Year 10
Information Evening

16th September 2026

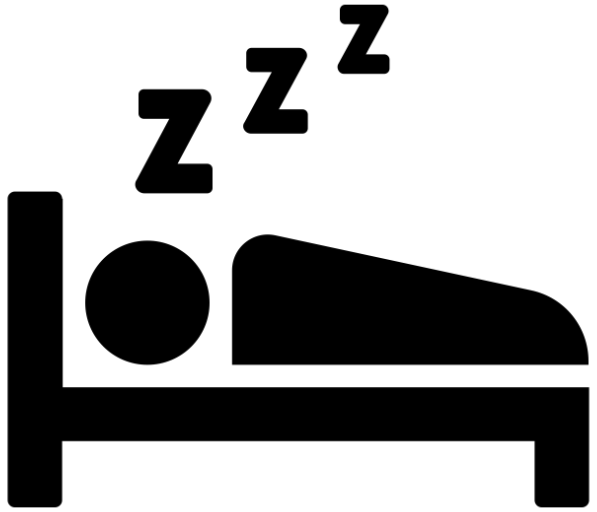
'Together we enjoy, aspire, create and achieve'

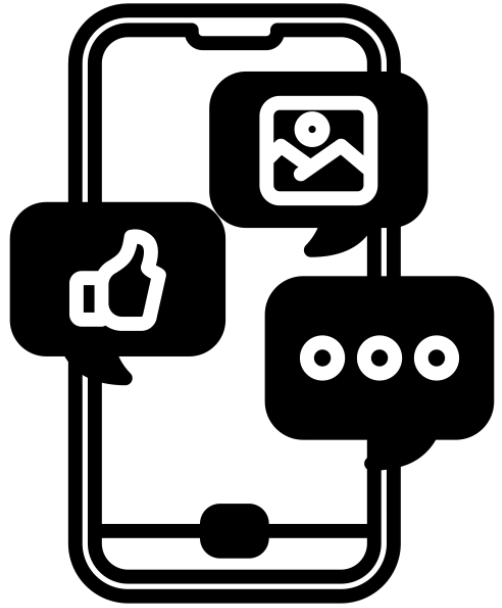
Information Evening

• Introduction	Mr Donald – Deputy Headteacher
• Pastoral Support	Mrs Grainger – Pastoral Leader
• Futures & Aspirations	Mr Scarratt – Leader
• Science	Miss Foster– Curriculum Leader
• Philosophy & Ethics	Ms Vernon- Curriculum Leader
• Mathematics	Mr Malam - Curriculum Leader
• English	Miss Knapper – Curriculum Leader
• Microsoft Teams	Mr Donald – Deputy Headteacher

The Importance of Routine







A fresh approach

- **A new start for all pupils – blending our 4 core subjects that they have been working hard upon throughout KS3 with their 3 chosen subjects**

  (some of which may be totally new)

- **Less subjects taught to greater depths – engaging learners in their chosen pathways**

- **Need to ensure that these changes and beginnings are all positive!**

Assessment throughout Years 10 & 11

How will we track and report your child's progress?

- We have assessment 'windows' mapped into the academic calendar and will report these 3 times during Year 10
- These will be in the form of R A P grades (Realistic Achievement Projection)
- Responsive points are from shorter class assessments that will provide immediate feedback and inform teaching
- Progressive points are more formally marked pieces of work that will receive personalised question level analysis and specific areas highlighted for improvement
- We will analyse all grades throughout the year to see how well each pupil is progressing, looking for excellent progress to reward and also to identify any underachievement and trigger any actions or interventions required to address this

Shavington Academy
Pastoral Support

New Term

New Year

Year 10



Pastoral Structure - Key Individuals



Mr Chell
Director of Inclusion



Mrs Grainger
Pastoral Leader for Year 10
Extended Leadership Team



Miss Dunn
Deputy Pastoral Leader for Year 10



Mrs Hebden/Mrs Walsh
10HXW



Mr Bratherton
10CHB



Miss Foster
10STF



Miss Williams
10RET



Mr Cullen
10PAC



Mr Warrington
10EDW



Mr Harrison
10KEH

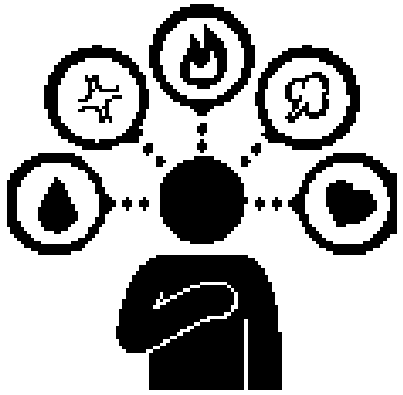


Mr Betteley/Mrs Scott
10BXS

What can we help with?



Academic/ Revision support



Emotional support



Behaviour Support



Helping pupils liaise with staff



Rewards



Uniform support


ATTITUDE
GOALS
SUCCESS
MOTIVATION
?+=!
IDEA
SUPPORT
PERFORMANCE

SA Values

Self-Regulation	Be in control
Pride	Do your best
Ambition	Aim high
Resilience	Keep going
Kindness	Show you care

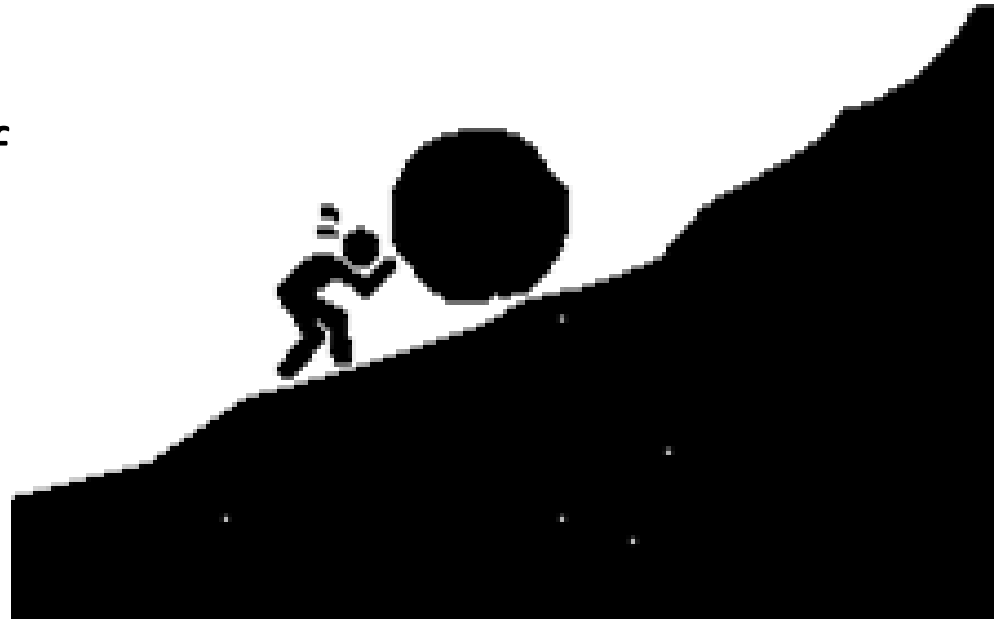
SA Standard

The SA standard – *Every Day, Every Lesson, Everywhere*

SELF-REGULATION	PRIDE	AMBITION	RESILIENCE	KINDNESS
Be in control	**Do your best**	**Aim high**	**Keep going**	**Show you care**
Walk calmly around the Academy	Wear our uniform with pride	Strive to do our very best every day	Keep going when learning gets difficult	Show kindness when queuing
Arrive at lessons on time, ready to learn	Present our work neatly and with care	Challenge ourselves to be the best we can	Learn from our mistakes so that we improve	Include others at social times
Bring the correct equipment	Look after the Academy environment	Aim high and believe in ourselves	Ask for help when we need it	Use polite and respectful language
Listen to others and follow instructions	Represent the Academy positively	Be brave and say YES to opportunities	Maintain a positive attitude	Help others when they need support
Manage our emotions effectively	Take responsibility for our actions	Set goals and work towards them	Respond positively to feedback	Celebrate differences

How can pupils improve their resilience?

- Careful planning – being prepared for lessons; completing homework and revision
- Not being afraid of making mistakes
- Talking about concerns – teachers, support staff and/or parents
- Attending extra-curricular sessions
- Accepting staff decisions/feedback





SA Spirit: Going for Gold

The SA Spirit is all about going above and beyond. It's about commitment. It's about contributing to the Academy community and the wider community. It's about being the best version of yourself.

Our Going for Gold programme rewards pupils who show the SA Spirit by awarding house points. House points are awarded for: achieving an M4L 1 in a lesson; attending enrichment activities in your own time; representing the Academy; showing leadership skills; and acts of kindness.

At the end of the year, all the house points are added together to determine the winner of the house cup: Griffin, Pegasus, Phoenix, or Sphinx.



SA Spirit: Going for Gold

GOLD = 1200 House Points

SILVER = 700 House Points

BRONZE = 300 House Points



Together we enjoy, aspire, create, achieve

Influences around you















The Shavington Spirit
SPARK



Self-regulation

- We are able to control our emotions and feelings
- We behave with **integrity** and **respect** the feelings and emotions of others



Pride

- We are proud of our school and our community
- We have **high standards** and **expectations** of ourselves that help us to realise our **potential**



Ambition

- We are ambitious for ourselves and our community
- We have the **belief** to seize the **opportunities** that come our way



Resilience

- We are able to manage **setbacks** and **adapt** what we do in the future
- We know that we learn best by recognising our **mistakes**



Kindness

- We **respect** and **accept** that individuals are **different** and we are **grateful** for the **diversity** around us
- We believe in **inclusion** and **equality**

Contact

We hope that you have found this evening useful and that the information shared tonight helps you to support your child through these very important years.

If you have any further queries, please don't hesitate to contact the academy

info@shavington.academy

adunn@shavington.academy lgrainger@shavington.academy

Futures & Aspirations
at
Shavington Academy

Futures and Aspirations

Key events in Year 10

- Futures Fayre: November 2026

- Interview Conference: January 2027

- Secondary College: 2nd July 2027

- Work Experience: 24th – 28th of May 2027 (1 week)

Futures and Aspirations

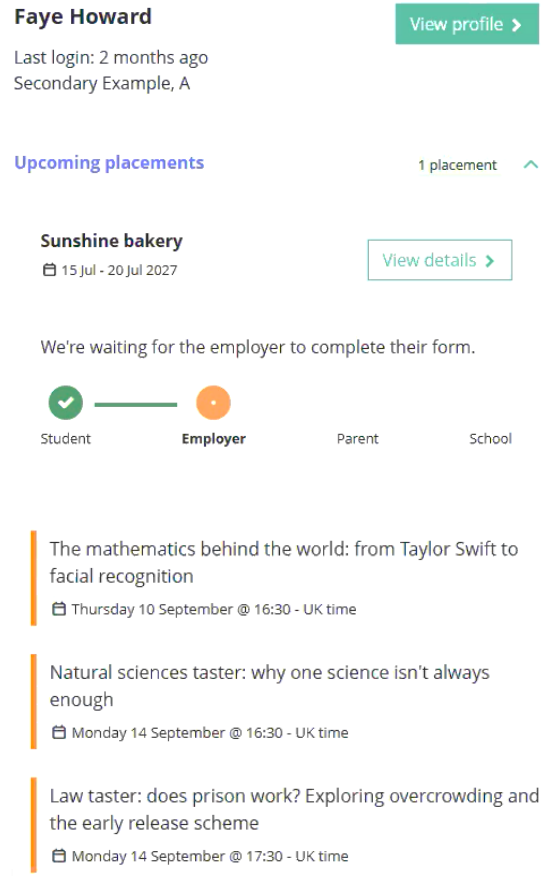
Unifrog parent portal

Stay up to date: Pupils next tasks, unfinished actions, upcoming events, placements, and the interactions added by staff

Try out: Shaddow pupil account

Learn: Events (webinars and fairs) and guides

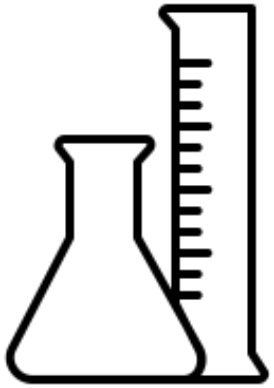
Stay in touch: Monthly parent newsletter



Subject Specific Guidance

Science

Science Courses



AQA Combined Science (Trilogy)

AQA Separate Sciences

Miss Foster: Curriculum Leader of Science

AQA Combined Science: Trilogy

9 science lessons per fortnight

- 3 biology
- 3 chemistry
- 3 physics

AQA Separate Sciences

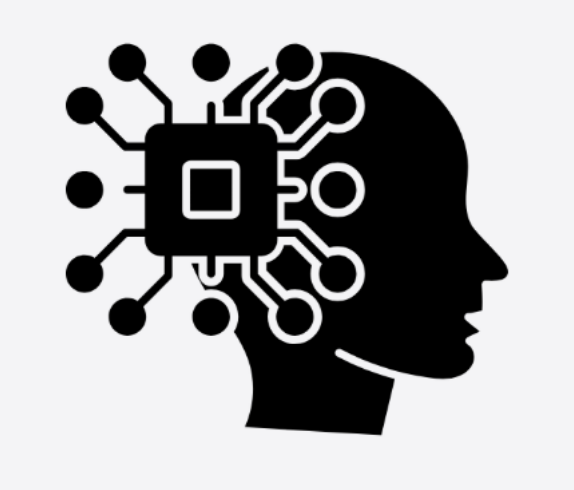
14 science lessons per fortnight

- 5 biology
- 5 chemistry (4 in Year 11)
- 4 physics (5 in Year 11)

Careers



Current developments



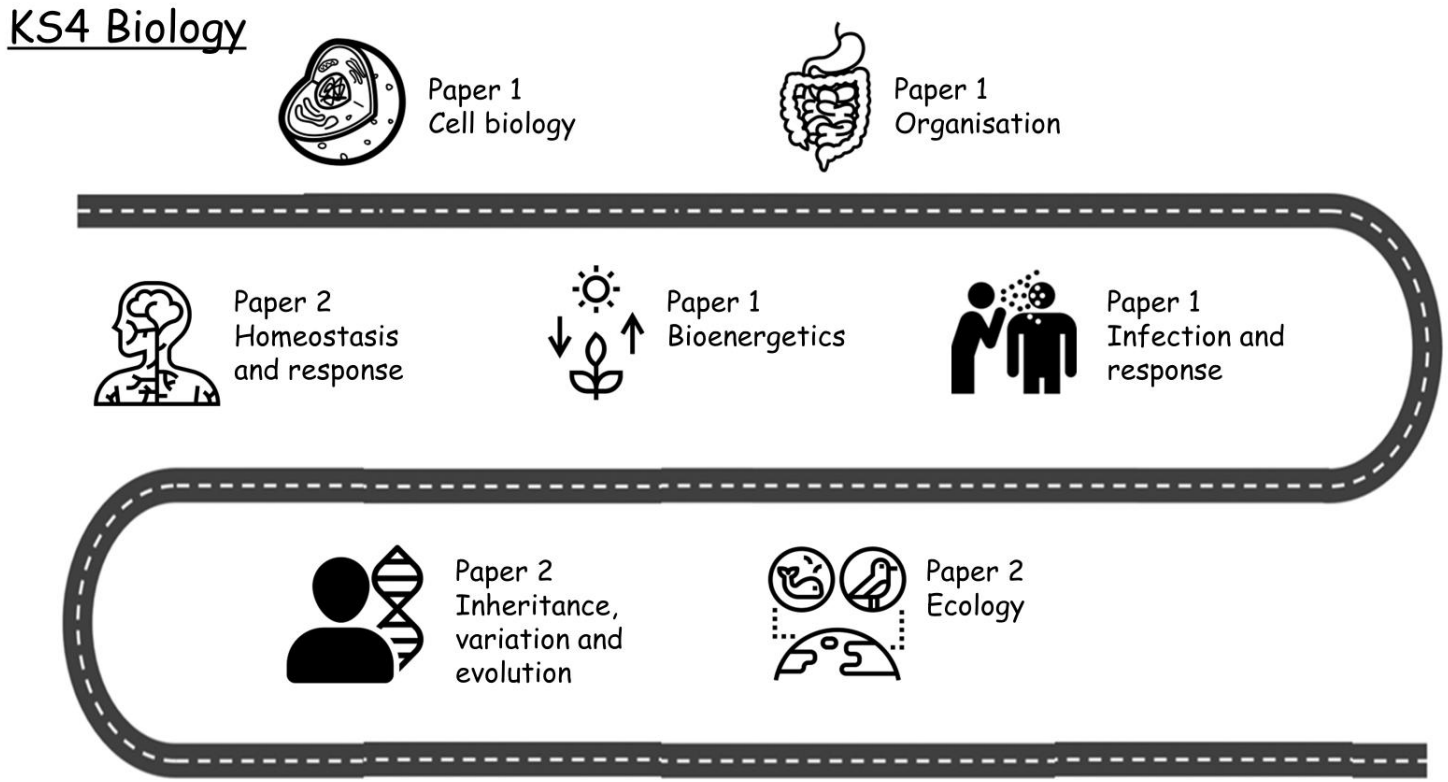
Think like a scientist



Curriculum journeys are shared with pupils each lesson

Found in the science area of the school website

Half-termly curriculum newsletter



Examinations

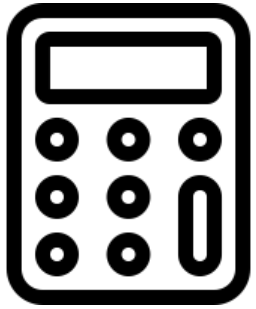


Demonstrate knowledge and understanding of scientific ideas, techniques and procedures.

Apply knowledge and understanding of scientific enquiry, techniques and procedures.

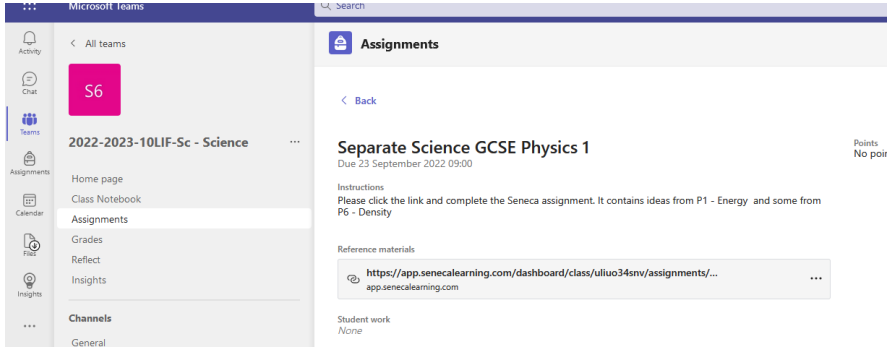
Analyse information to interpret, evaluate, make judgements, draw conclusions, develop and improve experimental procedures.

Question styles: multiple choice, structured, closed short answer and open response

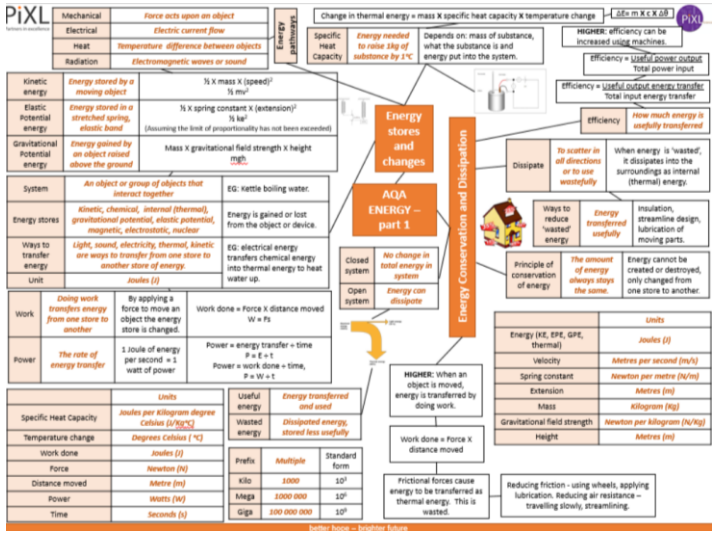




Homework and revision



Assignments on Teams



Knowledge organisers

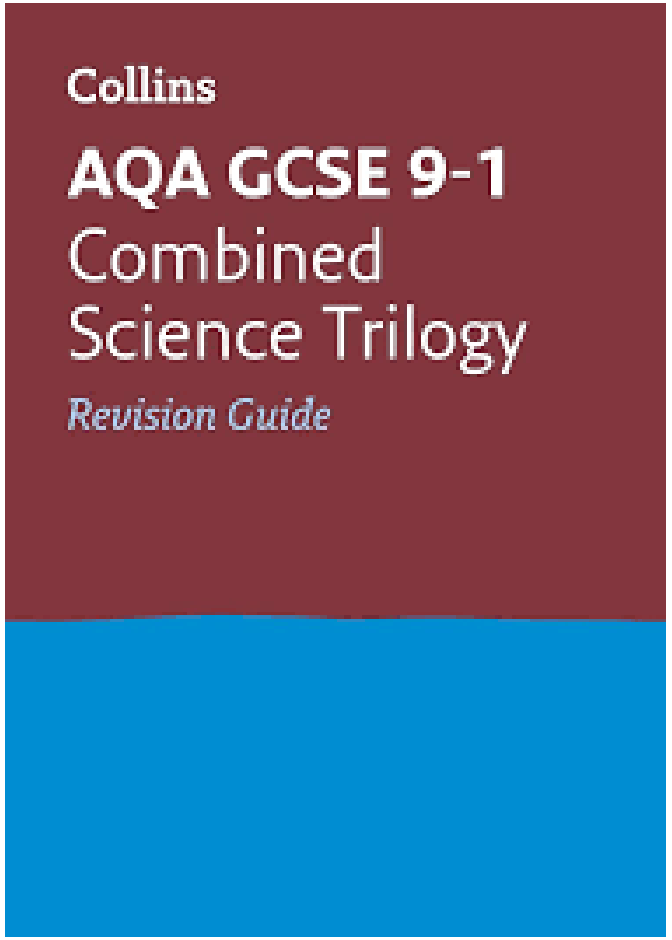
Personalised Learning Checklists AQA Trilogy Biology Paper 2

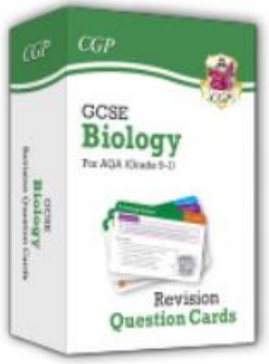
AQA TRILOGY Biology (8464) from 2016 Topic T4.5 Homeostasis and response				
Topic	Student Checklist	R	A	G
4.5.1 Homeostasis	Describe what homeostasis is and why it is important stating specific examples from the human body			
	Describe the common features of all control systems			
4.5.2 The human nervous system	State the function of the nervous system and name its important components			
	Describe how information passes through the nervous system			
	Describe what happens in a reflex action and why reflex actions are important			
	Explain how features of the nervous system are adapted to their function, including a reflex arc (inc all types of neurone and the synapse)			
	Required practical 7: plan and carry out an investigation into the effect of a factor on human reaction time			
4.5.3 Hormonal coordination in humans	Describe the endocrine system, including the location of the pituitary, pancreas, thyroid, adrenal gland, ovary and testis and the role of hormones			
	State that blood glucose concentration is monitored and controlled by the pancreas			
	Describe the body's response when blood glucose concentration is too high			
	Explain what type 1 and type 2 diabetes are and how they are treated			
	HT ONLY: Describe the body's response when blood glucose concentration is too low			
	HT ONLY: Explain how glucagon interacts with insulin to control blood glucose levels in the body			
	Describe how water, ions and urea are lost from the body			
	Describe the consequences of losing or gaining too much water for body cells			
	HT ONLY: Recall that protein digestion leads to excess amino acids inside the body and describe what happens to these			
	Describe how the kidneys produce urine			
	HT ONLY: Describe the effect of ADH on the permeability of the kidney tubules and explain how the water level in the body is controlled by ADH			
	Describe how kidney failure can be treated by organ transplant or dialysis and recall the basic principles of dialysis			
	Describe what happens at puberty in males and females, inc knowledge of reproductive hormones			
	Describe the roles of the hormones involved in the menstrual cycle (FSH, LH and oestrogen)			
	HT ONLY: Explain how the different hormones interact to control the menstrual cycle and ovulation			
	Describe how fertility can be controlled by hormonal and non-hormonal methods of contraception (giving specific examples from the spec)			
	HT ONLY: Explain how hormones are used to treat infertility, inc the steps in IVF			
	HT ONLY: Evaluate the risks and benefits of fertility treatments			
	HT ONLY: Describe the functions of adrenaline and thyroxine in the body, and recall where they are produced			
	HT ONLY: Explain the roles of thyroxine and adrenaline in the body as negative feedback systems			
4.5.4 Plant hormones	*Required practical 8: investigate the effect of light or gravity on the growth of newly germinated seedling*			
	HT ONLY: Explain the use of plant growth hormones are used in agriculture and horticulture (auxins, ethene and gibberellins)			

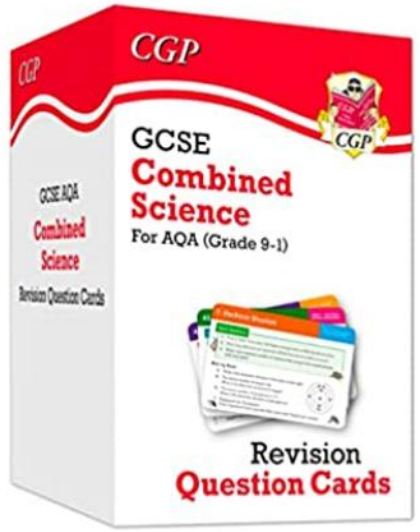
Revision checklists

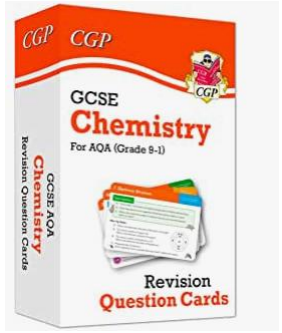
Examples of revision resources

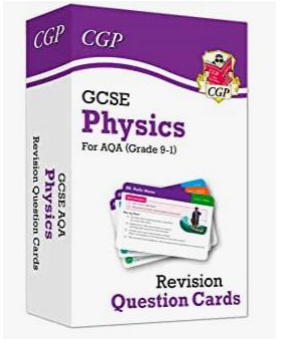












Sparx Science

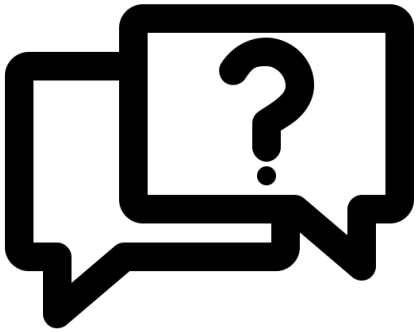
Supporting your child

- Ask your child what they have studied in biology, chemistry and physics this week
- Check homework is completed
- Encourage your child to make their own revision cards or mind maps at the end of the week and quiz on key knowledge

- Scientific calculator

- Use resources such as BBC Bitesize to help with their homework and revision. https://www.bbc.co.uk/bitesize/examspecs/z8r997h
- Free video clips at Videos | freesciencelessons
- All past papers and mark schemes can be found on the AQA site https://www.aqa.org.uk/exams-administration/exams-guidance/find-past-papers-and-mark-schemes

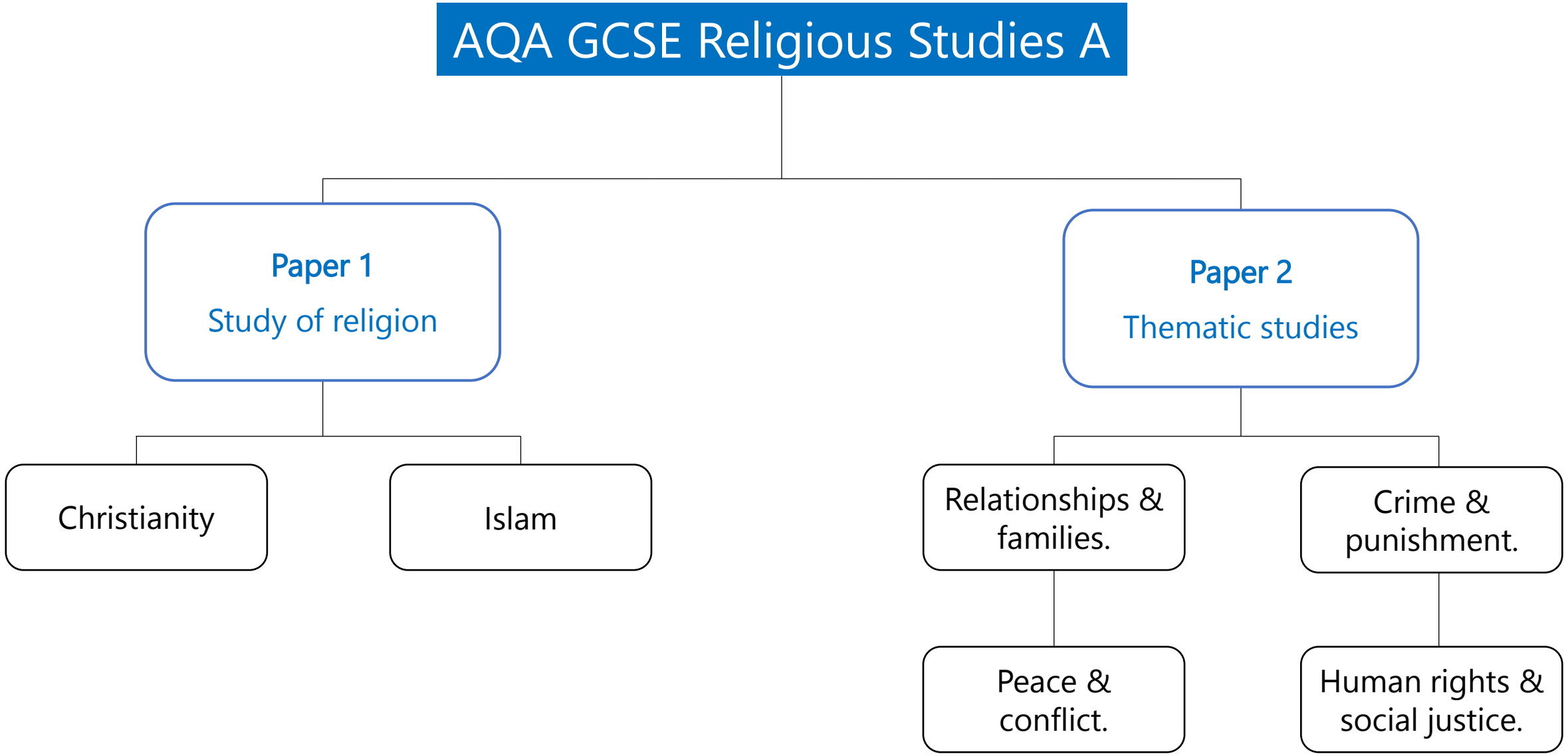
Contact for further information



Miss S Foster	Curriculum Leader	sfoster@shavington.academy
Mrs H Barlow	Assistant Curriculum Leader	hbarlow@shavington.academy
Mrs R Threadgold	Advanced Skills Teacher	rthreadgold@shavington.academy
Mrs C Finch	Teacher of Science	cfinch@shavington.academy
Mr J Leech	Teacher of Science	jleech@shavington.academy
Mr C Booth	Teacher of Science	cbooth@shavington.academy
Mrs S Hebden	Teacher of Science	shebden@shavington.academy
Mr R Betteley	Teacher of Science	rbetteley@shavington.academy

Philosophy & Ethics

AQA GCSE Religious Studies A



Theme E: Religion, crime and punishment



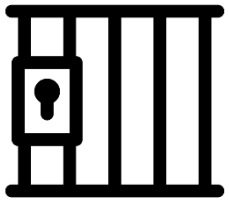
1. Why do people commit crime?

Poverty & upbringing; mental illness & addiction; greed & hate; opposition to an unjust law



2. What are Christian attitudes to crime?

Hate crime, theft & murder; can it ever be good to cause suffering?



4. What attitudes are there to different punishments?

Prison, corporal punishment, community service.



3. What are the aims of punishment?

Retribution, deterrence, reformation.



5. Should criminals be forgiven?

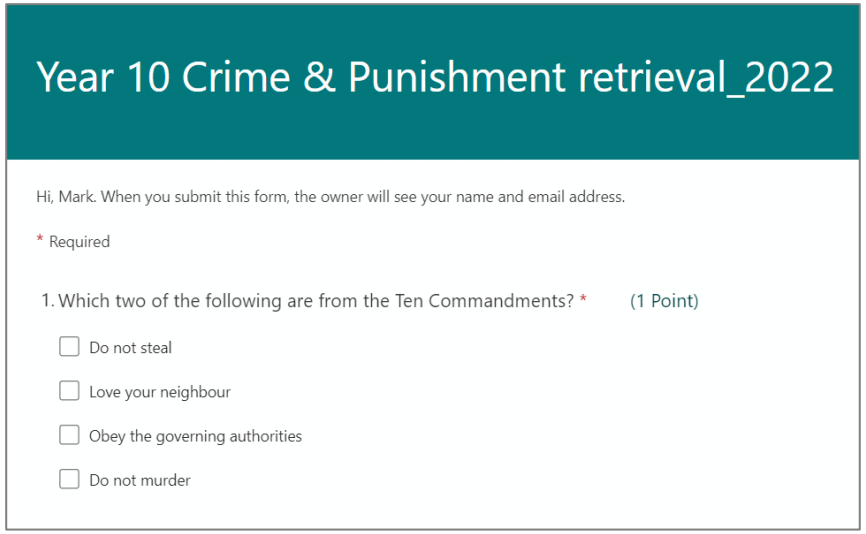
Different attitudes to forgiveness



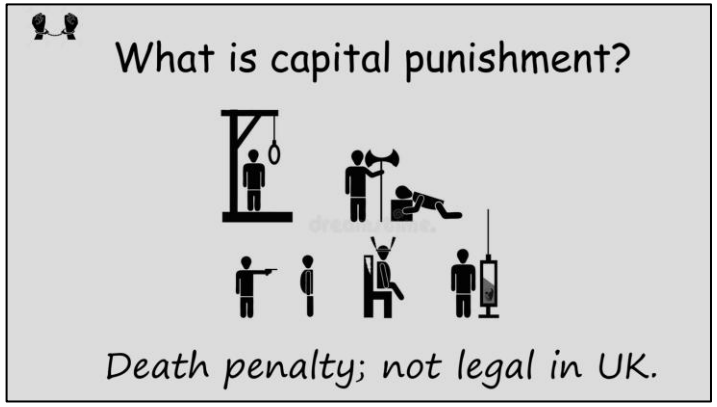
6. What are the different arguments about the death penalty?

Sanctity of life & principle of utility

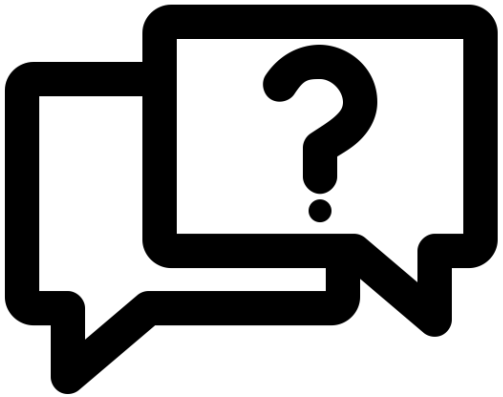
How can I support my child's learning?



Monitor completion of homework retrieval quizzes.



Encourage them to make and use flashcards to learn and self-test the key vocabulary.



Ask them to recall and explain to you what they learned in the lesson

How can I support my child's learning?

CHRISTIANITY 1 | BELIEFS

THIS IS WHAT YOU NEED TO KNOW ABOUT

THE NATURE OF GOD

- God as omnipotent, loving and just
- the oneness of God and the Trinity
- the problem of evil and suffering
- different Christian beliefs about creation
- Christian beliefs about the Word and the Holy Spirit
- different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell

JESUS CHRIST AND SALVATION

- the incarnation and Jesus as the Son of God
- the crucifixion, resurrection and ascension
- sin, including original sin
- the means of salvation, including law, grace and Spirit
- the role of Christ in salvation, including atonement

USEFUL QUOTES & TEACHINGS

BIBLE (OLD TESTAMENT)

In the beginning God created the heavens and the earth. Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters. And God said, "Let there be light," and there was light. *Genesis 1: 1-3*

BIBLE (NEW TESTAMENT)

In the beginning was the Word... And the Word became flesh and lived among us.

TEACHINGS OF JESUS

"I am the resurrection and the life. The one who believes in me will live, even though they die."

"Today you will be with me in Paradise."

"Father forgive them."

"Go and make disciples of all nations"

'Love your neighbour'

'Treat others as you would want to be treated.'

'I was hungry and you fed me.' (from Parable of the Sheep and Goats)

KEY IDEAS

NATURE OF GOD	• Christians believe in **ONE GOD** who is the creator of all that exists • God is **OMNIPOTENT** which means He is all-powerful; there is nothing more powerful than God • God is **BENEVOLENT** which means He is all-loving and all-good • God is **JUST** which means He will judge people fairly on their actions in life	
THE PROBLEM OF SUFFERING	**The Problem of Suffering** asks: **if God is all these things why does He allow bad things to happen to good and innocent people?** In response, some Christians might say that some suffering is a **natural part of life** (natural evil) e.g. old age, disease, death. Some Christians might say that a lot of suffering is caused by the **actions of people** (moral evil), not God. Some Christians that God guides people on how to avoid causing suffering through the misuse their **FREE WILL** e.g. Ten Commandments "Do not murder"; "Do not steal"; "Do not commit adultery."	
THE TRINITY	• Christians believe God is three persons in one. This idea is called the **TRINITY**. • The **FATHER** is the creator of all life • The **SON** is Jesus (also referred to as **THE WORD** and the **LIGHT OF THE WORLD**) • The **HOLY SPIRIT** is the unseen power of God at work in the world, guiding people to do the right thing	
Different interpretations of CREATION	**Some Christians** (Fundamentalists; Creationists) take the Creation story **literally**. They believe that the creation of life happened exactly as outlined in the Genesis account of the six days of creation.	**Most Christians** believe that the creation story on the Bible is just that – a story. It is a story that **helps people understand** that God created life. So, they would not say that the creation literally took six days but they would say that life was created by God.
JESUS: INCARNATION and CRUCIFIXION	**INCARNATION** • Christians believe that God was **INCARNATED** (born) in human form as **JESUS** • **MARY** was told by the Angel Gabriel that she would give birth to the Messiah (saviour) and gave birth as a virgin – for Christians this miracle is proof that Jesus was God made flesh • **CHRISTMAS** is the festival that celebrates the **INCARNATION** - *"The word became flesh"* (Bible) •	**CRUCIFIXION** • Jesus sentenced to death by the Romans • Jesus was then nailed to a **cross** where he died. • In his last moments Jesus was able to forgive those who were killing him showing Christians how important **FORGIVENESS** is - *"Father forgive them."* • This event is remembered on **GOOD FRIDAY**
JESUS: RESURRECTION and ASCENSION	**RESURRECTION** • Christians believe Jesus **rose from the dead** – this is the **RESURRECTION** • Early on the Sunday three women visited his tomb expecting to find his body but it was not there • Jesus appeared and told them to tell his followers that he had resurrected • This event is celebrated on **EASTER SUNDAY** • *"He is risen"* – Christians say this to each other on **EASTER SUNDAY**	**ASCENSION** • Forty days after he rose from the dead Jesus **ASCENDED** (went up) into heaven • He commanded his followers to tell others about him – "Make disciples of all nations" • He left behind the Holy Spirit to guide people and give them the courage to follow his teachings **Why is belief in Resurrection and ASCENSION important?** • Shows **life after death** is real • Gives Christians hope that they will rise again after death and live on in heaven • Leads Christians to try and lead a **good life** •
SIN and SALVATION	• Christians believe you are **Judged** after you die and how well or badly you have lived and treated others decides if you go to **HEAVEN** or **HELL**. Jesus described this in the parable of the **SHEEP AND GOATS**. • **Sin** is any action or thought that goes against God's will, Christians can look in the Bible for advice on what is a sin e.g. murder (you shall not kill) and adultery (cheating, you shall not commit adultery) • God gave humans **FREE WILL** but they should use that freedom to make good choices and not sin • **SALVATION** is the idea that Jesus's crucifixion saved human beings from the consequences of sin and opened the way for people to go to heaven. • The death of Jesus made up for **ORIGINAL SIN** – the idea that we were all damned by Eve's choice to disobey God – it allows us to atone for sins and reach eternal life in heaven.	

PRACTICE QUESTIONS

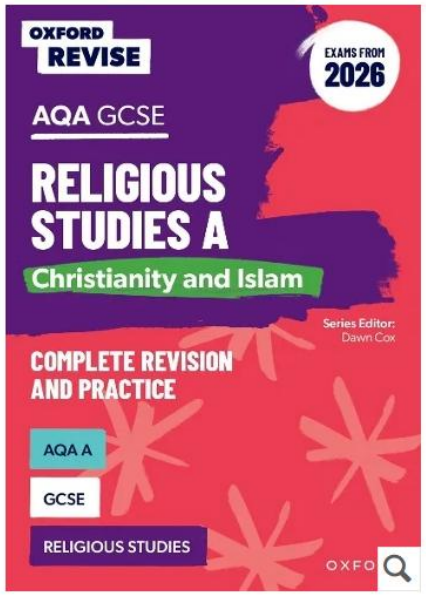
1. Which one is the book in the Bible in which the story of Creation can be found?
   A) Exodus B) Genesis C) Proverbs D) Psalms
   [1 mark]
2. Give two persons of the Trinity. [2 marks]
3. Explain two ways in which the belief that God is omnipotent influences Christians today.
   [4 marks]
4. Explain two Christian teachings about judgement.
   Refer to sacred writings or another source of Christian belief and teaching in your answer.
   [5 marks]
5. 'If God were loving there would be no suffering in the world.'
   Evaluate this statement. In your answer you should:
   - refer to Christian teaching
   - give developed arguments to support this statement
   - give developed arguments to support a different point of view
   - reach a justified conclusion.

   [12 marks]

1. Which one is not a Christian belief about life after death?
   A) sin B) resurrection C) purgatory D) heaven
   [1 mark]
2. Give two means of salvation. [2 marks]
3. Explain two ways in which the belief in the incarnation influences Christians today.
   [4 marks]
4. Explain two Christian teachings about the ascension of Jesus.
   Refer to sacred writings or another source of Christian belief and teaching in your answer.
   [5 marks]
5. 'A just and loving God would not send people to hell.'
   Evaluate this statement. In your answer you should:
   - refer to Christian teaching
   - give developed arguments to support this statement
   - give developed arguments to support a different point of view
   - reach a justified conclusion.

   [12 marks]

Revision materials

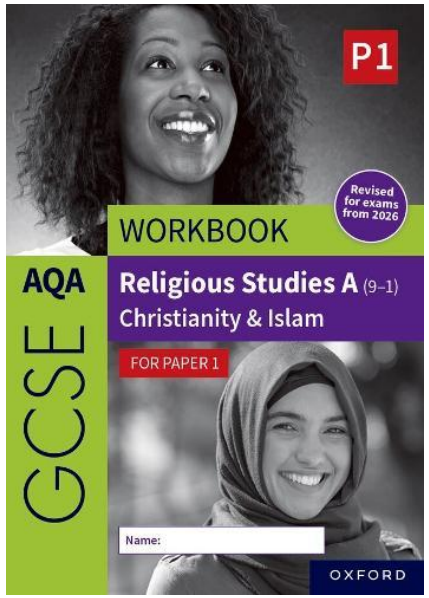


Author: Dawn Cox

Publisher: Oxford

ISBN-13: *9781382073448*

Oxford Revise: AQA GCSE Religious Studies A: Christianity and Islam (Exams from 2026) by Dawn Cox | Waterstones



Author: Dawn Cox

Publisher: Oxford University Press

ISBN: / 9781382073646

Christianity & Islam for Paper 1
Christianity & Islam for Paper 2



Religion | The RE Podcast

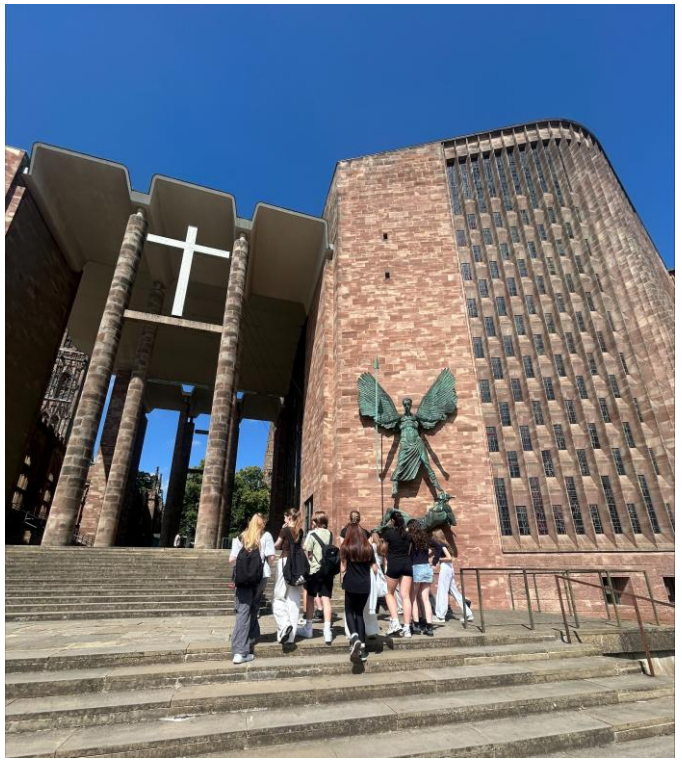
Spotify – Web Player

The RE Podcast - Podcast - Apple Podcasts

Enrichment Opportunities





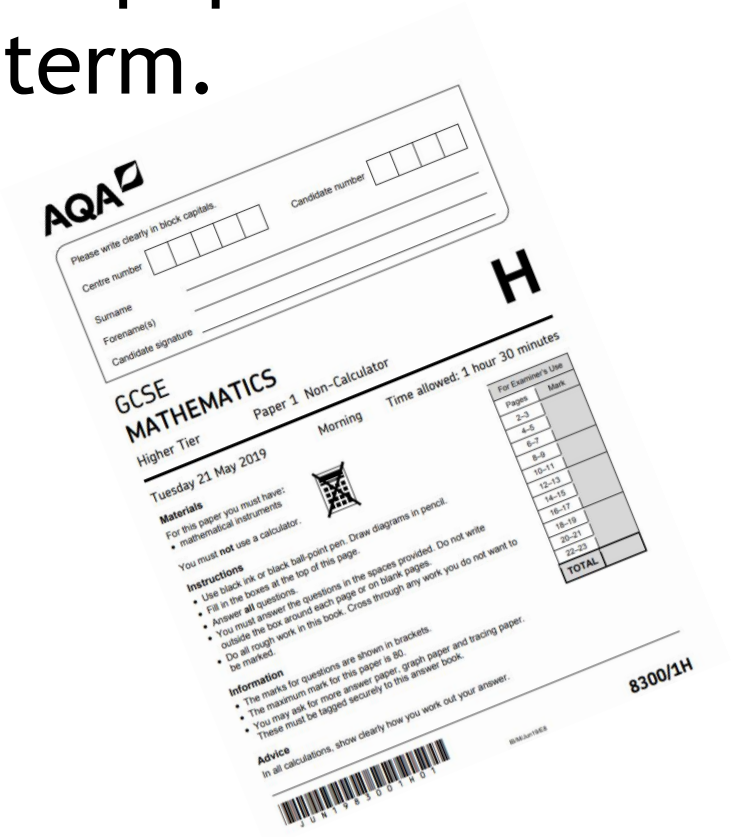


Maths

Exam Board in Maths: AQA

This specification offers a traditional linear route to GCSE Mathematics and comprises three terminal examination papers taken in the summer term.





How is this examined?

Foundation tier (1 to 5) or Higher tier (3 to 9)

Each Paper is 80 marks

- Paper 1 – Non-calculator
- Paper 2 – Calculator
- Paper 3 – Calculator



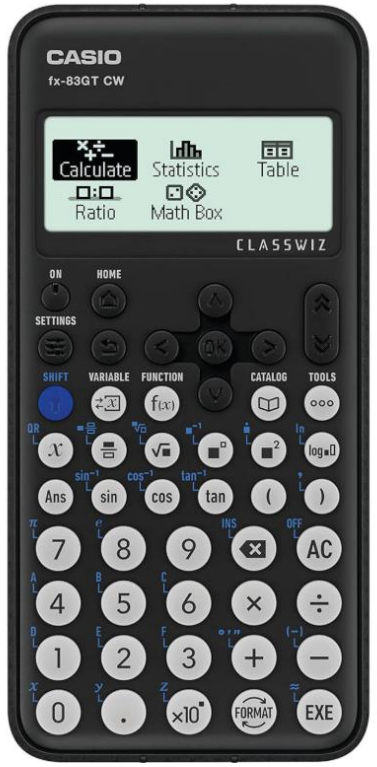
Equipment needed for maths exams

- Pen
- Pencil
- Scientific calculator (paper 2 and 3)
- Ruler
- **Compass**
- **Protractor**

Standard Scientific Calculators

fx-83GT CW+ Black

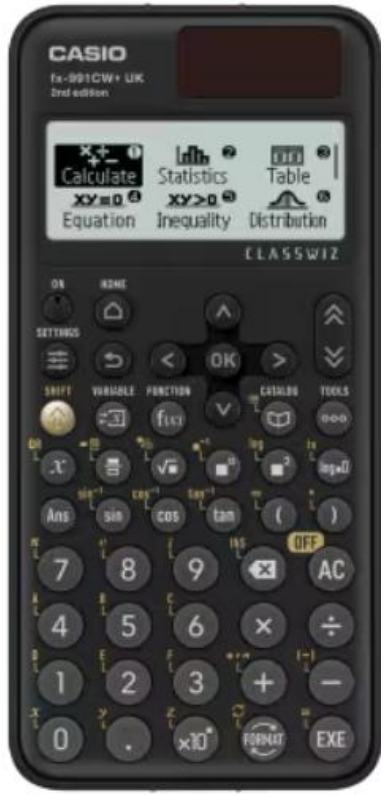
£16.99



Standard Scientific Calculators

fx-991CW+ UK

£35.99



What this year looks like for your child

FOUNDATION

- Revisit Prior Learning
- Address Knowledge Gaps
- Build Confidence

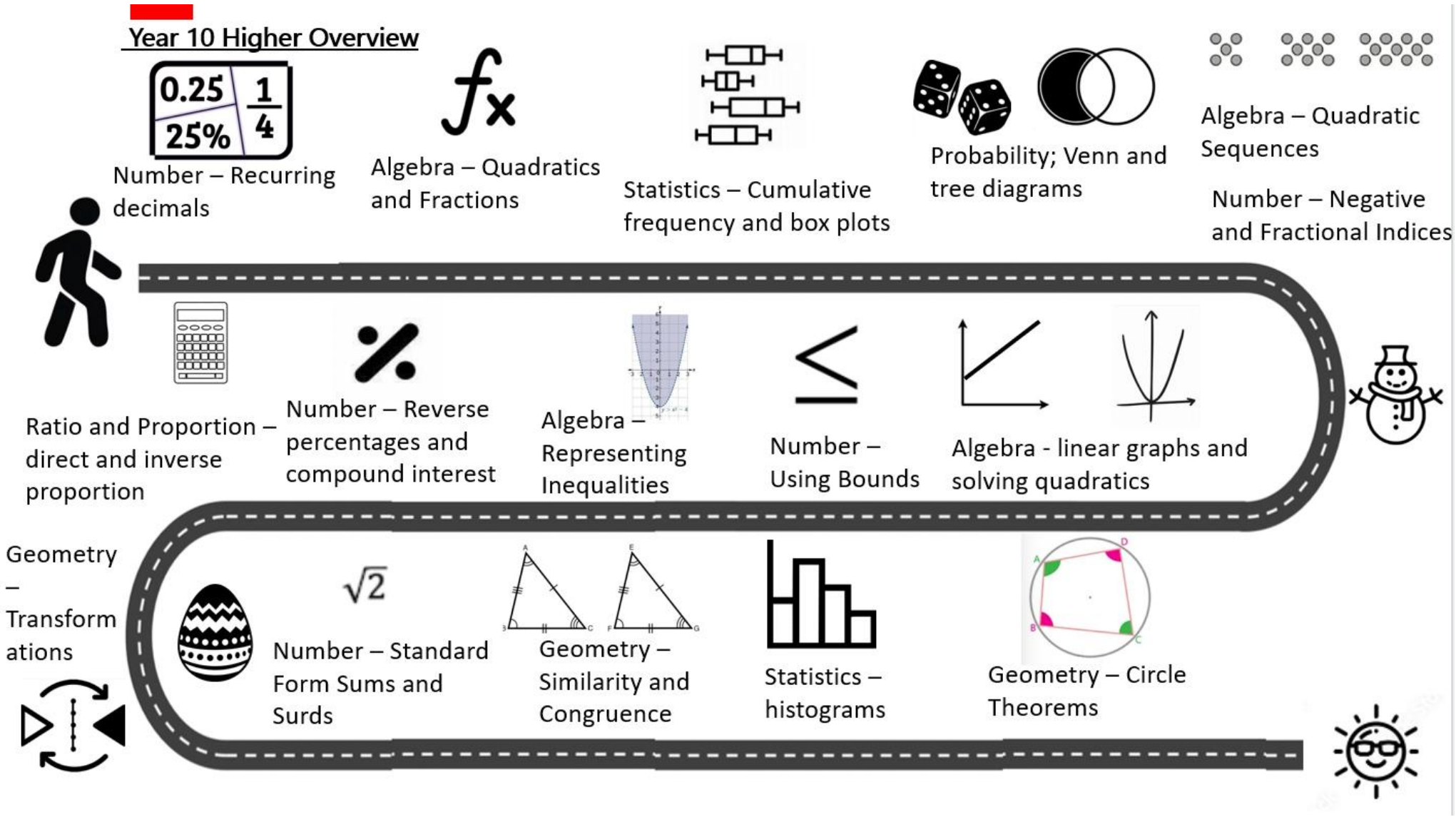
HIGHER

- Build on KS3 Learning
- Lots of New Topics
- Develop Deeper Understanding

Exam Practice Embedded Throughout the Scheme of Learning

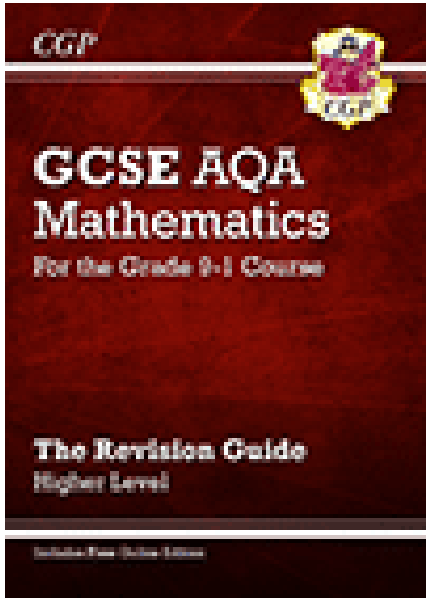
Mock Exams Use Previous AQA Exam Questions

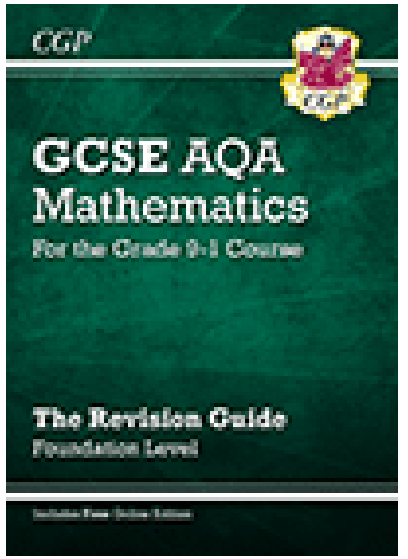
What this year looks like for your child



Revision materials – how to support your child

- The CGP revision guides we recommend are shown here and are tailored toward the AQA syllabus. Each can be purchased directly from CGP or slightly cheaper from Amazon, alongside a workbook where pupils can practise their skills.





Revision materials online

There are several website which offer free content which we recommend as they help pupils to retain mathematical knowledge.

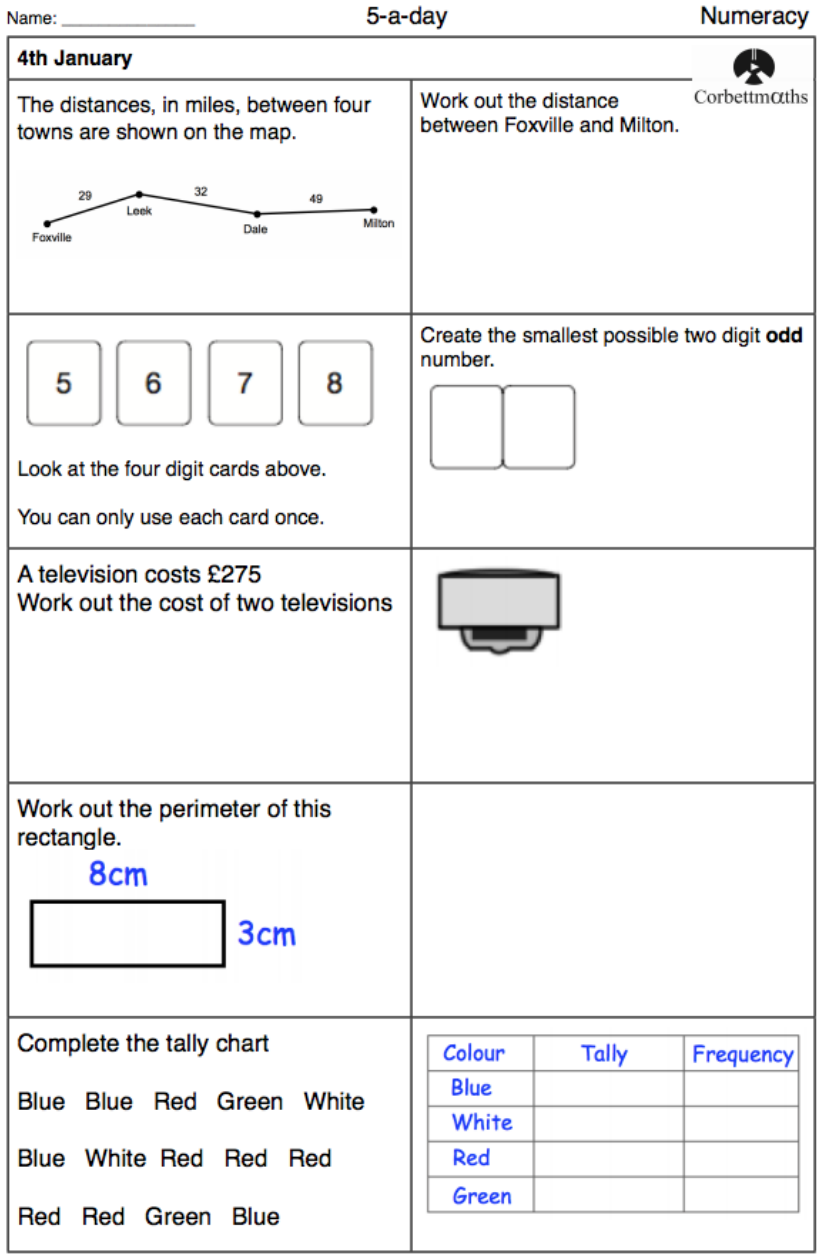
Corbett Maths – we use this frequently with the pupils, particularly the 5 a day sheets (right)

- They are available online and can be found at: https://corbettmaths.com/5-a-day/gcse/
- Worksheets and videos can be found at this link: https://corbettmaths.com/contents/

1st Class Maths - Free online GCSE Maths Revision– Really useful videos and practice questions of all GCSE topics

- Tells you the likelihood of each topic appearing and the difficulty level
- Also has practice papers and Spicy Questions!

www.1stclassmaths.com



Name: _____ 5-a-day Numeracy

4th January

Corbettmaths

The distances, in miles, between four towns are shown on the map.

Work out the distance between Foxville and Milton.

5 6 7 8

Look at the four digit cards above.

You can only use each card once.

Create the smallest possible two digit **odd** number.

A television costs £275
Work out the cost of two televisions

Work out the perimeter of this rectangle.

Complete the tally chart

Blue Blue Red Green White

Blue White Red Red Red

Red Red Green Blue

Colour	Tally	Frequency
Blue		
White		
Red		
Green		

SPARX Maths



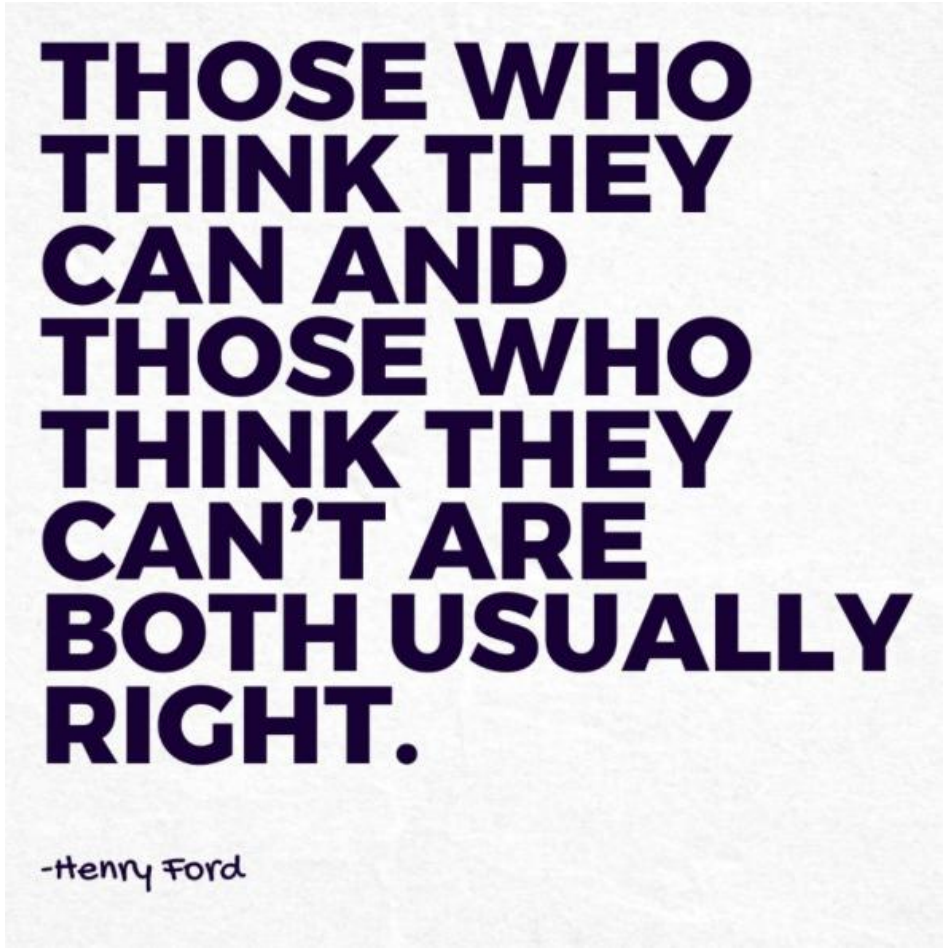
- Homework is due every Wednesday
- Constant recall and challenge built into every homework
- Personalised to each pupil
- Improved Features that guide pupils through a question if struggling
- **SPARX Club every Tuesday Lunch in M3**

Who to contact if you have any Questions?

In the first instance please speak to your child's Maths Teacher

Mr C Malam	Curriculum Leader for Mathematics	cmalam@shavington.academy
Mr S Donald	Deputy Headteacher & Teacher of Mathematics	sdonald@shavington.academy
Mrs K Doano	Second in Mathematics	kdoano@shavington.academy
Mr E Warrington	Advanced Skills Teacher - Mathematics	ewarrington@shavington.academy
Mr M Scarratt	Teacher of Mathematics	mscarratt@shavington.academy
Miss R Williams	Teacher of Mathematics	bwilliams@shavington.academy
Mr P Cullen	Teacher of Mathematics	pcullen@shavington.academy
Miss H Duckett	Teacher of Mathematics	hduckett@shavington.academy

Be positive about Maths



English



English



AQA English Language

AQA English Literature

Miss Knapper: Head of English Faculty
Mrs Pierpoint: Assistant Head of Faculty

In a nutshell…



- No controlled assessment, 100% exam,
- No higher or foundation tier – everyone sits the same paper
- Texts cannot be taken into the Literature exams
- Greater emphasis on pre-Twentieth Century texts in both Language and Literature
- Classes have separate teachers for their study of Language and Literature allowing them to differentiate between the two qualifications

English Language overview:

Exam Paper:	What to expect:	When you will sit the exam:
English Language Paper 1: Creative reading and writing	**Section A:** Analysing a 20/21st century prose fiction text. (Language/structure) **Section B:** Using an image stimulus to write a description/opening to a story.	May/ June 2028 1 hour 45 mins 80 marks 50% of GCSE
English Language Paper 2: Writers' viewpoints and perspectives	**Section A:** Studying two non-fiction texts from 19th and either 20/21st century. (Comparison) **Section B:** Write the content of a non-fiction text (article, letter, speech etc.)	May/ June 2028 1 hour 45 mins 80 marks 50% of GCSE
Revision		

English Language first assessment cycle

- Analysis of a range of fiction and non-fiction articles linked to the topic of 'Prejudice and Protests' across the world

Language analysis within a range of fiction and non-fiction extracts	Evaluation of your own and others' viewpoints to inequality across a range of media texts	Contextual exploration into the history of discrimination of different groups

First cycle assessment:

How does the writer use language to describe the atmosphere of the march? (Things A Bright Girl Can Do)

English Literature overview:

Exam Paper:	What to expect:	When you will sit the exam:
English Literature Paper 1: Shakespeare and the 19th- century novel	**Section A:** pupils will be required to write about an extract from their chosen Shakespeare play and then write about the play as a whole **Section B:** pupils will be required to write about an extract from their chosen novel and then write about the novel as a whole	June 2028 1 hour 45 mins 64 marks 40% of GCSE
English Literature Paper 2: Modern texts and poetry	**Section A:** pupils will answer one essay question from a choice of two on their chosen text **Section B:** pupils will answer one comparative question on one named poem from the anthology and one other poem of their choice **Section C:** pupils will answer one question on one unseen poem and one question comparing this poem with a second unseen poem	June 202 2 hours 15 mins 96 marks 60% of GCSE
Revision		

English Literature first assessment cycle

- Continuation of 'An Inspector Calls' exploration – focused on specific exam technique and structuring a response

Knowledge recall about key characters, themes, plot and context	Crafting an effective response and developing the use of analytical language	Incorporating ideas about the writer's intention based on contextual factors

First cycle assessment:

Literature exam style question – Essay response to a character/theme question within 'An Inspector Calls'.

KS4 Language Journey

Year 10 Cycle 1 - Paper 1 Language
Thematic Exam Skills
Prejudice and protests

Year 10 Cycle 2 - Paper 1 Language
Introduction to desc. writing
The Lovely bones exam technique

Year 10 Cycle 3 - Paper 1 Language
Thematic exam skills
Love/ Relationships
Dangerous characters
Spoken Language

February Mock exams

June Mock exams

Year 11 Cycle 1 - Paper 2 Language
Transactional Writing
Paper 2 Exam Prep

Year 11 Cycle 2 - Paper 2 Language
Paper 2 Exam Prep
Q2 inference
Q4 viewpoint

Dec/ January Mock exams

Exam Preparation
Revision

KS4 Literature journey



Year 10 Cycle 1 Literature
An Inspector Calls
Exam Technique



Year 10 Cycle 2 Literature
Jacobean Context
Macbeth



Year 11 Sept recaps



June Mock exams



Year 10 Cycle 3 Literature
Poetry Anthology
Comparison of poems



February Mock exams



Year 11 Cycle 1 Literature
Unseen Poetry



Year 11 Cycle 2 Literature
Victorian Context
A Christmas Carol



Dec/ Jan Mock exams



Exam Preparation
Revision

How can you help?



- Equip your child with a set of highlighters
- Discuss your child's learning with them at home – ask them about the texts they are studying
- Encourage independent study – little and often
- Purchase revision guides or access the Teams revision page
- Discuss topical worldwide and local issues with your child

- Reassure your child that they are capable of achieving great things!

What does revision look like?



HOW TO REVISE FOR ENGLISH LANGUAGE

ANNOTATE:

- Practice annotating a range of extracts for language/ structure/ viewpoints
- These could be:
  - actual newspaper articles
  - past paper extracts
  - extracts from novels you have read/ are reading
- Explode quotations from your set texts

READ:

It sounds simple but the more you read, the better you will be at tackling this exam.

- Read newspaper articles
- Read fiction books
- Read blogs online
- Stay up to date with current affairs in the news
- Talk to your family/ friends about what you have read to gather differing viewpoints about topics

15 MINUTE TASKS:

- Revise your park bench structure for P1, Q5 – practice writing one of the paragraphs you have pre-prepared
- Make a list of evaluative verbs to help you to discuss the writer's intention i.e. cleverly, subtly, cautiously, expertly
- Understand the difference between language and structural features – annotate the same article for the two different focuses
- Create an anecdote to help you present an implied viewpoint on a current issue in the news

TIMED RESPONSES

Practice your responses in timed conditions
Ask your teacher for past papers

Q1 – 5 MINUTES

Q2 – 12-15 MINUTES

Q3 – 12-15 MINUTES

Q4 – 20-25 MINUTES

Q5 – 45 MINUTES (inc. 5 minutes planning)

PROOF-READING – 5 MINUTES

PLAN FOR SUCCESS:

- Look at some of the past paper questions which can be found online
- Complete 200-word challenges on viewpoint statements i.e. The world is fast becoming a dangerous place OR Exercise is more important than an education

FLASHCARDS:

1. Create flashcards with the key on one side and the definition/ an example on the other – use spaced repetition to master these
2. Get someone to show you the key term, whilst you recall the definition/ example side
3. Keep doing this until you can recall each definition with an example

Useful revision online:

Light up tutor/ hub, GCSE Bitesize, GCSE Pod, Seneca, TikTok tutorials, Universal Teacher, The Guardian www.aqa.org.uk/subjects/english/gcse

HOW TO REVISE FOR ENGLISH LITERATURE

RE-READ/ RE-ANNOTATE/ RE-WATCH:

- Re-read the set texts to ensure you are confident with the plot/ characters
- Re-annotate the key scenes/ pivotal moments - aim for 10
- Re-watch the adaptations for each set text

SPACED RETRIEVAL:

1. Days 1-2: memorise 5 key quotations
2. Days 3-4: memorise 5 **new** quotations
3. Days 4-6: recall the original 5 quotations
4. Keep alternating to strengthen your recall of all 10!

15 MINUTE TASKS:

- Make a list of short and snappy quotations that could be used for a variety of questions
- Create a timeline of the key events within the text
- Mind-map the key historical events of the time i.e. Titanic and WW1 and 2 for An Inspector Calls
- Make a list of evaluative verbs to help you to discuss the writer's intention i.e. cleverly, subtly, cautiously, expertly
- Self-quiz an element of your set text – remember how to do this effectively

FLASHCARDS:

- Make flashcards, exploding the quotation on one side, and on the other side write the quotation
- Get someone to show you the quotation, whilst you recall the explosion side
- Keep doing this until you can remember everything there is to say about each quotation
- Focus on AO2 – analysis of language/ devices
- Use spaced repetition to master these

PLAN FOR SUCCESS:

- Look at some of the past paper questions which can be found online
- Create plans for a range of character questions/ themes questions
- Consider: AO1 – knowledge, AO2 – analysis, AO3 – contextual links

PRACTICE MAKES PERMANENT:

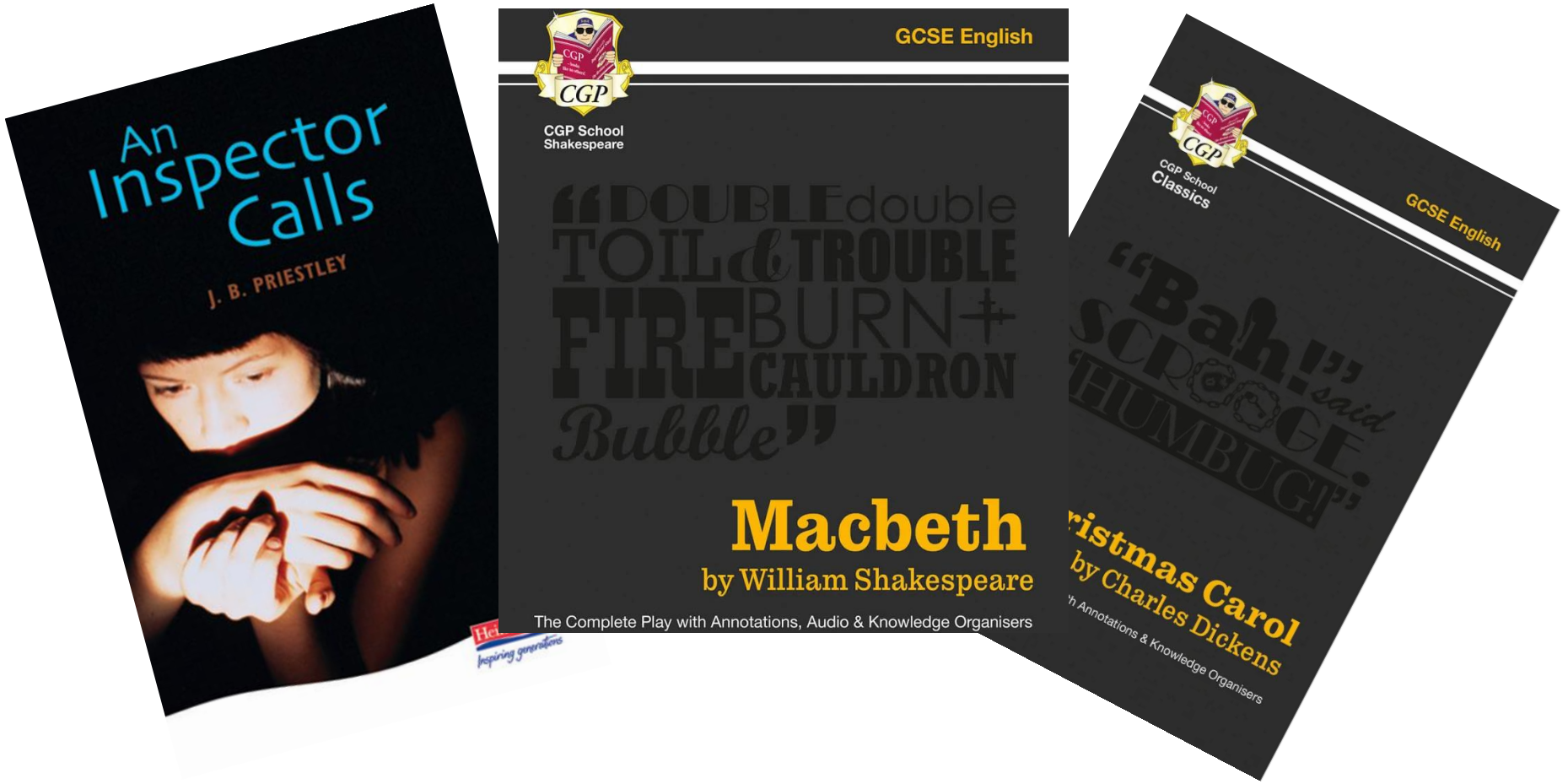
Practice your responses in timed conditions.

1. 5-10 minutes creating a plan
2. 30 minutes writing your response = thesis statement + 3 paragraphs
3. 5 minutes proof reading for key word spellings

PODCAST LINK: Listen to this – on the move; walking the dog; on a long journey; when you're bored…

https://podcasts.apple.com/gb/podcast/gcse-english-revisionpod/id1442976409

or search GCSE Revision Pod on Spotify.





GCSE texts needed for annotation in lessons.

An email should have been received from the finance office to offer the 'GCSE English bundle' – this includes EVERYTHING they will need to access their lessons across both Year 10 and 11 for just £25.



Contact
Year 10 team:

Miss Knapper vknapper@shavington.academy

Mrs Pierpoint kpierpoint@shavington.academy

Mrs Steele jsteele@shavington.academy

Mrs Scott lscott@shavington.academy

Miss Roebuck kroebuck@shavington.academy

Miss Tams vtams@shavington.academy

Miss Kuganab-Lem kkuganab-lem@shavington.academy

Mrs Haelis shaelis@shavington.academy

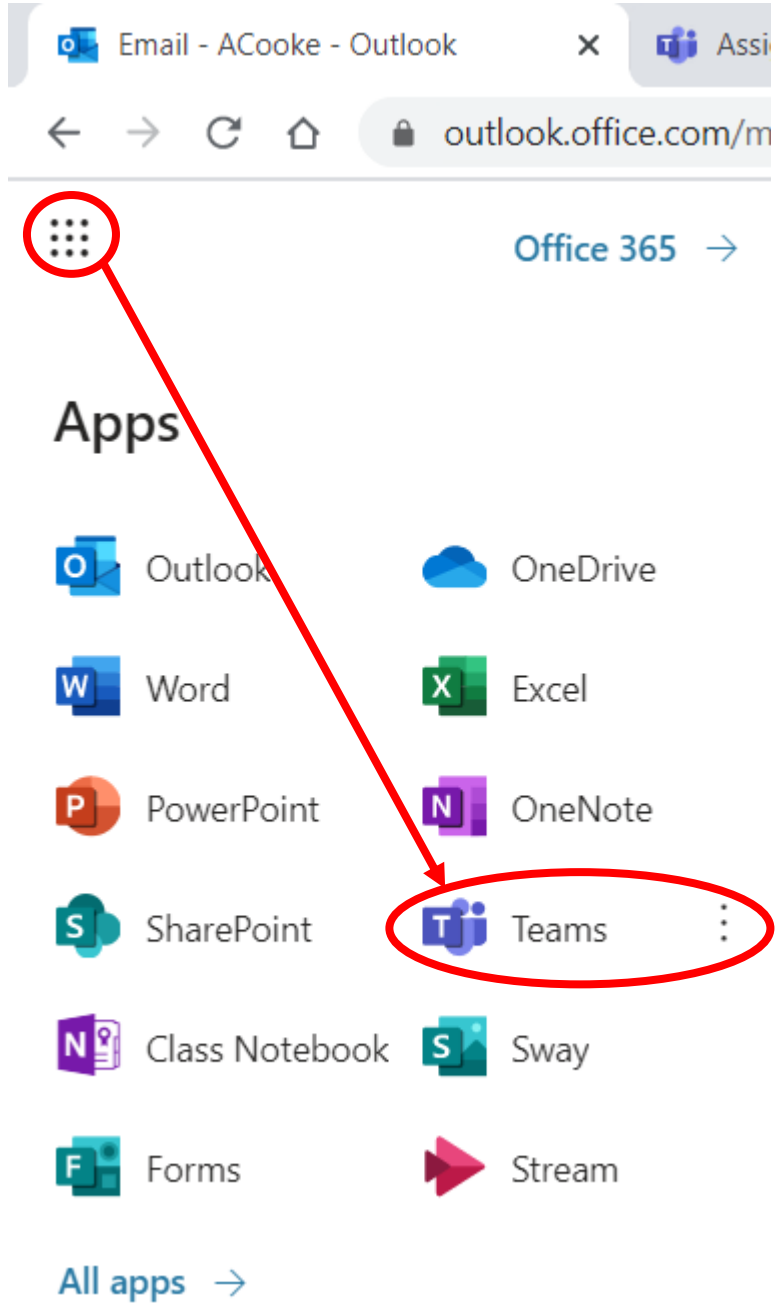
Microsoft TEAMs

Microsoft TEAMs

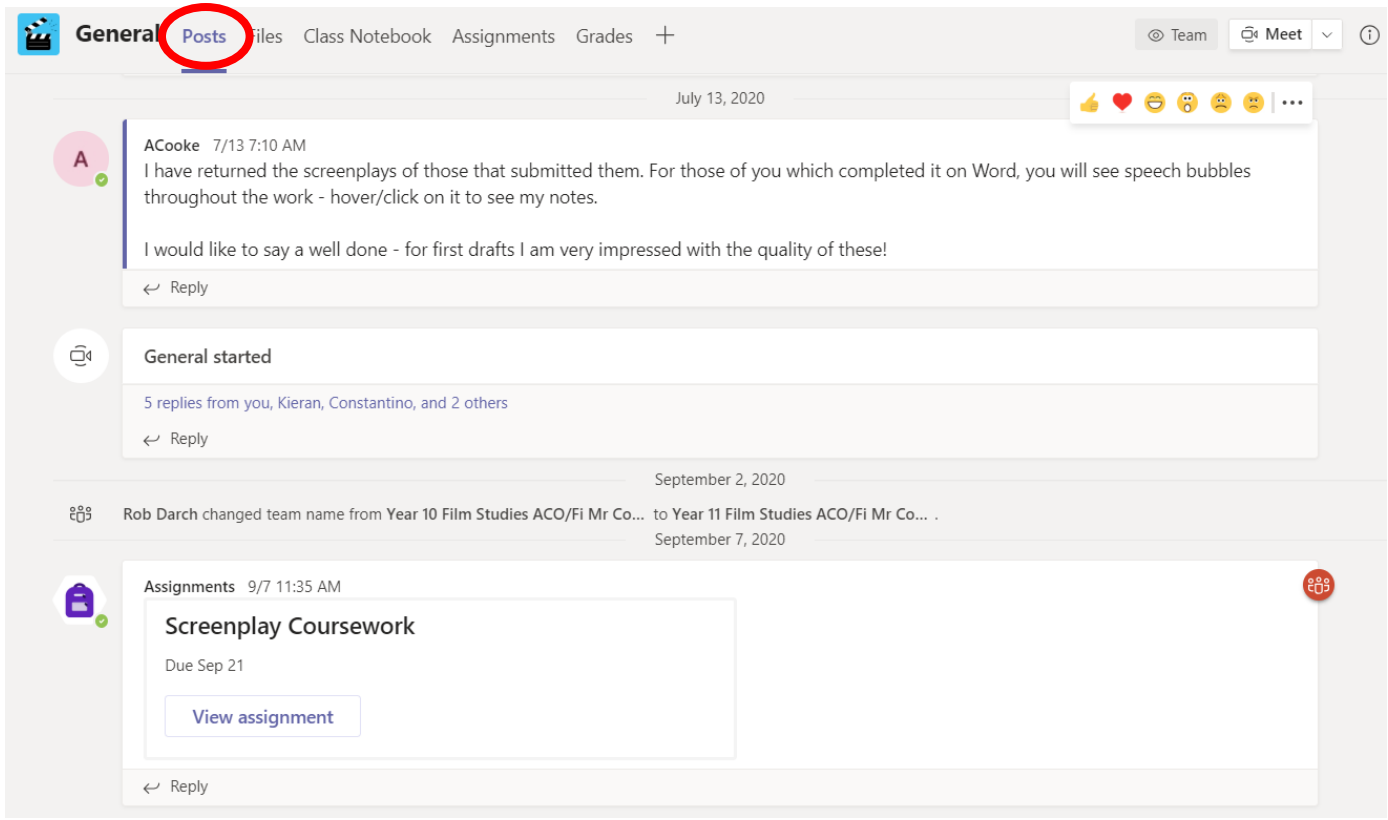
TEAMs is used across the Academy to:

- Set Homeworks & assignments
- Allow all pupils to access all classwork
- Store and share additional resources or revision

It is accessed through your child's school email portal by clicking on the nine dots in the top left hand corner.

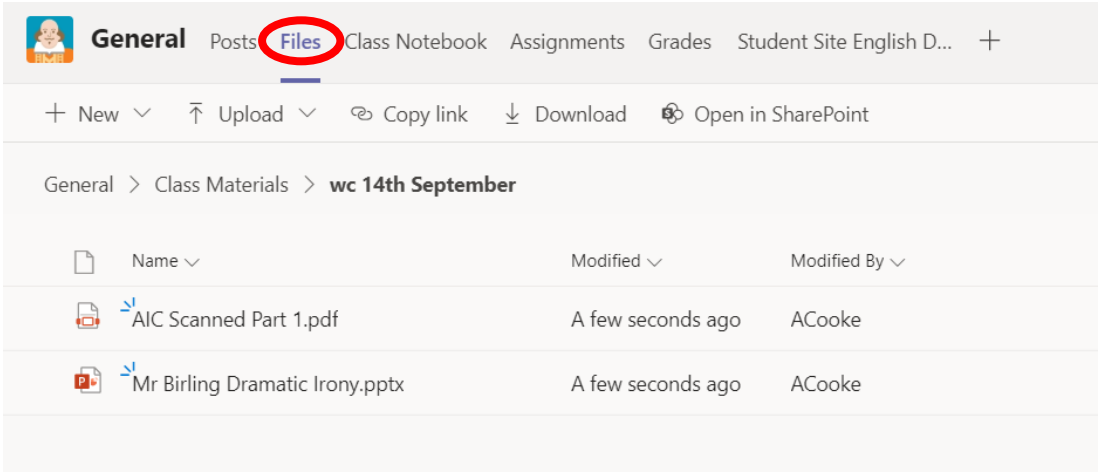


General



Updates, reminders and assignments will appear in General to help pupils with their organisation.

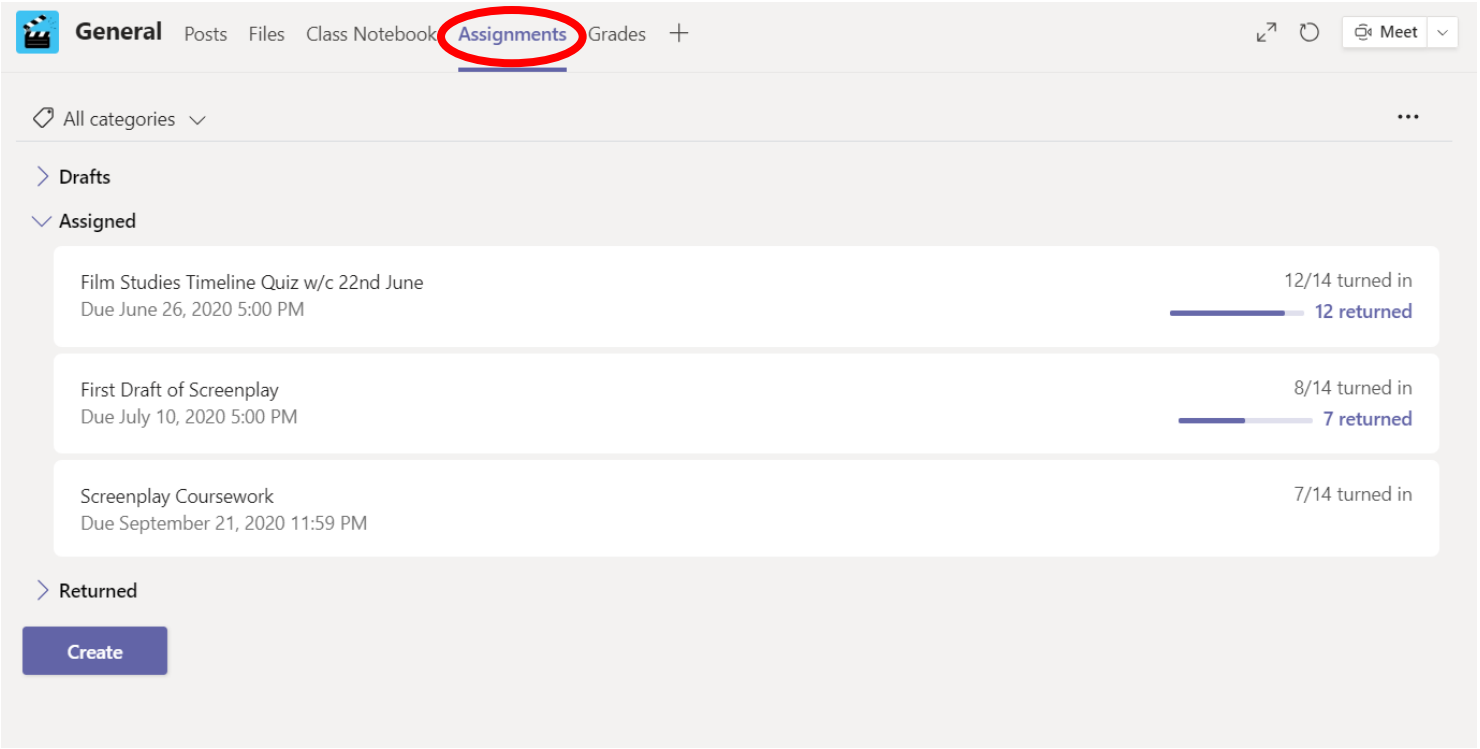
Shared Files



ALL Classwork will be uploaded into the Files section to allow pupils who have missed the work the opportunity to catch up.

Pupils can download these files to their own devices.

Assignments



Assignments is where pupils will upload and submit work.

This may be in the form of a quiz, a paragraph, a practice essay, etc.

Teachers will talk through and explain the assignments with the class and demonstrate how it can be accessed on Teams.

Contact

We hope that you have found this evening useful and that the information shared tonight helps you to support your child through these very important years.

If you have any further queries, please don't hesitate to contact the academy

info@shavington.academy

lgrainger@shavington.academy