Welcome to Hope Valley College

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Welcome to GCSE Information Evening 2026

2026

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1. Our expectations
2. Key Stage 4 courses
3. Systems
4. Independent learning
5. Building resilience

GCSE Information Evening

The Hope Valley College Way

Ambition

- ✓ Be ambitious
- ✓ Be hardworking
- ✓ Achieve the best grades you can
- ✓ Be a good role model
- ✓ Be resilient

Belonging

- ✓ Come to school every day, on time
- ✓ Go to every lesson on time, all of the time
- ✓ Take part in every lesson
- ✓ Take part in clubs, teams and visits
- ✓ Be ready to learn and take part

Integrity

- ✓ Follow our rules, even when no one is watching
- ✓ Be kind
- ✓ Be respectful
- ✓ Be polite
- ✓ Be responsible

We have simple, easy to understand rules, expectations and procedures:

- **Every point counts:** all positives and negatives lead to a consequence**.**
- **Uniform**: top to toe uniform, coats off in learning spaces.
- **Equipment**: every lesson, every day.
- **Corridors**: left is best.
- **Break time**: outside if it's dry.
- **Phones/electronic devices**: Switched off and in your bag as soon as you arrive to school, including at break and lunchtime. You cannot access these devices until you have left school at the end of the day. If we see it or hear it, we will take it.
- **Lessons**: on time, every time (5 lates in a week = detention)
- **Toilets**: go during your break, not lessons or changeovers - Key Stage 3 upstairs, everyone else downstairs toilets only. If you need to go during lesson time you will need your planner and TIP.
- **Food to be consumed in the dining room only - No chewing** or **eating** in lessons.
- **Student planner** to record homework - out in every lesson.
- **Wet break** – in designated spaces
- **Bus queues** – In lines in correct place. Y11 only at the front of school.
- **Out of bounds** is marked by a red line around the field. Students must not cross this boundary.
- **Prohibited items** should not be brought into school.

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Attendance matters

In a year this equates to			
		100%	Outstanding!
4 School days missed	or 20 lessons missed	98%	Very good
6 School days missed	or 30 lessons missed	97%	Good - School target
9 School days missed	or 45 lessons missed	95%	Almost there!
11 School days missed	or 55 lessons missed	94%	Improvement needed
19 School days missed	or 95 lessons missed	90%	Concerned
28 School days missed	or 140 lessons missed	85%	Very concerned

Attendance matters

Our target is 96%

By the end of the year 96% would be 182 days (8 days not in school)

That’s 40 lessons missed, even if you are on target!

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Attendance matters

- Genuine illness or family circumstances?
- Full day off for a dentist or doctor appointment?
- Avoiding a lesson or homework or something?
- Missed the bus?
- Holiday?
- Can’t face it?

It’s never too late to improve

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Attendance matters: belonging

School life goes beyond the classroom: friendships and experiences




"Success is the sum of small efforts, repeated day in and day out."

Robert Collier

Screens

Diet

Exercise

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How to support your young person to succeed at GCSE

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Key Stage 4 courses

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Important dates

- Information evening – 16th September 2026
- Work experience Launch assembly- 6th October
- Deadline to organise work experience placements – January 2027
- Subject parents evening – 9th February
- Revision workshop - 6th May
- Mock exams – 21st June- 1st July
- Careers fair - 9th July
- Mock exam results day – 15th July
- Work experience 19th – 23rd July 2027

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Examination courses

AQA

- English Language
- English Literature
- History
- Art & Design
- Biology
- Chemistry
- Physics
- Combined Science (Trilogy)
- French
- Design & Technology

WJEC

- Engineering
- Geography
- Hospitality & Catering
- Music

OCR

- Computer Science

Pearson

- Drama
- Mathematics
- Physical Education

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HOME ▸ ABOUT US ▸ CURRICULUM ▸ KEY STAGE 4 CURRICULUM

Key Stage 4 Curriculum

We offer a wide range of GCSE and vocational courses to our students at Key Stage 4 (Years 10 and 11).

COURSES AVAILABLE

- ART (ART AND DESIGN)
- COMPUTER SCIENCE
- DRAMA
- DESIGN AND TECHNOLOGY
- ENGINEERING

In this section

- Key Stage 3 Curriculum
- Key Stage 4 Curriculum

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In school systems

Learning platforms

kerboodle

gcsepod education anywhere

SENECA
Free interactive content to keep students engaged

BBC Bitesize

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Arbor

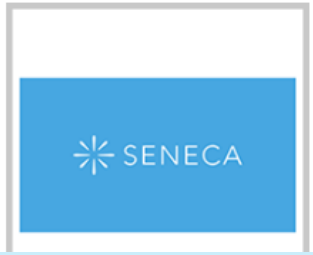
Accelerated Reader

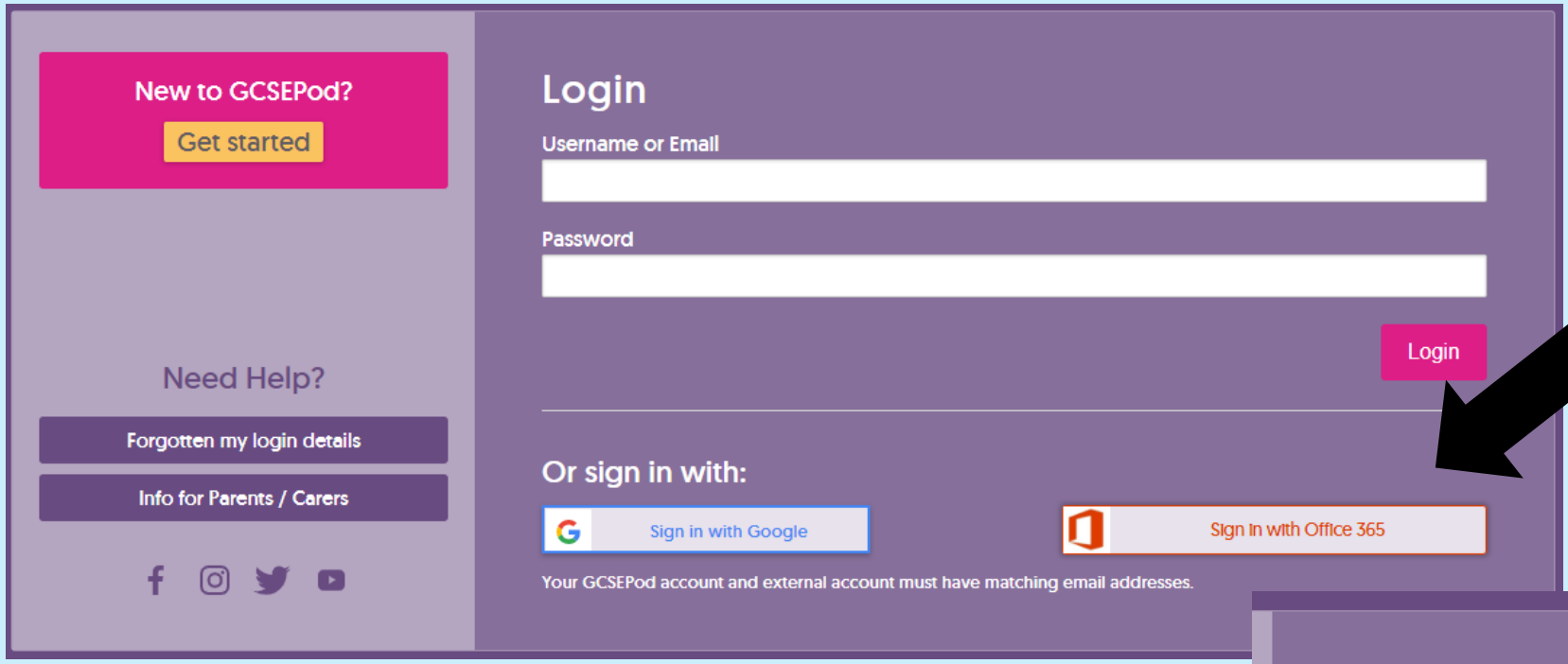
CEOP (report online abuse)

Educake

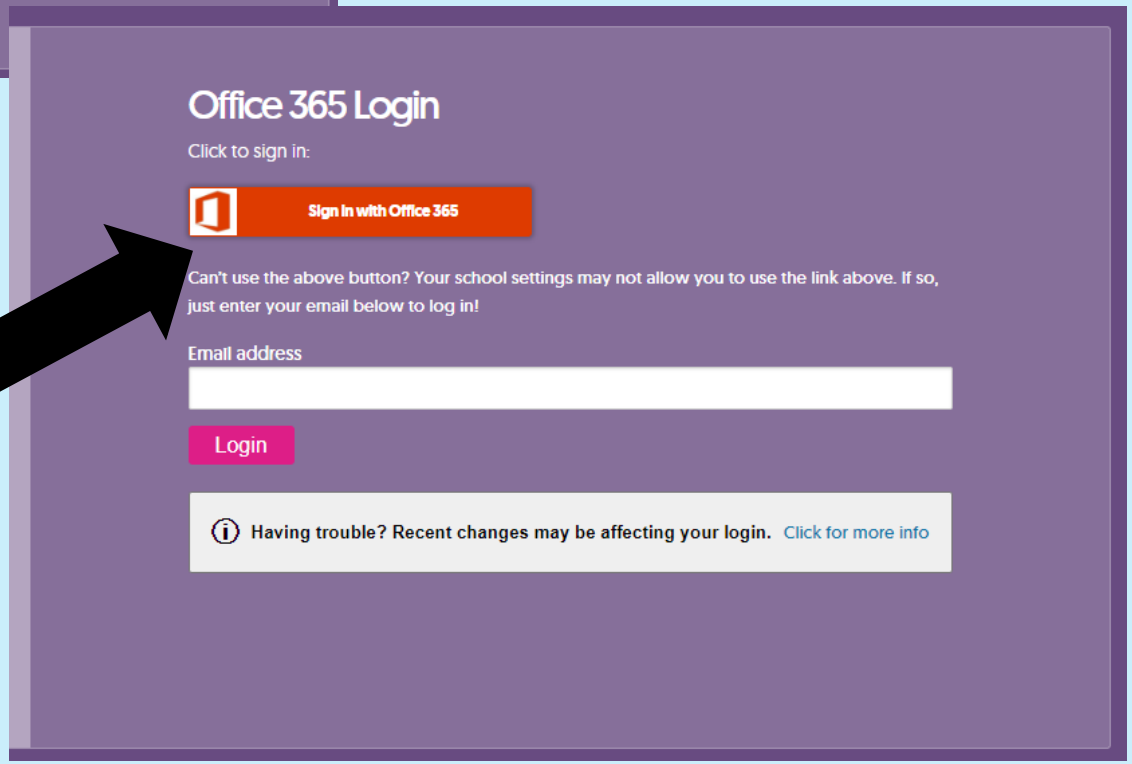
Email (Outlook)

GCSEPod





1: Click here



2: Then on the next screen click here

ENGLISH

Language GCSE

AQA

Paper 1 (1hr 45 mins)

Explorations in Creative Reading and Writing

Reading: one source Q1-4 (25%)

Writing: description/story (25%)

Paper 2 (1hr 45 mins)

Writers' Viewpoints and Perspectives

Reading: two sources Q1-4 (25%)

Writing: point of view (25%)

Spoken Language Presentation

How can I **support** my child with **English Language** ?

- Encourage **reading of new fiction**, reading beyond the texts we have studied in class: ask for a reading list.
- Encourage reading of **non-fiction**, particularly **news articles** and **opinion articles**. Have discussion about the language choices and rhetorical devices used and how these impact upon the reader.
- Encourage exposure to various text types: **letters, articles, essays, speeches, leaflets.**
- Encourage **planning** and **proof reading.**
- Complete **assessment practice**: in timed conditions.
- Make use of exercise books for revision.

BBC NEWS

library

Literature GCSE

Paper 1 (1hrs 45 mins)

Section A	Macbeth (21%)
Section B	A Christmas Carol (19%)

Paper 2 (2hrs 15 mins)

Section A	An Inspector Calls (21%)
Section B	Poetry Anthology (19%)
Section C	Unseen Poetry (15%)
	Unseen Poetry Comparison (5%)

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How can I **support** my child with **English Literature** ?

- Encourage **regular revision** and rereading
- Refer to **knowledge organisers**
- Help with learning of **quotations**
- Help with learning **vocabulary** lists
- Complete **assessment practice**: in timed conditions
- Make use of **feedback** – encourage them to refer back to their exercise book and to the feedback they have received
- Analyse the **model responses** and **upgrade** their own work
- Watch **film** versions of the texts or visit the **theatre** to see a production

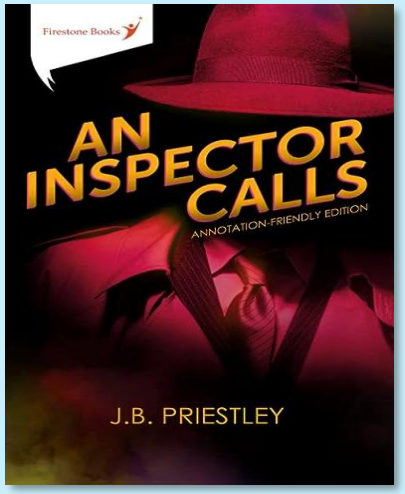
Please order your revision guides through ParentPay now!

Text 1: An Inspector Calls

Text 2: A Christmas Carol

Text 3: Macbeth

Text 4: Poetry Anthology



This copy is designed to have plenty of space for their **annotations** and is **dyslexia** friendly. £8.49

✓ Revision guide (£3.50)
Work book (3.50)

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Science

Triple Sciences

- Each GCSE, **Biology, Chemistry and Physics** will be assessed using
  - Two exam papers each of 1hr 45min length
  - Six papers in total, which can be taken at higher or foundation level

Combined Science: Trilogy

- Six papers, each of 1hr 15min length
- 2 biology, 2 chemistry and 2 physics
- Higher or Foundation level available

Tiers of Entry

- Foundation up to Grade 5
- Higher tier 5 and above

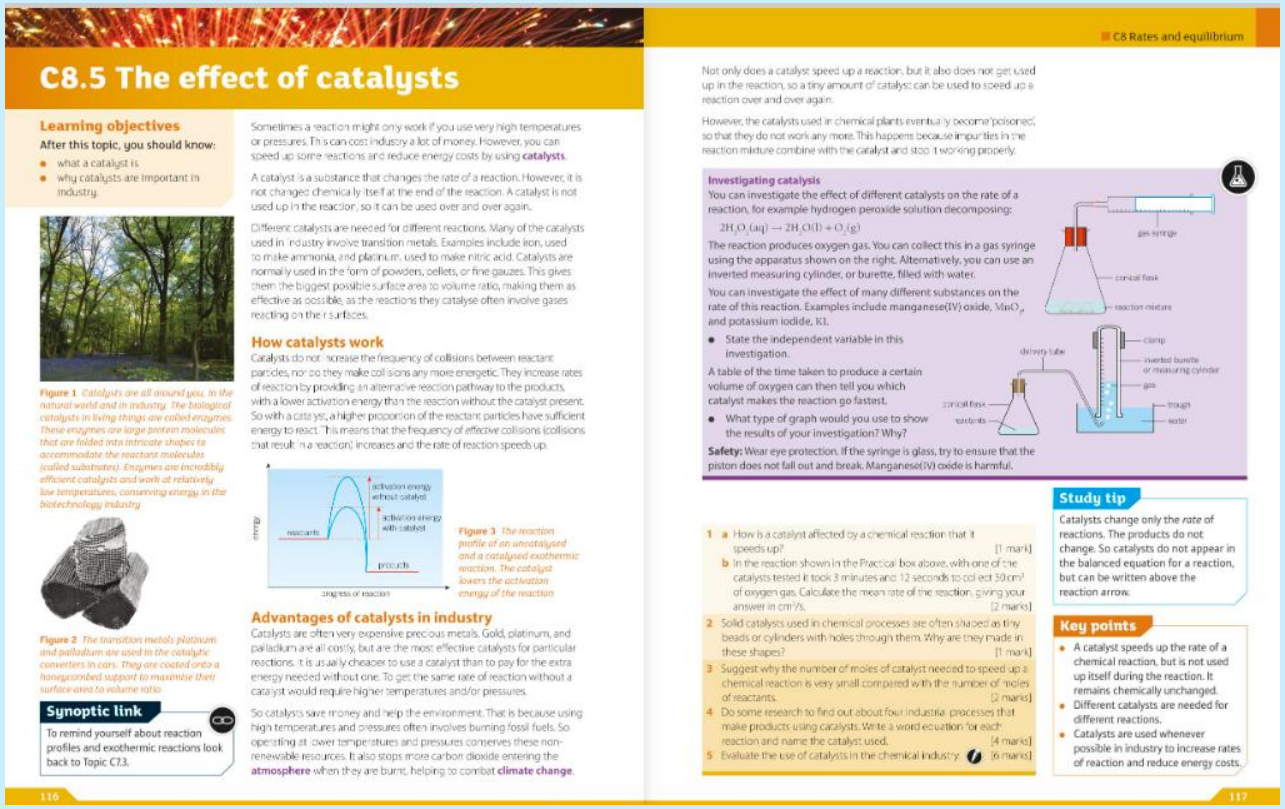
If students are not strong grade 5 candidates they run the risk of sitting 6 exams where they can only answer a small percentage of the papers.

Tiers of entry will be decided almost entirely based on mock exam results.

Supporting Your Child

- Key Homework Assessments
- Recall homeworks
- Kerboodle
  - Worksheets to bump up your grade
  - Extension work
  - Practice questions
  - Key points

Use for pre-learning: focus on keywords and use of language



C8 Rates and equilibrium

C8.5 The effect of catalysts

Learning objectives

After this topic, you should know:

- what a catalyst is
- why catalysts are important in industry.

Sometimes a reaction might only work if you use very high temperatures or pressures. This can cost industry a lot of money. However, you can speed up some reactions and reduce energy costs by using **catalysts**.

A catalyst is a substance that changes the rate of a reaction. However, it is not changed chemically itself at the end of the reaction. A catalyst is not used up in the reaction, so it can be used over and over again.

Different catalysts are needed for different reactions. Many of the catalysts used in industry involve transition metals. Examples include iron, used to make ammonia, and platinum, used to make nitric acid. Catalysts are normally used in the form of powders, pellets, or fine gauzes. This gives them the biggest possible surface area to volume ratio, making them as effective as possible, as the reactions they catalyse often involve gases reacting on their surfaces.

Figure 1 Catalysts are all around you, in the natural world and in industry. The biological catalysts in living things are called enzymes. These enzymes are large protein molecules that are folded into intricate shapes to accommodate the reactant molecules (called substrates). Enzymes are incredibly efficient catalysts and work at relatively low temperatures, conserving energy in the biotechnology industry.

Figure 2 The transition metals platinum and palladium are used in the catalytic converters in cars. They are coated onto a honeycombed support to maximise their surface area to volume ratio.

How catalysts work

Catalysts do not increase the frequency of collisions between reactant particles, nor do they make collisions any more energetic. They increase rates of reaction by providing an alternative reaction pathway to the products, with a lower activation energy than the reaction without the catalyst present. So with a catalyst, a higher proportion of the reactant particles have sufficient energy to react. This means that the frequency of effective collisions (collisions that result in a reaction) increases and the rate of reaction speeds up.

Figure 3 The reaction profile of an uncatalysed and a catalysed exothermic reaction. The catalyst lowers the activation energy of the reaction.

Advantages of catalysts in industry

Catalysts are often very expensive precious metals. Gold, platinum, and palladium are all costly, but are the most effective catalysts for particular reactions. It is usually cheaper to use a catalyst than to pay for the extra energy needed without one. To get the same rate of reaction without a catalyst would require higher temperatures and/or pressures.

So catalysts save money and help the environment. That is because using high temperatures and pressures often involves burning fossil fuels. So operating at lower temperatures and pressures conserves these non-renewable resources. It also stops more carbon dioxide entering the **atmosphere** when they are burnt, helping to combat **climate change**.

Synoptic link

To remind yourself about reaction profiles and exothermic reactions look back to Topic C7.3.

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Not only does a catalyst speed up a reaction, but it also does not get used up in the reaction, so a tiny amount of catalyst can be used to speed up a reaction over and over again.

However, the catalysts used in chemical plants eventually become 'poisoned', so that they do not work any more. This happens because impurities in the reaction mixture combine with the catalyst and stop it working properly.

Investigating catalysis

You can investigate the effect of different catalysts on the rate of a reaction, for example hydrogen peroxide solution decomposing:

$2H_2O_2(aq) \rightarrow 2H_2O(l) + O_2(g)$

The reaction produces oxygen gas. You can collect this in a gas syringe using the apparatus shown on the right. Alternatively, you can use an inverted measuring cylinder, or burette, filled with water.

You can investigate the effect of many different substances on the rate of this reaction. Examples include manganese(IV) oxide, MnO_2, and potassium iodide, KI.

- State the independent variable in this investigation.

A table of the time taken to produce a certain volume of oxygen can then tell you which catalyst makes the reaction go fastest.

- What type of graph would you use to show the results of your investigation? Why?

Safety: Wear eye protection. If the syringe is glass, try to ensure that the piston does not fall out and break. Manganese(IV) oxide is harmful.

1 a How is a catalyst affected by a chemical reaction that it speeds up? [1 mark]

b In the reaction shown in the Practical box above, with one of the catalysts tested it took 3 minutes and 12 seconds to collect 50 cm^3 of oxygen gas. Calculate the mean rate of the reaction, giving your answer in cm^3/s. [2 marks]

2 Solid catalysts used in chemical processes are often shaped as tiny beads or cylinders with holes through them. Why are they made in these shapes? [1 mark]

3 Suggest why the number of moles of catalyst needed to speed up a chemical reaction is very small compared with the number of moles of reactants. [2 marks]

4 Do some research to find out about four industrial processes that make products using catalysts. Write a word equation for each reaction and name the catalyst used. [4 marks]

5 Evaluate the use of catalysts in the chemical industry. (6 marks)

Study tip

Catalysts change only the *rate* of reactions. The products do not change. So catalysts do not appear in the balanced equation for a reaction, but can be written above the reaction arrow.

Key points

- A catalyst speeds up the rate of a chemical reaction, but is not used up itself during the reaction. It remains chemically unchanged.
- Different catalysts are needed for different reactions.
- Catalysts are used whenever possible in industry to increase rates of reaction and reduce energy costs.

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Supporting Your Child

- GCSE Bitesize, revision guides, GCSE pod
- Educake for revision
- **Green Penned mocks - Retrieval**
- Exam papers and exam questions organised by topic on Teams

Further info

- Course content links to Kerboodle, copy of this in all books.

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MATHS

Maths

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Pearson Edexcel GCSE (9-1)

Assessment by examination

- Paper 1 (non-calculator): 90 mins | 33%
- Paper 2 (calculator): 90 mins | 33%
- Paper 3 (non-calculator): 90 mins | 33%

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How are we supporting your child?

- Regular testing and feedback
- Access to Sparx maths
- Small group intervention in Year 11

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Year 10 Assessments

Students in Year 10 will complete three papers across the year before they do a full mock paper in the EOY exams.

Year 11 Assessments

The mock exam comprising all 3 papers will takeplace at the start of November.

Three 45 min papers every two weeks, starting after Christmas, up to the February mock exam week.

A second mock exam will take place in February

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This student did not round to the nearest 10 correctly and could use clip 17 on sparx to revise for that.

When students have completed a full set of mock examinations they will be given QLA of the papers.

Mathematics Assessment Feedback

Paper: Nov 2021 Paper 1F
Name: [redacted]
Teacher: Enter Teacher Name

Questions	Question Title	Score			Clip Number
1	Convert fractions to percentages	1	/	1	75
2	Compare negative numbers	1	/	1	37
3	Convert fractions to decimals	1	/	1	73
4	Round numbers to the nearest 10	0	/	1	17
5	Index form	1	/	1	102
6a	Quadrilate	0	/	1	824
6b	3D shapes	1	/	1	829
7	Division worded problems	2	/	2	23
8	Bar charts	1	/	1	425
9	Money	3	/	3	747
10	g and subtracting positive and negative nur	1	/	2	41
11a	Pictograms	1	/	1	426
11b	Pictograms	2	/	2	426
11c	Pictograms, fractions of an amount	3	/	3	426,77
12	lify ratios, write ratios as fractions/proport	1	/	3	329,330
13a	Identify a quadratic sequence	1	/	1	247
13b	Important sequences	0	/	2	261
14	Direct proportion	4	/	4	339
15a	Expand a single bracket	0	/	1	160
15b	Factorise simple expressions	1	/	1	169
15c	Solve 2-step equations	2	/	2	179
16a	Quadrilaterals, substitution	1	/	1	824,780
16b	Perimeter	3	/	3	552
17a	Recipe problems	1	/	4	742
17b	Recipe problems	0	/	1	742
18	Straight line graphs	0	/	3	208
19	Profit and loss	1	/	3	760
20a	Multiplication with decimals	1	/	3	48
20b	Division of decimals	1	/	3	50
21	Displaying sets in Venn diagrams	0	/	3	372
22	Add or subtract fractions	2	/	3	66
23	Percentage increase or decrease (non-calc)	4	/	4	88
24	Share in a given ratio	3	/	3	334
25	Volume of a prism	1	/	3	571
26	Surface area of spheres and cuboids	0	/	4	588,584
27	Error intervals	0	/	2	774
28i	Straight line graphs	0	/	1	207
28ii	Straight line graphs	0	/	1	207
	Total	45	/	80	

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November 2021 Paper 1F	Enter Class Name	Convert fractions to percentages	Compare negative numbers	Convert fractions to decimals	Round numbers to the nearest 10	Index form	Quadrilaterals	3D shapes	Division worded problems	Bar charts	Money	Adding and subtracting positive and negative number	Pictograms	Pictograms	Pictograms, fractions of an amount	Simplify ratios, write ratios as fractions/proportions	Identify a quadratic sequence	Important sequences	Direct proportion	Expand a single bracket	Factorise simple expressions	Solve 2-step equations	Quadrilaterals, substitution	Perimeter	Recipe problems	Recipe problems	Straight line graphs	Profit and loss	Multiplication with decimals	Division of decimals	Displaying sets in Venn diagrams	Add or subtract fractions	Percentage increase or decrease (non-calc)	Share in a given ratio	Volume of a prism	Surface area of spheres and cuboids	Error intervals	Straight line graphs	Straight line graphs
	Average Marks	1	1	1	1	1	1	1	2	1	3	2	1	2	3	2	1	1	3	1	0	2	1	1	3	1	1	2	1	1	1	1	3	1	1	0	0	0	0
	Enter Teacher Name	1	1	1	1	1	1	1	2	1	3	2	1	2	3	3	1	2	4	1	1	2	1	3	4	1	3	3	3	3	3	4	3	3	4	2	1	1
	Question:	1	2	3	4	5	6a	6b	7	8	9	10	11a	11b	11c	12	13a	13b	14	15a	15b	15c	16a	16b	17a	17b	18	19	20a	20b	21	22	23	24	25	26	27	28i	28ii
	CLASS SCORE	19	19	18	17	15	11	17	37	19	51	33	19	30	50	31	10	26	66	14	8	36	12	15	56	13	24	29	23	12	28	24	52	18	17	1	6	0	1
	QUESTION MARKS	1	1	1	1	1	1	1	2	1	3	2	1	2	3	3	1	2	4	1	1	2	1	3	4	1	3	3	3	3	3	3	4	3	3	4	2	1	1
	TOTAL MARKS FOR C	19	19	19	19	19	19	19	38	19	57	38	19	38	57	57	19	38	76	19	19	38	19	57	76	19	57	57	57	57	57	57	76	57	57	76	38	19	19
	PERCENTAGE	100	100	95	89	79	58	89	97	100	89	87	100	79	88	54	53	68	87	74	42	95	63	26	74	68	42	51	40	21	49	42	68	32	30	1	16	0	5

- Staff will use the QLA sheets to focus revision in lessons

GCSE Information Evening

Maths

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How can you support your child?

Ensure your child has the necessary equipment

- Pen, pencil, ruler, protractor and compass
- For papers 2 and 3 a scientific calculator is needed. Students should be bringing them to every lesson so that they know how to use them correctly
- Tracing paper is available in the exam

Encourage them to go back over work at regular intervals.

Maths

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How can you support your child?

Online resources

- Youtube - there are lots of video tutorials if you search for a topic
- Past papers and markschemes
  https://www.mathsgenie.co.uk/papers.html
- Sparx maths

Revision Guides CGP GCSE Maths Edexcel Revision Guide – Foundation or Higher

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Supporting a healthy approach, building resilience

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Personal Development

- PSHE sessions and the assembly programme are designed to help:
  - how to manage next steps
  - What to choose for post -16
  - Managing influences
  - Making learning stick (revision workshop in the summer)

Who can help in school?

- Tutors: first point of contact for any concerns
- Head of Key Stage: Mr Jenkinson
- Pastoral Team: Ms Daniel
- Careers Adviser: Mrs Brannelly
- Deputy Heads: Mr Beeden and Ms Hayes