



**BISHOP
BARRINGTON**
Academy



Year 10

Winter RISE bulletin

Mr Anderson's Head of Year message



This term has been incredibly busy as Year 10 have settled into their option subjects and began to demonstrate mastery over their learning. As a year group, they have demonstrated resilience as they have faced challenges such as their first mock exam in Maths and coursework deadlines.

Every week includes exciting opportunities for Year 10 to open doors to their future. This has included an opportunity at QE Sixth Form College where students applied engineering and critical thinking skills to create a hovercraft vehicle, in competition with other schools from the local area. Students have also taken part in a languages competition at Durham University, showing off their flair for the Spanish language to other schools in the area. Year 10 photography students were invited by The Auckland Project to see a range of attractions including Auckland Castle, Auckland Tower and The Spanish Gallery. Students had the opportunity to perfect their photography skills by taking photos in the style of their chosen photographer, while learning about the history of Bishop Auckland.

In Year 10, excellence is a habit. Each week I am inundated with nominations for learners of the week and take pride in celebrating their success each week in their Friday Morning Meetings. I have been inspired by the generosity shown from year 10 students with many kind donations to The Well in Bishop Auckland. The organisers at The Well have recently contacted the school to offer their thanks to our students.

As a successful first term of Ks4 draws to an end, I would like to thank parents and carers for their continued support and would like to wish everyone a very happy holiday and look forward to seeing you in the new year.

INSPIRATION in Year 10

Head of Year 'Learners of the week' since November...

10th November 2023

Olivia H

Olivia has shown real resilience over the past couple of weeks. Persevering and keeping on top of her studies despite difficult times. Well done, you are a credit to the Academy.

17th November 2023

Isabelle K

Isabelle has shown excellent resilience this week. Ensuring that she makes the most of the learning time available to her, Well done!

24th November 2023

Tanisha A

I have been very impressed by how you have joined the Academy. You have become an asset to the Academy and we are very proud of the progress you have made with us.

INSPIRATION in Year 10

Head of Year 'Learners of the week'
so far...

30th November 2023

Ellissa D

Exemplifying our value of resilience. Well done and keep up the hard work.

8th December 2023

Owni D

Owni has had a fantastic week. Showing our value of excellence in multiple subjects. Well done and keep up the great work.

EXCELLENCE in English

Example of students work: analysis of Lord Capulet's character and showing a change in character within the play. This work was used as a show call to help further the learning of others in the lesson

Handwritten student work on three pages analyzing Lord Capulet's character in 'Romeo and Juliet'. The work includes quotes, analysis of his character as a patriarch, and a table of success criteria.

Page 1 (Left): Quotes from the play: "My will to her consent is but a part", "I too soon married art those so early made", "My child is yet a stranger in the world", "but woo her gentle parts get her heart", "My fingers itch", "Young baggage". Analysis: At the beginning of the play Lord Capulet is presented as a caring father. We know this when it says "My will to her consent is but a part". Shakespeare may have used the verb "consent" to suggest that he wants her to be happy. This could also suggest that he is not a typical representation of a man in a patriarchal society because a father would usually have complete control over his daughter. Alternatively, this could suggest that he thinks Juliet will agree to marry Paris because she should respect her father's wishes. This allows the audience to understand how much Capulet loves Juliet because he wants what's best for her. *great analysis of 3 layers of meaning.*

Page 2 (Middle): Analysis: We can also see Capulet's love for Juliet in the beginning of the play while he's speaking to Paris. We know this when it says "My child is yet a stranger in the world". The writer may have used the noun "stranger" to suggest that Capulet believes Juliet is too young and inexperienced to marry because "stranger" has connotations of being unknown. This could also suggest Capulet is trying to protect Juliet because "stranger" has connotations of "danger". This allows the audience to understand how protective Capulet is of his daughter because he doesn't want her to be at risk of any harm. However, during act 3 scene 5 we see a change in Lord Capulet as he becomes furious with his daughter Juliet when she refuses to marry Paris. We know this when it says "You baggage". This could suggest how strong and powerful Capulet's emotions are because "baggage" has connotations of death and suffering. This also reinforces his anger as he is insulting his daughter who we know he used to love and care for. We know this from this allows the audience to understand how annoyed Capulet is juxtaposing his character before because he used to want her to be happy. My will to her consent is but a part.

Page 3 (Right): Analysis: Capulet can also be seen changing his character as he starts to feel more aggressive with Juliet. We know this when it says "My fingers itch". Shakespeare may have used this metaphor to suggest how infuriated he is with Juliet because she won't listen making him feel the need to hit his daughter. This could also suggest alternatively that he does still care about Juliet because he didn't actually hit her like most fathers in the patriarchal society would. This allows the audience to understand how Capulet is a typical man of the era because it would be normal for women to face abuse.

Success Criteria	Achieved
The writer's intentions have been explored.	✓
Context has been used to extend your analysis.	✓
Because has been used to extend your analysis.	✓
Three layers of meaning have been explored.	in some ✓
Relevant and clear points link to the argument and follow on from the previous paragraph.	✓
Quotations are written in chronological order.	✓
An introduction outlining the argument.	✓

This is a fantastic example of an essay which explores a change in a character.

Write a new paragraph which analyses it with drag three.

EXCELLENCE in Maths

Year 10 students have been learning about iterations displaying our value of resilience to solve complex multiple step equations.

Handwritten student work showing various mathematical problems and solutions, including iterations and algebraic manipulations.

Left Page:

- $99 - 0.75 \div 1.2 = 110$
- $3.154 \div 0.8 - 1.1 = 175$ $4.78 - 0.65 \div 1.25 = 96$
- 23/11/23 Iteration
 - $1.572.75 \times 1.15 = 1801.16$
 - $2.27 - 98.1 \div 3.5(3 \times 15) + 7(x-4)$
 - $25 + 3 \times 15 + 7x - 8$
 - $22 + 5x$
 - 17×1.7
 - $4.9 = 4n - 14 = 0.55$
 - $114 + 49 = 4n$
 - $9 + 14 = n$
 - $1.3x^2 + 10x - 8 = 0$
 - $3x^2 + 5x = 8$
 - $3x^2 = 8 - 5x$
 - $x^2 = \frac{8-5x}{3}$
 - $x = \sqrt{\frac{8-5x}{3}}$
 - $3x^2 = 5.75$
 - $x^2 - 4x - 9 = 0$
 - $x^2 - 4x = 9$
 - $x^2 = 9 + 4x$
 - $x = \sqrt{9 + 4x}$
 - $4x^3 + 3x - 760 = 0$
 - $x^3 + 3x = 760$
 - $x^3 = 760 - 3x$
 - $x = \sqrt[3]{760 - 3x}$
 - $2x^2 - x - 19 = 0$
 - $x^2 - \frac{1}{2}x = 9.5$
 - $x^2 = 9.5 + \frac{1}{2}x$
 - $x = \sqrt{9.5 + \frac{1}{2}x}$
 - $3x^2 + 4x - 79 = 0$
 - $x^2 + \frac{4}{3}x = \frac{79}{3}$
 - $x^2 = \frac{79}{3} - \frac{4}{3}x$
 - $x = \sqrt{\frac{79}{3} - \frac{4}{3}x}$
 - $4. \sqrt[3]{160 - 3x}$
 - $x^3 + 7x = 1$
 - $x^3 = 1 - 7x$
 - $x = \sqrt[3]{1 - 7x}$
 - $x_3 = 1.54$

Right Page:

- 04/12/23 Revision
- $1. \sigma_{n+1} = \sqrt[3]{4\sigma_n - 1}$
- app solution = 1.86 ✓
- $1. \sigma_{n+1} = \sqrt[3]{4\sigma_n - 1}$
- app solution = 1.86 ✓
- $2. 1.126\%$
- $3. 5$
- $5(3 \times 15) - (x-4)$
- 150%
- $13x + 33$
- $4. 126 \text{ cm}^3$
- $1. 197 = 1.2 \times 160$
- $2. 5\% = 1.08$
- $3. 9600 \times 1.08 = 10368$
- $4. 1980 \times 1.17 = 2316.6$
- $1. 140 \times 0.78 = 109.2$
- $2. 58.5 \times 1.24 = 72.54$
- $3. 40.37$
- $4. 74.39 \times 0.81568 = 60.75$
- $2. 24000 \times 0.9 = 21600$
- $3. 3000 \times 1.035 = 3105$
- $1. a. 140 \rightarrow 189 = 135\%$
- $2. 60 \rightarrow 71.2 = 118.7\%$
- $3. 370 \rightarrow 485 = 131.1\%$
- $4. 45 \rightarrow 18.9 = 42\%$
- $5. 48 \rightarrow 49.92 = 104\%$
- $6. 74.5 \rightarrow 17.15 = 23.1\%$
- $240 \rightarrow 24 = 10\%$

RESILIENCE - Attendance

Over a third of all Year 10 students have 100% attendance since the start of half-term, with over half the year group achieving 95% attendance or above.

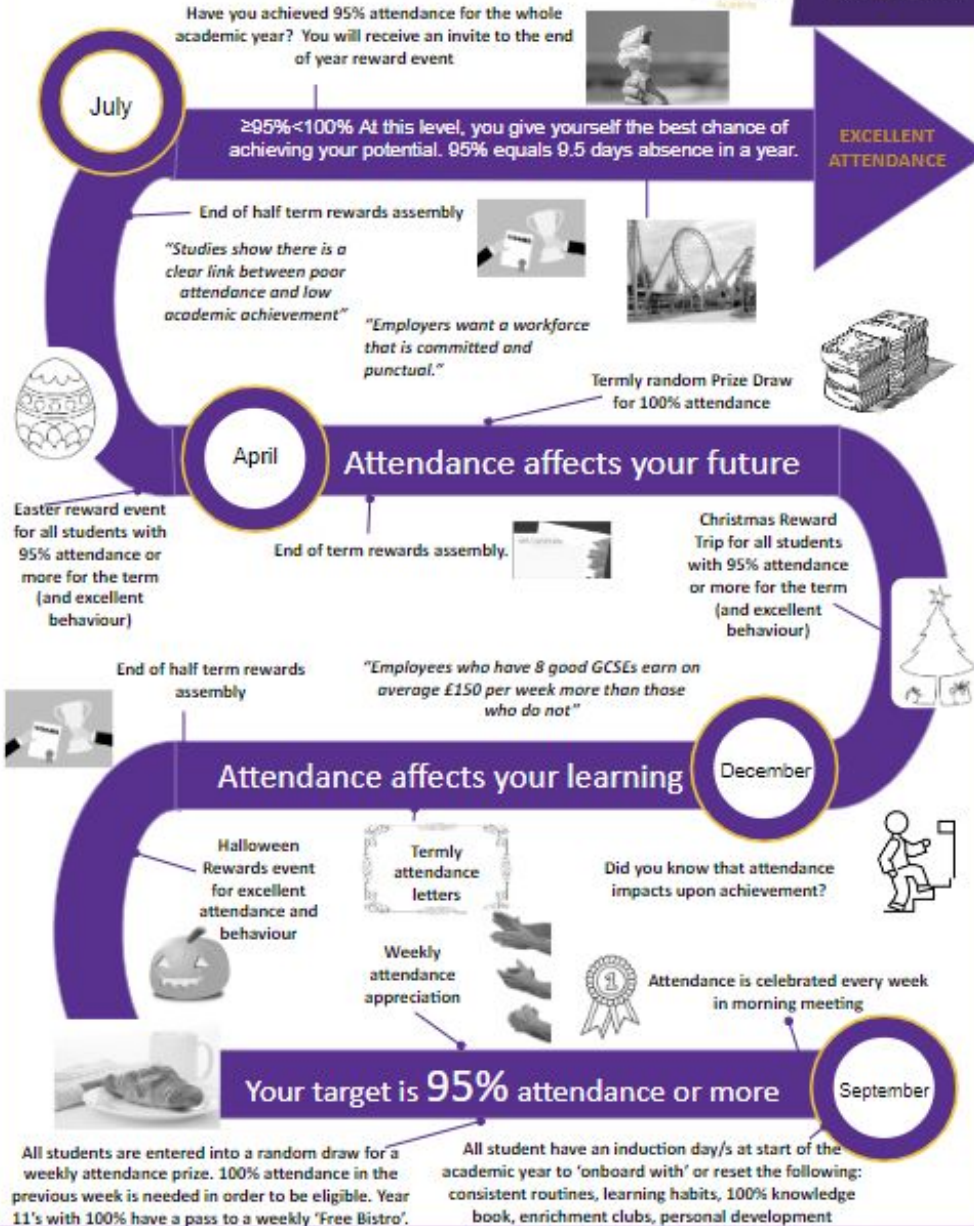
Well done to all those who have excellent attendance and therefore improving the likelihood of achieving academic success at the end of Key Stage 4.

Look out for further attendance rewards throughout next term to celebrate our Year 10 students' excellent attendance.

Your Attendance Journey



RESPECT
INSPIRATION
RESILIENCE
EXCELLENCE



This is our annual attendance journey, highlighting the key events we have in school to recognise and celebrate excellent attendance.

Mastery

Autonomy

Purpose

What your child is learning in Year 10

Subject	What now	What next
Art	Develop researching artists both contemporary and historical. Develop developing design ideas. Develop developing skills in different media based around the work of the artists. Develop annotating and evaluating work. Develop thumbnail sketches to produce a composition to develop a final piece from. Develop colour and technique combinations	Develop researching artists both contemporary and historical. Develop developing design ideas. Develop developing skills in different media based around the work of the artists. Develop annotating and evaluating work. Develop thumbnail sketches to produce a composition to develop a final piece from. Develop colour and technique combinations
Graphics	Develop the use of drawing, painting and computer aided design for different purposes, using a variety of methods and media on a variety of scales. Develop the use of sketchbooks/workbooks/journals to underpin work where appropriate: printing, sponging, stencilling, brusho, marbling, collage, stippling, spray painting, watercolour techniques, acrylic techniques, textured background with mixed media.	Develop the use of drawing, painting and computer aided design for different purposes, using a variety of methods and media on a variety of scales. Develop the use of sketchbooks/workbooks/journals to underpin work where appropriate: printing, sponging, stencilling, brusho, marbling, collage, stippling, spray painting, watercolour techniques, acrylic techniques, textured background with mixed media.
Photography	Operating a DSLR camera. The ability to explore elements of visual language. Leading lines. Form. Colour. Pattern. Texture. Rule of negative space. Rule of thirds	Operating a DSLR camera. The ability to explore elements of visual language. Leading lines. Form. Colour. Pattern. Texture. Rule of negative space. Rule of thirds
Computer Studies	Research different types of interfaces, input methods and user experience. Extended writing. Designing interface pre-production documents including: mind maps, storyboards, Smart Objectives.	Design elements of user interfaces, including: layout, use of white space, fonts, colours. Design elements for different interface types and purposes. Design and create a user interface.
English	Analysis of language. Analysis of the structure. Using the context to extend analysis. Beginning to form an argument and use relevant quotations to support arguments. Reading: Retrieving information. Identifying relevant language and analysing the language. Analysing the structure. Evaluating language. Writing: Punctuation - using a range of punctuation and using punctuation accurately. Using a range of sentence types and sentence starters. Structuring writing in a coherent and logical way.	Exploring how the characters are developed / change as the plot progresses in A Christmas Carol. Using the context of Victorian Society to extend analysis. Understanding the different assessment objectives of Language Paper One. Understanding the difference between the skills being assessed. Understanding the different assessment objectives of Language Paper Two. Understanding the difference between the skills being assessed.
Food	Functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. Understand and explore a range of ingredients and processes from different culinary traditions (traditional Welsh, British and international) to inspire new ideas or modify existing recipes. Preparing and Making skills involved in food practical lessons: savoury pie, Battenberg and minestrone soup and bread buns. Sensory testing. Evaluation of all practical tasks. To understand how heat is transferred to food during cooking, and the effect it has on food. To understand what happens if recipes do not succeed and how to remedy situations.	Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment. Functional properties and chemical characteristics of food as well as nutritional content of food and drinks. The relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. The economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices; demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. A range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.

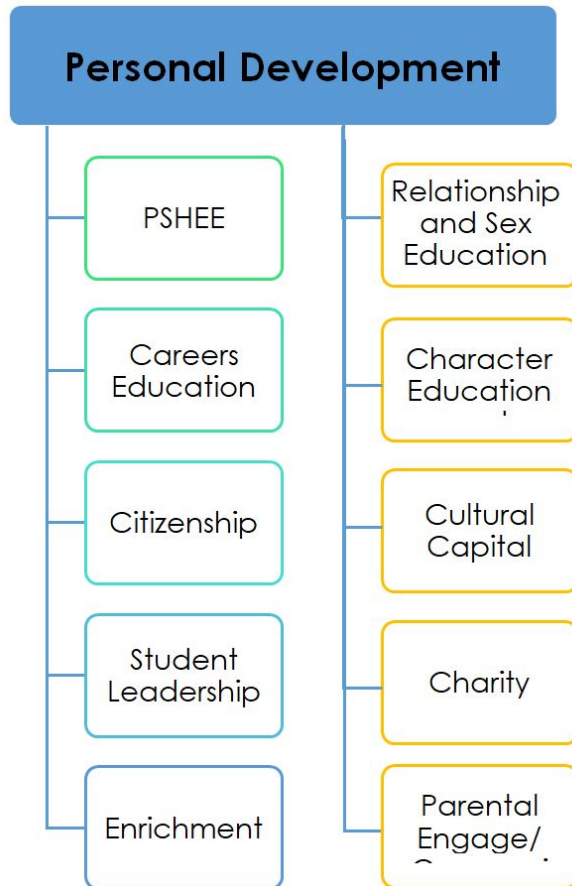
What your child is learning in Year 10

Subject	What now	What next
Maths	Foundation: LINEAR GRAPHS: Interpret & construct graphs modelling the real world. Interpret & construct graphs modelling mathematical sequences. Higher: EQUATIONS & INEQUALITIES: Solve quadratic & simultaneous equations. Solve inequalities. TRANSFORMATIONS & CONSTRUCTIONS: Reflect rotate translate & enlarge shapes. Identify single & multiple transformations. Notation in conjunction with constructions.	Foundation: TRANSFORMATIONS: Reflect rotate translate & enlarge shapes. Identify single transformations. Notation of sides, vertices & vectors. Higher: MULTIPLICATIVE REASONING: Growth and decay. Compound measures. Ratio and proportion.
Sports Science	NUTRITION AND SPORTS PERFORMANCE: How to design and develop a balanced nutrition plan. Key factors when considering the success / impact of a nutrition plan.	NUTRITION AND SPORTS PERFORMANCE: The effect of overeating on sports performance. The effects of undereating on sports performance. The effect of dehydration on sports performance.
Sports Studies	SPORT AND THE MEDIA: Exposure for emerging and minority sports. Continued education of performers and spectators in emerging sports and changes to existing sports. Relationship between sport and the media, how they use each other to promote themselves and increase revenue. Different promotional opportunities for business and commercial sport and how sports adapt to utilise media sources. Sport as a commodity – revenue created for some sports. Influence of owners and investors. The importance of the relationship between sport, the media and sponsorship (the golden triangle) and the different opportunities for sponsorship of sport/performers and the industry.	SPORT AND THE MEDIA: External factors affecting decline in live spectatorship. To include: Effect on clubs and surrounding communities; Pay Per View (PPV), live streaming, social networks, increased technology and multiple devices; Links between gambling online and attendance at live sports events. Ethical appropriateness of sponsors. How the media is assisting a widening wealth divide in sport. Impact of wider global issues on sport/performers and spectators. Media demands affecting sport fixture scheduling.
Dance	EXPLORING THE PERFORMING ARTS: Roles, responsibilities and skills. Performance roles. Non-performance roles. Responsibilities. Relevant skills.	EXPLORING THE PERFORMING ARTS: Roles, responsibilities and skills. Performance roles. Non-performance roles. Responsibilities. Relevant skills.
Science	RADIOACTIVITY: Atomic Models. Inside atoms. Electrons and orbits. Background Radiation. Types of Radiation. Radioactive decay. Half-life. Dangers of radioactivity. NATURAL SELECTION AND GENETIC MODIFICATION: Evidence for human evolution. Darwin's theory. Classification. Breeds and varieties. Genes in agriculture and medicine.	ELECTROLYTIC PROCESS, OBTAINING AND USING METALS: Electrolysis. Electrolysis of copper sulphate – practical. Products of electrolysis. Reactivity. Ores. Oxidation and Reduction. Life cycle assessment and recycling. Dynamic equilibrium. ENERGY, FORCES DOING WORK, FORCES AND THEIR EFFECTS: Work and power. Objects affecting each other. Vector diagrams. PLANT STRUCTURE AND THEIR FUNCTIONS: Photosynthesis. Factors affecting photosynthesis. Light intensity and photosynthesis - core practical. Absorbing water and mineral ions. Transpiration and translocation. ACIDS AND ALKALIS: Acids, Alkalis and indicators. Strength of acids. Bases and Salts.
Spanish	MI VIDA EN EL INSTI (SCHOOL-THEME 3): Giving opinions about school subjects. Describing school facilities. Describing school uniform and the school day. Talking about subjects and teachers. Describing school. Talking about school rules and problems. Talking about plans for a school exchange. Talking about activities and achievements. Forming questions with asking and answering. Understanding time.	MI GENTE (MY PEOPLE - THEME 1): Describing family. Talking about socialising and family. Describing people. Talking about friends and family. Talking about reading preferences. Making arrangements.

What your child is learning in Year 10

Subject	What now	What next
Media Studies	The planning, design, creation and distribution of media products for a variety of audiences. How to develop visual identities for clients. Apply concepts of graphic design and create original digital graphics which incorporate a visual identity, which engages a target audience.	How to develop visual identities for clients. Apply concepts of graphic design and create original digital graphics which incorporate a visual identity, which engages a target audience. The planning, design, creation and distribution of media products for a variety of audiences.
Child Development	Growth and development for children aged 0-5yrs	Principles of development for children aged 0-5 years.
Health & Social Care	Human growth and development across life stages	Human growth and development across life stages
Geography	CHANGING ECONOMIC WORLD?: Development indicators. Demographic transition model. Causes of uneven development. Consequences of uneven development. Reducing the development gap. Example of Tourism in a LIC; Jamaica. Introduction to Nigeria and context: rapid economic growth, aid, environmental issues. Quality of life in Nigeria. Reasons for economic change in the UK. Post-industrial economy. Impacts of industry on the environment. Social and economic changes in the rural landscapes.	CHANGING ECONOMIC WORLD (PAPER 2): Improvements in UK transport. North/South divide. Social and economic changes in the rural landscapes. Improvements in UK transport. PHYSICAL LANDSCAPES: COASTS: Wave types, physical and chemical weathering and Mass movement. Coastal erosion, transportation and deposition. Formation of erosional landforms. Formation of depositional landforms. Example of UK coastline; erosional and depositional landforms. Hard and soft engineering strategies; UK example Holderness Coast
History	ELIZABETHAN ENGLAND, C1568-1603: <u>Trouble at home and abroad</u> : Elizabeth's Middle Way. Elizabeth Versus Catholics and Puritans. Why was Mary Queen of Scots a threat? The Babington Plot. The Conflict with Spain.	CONFLICT AND TENSION: THE INTER-WAR YEARS, 1918-1939: How did Germany prepare for war? How did Hitler reoccupy the Rhineland? How did Hitler achieve Anschluss? What was the Sudetenland Crisis? Was appeasement a good idea? Why did Hitler and Stalin agree to work together?

Personal Development in Year 10



Our PD Programme ensures that our Year 10 students are fully prepared for the challenges and opportunities they will face throughout their life in modern Britain. Through our promotion of the RISE values, we enable Year 10 students to develop into emotionally and mentally healthy and resilient young people.

What now: - Careers 1 - Who am I?, The workplace, options

What next: - Citizenship - UK Politics