



REALISING POTENTIAL | CREATING THE FUTURE
FULFORDSCHOOL

Year 10 Information Evening

Monday 22 September 2025



WELCOME



HONESTY EMPATHY AMBITION RESPECT TOLERANCE





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REALISING POTENTIAL | CREATING THE FUTURE

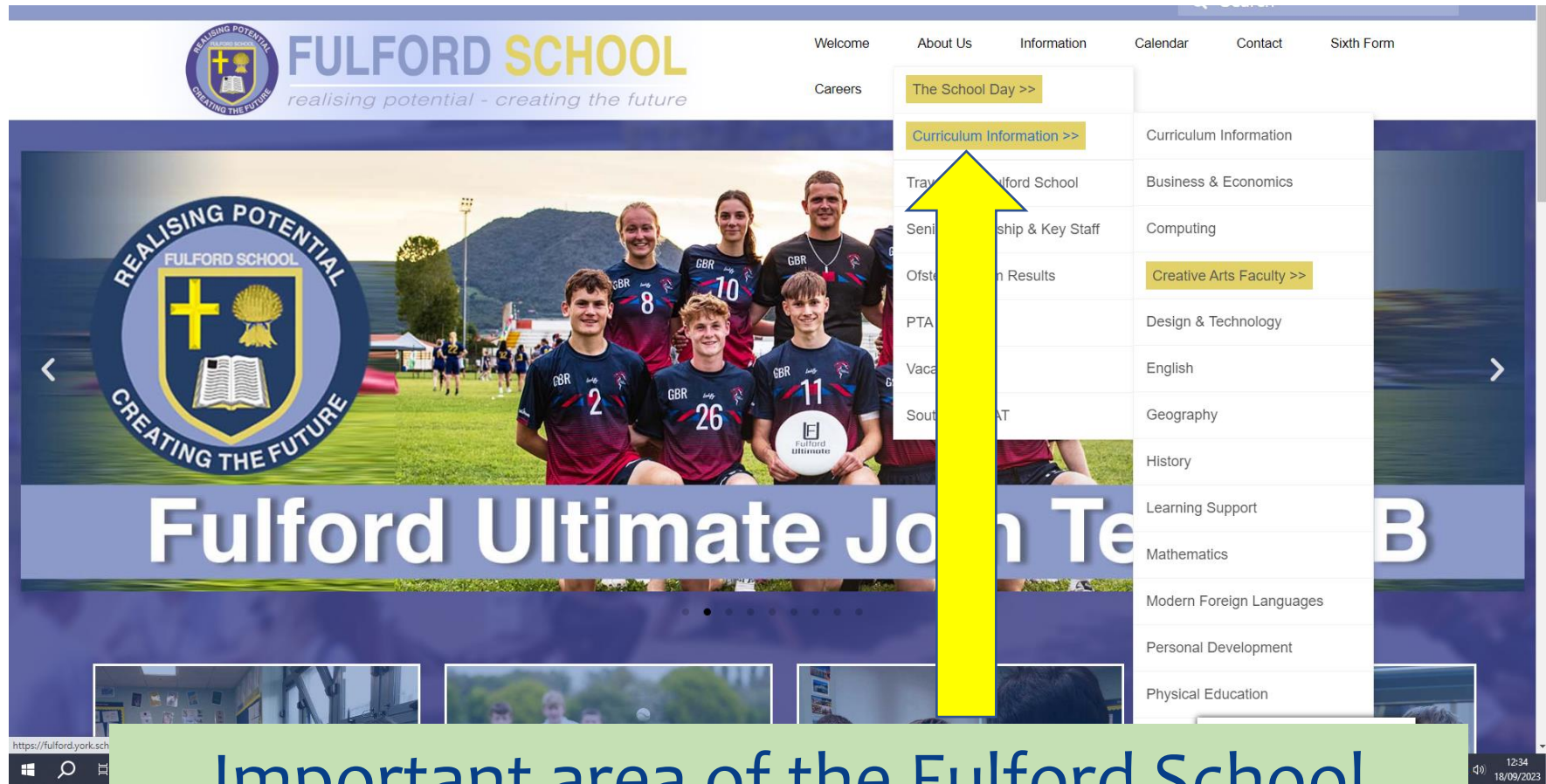
FULFORDSCHOOL

Outline of the Evening

- To explain the key principles of GCSE assessment
- To give you a brief overview of the programme of study
- To provide you with some key dates
- To outline the support systems in school
- To share some suggestions on 'good habits'

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Important area of the Fulford School website for parents

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Curriculum Information

Curriculum Statement

Key Stage 3

Key Stage 4

Key Stage 5

Department List

Fulford School seeks to develop the skills, values, talents, creativity and knowledge of all our community and we see the content, structure, organisation and coherence of the curriculum as the factor in developing our school ethos and the potential of all those involved with the school. Our curriculum, both within and outside the classroom, aims to provide high quality provision, enjoyable learning, excellence, opportunity and challenge for students of all abilities. It is also designed, along with our Careers Education and Information Advice and Guidance programme (CEIAG), to enable a broad range of progression routes and personalised support to meet the needs of our learners.

The assessment opportunities embedded in our curriculum design inform learners of their current progress, allow them to reflect on their learning and to identify what they need to do to improve. Our curriculum underpins all the work we do in school and is central to securing the highest standards of teaching and learning, student attainment and personal development. It aims to develop knowledge the knowledge, understanding, skills and personal qualities of our students so they are successful learners, confident individuals, tolerant and responsible citizens.

Personalised Learning

The structure of the curriculum is designed to ensure that all students are able to make excellent progress and aims to provide a range of personalised curricular pathways. We seek to develop a curriculum that meets the needs of our learners and that enhances student choice through partnership working, within the context of the efficient and effective use of the resources we have available. We place emphasis on developing literacy, numeracy and the key learning attributes of resilience, independence, team work, creativity and reflection in order to maximise the life chances of all our students. One of the key purposes of our support for students with special needs is to ensure accessibility to the curriculum for all students as far as is practicable.

Our curriculum reflects local and national need, promotes global awareness and sustainability, and seeks to raise aspirations by providing very strong and visible progression routes into higher education, further education, apprenticeship training and employment. In order to optimise our curriculum offer we work in partnership with other institutions and organisations seeking to further develop opportunities as appropriate.

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Curriculum Information

Curriculum Statement

Key Stage 3

Key Stage 4

Key Stage 5

Department List

- Adult Education
- Art & Design
- Business & Economics
- Computing
- Design & Technology
- Drama
- English
- Geography
- History
- Learning Support
- Mathematics
- Modern Foreign Languages
- Music
- Personal Development
- Photography
- Physical Education
- Religious Education
- Resource Centre
- Science
- Social Science

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Computing

About the Department & Curriculum Overview

Key Stage 3

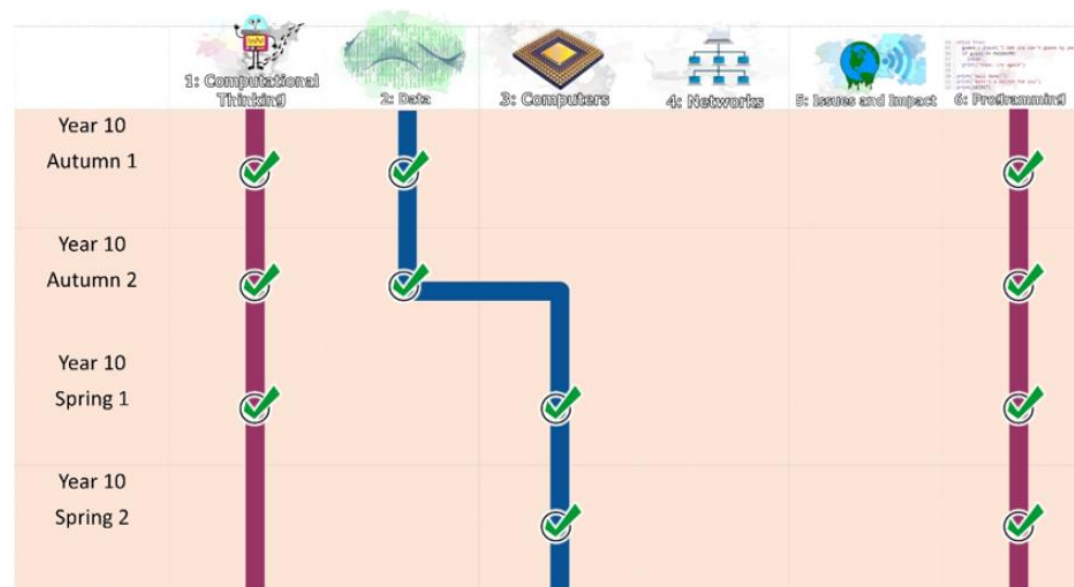
Key Stage 4

Key Stage 5

Extra Curricular

At the end of KS3 students can choose between [Cambridge National in Creative iMedia \(OCR\)](#) GCSE Computer Science ([Edexcel](#)), both or neither.

Computer Science lessons are split into two strands: Application of Computational Thinking (shown in purple) and a Principles of Computer Science (shown in blue):

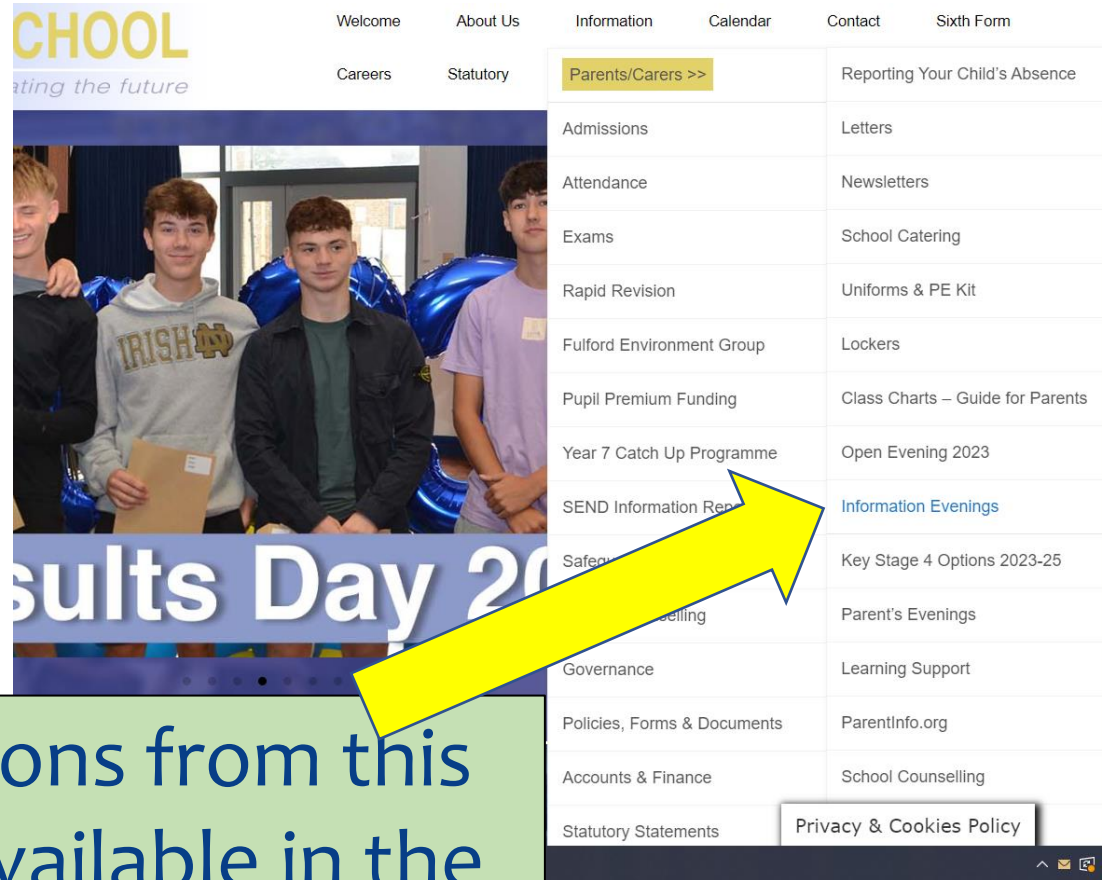


Departmental pages contain an outline of the work that will be covered, links to exam board specification and other supporting resources.



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All presentations from this evening are available in the 'Information Evenings' area of the website

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35%

Nationally, 23% of GCSE grades in 2025 were at grade 7 or higher

Broadly the same proportion of students will achieve a **Grade 7** and above as previously achieved a grade A and above.

85%

Nationally, 67% of GCSE grades in 2025 were at grade 4 or higher

Grade 5 will be awarded to the top third of students gaining the equivalent of a grade C or bottom third of a grade B.

The Department for Education has determined that **Grade 5** will be a 'strong pass'. **Grade 4** will be a 'standard pass'.

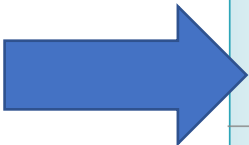
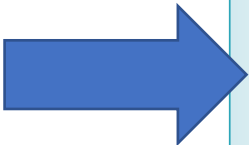
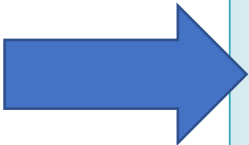
The bottom of **Grade 1** will be aligned with the bottom of grade G.

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New GCSE Grading Structure



NEW GCSE GRADING STRUCTURE	OLD GCSE GRADING STRUCTURE
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U



GOOD PASS (DfE)
5 and above = top of C and above

AWARDING
4 and above = bottom of C and above



Other Qualifications

Enterprise, Travel and Tourism, Engineering, IMedia, Construction, Work Skills

Grade	Approximate GCSE Equivalence
Level 2 Distinction *	8.5
Level 2 Distinction	7
Level 2 Merit	5.5
Level 2 Pass	4
Level 1 Distinction	3
Level 1 Merit	2
Level 1 Pass	1



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Timetables in Year 10

English	7 hours per fortnight
Maths	7 hours per fortnight
Science	10 hours per fortnight
RE	3 hours per fortnight
Option blocks	5 hours per fortnight per option
PE	2 hours per fortnight
PD	1 hour per fortnight

There is a requirement for all students to study some aspects of Computing and Digital Literacy in Key Stage 4. This is provided through sessions in form time.

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Subject Overview – Core Subjects

English

- * All students will sit English Language and English Literature GCSE examinations at the end of Year 11.
- * There is one single tier of entry, so all students will sit the same examination (9-1 available).

Maths

- * All students will sit GCSE Maths examinations at the end of Year 11.
- * Students will sit either higher tier (grades 9-4 available) or foundation tier (grades 5-1 available).



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Subject Overview – Core Subjects

Science

- There are two different pathways in Science.
- 3 Science groups will study towards Triple Science and will receive separate GCSEs in Biology, Chemistry and Physics.
- All other students will be studying Combined Science. This route gives students two GCSE grades, reported as 5-5, 7-6 etc.
- Students will sit either higher tier (grades 9-4 available) or foundation tier (grades 5-1 available).
- These courses are assessed by linear examinations at the end of Year 11.



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Subject Overview – Core Subjects

Short Course RE

- Students will sit this exam in Summer 2026.
- They will not study this course in Year 11

Full Course RE (RE as an option)

- Students will not sit the Short Course exam in Summer 2026.
- They will sit the exam at the end of Year 11 in Summer 2027



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Subject Overview – Optional Subjects

- Some subjects are assessed only by linear examinations at the end of Year 11 (e.g. History, Geography).
- Other subjects continue to include a proportion that is assessed by non-examined assessment. This is what might have been traditionally called coursework.
- French and Spanish are the only optional subjects to offer foundation/higher tier papers.



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Non-GCSE Optional Subjects

Construction, Enterprise, Engineering, Health & Social Care and Travel & Tourism

- * Students studying these subjects will sit one externally examined unit.
- * Beyond this, the course is assessed through two coursework units. For some courses, these units must be sat within an assessment window. The first of these will be in Year 10.
- * This course can be passed at Level 1 Pass/Merit/Distinction or Level 2 Pass/Merit/Distinction/Distinction*

Level / Qualification Grade	Grade Equivalent
Level 2 / Distinction*	8.5
Level 2 / Distinction	7
Level 2 / Merit	5.5
Level 2 / Pass	4
Level 1 / Distinction	3
Level 1 / Merit	2
Level 1 / Pass	1.25



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Non-GCSE Optional Subjects

i-Media

- Students studying the courses in iMedia need to complete four units. One of these is assessed by an external examination.
- The other three units are assessed by coursework.
- This course can be passed at Level 1 Pass/Merit/Distinction or Level 2 Pass/Merit/Distinction/Distinction*

Old GCSE Grades	New GCSE Grades	iMedia Grades	
A*	9	L2D*	Level 2 Distinction Star
A	8	L2D	Level 2 Distinction
B	7	L2M	Level 2 Merit
C	6	L2P	Level 2 Pass
D	5	L1D	Level 1 Distinction
E	4	L1M	Level 1 Merit
F	3	L1P	Level 1 Pass
G	2		
U	1		



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NEA

- The proportion of the course assessed through NEA varies across subjects.
- Successful completion of quality NEA work is essential to achieve success.
- Most NEA work will be completed at the end of Year 10 and into Year 11. Some does start soon!
- Before starting NEA, students are spoken to about the requirements for NEA.



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NEA - Plagiarism

- Students' work must be their own.

Monitored through:

- Regular conversations between teachers and students on the progress they are making on their NEA
- Students referencing all sources used
- Majority completed in lesson time

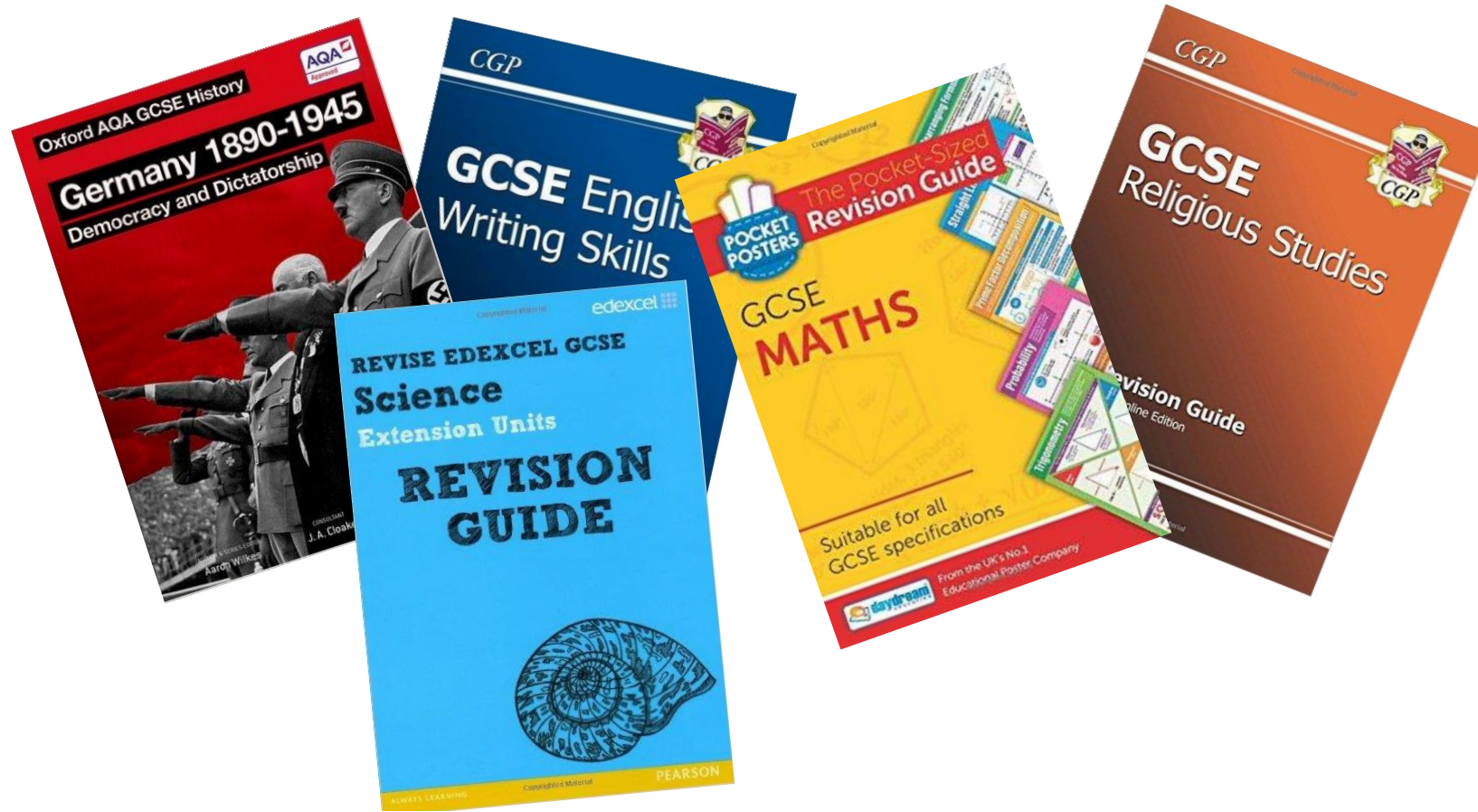
Under NEA guidance there are only limited levels of feedback that students can be given by teachers when working on their NEA.



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Beware of Study Guides!



A recommended list of study guides and websites for the current specifications is at the back of your booklet

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Information Evenings

Year 7

Year 8

Year 9

Year 10

Year 11

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Year 10 Information Evening

Subject Outline and Supporting Resources

September 2025

[List of Subjects](#)

Evening: Monday 22nd September 2025

Evening Booklet



English

Course title: GCSE English Language; GCSE English Literature (students study BOTH qualifications)

Examination board: AQA

Tiered/untiered: Untiered

Proportion assessed by examination: 100%

Proportion assessed by non-examined assessment (NEA): 0%

Number and length of examinations: GCSE English Language – 2 examinations: 1 hour 45 minutes each; GCSE English Literature – 2 examinations: 1 hour 45 minutes and 2 hours 15 minutes

English

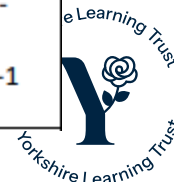
GCSE English Language

- Revise AQA GCSE (9-1) English Language Revision Workbook: for the 9-1 exams ISBN 978-1447987833
- Revise AQA GCSE (9-1) English Language Model Answer Workbook ISBN 978-1292230221
- REVISE AQA GCSE (9-1) English Language Practice Papers Plus ISBN 978-1292213255

GCSE English Literature

- Romeo and Juliet: New Grade 9-1 GCSE English Literature AQA Text Guide (Collins GCSE 9-1 Snap Revision) ISBN 978-0008247072
- A Christmas Carol: New Grade 9-1 GCSE English Literature AQA Text Guide (Collins GCSE 9-1 Snap Revision) ISBN 978-0008247119
- An Inspector Calls: New Grade 9-1 GCSE English Literature AQA Text Guide (Collins GCSE 9-1 Snap Revision) ISBN 978-0008235918
- Power & Conflict Poetry Anthology: New GCSE Grade 9-1 AQA English Literature: GCSE Grade 9-1 (Collins GCSE 9-1 Snap Revision) ISBN 978-0008320102
- Unseen Poetry: New GCSE 9-1 English Literature AQA (Collins GCSE 9-1 Snap Revision) ISBN 978-0008320119

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Michelangelo...

“The danger for most of us is not that we aim too high and fail to reach our target but aim too low and achieve it.”



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Pastoral Information & Support

Mr Bonsels and Mrs Wood

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Support In School

- Head of Year
- Assistant Head of Year
- Form Tutor
- Progress Leader
- Specialist Wellbeing Staff
- Safeguarding Staff
- Curriculum Leaders
- Subject Staff
- SENCo – Anna Mehta
- School Nurse
- Other students



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Together Everyone Achieves More
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Realising Potential

Foster a strong sense of belonging to promote engagement & outcomes.

This will enable students to develop into independent, motivated, caring and ambitious young people who have the skills to flourish in the wider world.



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Realising Potential

To enable students to maximise their potential by support, guidance, encouragement and understanding.

First point of contact for parents and carers.

To ensure Fulford standards of conduct are met including uniform, behaviour, attendance and engagement in lessons.

Leading tutors in the delivery of a coherent form time and deliver a package suitable to year 10.

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"Just wanted to let you know that Y10 have had an amazing start to their maths lessons – all maths teachers have been very complimentary over their classes regardless of set and from my own experience x1c are a delight."

In all this time I have never had a year 10 DT class who are so brilliant as the one I have now. They are motivated, hard-working and polite. Their work is outstanding as a whole. They are really a pleasure to teach.

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WE ARE
AMBITIOUS

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Pastoral Curriculum

- **Assemblies** twice a week
- **Pledges** around important topics:
 - Ambition
 - Inclusivity and Equality
 - Revision Strategies/Metacognition
 - Work experience
 - VESPA
 - Careers and Future Prospects
 - Financial Understanding/Managing Money
- **Class Charts Data**
- **Silent Reading**
- **Notices/Information**
- **Digital Life Skills**



HONESTY EMPA

Attendance and Punctuality

- Attendance matters
- 90% sounds relatively high
- A 90% attendance rate means that your child has missed 4 whole weeks of school in a year.
- We have 25 hours of lessons per week.
- This equates to 100 hours of lost learning.



Attendance and Punctuality

- 5 minutes late each day = 16 hours / year = 3 school days lost
- 10 minutes late each day = 32 hours / year = 6 school days lost
- 25 minutes late each day = 81 hours / year = 16 school days lost

Class Charts will allow you to keep track of the punctuality of your child.

Attendance Email: Attendance@fulford.york.sch.uk



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Year 10 Work Experience

- * The planned dates for Year 10 Work Experience are **Monday 27 April to Friday 1 May**
- * Details were sent to Parents/Carers over the summer from Mr Bailey.
- * Students will complete learning about Work Experience in form time and Personal Development lessons.
- * NYBEP are the organisation Fulford School work with regarding finalising placements and carrying out risk assessments.



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Academic Support

Mr Carson

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Progress Leader

- Academic progress focus
- (Effort, learning behaviours, homework, revision)
- Head of Year is always first point of contact
- Work with HoY and AHoY, the senior leadership team, form tutors, teachers
- Few and focused



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What do the successful say?

- “Listen to your teachers.”
- “Get the right revision guides.”
- “Re-writing notes doesn’t help.”
- “Ask for help”
- “Your phone is almost always just a distraction.”
- "Don't leave anything blank!"



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Homework In Year 10

Homework is an essential and integral part of a young person's education. At Fulford School we are convinced of its value because it:

- Develops the skills of independent learning and encourages students to learn more widely and deeply.
- Reinforces learning in class and supports the learning process.
- Helps students to learn the skills of time management
- Emphasises that the process of education extends beyond school.

+ 5 months of additional learning



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Homework in Year 10

- Set through Classcharts.
- Subjects should be setting one piece per week.
- Each piece should last approximately an hour.



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How to help and support with homework

- Help them to plan ahead. You can see the homework they have been set on Classcharts (due dates etc)
- Try to get them into a routine of when they complete homework
- Make sure they have a suitable place to complete homework
- Encourage them to ask for help from their teacher if they need it
- Don't do it for them! **"Sit and struggle"**



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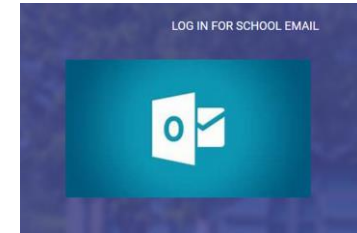


How to help and support with homework

- All students have an Office 365 account. This contains online versions of most of the Office software packages (Word, Powerpoint etc)

[Office.com](https://office.com)

- Access to emails out of school



Username: School email address
(20.....@fulford.york.sch.uk)

Password: Same as they use to login in school

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Resilience

- Today's mid-teenagers:
- Were toddlers/infants during the greatest impacts of the 2008 financial crisis
- Grew up during the divides around Brexit
- Had crucial stages of primary school impacted by covid-19
- Dr McDaid, Mental Health Foundation



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Resilience

- Doom and gloom...?
- It's our job to show the students how to push through difficult tasks and circumstances and to expect more of themselves
- (Physics exam question on next slide)



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Resilience

Electromagnetic waves are grouped according to their wavelength and frequency.

Electromagnetic waves are transverse waves and can travel through a vacuum.

- (a) Give one **other** property that is the same for all types of electromagnetic wave.

(1)

- (b) What is meant by 'transverse wave'?

(1)

- (c) Which group of electromagnetic waves is used for satellite communications?

(1)

- (d) Visible light is the only group of electromagnetic waves that the human eye can detect.

Which colour of visible light has the shortest wavelength?

(1)

Clear information
at the start

Chunked
instructions

1 mark per
question

1-word or 1-
sentence answers



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Resilience

- 2025:
- Fulford students did really well on questions like this
- But a few pages later...



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Resilience

(d) When the water in the pressure cooker starts to boil:

- the amount of steam in the pressure cooker increases
- the temperature of the steam increases above 100 °C

Explain why these changes make the pressure in the cooker increase.

~~Clear information
at the start~~

~~Chunked
instructions~~

~~1 mark per
question~~

~~1 word or 1-
sentence answers~~



Information spread
over lots of pages

One instruction

5 marks

Multi-sentence
answer

(5)

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Resilience

- 2025:
- Fulford students did less well than expected on questions like this



No relevant content

0



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Resilience – what are we doing?

- "We can do hard things."
- Increased practice of longer tasks in lessons, including strategies for tackling them one piece at a time
- Positives on classcharts



Creativity



Effort



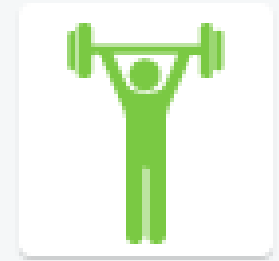
Homework



Independen...



Reflection



Resilience

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Resilience – how can you help?

- Consider 'micro-resilience'
- Minimise distractions during homework / revision (e.g. no phone, no music, independent work)
- Dinner table discussions – build micro-resilience here!
- Find tasks around the home where they'll learn new skills
- Encourage them to **sit and struggle**

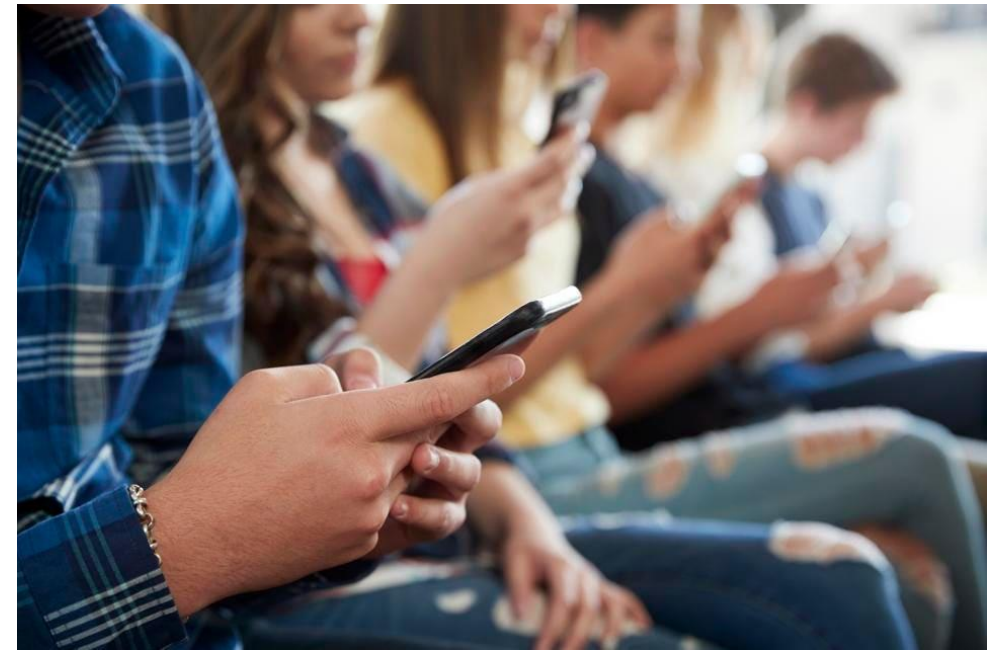


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The biggest resilience killer is screen time

- UK teenagers:
- 8 hours 40 minutes per day on average
- More than 4 months per year
- If cut by 2 hours per day, that's 700 extra hours each year
- "To reach an advanced level in a foreign language you will need...
- ...480 hours."



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Key Dates

January 2026

Year 10 report home

February 2026

Year 10 parents' evening

April 2026

Year 10 examinations

April/May 2026

Work experience

Short Course GCSE RE examination

June 2026

Year 10 final reports home

August 2026

Short Course GCSE RE results issued



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- Thank you for attending



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