knowledge organisers' to help with revision on the website...



Home | College Information | News | Parents | Students | Post 16 | Community | Contact

Study Support Year 10 - 11

Activities Week 2024
Advice and Help
Careers
Duke of Edinburgh Award
eLibrary
Examination Information - Key Stage 4
Extra-curricular activities
Key Stage 4 Options 2024
Knowledge Organisers Y7-9
Knowledge Organisers Y10 - 11
Personal Development
Remote Learning Portal
Student Voice
Study Support Year 10 - 11
Useful Weblinks
Year 11 Revision Resources

A range of resources are available below to help with your studies, please take time to look through them all.

- Revision-Guide Helston
- Art & Design Y11 Independent Study Guide.pdf
- Fine Art Independent Study Guide 2019.pdf
- How to revise for English Language.pdf
- How to revise for English Literature.pdf
- English Lit paper 1 from 'meet the examiner'.pdf
- English Lit paper 2 from 'meet the examiner'.pdf

Note: A red arrow points to the 'Study Support Year 10 - 11' header and the 'Knowledge Organisers Y10 - 11' link in the sidebar.

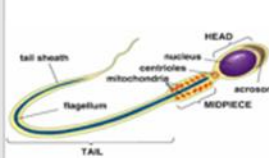
Biology 1: Cell Biology

Section 1: Cell Structure

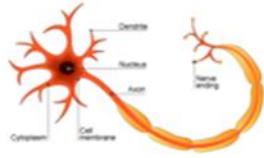
Cell Structure	Function	Animal Cells	Eukaryotic Plant Cells	Prokaryotic Bacterial Cells
1 Nucleus	Contains genetic information that controls the functions of the cell.	Y	Y	
2 Cell membrane	Controls what enters and leaves the cell.	Y	Y	Y
3 Cytoplasm	Where many cell activities and chemical reactions within the cell occur.	Y	Y	Y
4 Mitochondria	Provides energy from aerobic respiration .	Y	Y	
5 Ribosome	Synthesises (makes) proteins .	Y	Y	Y
6 Chloroplast	Where photosynthesis occurs.		Y	
7 Permanent vacuole	Used to store water and other chemicals as cell sap .		Y	
8 Cell wall	Strengthens and supports the cell. (Made of cellulose in plants.)		Y	Y
9 DNA loop	A loop of DNA , not enclosed within a nucleus.			Y
10 Plasmid	A small circle of DNA , may contain genes associated with antibiotic resistance.			Y

Section 2: Specialised Cells

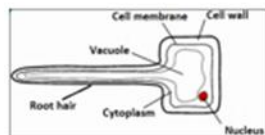
Specialised Cell	How structure relates to function
13 Sperm cell	Acrosome contains enzyme to break into egg; tail to swim; many mitochondria to provide energy to swim.
14 Nerve cell	Long to transmit electrical impulses over a distance.
15 Muscle cell	Contain protein fibres that can contract when energy is available, making the cells shorter.
16 Root hair cell	Long extension to increase surface area for water and mineral uptake; thin cell wall .
17 Xylem cell	Waterproofed cell wall; cells are hollow to allow water to move through.
18 Phloem cell	Some cells have lots of mitochondria for active transport ; some cells have very little cytoplasm for sugars to move through easily.



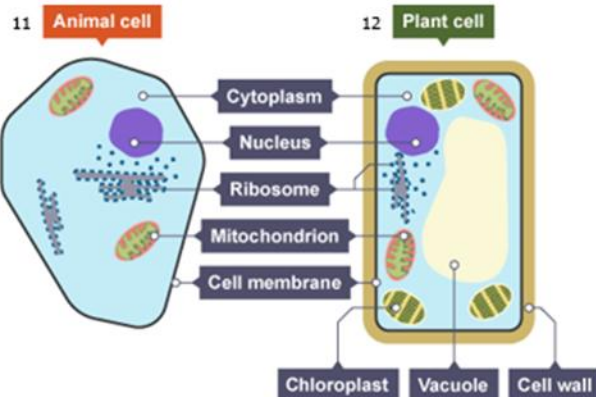
19 - Sperm cell



20 - Nerve cell



21 - Root hair cell



Section 3: Microscopy

22 Magnification	The degree by which an object is enlarged . Magnification = $\frac{\text{size of image}}{\text{size of real object}}$
23 Resolution	The ability of a microscope to distinguish detail .
24 Light microscope	Basic microscope with a maximum magnification of 1500x. Low resolution .
25 Electron microscope	Microscope with a much higher magnification (up to 500 000x) and resolving power than a light microscope. This means that it can be used to study cells in much finer detail.

Section 4: Orders of Magnitude

Unit Prefix	Size in metres	Standard Form
26 Centimetre (cm)	0.01m	10^{-2} m
27 Millimetre (mm)	0.001m	10^{-3} m
28 Micrometre (μ m)	0.000001m	10^{-6} m
29 Nanometre (nm)	0.000000001m	10^{-9} m

Here's an example for one of the English Literature texts

Marley was dead, to begin with.



Scrooge and Bob are both working late on Christmas Eve.



Scrooge turns down Fred's invitation, scorns the charity collectors and reluctantly gives Bob Christmas Day off.



Scrooge slowly makes his way home and sees Marley's face in his door knocker.



Later that evening, Marley's ghost appears.



The Ghost of Christmas Past appears.



Scrooge is taken to the village where he grew up and sees his younger self at school alone at Christmas.



Scrooge then sees his sister Fanny coming to take him home and a party organised by his old boss, Fezziwig.



Scrooge is then shown his split from Belle, before being shown Belle's family, who remind Scrooge of missed opportunities.



The Ghost of Christmas Present arrives.



Scrooge and the Ghost stop at the Cratchit's house on Christmas Day. Scrooge learns Tiny Tim will die.



"solitary as an oyster"

"increase the surplus population"

"Darkness is cheap, and Scrooge liked it."

"I under the chains I forged in life."

"Marley was my business"

"sprung a bright clear jet of light"

"A solitary child, neglected by his friends..."

"He more words tonight: Christmas Eve, Dick"

"Another late has disciplined me!"; "A golden one"

"...an antique scabbard; but no sword was in it"

AO2: Technical analysis

Although the basic narrative is in chronological order, the spirits are able to manipulate time to suggest their power. The continual references to time (running out) drives the plot and builds tension.

Is the happy ending forewarned by the fact that Scrooge's mean father had a change of heart? Anything is possible.

The reader inherently trusts the omniscient narrator, due to their light-hearted, conversational, and occasionally sarcastic, tone. They encourage us to dislike Scrooge, initially, before making us sympathise with him by the end.

Repetition and hyperbolic lists help to exaggerate the atmosphere (often celebration). It can also act as to quicken the pace and add excitement.

Sensory language is used to bring a scene to life. Likewise personification brings life to abstract concepts (I & W) or settings.

The novella is *allegorical*, meaning it has a moral message hidden within it.

Dickens frequently uses symbols to represent larger ideas within the novella. A longer list can be found in the black box, but one of the most famous is the use of fire to symbolise the Christmas spirit. Scrooge's "small fire" in S1 represents his lack of Christmas spirit. By S2 Scrooge is telling Bob to buy another "coal scuttle", representing his willingness to share his Christmas spirit with others.

Dickens regularly makes use of contrasts to emphasise a set of ideas or values. Scrooge's selfish nature, in Stave 1, is exacerbated by its juxtaposition with the selfless attitudes of Fred, Bob and the charity collectors, for example.



A CHRISTMAS CAROL

AO3 : Context

Religion:
Society was very religious, and many Victorians feared God's punishment, for not abiding to the strict moral code. Marley's penance would have frightened the upper class. In contrast, Dickens believed good Christians should be humble, charitable, faithful and selfless, rather than merely appearing religious. Christmas was becoming more secular and Dickens wanted to spread the message that charity, forgiveness and generosity should be all year round.

Poverty:
John Malthus argued that poverty was inevitable and there wasn't enough to go around. Dickens, in contrast believed that the rich just needed to be more generous. Initially, Scrooge represents the uncaring attitudes of Malthus et al., who wrongly (or so Dickens said) thought that charity encouraged poverty and advocated workhouses. Dickens knew about the plight of the poor, having grown up in poverty, and wanted to raise awareness; hence the sympathetic Cratchits.

Charity / Education:
Industrial Revolution created a huge gap between rich and poor; however, it encouraged selfishness from the rich. Dickens believed in collective responsibility and Scrooge's change echoes this. He also thought education could prevent crime, poverty and disease; Ignorance is a personified representation of this problem. Dickens hoped that the over-giving Tiny Tim would draw sympathy from upper class readers for children and the issues they faced.

Society:
Industrial Revolution created jobs and drew large numbers of people together, which resulted in poor living conditions amongst the poor. The population grew [too?] rapidly and conditions worsened. Overcrowding, like the slums in S4, led to hunger, disease and crime. The slums were scary places for the rich, like Scrooge. Children suffered the worst (Tiny Tim / I & W) and it was very difficult to escape poverty. Dickens aimed to raise awareness for the poor; discouraging the rich's ignorance.

Character sentence stems:
- Scrooge, an obviously calculating but unscrupulously accurate depiction of the Victorian upper class, is...
- Scrooge, who initially represented the notoriously selfish Victorian business owners, is...
- The Cratchit family, a deliberately sympathetic portrayal of the Victorian poor, are...
- Tiny Tim, whose frailty was indicative of the plight of the poorest children in Victorian cities, is...
- Fred, whose positivity formed an ideal which Dickens wanted the wealthy to emulate, is...

AO1: Characters

Scrooge:	Marley:	The Cratchits:	Present:
- Motivated by money - He is cold hearted - His past shaped him - Has to see himself as others see him - Tiny Tim is his catalyst for change - Scrooge's values change - His actions in S5 mirror those in S1 - His change is the story	- Represents what Scrooge would be - Punished by God - His appearance is disturbing - He is full of regret - He is now selfless	- Poor but loving - Polite to Scrooge - B = devoted father - Mrs C good natured but busy - Tiny Tim is frail but doesn't mean	- Generously helps others - Compassionate, jolly and peaceful - Shows Xmas despite isolation - Sad about poverty
Fred:	Past:	Belle:	Yet to Come:
- He is Scrooge's foil, due to their contrast - He's very cheerful - Shows true Christmas Spirit - Warm and friendly	- Memory and truth - Fan = Sorrow - Fezziwig = antithesis - Belle = regret - S is reluctant	- Mysterious, silent and intimidating - Scans Scrooge with the future - Pities Scrooge - Moment of change - Symbol of death?	

Marley's chains symbolise his obsession with material wealth and money.

Present's scabbard symbolises peace on earth

Music and dance symbolise happiness

Ignorance and Want are the personification of society's problems.

Yet to Come's shroud symbolises uncertainty

The bed is a recurrent motif, which suggests the ghosts want to access Scrooge's most private thoughts.

Past's light represents truth from memories

Fire and light represent emotional warmth

Weather reflects Scrooge's character and emotions. Pathetic fallacy is often used by Dickens to set the tone.

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AO1: Themes

Family:
- Source of comfort
- Full of happiness
- Scrooge didn't see the point, at first
- Scrooge is isolated and alone to contrast the warmth of families
- Scrooge finally embraces his chance for a family

Poverty:
- Dickens exposes unfair treatment of poor
- Wealthy must take responsibility
- Cratchits = Victorian poor
- Poverty can be deadly
- Not as simple as the rich and poor

Redemption:
- The reality of the visions changes S
- There are hints S will be redeemed
- Scrooge's changed behaviour leads to redemption
- Scrooge isn't forced to change
- Transformed by learning empathy

Christmas:
- Brings out the best in people
- Involves generosity and kindness
- Religious and secular side
- Powerful enough to transform Scrooge
- Message = all year

"I will live in the Past, the Present, and the Future; neglected grave his own name..."

"...read upon the stone of the Past, and the Future; neglected grave his own name..."

"I am sure we shall none of us forget poor Tiny Tim."

"I am sure we shall none of us forget poor Tiny Tim."

"And so, as Tiny Tim observed, God bless us, every one!"

"We're told that Tiny Tim will survive, and that Scrooge celebrates Christmas for the rest of his life."

"The next day Scrooge gives Bob a pay rise."

"He buys the Cratchits a huge turkey then joins Fred and his friends for Christmas dinner."

"I am as merry as a school-boy!"

"Scrooge finds himself back in his own bed on Christmas Day."

"Scrooge promises the Ghost that he will honour Christmas and change the course of his life."

"The Ghost takes Scrooge to a graveyard and points to a grave with Scrooge's name on it."

"Scrooge and the Ghost visit the Cratchits again. He's upset to find out that Tiny Tim has died."

"Scrooge is shown a corpse under a bed sheet and a woman rejecting that her debt collector is dead."

There's also a revision guide on here too



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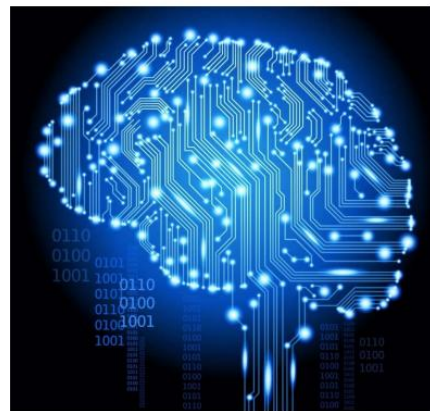
Activities Week 2024
Advice and Help
Careers
Duke of Edinburgh Award
eLibrary
Examination Information - Key Stage 4
Extra-curricular activities
Key Stage 4 Options 2024
Knowledge Organisers Y7-9
Knowledge Organisers Y10-11
Personal Development
Remote Learning Portal
Student Voice
Study Support Year 10 - 11
Useful Weblinks
Year 11 Revision Resources

Study Support Year 10 - 11

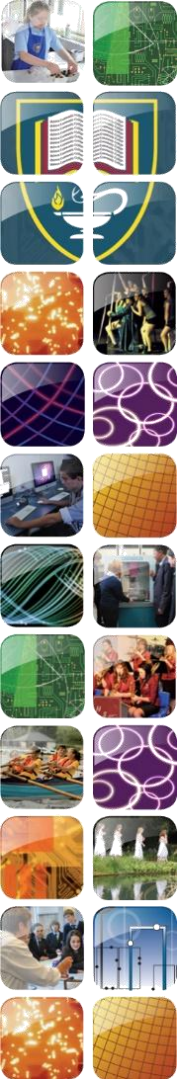


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- How to revise for English Literature.pdf
- English Lit paper 1 from 'meet the examiner'.pdf
- English Lit paper 2 from 'meet the examiner'.pdf



A Guide on
How to Revise
Effectively



TOP TIPS FOR HOME

Our top five tips for supporting your child at school are:

1. Ensure your child gets enough sleep. Teenagers need a minimum of 9 hours of sleep so, if they need to get up at 7.00am, they must be asleep (not just in their rooms) by 10.00pm. To help with sleep, it is advised that students remove themselves from screens for 1 hour before bedtime.
2. Start the day with a good breakfast. Please don't let your child go to the shop on the way to College to buy sweets, biscuits or energy drinks.
3. Getting your child to read regularly makes a huge difference to their success. They will have better comprehension, better vocabulary and greater knowledge if they read, even if just little and often. A good routine helps, e.g. stop watching TV/playing on Xbox/being on their phone at 8.30pm, get ready for bed, read for 30 minutes, go to sleep. It doesn't necessarily matter what they read as long as it is something that interests them.
4. Be as supportive as you can be with homework, but do not do it for them. Praise their effort and help them to organise themselves by planning when to do homework and ensuring they have a quiet place to work. Like with bedtime and reading, a good routine really helps. Some students prefer to get homework done as soon as they get home; others like a break first and prefer to do it after tea.
5. Taking an interest in your child's schooling shows them that you care and promotes the message that education is important. However, talking to your son/daughter about school can sometimes be like getting blood out of a stone! Try asking them if they received any feedback from their teachers or to tell you three things that happened during the day. Have their timetables to hand so you know what lessons took place or what teachers they had. By being specific with your questions, conversations can sometimes open up.

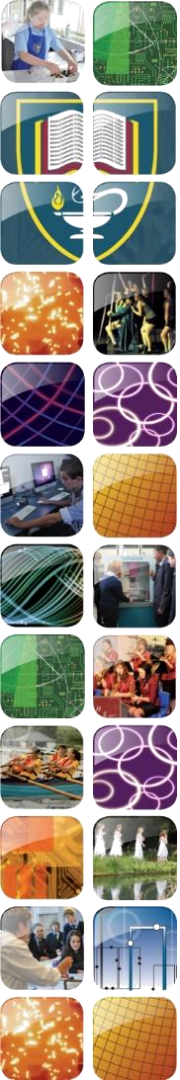
Sleep

Eat

Read

Support

Talk!

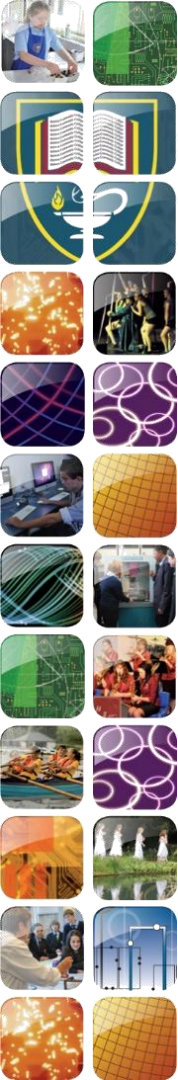


English Language – Reading at Home

Short newspaper articles. You can download apps like the Guardian online for free, and find topics that are of interest to your son/daughter. Encourage them to read even one article per week – starting now would mean that they get into the habit and become more confident readers. Even better if you read the article too and are able to have a chat about it over dinner

Short stories. Much more manageable than a whole novel, it's a great way to read some fiction. If you're not sure where to start, there's a lot online, but some good ideas are Roald Dahl's short stories for adults.

Read the opening page of a novel. The extracts on the exam papers are often openings of stories and even reading just one page of some fiction can really help build confidence if you ask some questions about it (use the independent study booklet to guide you!)



English Literature – Reading at Home

There are four 'set texts': ***Romeo and Juliet***, ***An Inspector Calls***, the collection of **Power and Conflict** poems and a **19th century novel** – either ***Jekyll and Hyde*** or ***A Christmas Carol***.

By now, your child has studied all of them in class except the 19th century novel, and some of the poems (which we will cover during the course of Y11).

It would be incredibly helpful for them to re-read each text – this can be made easier by breaking down into chunks and doing it little and often.

For the plays, it can be really helpful to watch a version along with the text – there are many film versions of R & J and a great BBC adaptation of 'An Inspector Calls'.

It is also key to **learn some quotes** from each text – start now!
The English teachers can point students to key quotations if they need some help.



You can use AI to find out which quotes are good to learn!

key quotes to learn for GCSE Romeo and Juliet

For GCSE English Literature, it's better to learn a small number of **versatile quotes** that can be used for multiple themes and characters. Here are some of the most important ones from **Romeo and Juliet**, with quick analysis.

Romeo

"O, she doth teach the torches to burn bright!" (Act 1, Scene 5)

Theme: Love, Beauty

- Romeo immediately idealises Juliet.
- Light imagery suggests she is extraordinary and almost divine.
- Shows Romeo's intense, impulsive nature.

ASPIRATION · AMBITION · ACHIEVEMENT

Feedback Form: Higher November Mock

Maths and several other subjects will provide QLAs to show where the student needs to focus their revision

Target Grades **789**
Total Score **147**
Grade **7**

Grade Boundaries

The following are the grade boundaries for the paper that has been completed, grade boundaries tend to fluctuate from paper to paper

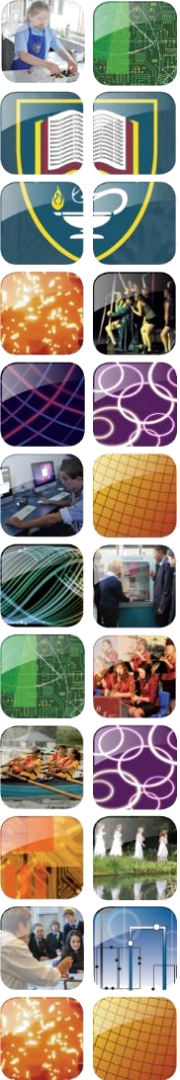
Grade 3: 35 Grade 4: 58 Grade 5: 84 Grade 6: 115 Grade 7: 140 Grade 8: 160 Grade 9: 174

Non-Calculator Paper

Q	Topic	Marks	RAG	Target?	Improved?
1	Scaling Recipes	3/3	1.00		
2	Find missing angles in triangles	3/3	1.00		
3	Substitute in to a formula in words	5/5	1.00		
4	Division in context	3/3	1.00		
5	Draw a Pie Chart	3/3	1.00		
6	Substitute negatives in to an expression	2/2	1.00		
7	Draw and use Two-Way tables	4/4	1.00		
8	Calculate using Exchange Rates	2/2	1.00		
9	Fractions and Percentages of amounts	4/4	1.00		
10	Calculate using Speed, Distance and Time	1/4	0.25		
11	Percentage decrease	1/3	0.33		
12	Plot equations of non-linear graphs	6/6	1.00		
13	Read IQR from Box Plots and compare	3/6	0.50		
14	Draw and calculate using a Venn Diagram	4/6	0.67		
15	Solve simultaneous equations	3/3	1.00		
16	Understanding $y=mx+c$	3/3	1.00		
17	Use similar shapes to calculate missing lengths	3/3	1.00		
18	Area problem	5/5	1.00		

Maths

Question Level Analysis (QLA)



Used for lots of homework, but also great for revision



Q1 ✓

Q2 ✓

Q3 ✓

Q4 ✓

Q5 ✓

Q6 ✓

Q7

Q8

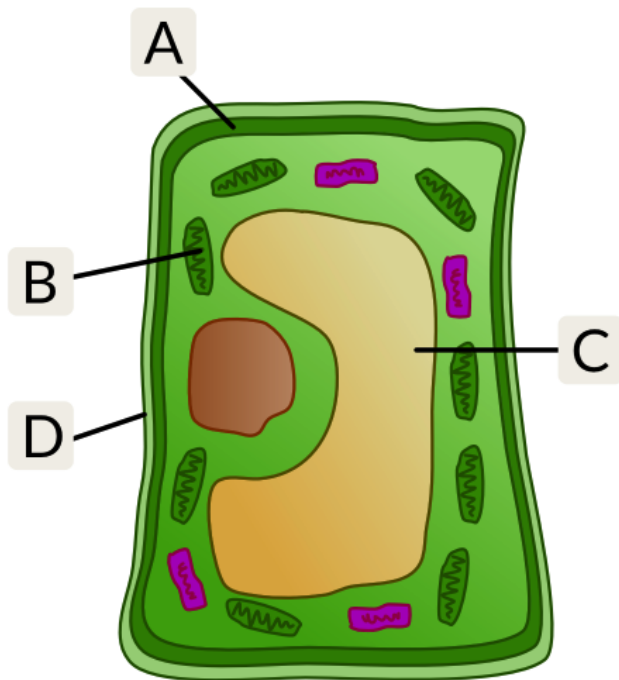
Q9

Q10

Q11

Q12

Q13



The diagram represents a **plant cell**.

Name each labelled part of the cell.

A:

cell membrane ✓

B:

cloroplast ✓

✓ chloroplast

C:

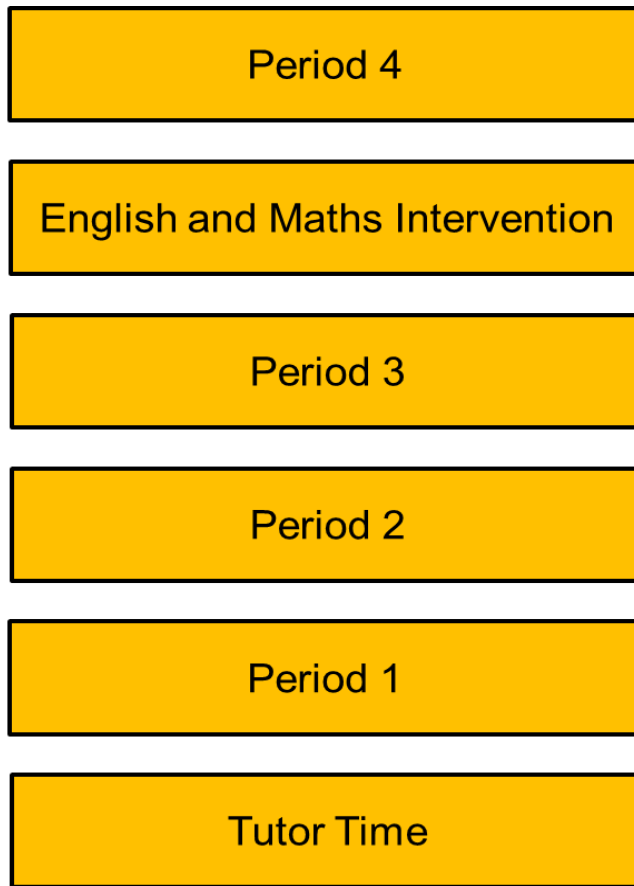
permanent vacuole ✓

D:

cell wall ✓

I don't know

Submit >



Lunch 1pm

Break

Year 11

(In Year 10 they will use this tutor time for additional reading.)

Lesson time is precious. Students should use the toilet between lessons.

Try to book appointments outside of the school day or if not, in the afternoon. The majority of lessons take place before 1pm!



Revision Apps - on iPads

BBC Bitesize

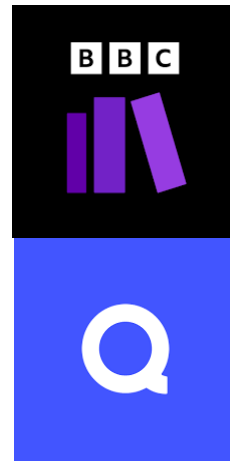
(quizzes, flashcards, podcasts, practice questions)

Quizlet

(flashcards, practice questions)

Brainscape

(flashcards)

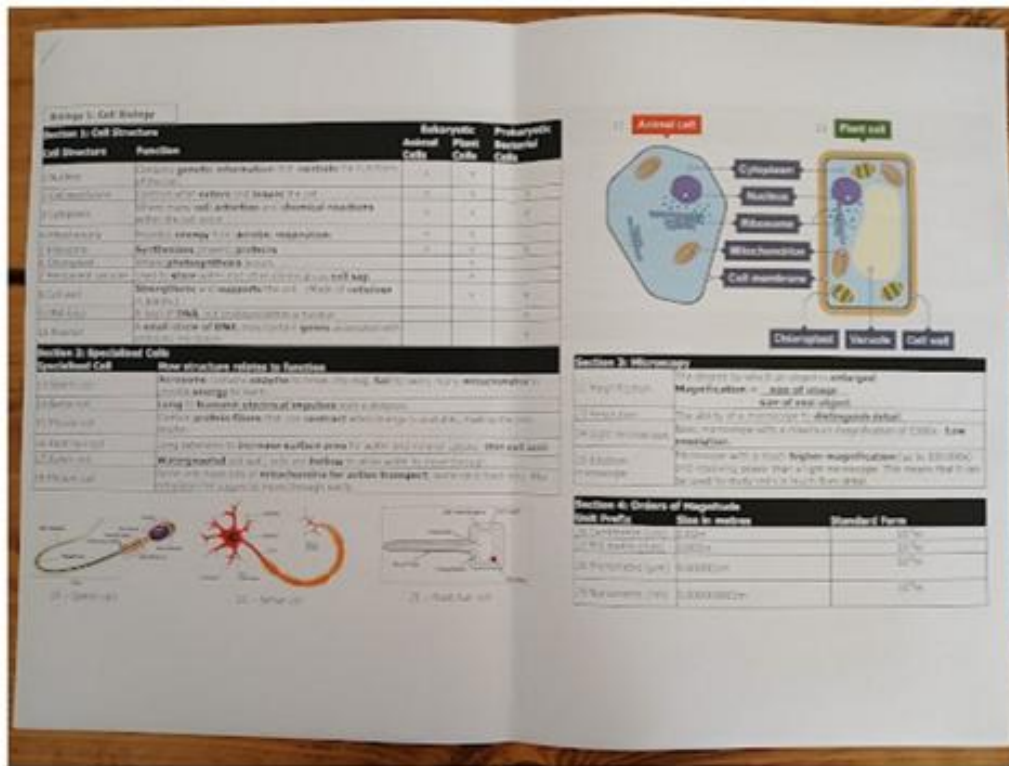




NotebookLM

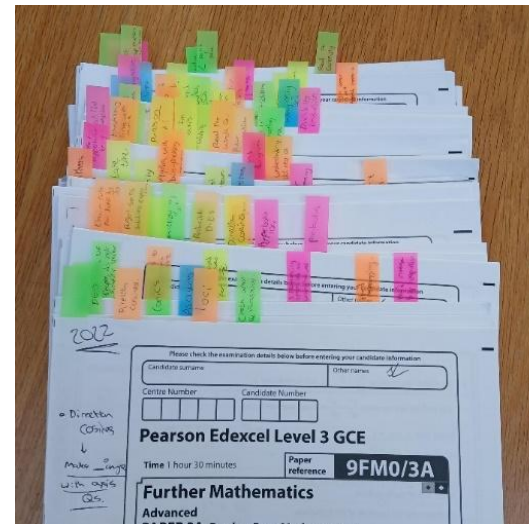
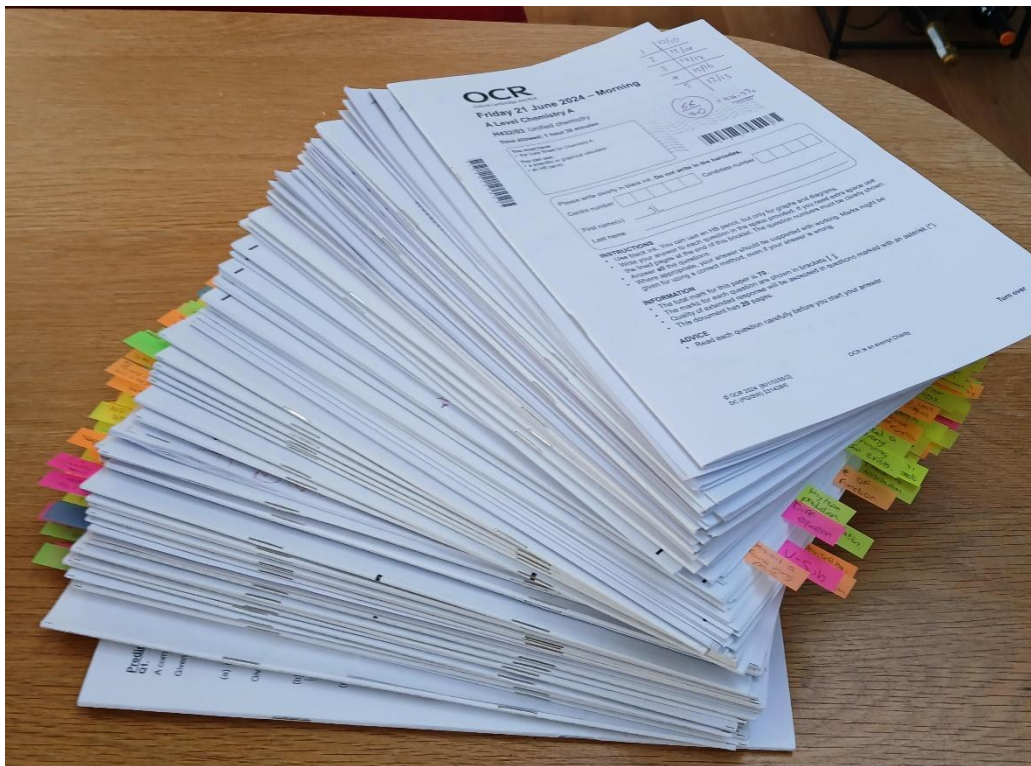


Here's a great app to help with revision. It will create resources for you using only the content you give it...



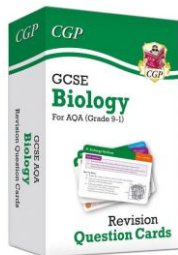
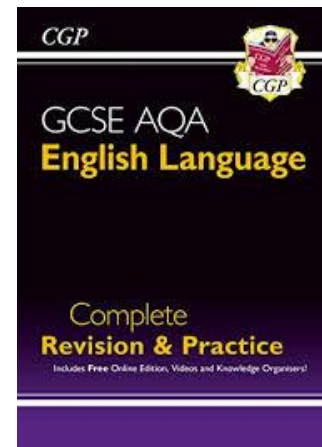
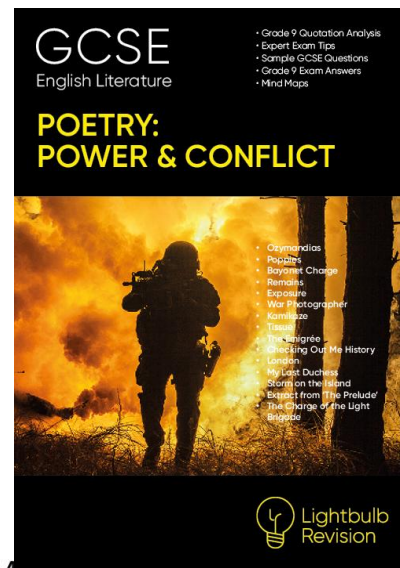
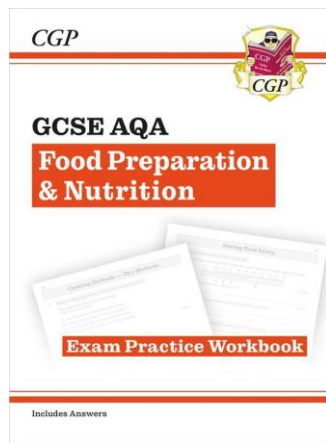
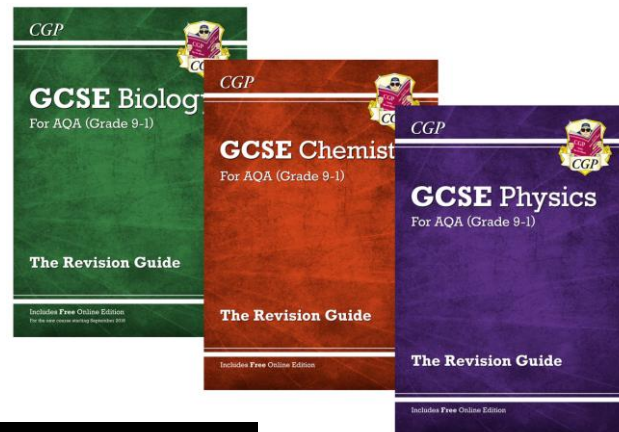
Take a picture of the content you want to revise and upload it to the app...

Once students start Year 11, the more past papers they can do the better. Make a note of which questions you got wrong to help you focus your revision



Revision Guides

- Available for every subject
- On ParentPay



ASPIRATION

EMENT

HCC Book Expectations

1. Books should not be written in until your teacher tells you to.
2. Write the title and the date and then underline them using a ruler.
3. For your writing use blue or black ink.
4. For DIT use a green pen.
5. Use a pencil for drawings and diagrams and label them in pen.
6. All work should be the best you can do. 100% first time, every time.
7. If you make a mistake, put one neat line through it.
8. If your work is not as good as you can do, your teacher will ask you to re-do it.
You should rule it off and put one neat line through it.
9. You will have to re-do any work that has been doodled on.
You may have to do this as additional homework.
10. Key pieces of work should be uploaded to Showbie.
11. Your teacher will give you your feedback either on Showbie or in your book.
12. After you have done your DIT you need to upload this to Showbie.

But remember, it's okay to make a mistake!

I have read and understood the above.

I will follow these expectations every time I work in my book.

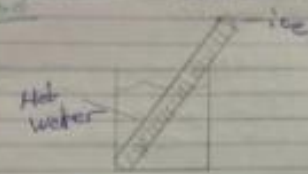
Name:

Signature:

10th September 2016

Solids, Liquids and gases

Experiment: Volume of ice and water

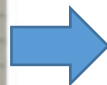


Prediction:
The volume will stay the same.

Observation:
my observation was wrong.
~~It was exactly what I predicted (same)~~
cold 2.58secs
Hot 0.30secs



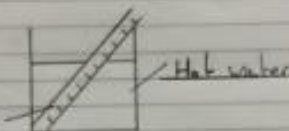
Conclusion:
I think the quicker one will be the hot gel.
show water
my prediction was right.
conclusion
cold - 2 minutes 58 secs Hot - 3 seconds



10th September 2016

Solids, Liquids and gases

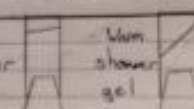
Experiment: Volume of ice and water



Prediction:
I predict that the volume of water will stay the same.

Observation:
My prediction was wrong. Because of the hot water the ice melted and the volume got ~~big~~ smaller.

Conclusion:
When the ice froze the molecules spread a little so the ice was bigger than the volume of water. When the ice was exposed to heat the molecules got closer together and this made the volume get lower.



Prediction:

Same student. First attempt was unacceptable. Made to re-do it.

What is photosynthesis?

2/9/26

Photosynthesis is the process that produces 'food' in plants. The food it produces is GLUCOSE

Photosynthesis uses energy to change carbon dioxide and water into oxygen and glucose



~~What is photosynthesis?~~

~~2/9/26~~

~~Photosynthesis is the process that produces 'food' in plants. The food it produces is GLUCOSE~~

~~Photosynthesis uses energy to change carbon dioxide and water into oxygen and glucose~~

A.L.



What is Photosynthesis?

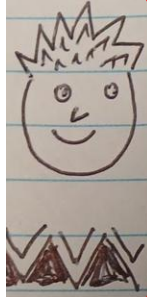
2/9/26

Photosynthesis is the process that produces 'food' in plants. The 'food' it produces is GLUCOSE. Photosynthesis uses energy to change carbon dioxide and water into oxygen and glucose.

Sloppy, lazy writing – hard to read.
If we know a student can do better they will have to re-do it.

No doodling in books.

X



Health and Disease 23/09/26

Diseases are often responsible for causing ill-health.

Health is the state of physical and mental wellbeing.



The whole page
needs to be re-
written

(possibly as extra
homework)

Health and Disease 23/09/26

Diseases are often responsible for causing ill-health.

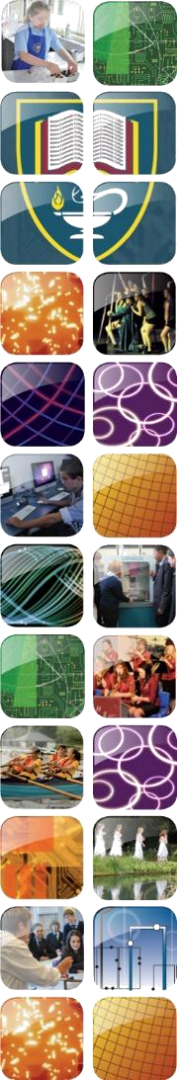
Health is the state of physical and mental wellbeing.



Writing on iPads

- Stylus or typing only (or writing directly in books)
- No-one using their finger

Ideally, every student needs a stylus. A basic one costs 40p (from the library or our online shop). Students on free school meals get them for free.



Other bits and pieces...

Mobile Phones – new government guidelines. We must enforce our policy.

After school detentions – extended to 90 minutes if missed without good reason.

Chewing gum – banned!

Please label everything!

New Post 16 Centre in 2027



YOUR PATH TO SUCCESS

P16 Open Evening:
1st December 2026

5-7pm

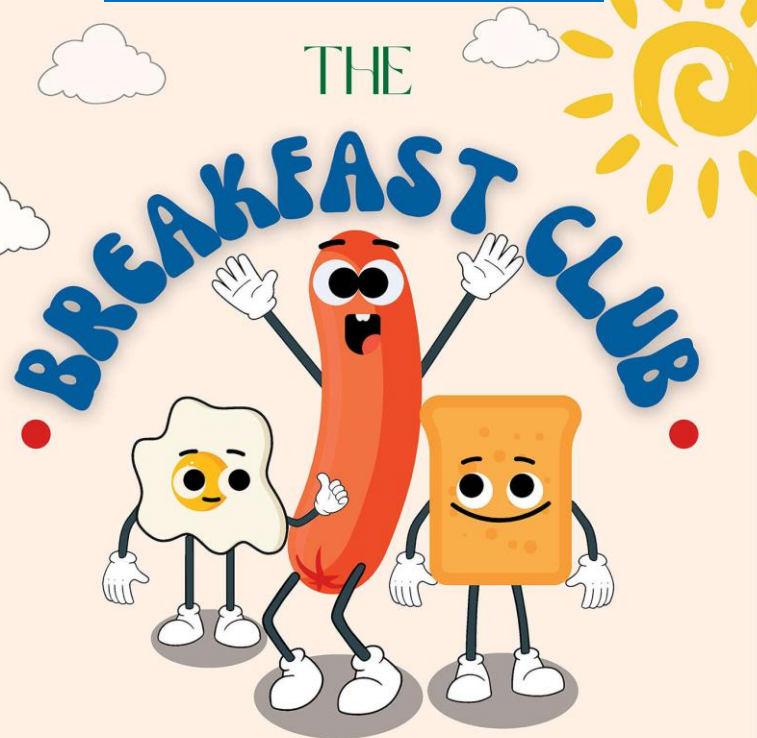
Year 10s welcome!

Helston College Post 16



post16helston

**North Site Canteen
Every Morning from 8am**



AN EPIC ADVENTURE EVERY MORNING



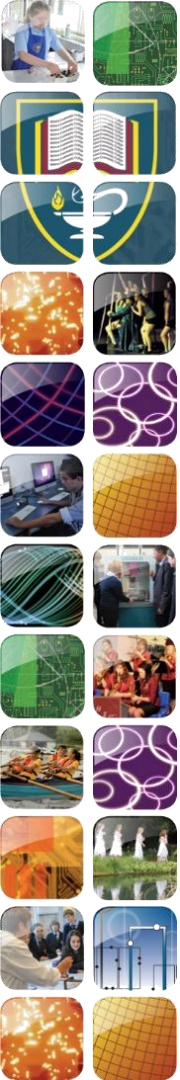
Free toast!



Free porridge!



**Plus other
goodies to buy.**



Other bits and pieces...

Please tell us if...

- You think you may qualify for Free School Meals
- You haven't told us you're in one of the military services
- Your child is a carer
- There have been any significant issues/events over the summer

Parents of Service Children

How to get in contact

Email serviceschildren@helston.tpacademytrust.org



When to get in contact

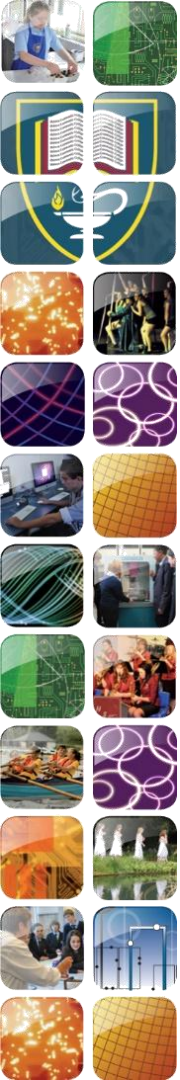
Culdrose are very good at informing us of long deployments, but we understand that there are many other reasons personnel might be serving away for shorter periods which can be just as disruptive for our families due to inconsistency. We want to help! Please inform us of any change in circumstances at home that might have an impact on your child's usual routine or well-being. For example, serving personnel have been deployed on a training exercise, short operation, temporary draft to another base etc.

What we can do

We can organise a pastoral appointment for your child with one of our pastoral team or if necessary, work with outside agencies and charities to ensure your child feels supported at school.

Next steps

Please look out for (and complete!) our annual information-gathering survey so that we can keep informed of students' current home situations and be proactive in providing help where needed.



Keen to get involved in College life?

Join our PTFA!

Join our LMC!

If you're interested in getting involved, please add your name to the sign-up sheet on your way out.



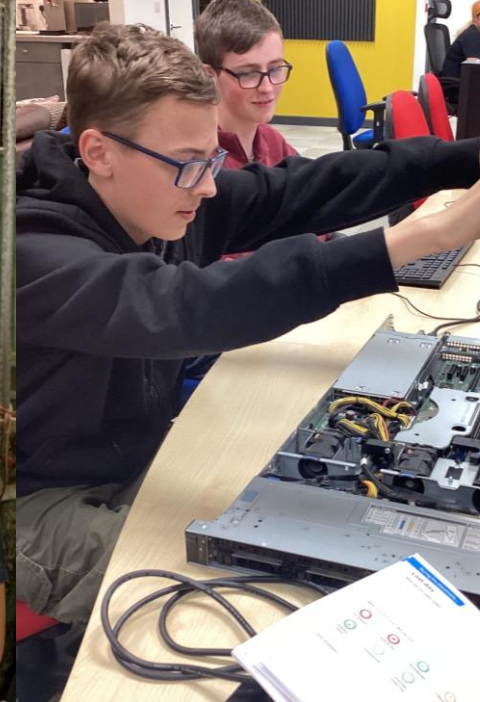
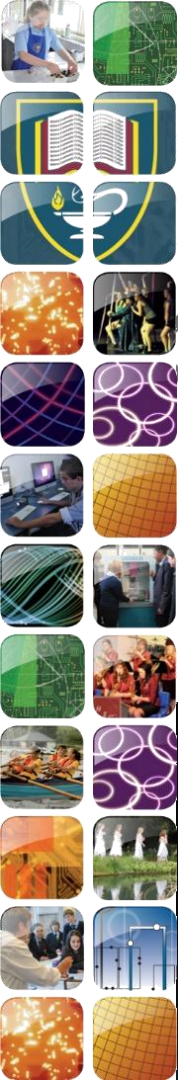
If you need support, please contact a member of the Year 10 pastoral team:

Mrs Barnes

sbarnes@helston.tpacademytrust.org

Mrs Batchelor

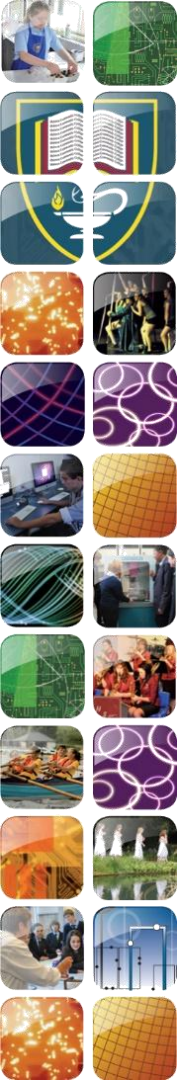
abatchelor@helston.tpacademytrust.org



Year 10 Work Experience

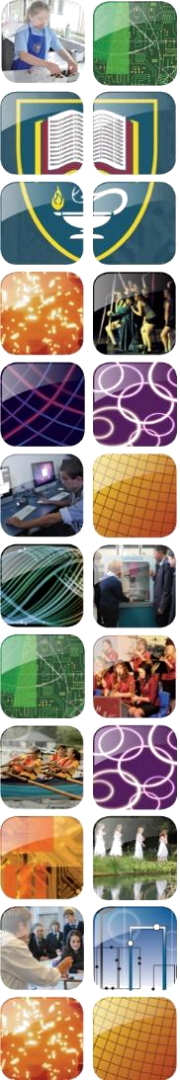
Monday 19th – Friday 23rd July 2027





Benefits for the students



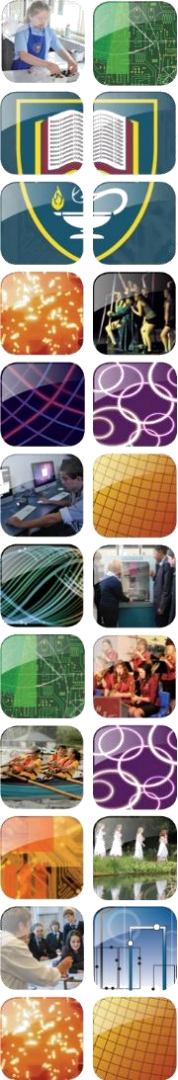


Work Experience 2027



- Students complete one week of work experience. This can be through one placement or could be a combination of placements.





Approval and Consent Form



- To confirm a placement a completed Approval and Consent form needs to be submitted.
- Pages 1 & 4 to be completed by the student and parent/carer.
- Pages 2 & 3 need to be completed by the employer. Please give them the employer handbook.

A full, detailed risk assessment is needed – this could be listed on the form or submitted alongside the form.

Information Classification: CONTROLLED

CORNWALL SCHOOLS WORK EXPERIENCE SCHEME

Work Experience Placement Approval & Consent Form 2024 – 2025

Deadline for Return to School

This form is designed to enable the student, employer, parents or carers and the school to share essential information to make sure the health, safety and welfare of the student has been considered and that all the partners approve of the placement taking place.

Instructions for Completion

(Please Note: Employer MUST have Public and Employers' Liability Insurance to cover placement)

- Step 1** - Parents/carers fill in section 1.
Step 2 - Employer fills in section 2 (pages 2 and 3) and signs page 3 and returns the form to the student or parent/carer or the school.
Step 3 - Parent/carer and the student read details provided by employer and sign consent on page 4 then return the form to the school.
Step 4 - The School completes the Approval and Consent section on page 4.

Section 1 - INFORMATION ABOUT THE STUDENT

Placement Start Date: _____ End Date: _____

Name of School: _____
 Telephone Number of School: _____ Tutor Group: _____
 Name of Student: _____ DOB: _____ Age in years : _____
 Address: _____
 Post Code _____ Tel. No: _____ Emergency Contact Tel. No: _____
 Name of Emergency Contact: _____

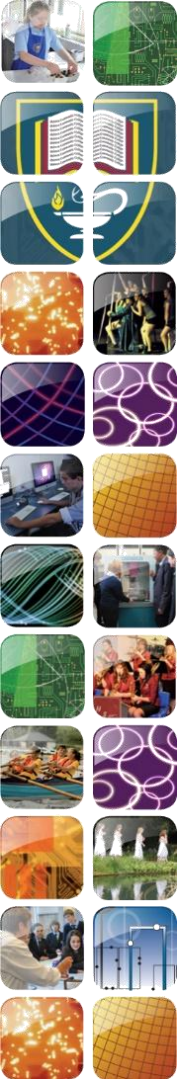
Essential Information relevant to Health, Safety and Welfare

In order for the employer to provide a safe placement it is essential that any medical or other significant information that may affect your son/daughter's health and safety is provided. Please complete the information below:

Does your son/daughter:	NO	YES
Have any restrictions of normal physical activity?	☐	☐ *
Have skin allergies or eczema?	☐	☐ *
Have bronchitis, asthma or chest complaints?	☐	☐ *
Have fainting attacks or fits?	☐	☐ *
Have any hearing disability?	☐	☐ *
Have any significant colour vision defect or other vision disability?	☐	☐ *
Have any learning/behavioural difficulty that may affect their ability to understand or act on instructions?	☐	☐ *

*Please give any relevant details:

Have any other health problems that may affect their safety and welfare, including the need for regular medication? If so, please outline the details and list any medication carried for emergency purposes:



FAQs

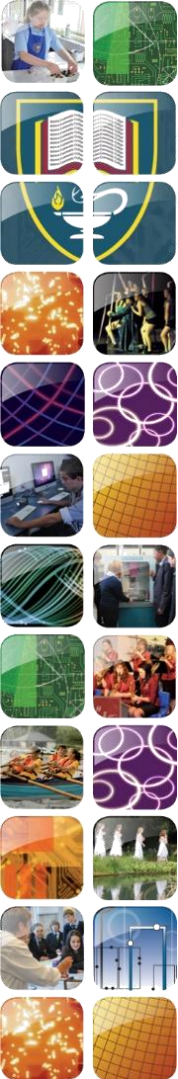


- **Can students complete placements with their parents?**

A: Yes. However, students are encouraged to find placements working with other people.

- **Can placements take place outside of the allocated work experience week?**

A - Possibly. These will be considered on an individual basis. If yes, then students will need to find another placement for the college's work experience week.



FAQs



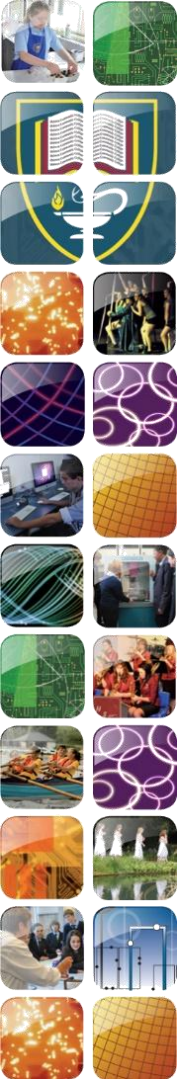
- **Are there any limitations on where students can work?**

A: Students **can't** work in:

- Scrap Yards, Recycling Centres, Tattoo Parlours and Working at heights on board registered vessels/boat/ships.

Students also can't work in any of the following scenarios

- work above two metres fall height i.e. 2 metres above ground level outdoors or floor level indoors
- work with toxic substances
- be exposed to radiation
- use power driven tools and machinery
- work in excessive noise, heat or cold
- work in confined spaces: mines, chimneys, storage tanks, tunnels, basements etc
- drive tractors, quad bikes, earth moving machines etc
- Ride horses while on their work placement



FAQs



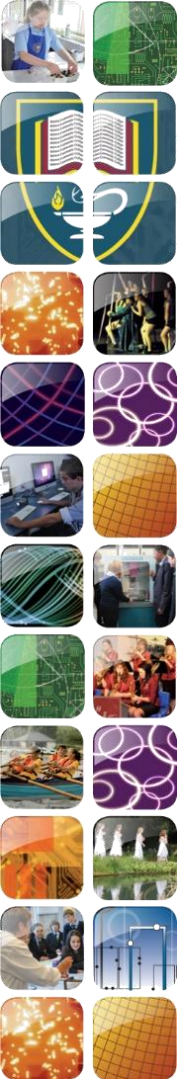
- **Are there any limitations on where students can work?**

Primary School placements.

Nansloe and schools in the Crofty Multi Academy Trust have decided not to accept work experience applications from former pupils. Locally based Crofty schools include:

Parc Eglos, Trannack, Halwin, Porthleven, Sithney, Godolphin.

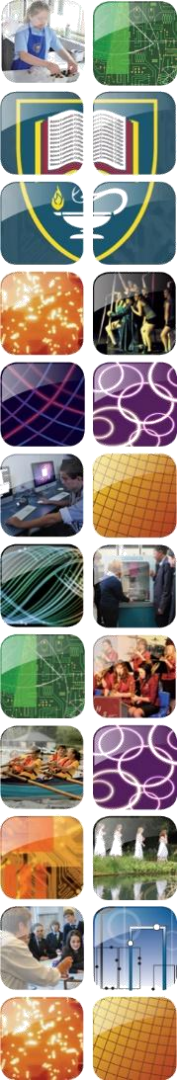
- Students can still apply for work placements within Crofty schools which they did not attend.



FAQs



- **Can students work in 1:1 situations, e.g. with a builder, electrician etc?**
- A: Yes. If they are working with a family member or close family friend then a separate Placement Declaration Form needs to be submitted along with the Approval and Consent Form. Otherwise, a Volunteer DBS check may need to be conducted by HCC with the employer's agreement.
- **What insurance is required by the work experience provider?**
- A: They need Public Liability and Employer's Liability insurance.



Where do I look?



- Cornwall Council website – there is a work experience section with links to some work experience providers.
- Student can search through lists of placement providers from the past three years.

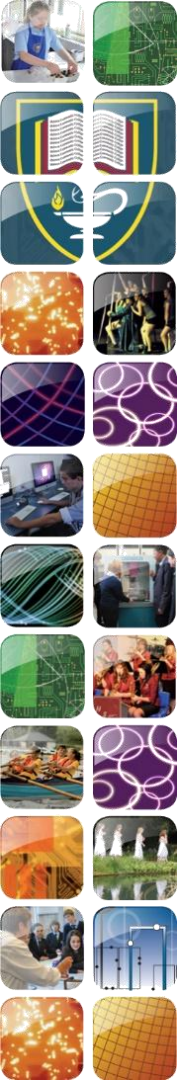
These are listed on two spreadsheets:

One is collated by the sector/industry

One is organised by the placement.

These will be accessible to Year 10 students through Showbie and will be available via the careers section on the college website.

(there are no guarantees that these providers are able to offer placements for this year)



Where do I look?

<https://cornwall.learnaboutwork.net>



User: Helston Student and PIN: 6788

VERYAN Log In

Enter school

Lookup your school name , then click 'Submit'.

School



VERYAN Log In

Student Log In

Please confirm your name and PIN

School

Name

PIN



VERYAN You are logged in as **Helston Student** [Log Out](#)

[Home](#) [Work Experience Literature](#) [Search](#) [My Placement Details](#)

Search

Please search using the criteria below

Organisation keyword Town/Area Post Code

☐ Administration, Business and Office Work	☐ Financial Services	☐ Performing Arts
☐ Building and Construction	☒ Healthcare	☐ Personal and Other Services including health and beauty
☐ Catering and Hospitality	☐ Languages, Information and Culture	☐ Retail Sales and Customer Services
☐ Computers and IT	☐ Legal and Political Services	☐ Science, Mathematics and Statistics
☐ Design, Arts and Crafts	☐ Leisure, Sport and Tourism	☐ Security and Armed Forces
☐ Education and Training	☐ Manufacturing and Production	☐ Social Work and Counselling Services
☐ Engineering	☐ Marketing and Advertising	☐ Transport and Logistics
☐ Environment, Plants and Animals	☐ Media, Print and Publishing	

[Search](#)

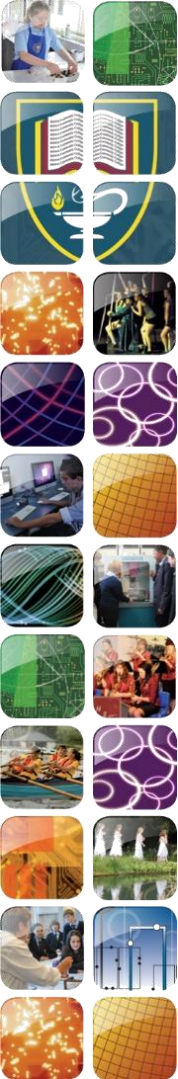
VERYAN You are logged in as **Helston Student** [Log Out](#)

[Home](#) [Work Experience Literature](#) [Search](#) [My Placement Details](#)

Opportunity List

Records 1 to 20 of 189 [First](#) | [Previous](#) | [Next](#) | [Last](#)

Organisation	Job Title	Town	Job No.	Details
Allied Pharmacy Callington	Assistant chemist	Callington	17726	View
Blossoming Minds	Assistant Therapist	Saltash	32903	View
Bodriggy Health Centre (Dr Maskell & Partners)	Observation in GP Surgery	Hayle	26527	View
Body and Motion Ltd	Student Sports Therapist	Callington	29700	View
Boots Opticians	Generic medical optician/reception asst	Truro	23111	View
Boots The Chemist UK	Generic assistant chemist	Tintagel	17322	View
Bosvena Health	Physiotherapy assistant	Bodmin	33509	View
Bude Eye Centre	Generic medical optician/reception asst	Bude	12331	View
Carbis Bay Dental and Implant Care	Dental assistant	St Ives	30414	View
Carn to Coast Health Centre	GP Observer	Redruth	28962	View
Carn to Coast Health Centre	Health Centre Assistant	Redruth	31114	View
Cathedral Dental Practice	Dental assistant	Truro	32732	View
Chapel Dental Practice	Dental assistant	Camborne	33478	View
Cornish Pirates Learning Zone	Physiotherapy assistant	Penzance	18098	View
Cornwall and Isles of Scilly CPT, St Agnes Surgery	Health Care Trainee	St Agnes	13776	View
Cornwall County Football Association (Cornwall FA)	Physiotherapy assistant	Bodmin	33069	View
Cornwall Foundation Trust, Stratton Hospital	Healthcare Assistant	Bude	32105	View
Cornwall Hospice Care Ltd	Clinical Care	St Austell	25537	View
Cornwall Partnership NHS Foundation Trust	Physiotherapy assistant	Bude	31324	View
Cornwall Partnership NHS Foundation Trust	Healthcare Assistant	Liskeard	30843	View

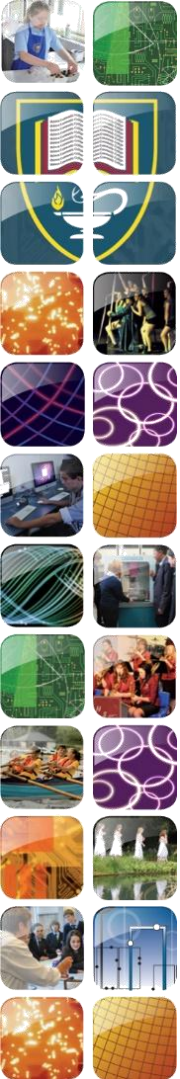


Job Description

[Printable version](#) | [Return to job list](#) | [New search](#) |

Employer	Bodriggy Health Centre (Dr Maskell & Partners)		TR27 4PB
Job Title	Observation in GP Surgery		
Job Number	26527		
Next HS Visit Due By	05/03/2029		
Classification	J - HEALTH AND MEDICAL SERVICES		
Business	Healthcare		
Aims	Students should complete the aims/objectives section of their Work Experience Logbook prior to the start of the placement, in particular identifying key skills which will be used on this placement.		
Activities Involved	Students on this placement will be involved in a range of reception and administrative duties such as answering the telephone, making appointments, filing, helping with general administration and some computer work. Students will have the opportunity to work shadow the doctor/nurse and learn the appropriate hygiene protocol (ie cleaning and preparation of instruments, equipment and surgery). Students will be expected to talk to and interact with patients and must be aware of the highly sensitive and confidential nature of the work. They must recognise that this may significantly limit some activities.		
Other Information	Hygiene is essential.		
Health and Safety	Generic Risk Assessment: The pupil WILL NOT: work unsupervised unless on unsupervised errands; enter areas designated as off limits or use/interface with equipment also considered as off limits; misuse/interface with anything provided in the interests of health and safety; have access to unsuitable material on the internet. (HAZARD) Use of general office / IT equipment - (RISK) electrocution, general fatigue - (CONTROL MEASURE) equipment PAT tested, regular breaks, regular inspection. (HAZARD) Slips, trips and falls due to spillages, traffic route obstructions, stairs, ramps and steps - (RISK) strains, pulls, general harm, physical injury, etc - (CONTROL MEASURE) adequate lighting, employer to maintain a safe and tidy working environment, spillages cleared appropriately, suitable footwear to be worn, pupil informed of danger areas. (HAZARD) Manual handling - lifting, pulling, moving, etc - (RISK) strains, pulls, physical injury, etc - (CONTROL MEASURE) appropriate lifting and handling training given, good handling technique used, load reduced to acceptable levels, working environment/route free from obstructions, pupil only to undertake manual handling tasks that are within their own capabilities. (HAZARD) Making and transporting hot drinks/food - (RISK) burns/scalds - (CONTROL MEASURE) dangerous areas identified. (HAZARD) Psychological capacity - (RISK) stress, trauma, distress - (CONTROL MEASURE) pupil should be continually mentored. For specific risk assessment for this job please see the risk assessment section of the Approval & Consent Form.		
Hours	37 hours per week with 1 hour lunch unless notified otherwise.		
Meals	Packed lunch - unless employer states otherwise.		
Travel	own arrangements		
Clothing	Smart casual		
Interview			
Website			
Address	60 Queensway Bodriggy Hayle TR27 4PB Click here for a map	Contact Tel. Email	Dr Jim Evans 01736 753136 jim.evans@nhs.net Plan your journey.

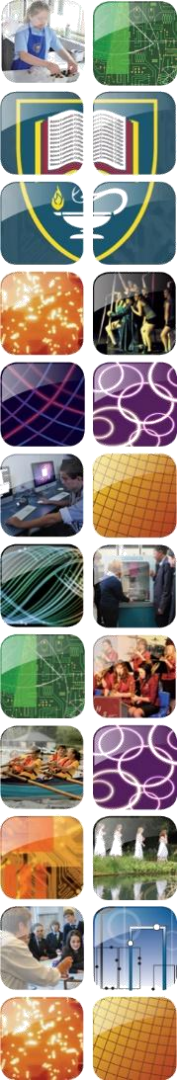




Support



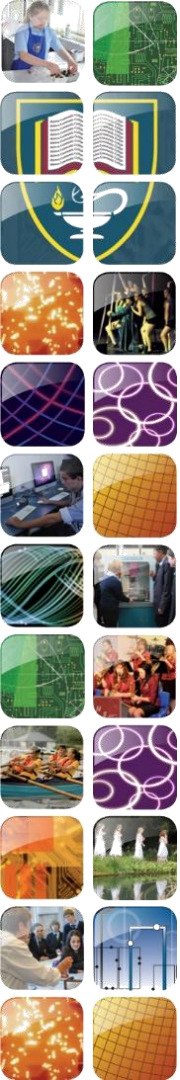
- Email to be sent to all parents/carers of Year 10 students. The content will include:
- Letter explaining the process.
- E-Form version of the Approval and Consent form.
- Guidance for Employers
- Guidance for Parents
- Sample letter that could be adapted and sent to employers.



Useful contacts



- <https://cornwall.learnaboutwork.net> - Veryan.
- Mwoolcock@helston.tpacademytrust.org
- [Work Experience - Cornwall Council](#)



Deadline



Placements to be organised and confirmed by:
Friday 4th December 2026.