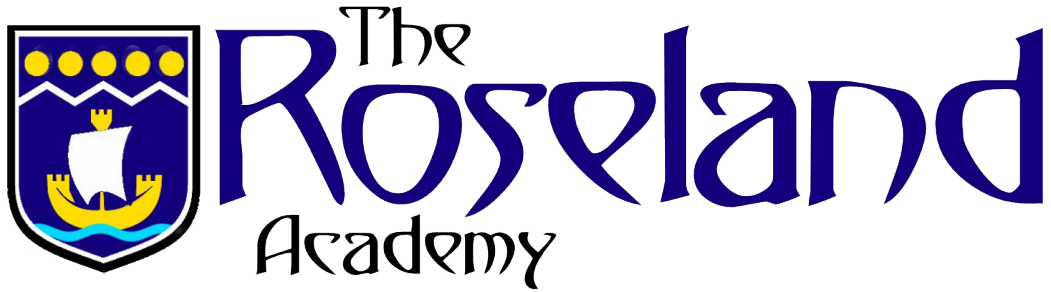


**Y10 Work Experience &
Curriculum Evening**

Thursday 26th September



Kindness
Responsibility
Ambition



Welcome to the Education Business Partnership (EBP)



Kindness
Responsibility
Ambition

Introduction to Key Stage 4

3 steps to success:

Be READY

ENGAGE

RECALL



Kindness
Responsibility
Ambition

I. Be READY

Arrive to school each day:

- On time
- With correct uniform
- With the full equipment

2 x Black pen

2 x Pencil

Ruler

Rubber

Sharpener

Purple pen

Scientific calculator

Glue stick

Reading book

"The first mistake is never the one that ruins you. It is the spiral of repeated mistakes that follows. Missing once is an accident. Missing twice is the start of a new habit." *James Clear*



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2. ENGAGE

Engage fully in all lessons and activities on offer.

Engage in support when offered.

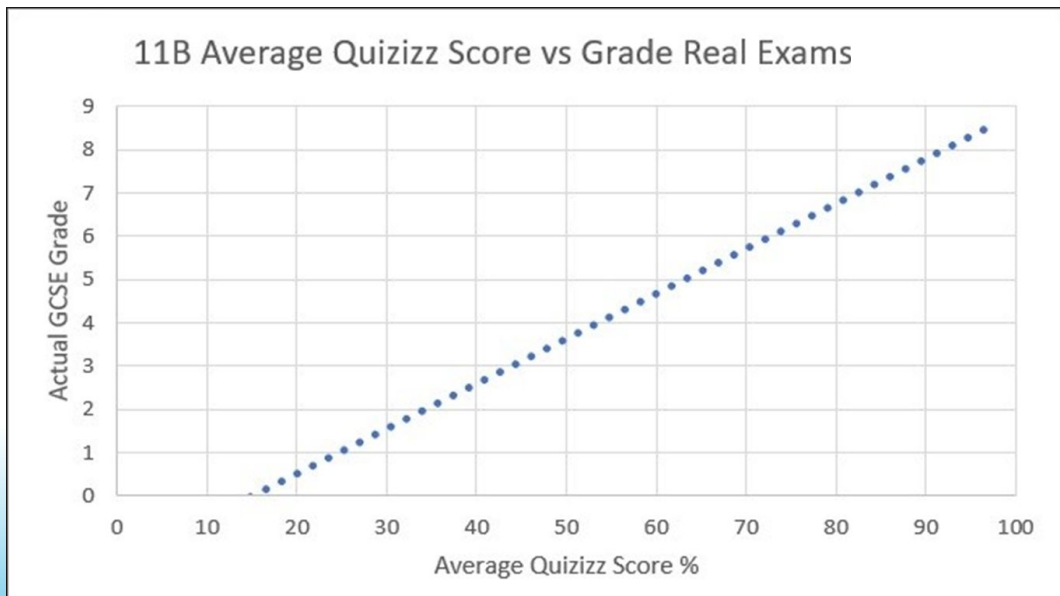
Engage in discussions with teachers and peers.



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3. Recall

Complete all homework each week. It has been shown that recall tasks can significantly affect attainment.



There is a strong correlation of completing recall tasks for homework and the final grade you achieve at the end of Year 11.

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3. Recall - Expectations

Weekly homework expectations:

English - Tassomai (100% weekly goal)

Maths - Sparx (50% complete by Monday, 100% completed by Wednesday each week)

Science - Tassomai (100% weekly goal)

Options subjects will inform you during the carousel



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Responsibility
Ambition



GCSE Mathematics



Students study AQA GCSE Mathematics

Foundation or Higher

Paper 1 - Non-Calculator

Paper 2 - Calculator

Paper 3 - Calculator

Equipment

Scientific Calculator

Pens

Pencils

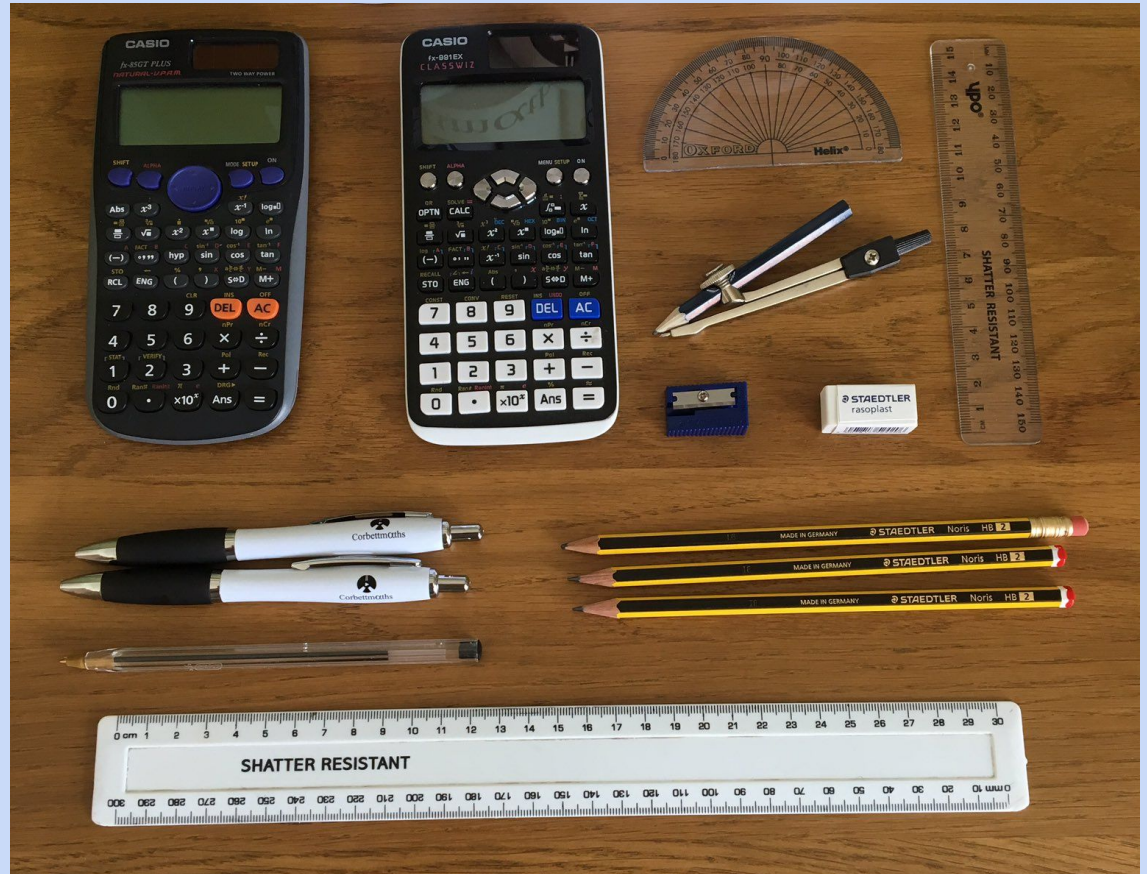
Rubber

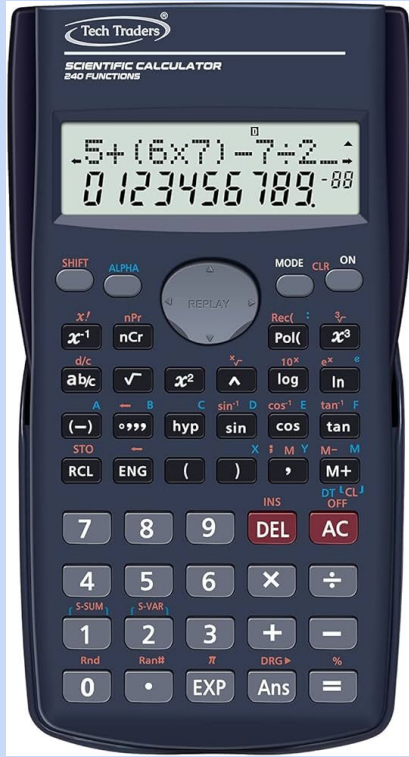
Ruler

Sharpener

Compass

Protractor



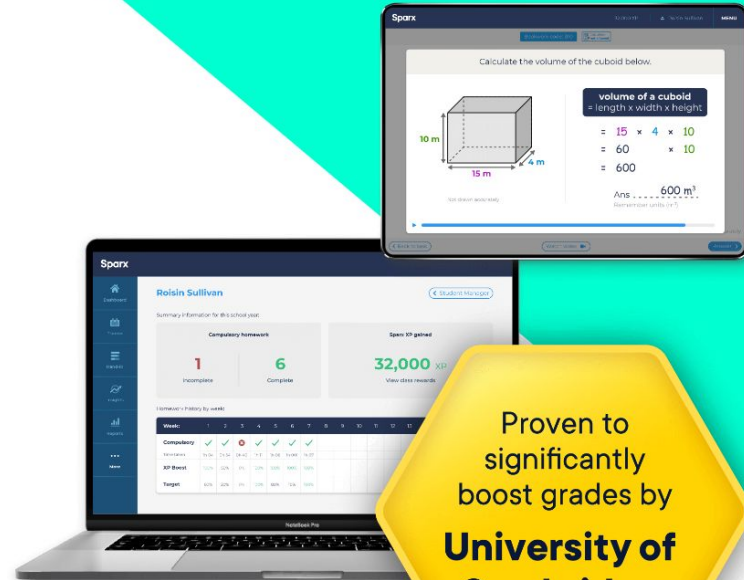


Personalised maths homework, proven to boost student grades

- ✓ 1 hour of Sparx Maths a week significantly improves student grades.
- ✓ Covers ages 11-16 for UK and international mathematics curricula.
- ✓ Provides actionable insights for school leaders and teachers.
- ✓ The evidence-based system that maths departments love.

Register now

▶ Sparx Maths in two minutes



Proven to significantly boost grades by **University of Cambridge**

Students are expected to complete;
50% by Monday
100% by Wednesday



Year 10 Autumn 1 ASK

Progress towards Mastering				
	I have become fluent in....	I have developed my reasoning skills by	I have been problem solving through	Sparx
Equations and inequalities	Forming and solving linear equations Forming and solving linear inequalities Plotting straight line graphs Finding solutions to equations using straight line graphs Representing solutions to inequalities on a graph Factorising expressions into double brackets Solving quadratic equations by factorising	Deciding how best to represent a situation Knowing when and how to simplify expressions Making connections between relationships and their algebraic representations Identifying variables and expressing relationships between variables algebraically	Modelling problems by writing them as equations and	U870, U599, U509, U759, U738, U337, U747, U228, U960, U133
Simultaneous equations	Solving a pair of simultaneous equations by substitution Solving a pair of simultaneous equations graphically Solving a pair of simultaneous equations by adding or subtracting Solving a pair of simultaneous equations with one linear and one quadratic	Making connections between different representations of problems Knowing when to use each method of solving a pair of simultaneous equations	Modelling problems and writing them as simultaneous equations Choosing the most appropriate method to use to solve a pair of simultaneous equations	U836, U760, U757, U547, U137

Year 10 Autumn 1 ASK

Progress towards		Mastering		
I have become fluent in....	I have developed my reasoning skills by	I have been problem solving through	Spark	
Equations and inequalities Forming and solving linear equations Forming and solving linear inequalities Plotting straight line graphs Finding solutions to equations using straight line graphs Representing solutions to inequalities on a graph Factorising expressions into double brackets Solving quadratic equations by factorising	Deciding how best to represent a situation Knowing when and how to simplify expressions Making connections between relationships and their algebraic representations Identifying variables and expressing relationships between variables algebraically	Modelling problems by writing them as equations and	Solving multi-step problems by representing them as equations and inequalities Selecting appropriate methods and techniques to apply to problems Representing equations and inequalities in a wide variety of forms	U870, U599, U509, U759, U738, U337, U747, U228, U960, U133
Simultaneous equations Solving a pair of simultaneous equations by substitution Solving a pair of simultaneous equations graphically Solving a pair of simultaneous equations by adding or subtracting Solving a pair of simultaneous equations with one linear and one quadratic	Making connections between different representations of problems Knowing when to use each method of solving a pair of simultaneous equations	Modelling problems and writing them as simultaneous equations Choosing the most appropriate method to use to solve a pair of simultaneous equations	U836, U760, U757, U547, U137	

Sparx Maths

Sparx Maths

366 XP Joseph Grassby

0/1

Compulsory

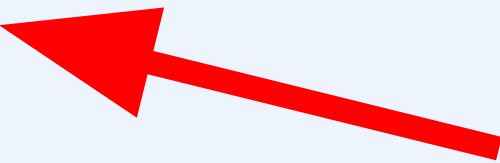
Hey Joseph,
This is your personalised Compulsory homework. You need to answer every question correctly to complete it.

XP Boost

Target

Independent Learning

Introducing Sparx Maths Not started




Compulsory


XP Boost


Target


Independent Learning

Independent Learning

Find topics

My activity

Search for topics:

U870

Your curriculum:

GCSE

Default level:

Level 3

1 topic found

[Clear search](#)

Algebra > Solving equations

Solving equations with the unknown on both sides - U870

Ratio and Proportion

3:2

Geometry

Probability



Statistics



Solving equations with the unknown on both sides - U870

Level 3



1

∨ Show building blocks

Solving equations with the variable on both sides


Introduce

Question 1

Answer

Question 2

Answer

Question 3

Answer

Question 4

Answer


Strengthen

Question 1

Answer

Question 2

Answer

Question 3

Answer

Question 4

Answer

Question 5

Answer


Deepen

Question 1

Answer

Question 2

Answer

Question 3

Answer

Question 4

Answer

Question 5

Answer

[Independent learning](#) > [Algebra](#)

Solving equations with t

✓ Show building blocks

Solving equations with th

Introduce

Question 1

Answer

Strengthen

Question 1

Answer

Deepen

Question 1

Answer

Level 3



Level 1



Practise the basics of each topic at a gentle pace. Ideal if you plan to take the Foundation GCSE paper.

Level 2



Practise the basics of each topic. Ideal if you are aiming for the top grades on the Foundation GCSE paper.



Level 3



Practise the basics and try some more challenging questions. Ideal if you don't know which paper you will be taking yet.

Level 4



Practise with some more challenging questions. Ideal if you plan to take the Higher GCSE paper.

Level 5



Practise with the most challenging questions. Ideal if you are aiming for the top grades on the Higher GCSE paper.

Bookwork code: 3D



Chris inputs the same number into both of these function machines. The output he is given is the same for both machines. What number has he input?



Zoom

[< Previous](#)

[Watch video](#)

[Answer](#)

Support video

Andy inputs the same number into both of these function machines. The output he is given is the same for both machines. What number has he input?



Write an expression for the output of each function machine
Let's call the input x

$$x \times -2 + 4 = -2x + 4$$

$$(x - 11) \times 7 = 7x - 77$$

Write an equation for the equal outputs
Solve for x

Add $2x$ to each side $+2x$

Add 77 to each side $+77$

Divide each side by 9 $\div 9$

$$\begin{array}{l} -2x + 4 = 7x - 77 \\ 4 = 9x - 77 \\ 81 = 9x \\ 9 = x \end{array} \begin{array}{l} +2x \\ +77 \\ \div 9 \end{array}$$

9 ans

0:00 / 1:58

Close video X

**OXFORD
REVISE**

AQA GCSE

MATHS

Foundation

**COMPLETE REVISION
AND PRACTICE**

AQA

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Recommended
revision guides

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**COMPLETE REVISION
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5 Percentages

Calculating percentages of amounts without a calculator

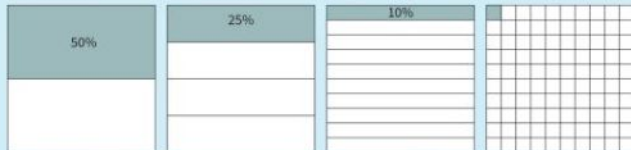
To find:

50%, divide by 2

25%, divide by 4

10%, divide by 10

1%, divide by 100



Worked example

Calculate these percentages without using a calculator.

1. 30% of 62



2. 26% of 16

$$\begin{aligned} 100\% \text{ of } 16 &= 16 \\ 25\% \text{ of } 16 &= 16 \div 4 \\ &= 4 \\ 1\% \text{ of } 16 &= 16 \div 100 \\ &= 0.16 \\ 26\% &= 25\% + 1\% \\ &= 4 + 0.16 \\ &= 4.16 \end{aligned}$$

REVISION TIP

You can switch the percentage and the amount if that makes the calculation easier.

For example:

$$\begin{aligned} 23\% \text{ of } 50 &= \frac{23}{100} \times 50 \\ &= \frac{23 \times 50}{100} \\ &= 23 \times \frac{50}{100} \\ &= 50\% \text{ of } 23 \end{aligned}$$

So, to calculate 23% of 50 you can instead calculate 50% of 23, which is $\frac{23}{2} = 11.5$

REVISION TIP

Make sure you only use these methods on a non-calculator paper. It is much more efficient to calculate percentages of amounts with a calculator, if you are allowed one.

Worked example

Decrease £76 by 9% without using a calculator.

$$10\% \text{ of } £76 = £7.60$$

$$1\% \text{ of } £76 = £0.76$$

$$9\% \text{ of } £76 = 10\% - 1\%$$

$$= £7.60 - £0.76$$

$$= £6.84$$

$$£76 - £6.84 = £69.16 \quad \leftarrow \text{Decrease means make smaller.}$$

Calculating percentages of amounts with a calculator

You can calculate percentages of amounts using **multipliers**.

Worked example

Calculate 63% of 576.

$$63\% = \frac{63}{100} = 0.63$$

Find the decimal equivalent of 63% (this is the multiplier).

$$63\% \text{ of } 576 = 0.63 \times 576 = 362.88$$

Multiply 576 by 0.63

Formula box

$$\text{original amount} \times \text{multiplier} = \text{new amount}$$

LINK

To remind yourself about further decimals and percentages, look back at Chapter 1. To remind yourself about place value, look back at Chapter 1.

Percentage increase

If value has been **increased** by 10% ...



Worked example

Increase 75 by 8%

$$100\% + 8\% = 108\%$$

Add the percentage to 100.

$$108\% = \frac{108}{100} = 1.08$$

Find the multiplier.

$$1.08 \times 75 = 81$$

Multiply by the original amount.

Percentage decrease

If value has been **decreased** by 10% ...



Worked example

Decrease 75 by 8%

$$100\% - 8\% = 92\%$$

Subtract the percentage from 100.

$$92 = \frac{92}{100} = 0.92$$

Find the multiplier.

$$0.92 \times 75 = 69$$

Multiply by the original amount.

Express one quantity as a percentage of another

First write the rules as a fraction, then convert this to a percentage.

Worked example

Write 6 as a percentage of 30.

$$\frac{6}{30}$$

Write as a fraction.

$$\frac{6}{30} = \frac{2}{10} = \frac{20}{100}$$

Convert so denominator is 100.

$$\frac{20}{100} = 20\%$$

Worked example

There are 24 adults and 16 children in a club. What percentage are children?

$$16 + 24 = 40$$

Find total.

$$\frac{16}{40} = \frac{4}{10} = \frac{40}{100}$$

Convert so denominator is 100.

$$\frac{40}{100} = 40\%$$

Retrieval

5 Percentages

Learn the answers to the questions below, then cover the answers column with a piece of paper and write as many as you can. Check and repeat.

Questions	Answers
1 How do you find 50% of a number?	Divide by 2.
2 How do you find 10% of a number?	Divide by 10.
3 How do you find 1% of a number?	Divide by 100.
4 How do you convert a percentage to a decimal?	Divide by 100.
5 What is a multiplier?	A number, usually a decimal, which is used to calculate a percentage of an amount.
6 What is the formula for percentage change?	Original amount \times multiplier = new amount.
7 What multiplier would you use to find an increase of 13%?	1.13
8 What multiplier would you use to find a decrease of 67%?	0.33
9 What is simple interest?	A fixed amount of interest calculated as a percentage of the original amount invested, that is added to a bank account each year.
10 Given that interest is paid at the end of each year, will simple interest give the same amount of money as compound interest at the end of year 2?	No, because the simple interest for year 2 is based on the initial sum invested, whereas the compound interest for year 2 is based on the initial sum invested plus the interest earned in the first year.

Previous questions

Now go back and use these questions to check your knowledge of previous topics.

Questions	Answers
1 How do you subtract two fractions?	Write all the fractions with common denominators then subtract the numerators.
2 What is the reciprocal of a number?	The reciprocal of a number is $1 \div$ the number, i.e the reciprocal of a is $1/a$.
3 What is a square number?	A number multiplied by itself.
4 What is the general form of a number written in standard form?	$a \times 10^n$ where $1 \leq a < 10$.

Retrieval

1 Basic number

Learn the answers to the questions below, then cover the answers column with a piece of paper and write as many as you can. Check and repeat.

Questions	Answers
1 What do the letters of BIDMAS stand for?	
2 Which part of the following calculation would you do first? $24 - 3 \times 6$	
3 $a > b$ Which is the larger number?	
4 What can you use to help you order all types of numbers?	
5 What can you do to make ordering decimal numbers easier?	
6 What does the second number after the decimal point count?	
7 When you round to the nearest thousand, which number do you need to look at to decide whether to round up or down?	
8 When you round a number to 1 decimal place, which number do you need to look at to decide whether to round up or down?	
9 What are error intervals used to measure?	
10 When you multiply a number by a power of 10, in which direction does the number move on the place value chart?	
11 When you divide a number by a power of 10, in which direction does the number move on the place value chart?	
12 When you round a number to two significant figures, which number do you need to look at to decide whether to round up or down?	
13 For numbers less than 1, do you count the leading zeroes when rounding to a given number of significant figures?	
14 What is the first significant figure?	
15 When rounding 2453 to 2 s.f., what is this the same as rounding to?	
16 When you are asked to estimate, what should you round each number to?	

Exam-style questions



5.1 Work out:

- (a) 30% of 220 [2 marks]
 (b) 54% of 50 [2 marks]
 (c) 27% of 720 [2 marks]
 (d) 10.5% of 18 [2 marks]



5.2 Every month Faizal gets a bonus.

His bonus is 15% of what he earns that month.

In April, Faizal earns £2460.

Work out his bonus for April.

[2 marks]

5.3 Which calculation has the largest answer? 110% of 90 or $\frac{8}{7}$ of 84?
You **must** show the answer to each calculation.

[2 marks]

EXAM TIP

A bar model can be useful for this type of question.



5.4 Increase £50 000 by 3%.

[2 marks]



5.5 The volume of water in a puddle is 4 litres.

At the end of the day the volume of water in the puddle is 2.5 litres.

Work out the percentage decrease in the volume of the puddle. [2 marks]

5.6 Akeem draws a square with area 16 cm^2 .He enlarges his square so it has area 25 cm^2 .

Work out the percentage increase in the side length of the square. [2 marks]

EXAM TIP

area of square
= length \times length

5.7 The table shows Kenny's weekly test scores in English and Maths.

	Week 1	Week 2	Week 3	Week 4
Maths	50	62	78	90
English	58	58	57	

The total of Kenny's English scores is 15% lower than the total of his Maths scores.

Work out the missing English score in the table.

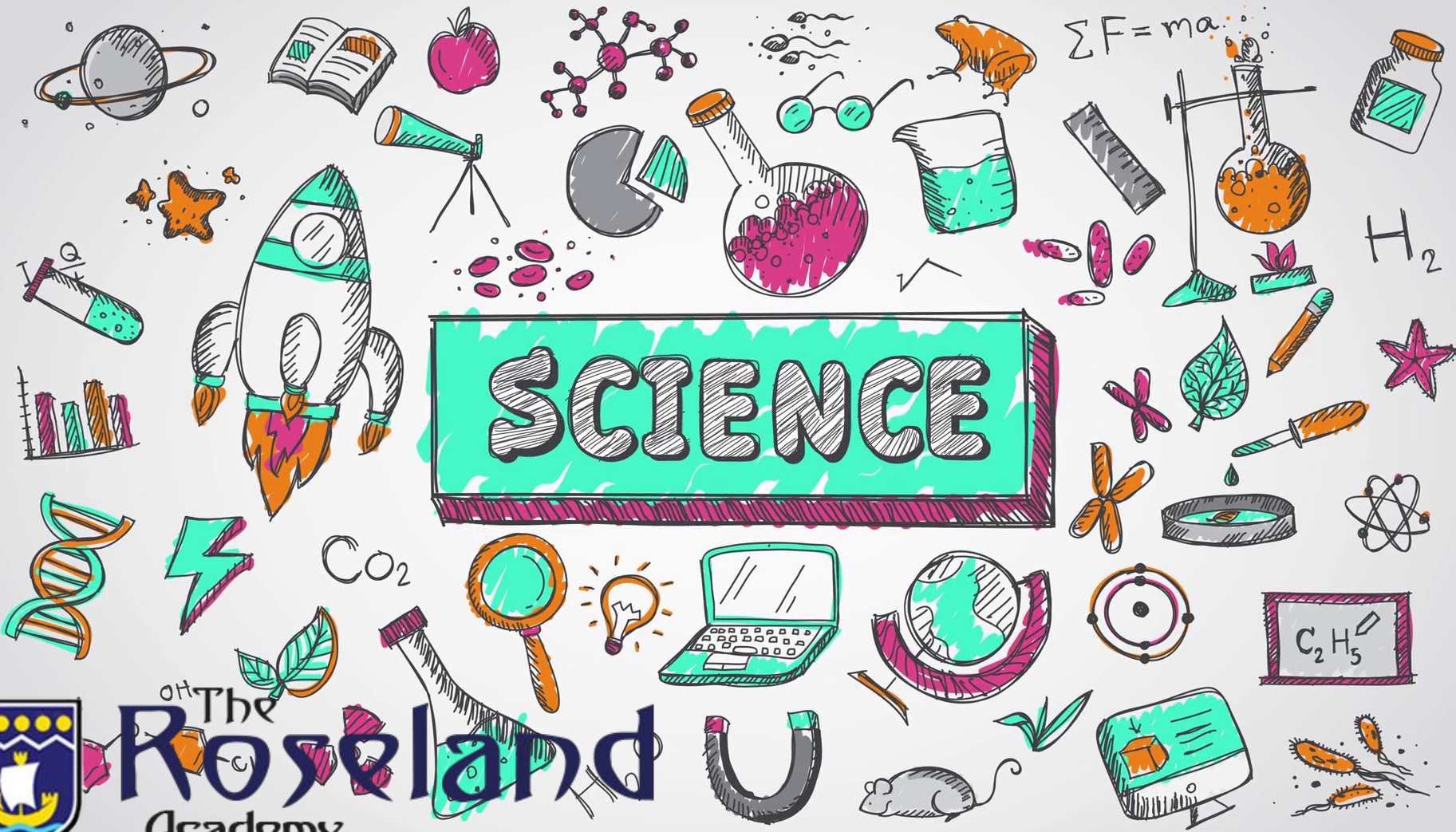
[4 marks]



How to help your child succeed!

1. Make sure your child is well equipped
2. Assist your child in organising their time
3. Remind your child about their Sparx
 - a. 50% completed by Monday
 - b. 100% complete by Wednesday
4. Encourage your child to seek support at school.
 - a. Sparx support every break and lunch available.

SCIENCE



CO_2

$\Sigma F = ma$

H_2

C_2H_5



The
Roseland
Academy

Exam Information

Double Science – Trilogy

Triple

Biology
x2

Trilogy – Biology
1hr 15m

Biology
1hr 45m

Chemistry
x2

Trilogy – Chemistry
1hr 15m

Chemistry
1hr 45m

Physics
x2

Trilogy – Physics
1hr 15m

Physics
1hr 45m

Paper 1 vs Paper 2

	Paper 1	Paper 2
Biology	<ul style="list-style-type: none">-Cell Biology-Organisation-Infection and response-Bioenergetics	<ul style="list-style-type: none">-Homeostasis and response-Inheritance, Variation and Evolution-Ecology
Chemistry	<ul style="list-style-type: none">-Atomic Structure and the Periodic table-Bonding, structure and properties of matter-Quantitative Chemistry-Chemical changes-Energy changes	<ul style="list-style-type: none">-The rate and extent of reaction-Organic Chemistry-Chemical analysis-Chemistry of the atmosphere-Using resources
Physics	<ul style="list-style-type: none">-Energy-Electricity-Particle model of matter-Atomic Structure	<ul style="list-style-type: none">-Forces-Waves-Magnetism and Electromagnetism-Space (PHYSICS GCSE only)

Higher Paper - Grades 9-4 (less than 4 is a U grade)

Consistent 5s are needed for higher tier entry.

Foundation Paper - Grades 5-1

(Small reduction in content)

For each exam:

- **Combined 70 marks per paper (420 marks)**
- **Triple 100 marks per paper (200 marks per subject)**

All 6 papers count towards the final grade for Combined Science, which is a double award e.g. 6,6

Each set of papers for Biology, Chemistry and Physics will give 3 separate grades for Triple.

Required Practicals

Your exam will include questions that require knowledge of several practical methods and the apparatus that you would use and why.

Required practical resources:

- Summary sheet on Y11 revision google classroom
- Exam questions and notes in books
- Youtube clips “required practical and topic name”
- Focus e-learning - via google classroom
- Mock papers

What does
revision look like
in science?

Google Classroom:

<https://classroom.google.com/c/MTUzODcxMjY2NzBa?cjc=jswlfr>



jswlfr

Red and Orange Focus 

Physics [AQA] / 04: Atomic Structure / 3.3: Uses of Nuclear Radiation [S]

Last Seen: 16/06/21

Last 3 Attempts:

Of the following options, which is NOT a safety precaution in relation to RADIOACTIVE materials?

Stay close to the substance when using it to PREVENT it from dropping

Keep exposure time as SHORT as possible

STORE radioactive materials in LEAD lined containers with the appropriate LABELS

wear lead lined PROTECTIVE clothing

Interleaving - This requires your child to be able to link between topics

Can your child link the words:

“Photosynthesis” to “Cells”

“Photosynthesis” to the “E.M spectrum”

To access grades 5-9 they need to be able to apply the knowledge and make links between topics within the paper.

Learning resources for Science

BBC
Bitesize



Google Classroom

AQA


TASSOMAI
The Learning Program

Ethics and Philosophy

Christian beliefs

The nature of God

Different Christian beliefs about creation

Different Christian beliefs about the afterlife

The crucifixion, resurrection and ascension

Salvation

Christian practices

Baptism

Christmas and Easter

The place of mission, evangelism and Church growth.

The Worldwide Church

How Christian churches respond to persecution

Islamic Beliefs

The nature of God

Angels, their nature and role, including Jibril and Mika'il.

Risalah (Prophethood) including the role and importance of Adam, Ibrahim and Muhammad.

The holy books

The imamate in Shi'a Islam

Islamic practices

Salah

Zakah

Hajj

Jihad

Festivals

Relationships & families

Sex

Marriage

Divorce

Contraception

Same sex relationships

Family life

Gender Equality

Religion peace & conflict

Peace & Justice

Terrorism

Violence

Just War

Weapons of Mass Destruction

Peace-making

Religion crime & punishment

Crime

Punishment

Forgiveness

The Death Penalty

Religion human rights and social justice

Prejudice and Discrimination

Freedom of religion

Human rights

Wealth

Poverty

How are we assessed?

Paper one (1hr 45min)

Christianity teachings, beliefs and practices

Islamic teachings, beliefs and practices

Paper two (1hr 45min)

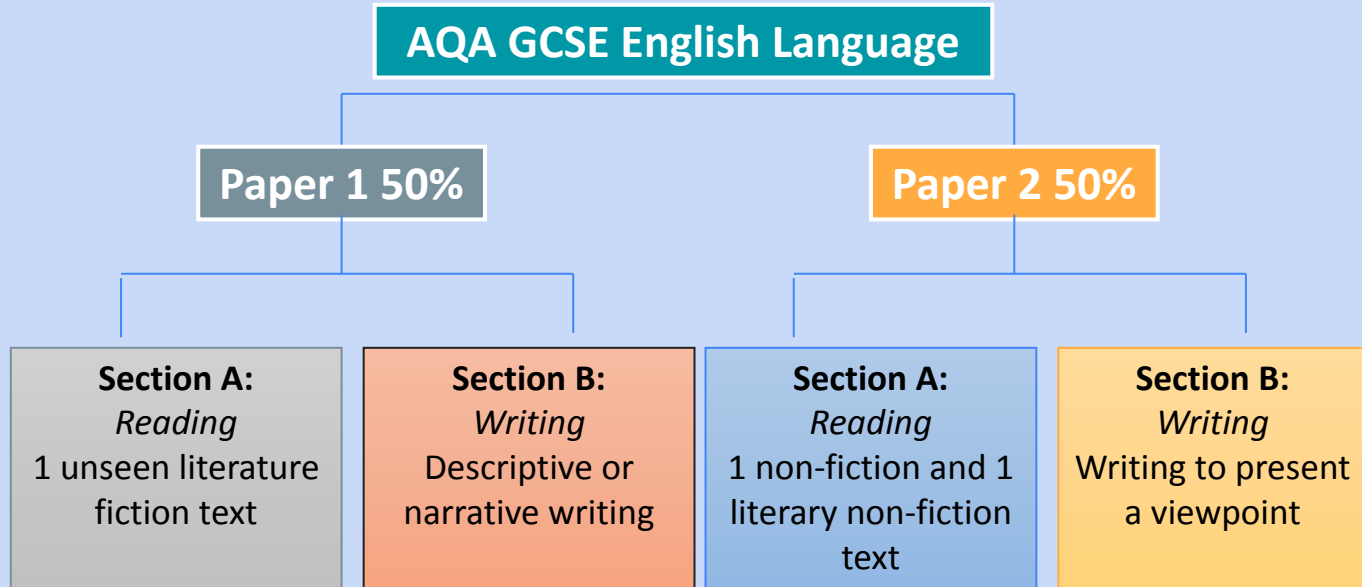
Relationships and families

Religion, peace and conflict

Religion, crime and punishment

Religion, human rights and social justice

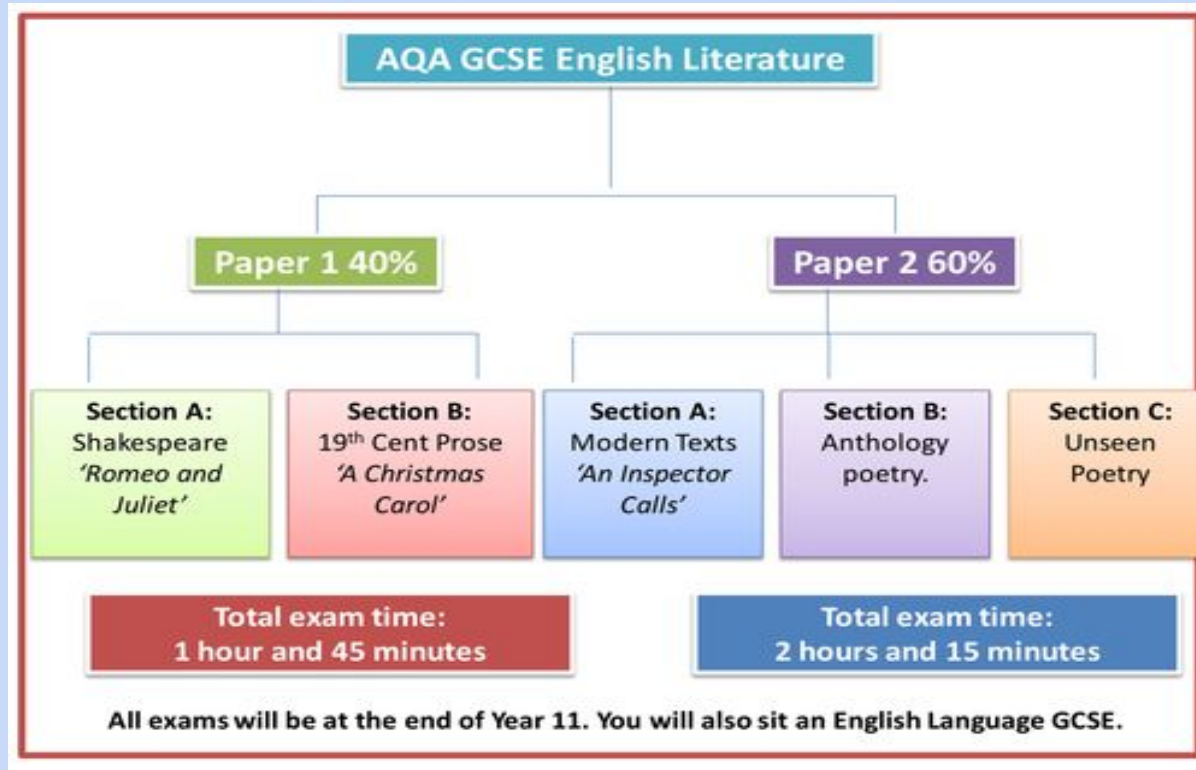
GCSE English Language



**Total exam time:
1 hour and 45 minutes**

**Total exam time:
1 hour and 45 minutes**

GCSE English Literature



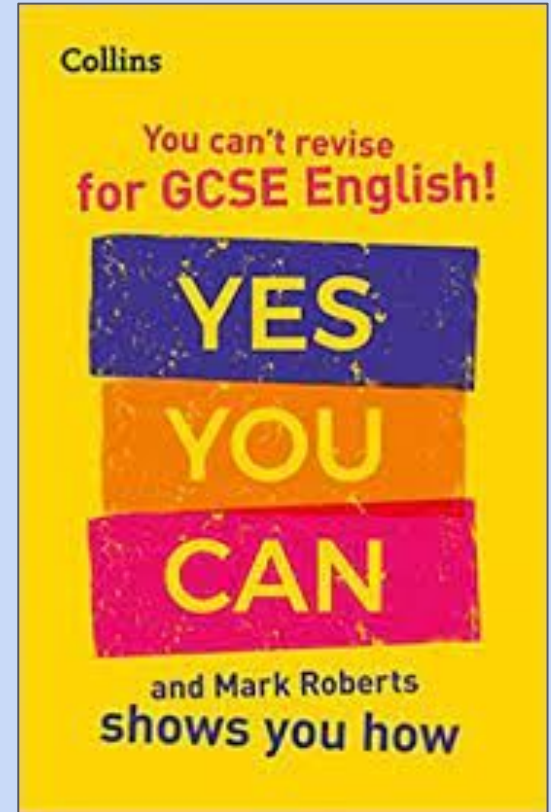
"You can't revise for English!"

Students are rigorously prepared with **model answers**, **walking talking mocks** and **metacognitive teaching of skills** and how to approach each task.

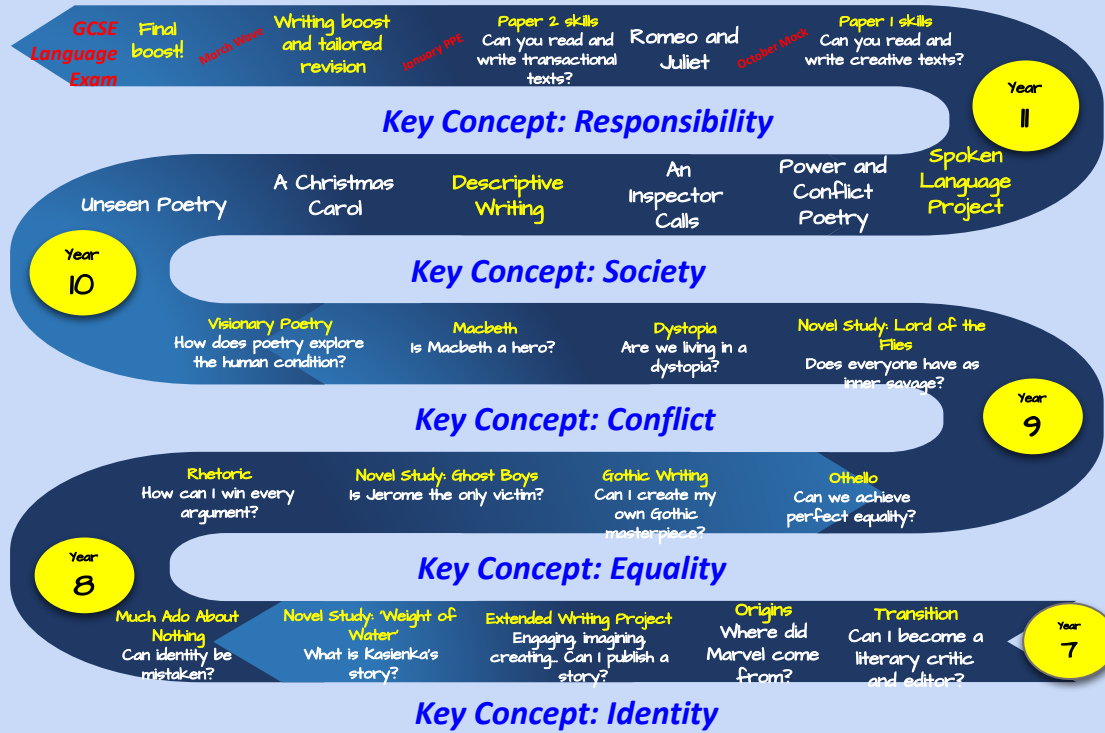
AQA divides English Language and English Literature into 4 separate exam papers; each paper has a different topic, skill set and focus.

So, know thy enemy; make sure you know what each paper asks of you. This is particularly useful when it comes to the 'unseen' section of the paper as you can practise the skills here at your leisure.

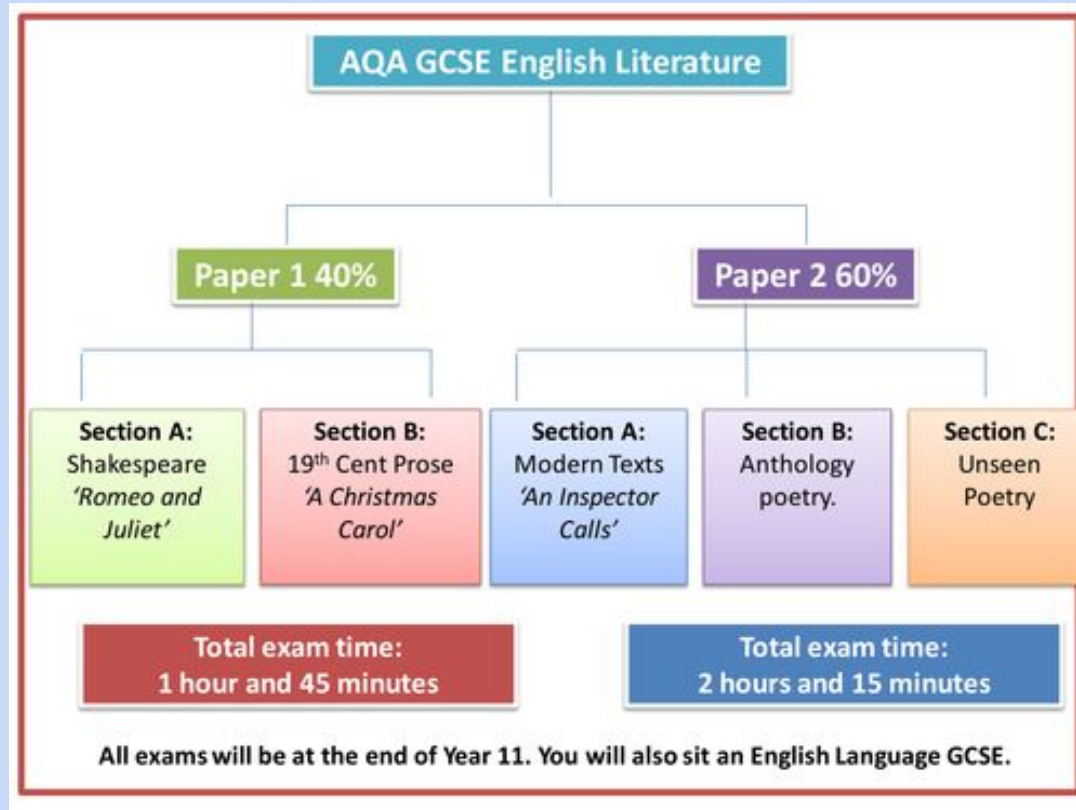
A great way to revise is timed practice! Complete a mini mock once a week and you'll walk into that hall armed for battle!



Progression to next stage of learning –
A Level Eng Lit
A Level Eng Lang



GCSE English Literature





GCSE ENGLISH LITERATURE

Paper 1 Shakespeare and the 19th century novel

Monday 22 May 2017

Morning

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- An AQA 16 page answer book.

Instructions

- Answer **one** question from **Section A** and **one** question from **Section B**.
- Write the information required on the front of your answer book.
- Use black ink or black ballpoint pen. Do **not** use pencil.
- You must **not** use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 64.
- AO4 will be assessed in **Section A**. There are 4 marks available for AO4 in **Section A** in addition to 30 marks for answering the question. AO4 assesses the following skills: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- There are 30 marks for **Section B**.



GCSE ENGLISH LITERATURE

Paper 2 Modern Texts and Poetry

Friday 26 May 2017

Morning

Time allowed: 2 hours 15 minutes

Materials

For this paper you must have:

- An AQA 16-page answer book.

Instructions

- Answer **one** question from **Section A**, **one** question from **Section B** and **both** questions in **Section C**.
- Write the information required on the front of your answer book.
- Use black ink or black ballpoint pen. Do **not** use pencil.
- You must **not** use a dictionary.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 96.
- AO4 will be assessed in **Section A**. There are 4 marks available for AO4 in **Section A** in addition to 30 marks for answering the question. AO4 assesses the following skills: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- There are 30 marks for **Section B** and 32 marks for **Section C**.

In this extract, the Ghost of Christmas Present shows Scrooge the Cratchit family's Christmas celebrations.

Oh, a wonderful pudding! Bob Cratchit said, and calmly too, that he regarded it as the greatest success achieved by Mrs. Cratchit since their marriage. Mrs. Cratchit said that now the weight was off her mind, she would confess she had had her doubts about the quantity of flour.

5 Everybody had something to say about it, but nobody said or thought it was at all a small pudding for a large family. It would have been flat heresy to do so. Any Cratchit would have blushed to hint at such a thing. At last the dinner was all done, the cloth was cleared, the hearth swept, and the fire made up. The compound in the jug being tasted, and

10 considered perfect, apples and oranges were put upon the table, and a shovel-full of chestnuts on the fire. Then all the Cratchit family drew round the hearth, in what Bob Cratchit called a circle, meaning half a one; and at Bob Cratchit's elbow stood the family display of glass. Two tumblers, and a custard-cup without a handle.

15 These held the hot stuff from the jug, however, as well as golden goblets would have done; and Bob served it out with beaming looks, while the chestnuts on the fire sputtered and cracked noisily. Then Bob proposed: "A Merry Christmas to us all, my dears. God bless us!" Which all the family re-echoed.

20 "God bless us every one!" said Tiny Tim, the last of all. He sat very close to his father's side upon his little stool. Bob held his withered little hand in his, as if he loved the child, and wished to keep him by his side, and dreaded that he might be taken from him.

0 8

Starting with this extract, explore how Dickens uses the Cratchit family to show the struggles of the poor.

Write about:

- how Dickens presents the Cratchit family in this extract
- how Dickens uses the Cratchit family to show the struggles of the poor in the novel as a whole.

[30 marks]

English Literature Mark Scheme

Level 6 26-30 marks	AO1	<ul style="list-style-type: none"> • Critical, exploratory, conceptualised response to task and whole text • Judicious use of precise references to support interpretation(s)
	AO2	<ul style="list-style-type: none"> • Analysis of writer's methods with subject terminology used judiciously • Exploration of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> • Exploration of ideas/perspectives/contextual factors shown by specific, detailed links between context/text/task
Level 5 21-25 marks	AO1	<ul style="list-style-type: none"> • Thoughtful, developed response to task and whole text • Apt references integrated into interpretation(s)
	AO2	<ul style="list-style-type: none"> • Examination of writer's methods with subject terminology used effectively to support consideration of methods • Examination of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> • Thoughtful consideration of ideas/perspectives/contextual factors shown by examination of detailed links between context/text/task
Level 4 16-20 marks	AO1	<ul style="list-style-type: none"> • Clear, explained response to the task and whole text • Effective use of references to support explanation
	AO2	<ul style="list-style-type: none"> • Clear explanation of writer's methods with appropriate use of relevant subject terminology • Understanding of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> • Clear understanding of ideas/perspectives/ contextual factors shown by specific links between context/text/task
Level 3 11-15 marks	AO1	<ul style="list-style-type: none"> • Some explained response to task and whole text • References used to support a range of relevant comments
	AO2	<ul style="list-style-type: none"> • Explained/relevant comments on writer's methods with some relevant use of subject terminology • Identification of effects of writer's methods on reader
	AO3	<ul style="list-style-type: none"> • Some understanding of implicit ideas/ perspectives/contextual factors shown by links between context/text/task

What is 'critical style'?

- Step back from the text
- Look at it closely
- Pick apart the meanings and ideas
- What are we supposed to think or feel?
- Why?

- ❑ Introduction with reference to big ideas the writer wants us to consider
- ❑ WHW
- ❑ Evaluative phrases

AO1	Read, understand and respond to texts. Students should be able to: <ul style="list-style-type: none">• maintain a critical style and develop an informed personal response• use textual references, including quotations, to support and illustrate interpretations.
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.
AO3	Show understanding of the relationships between texts and the contexts in which they were written.

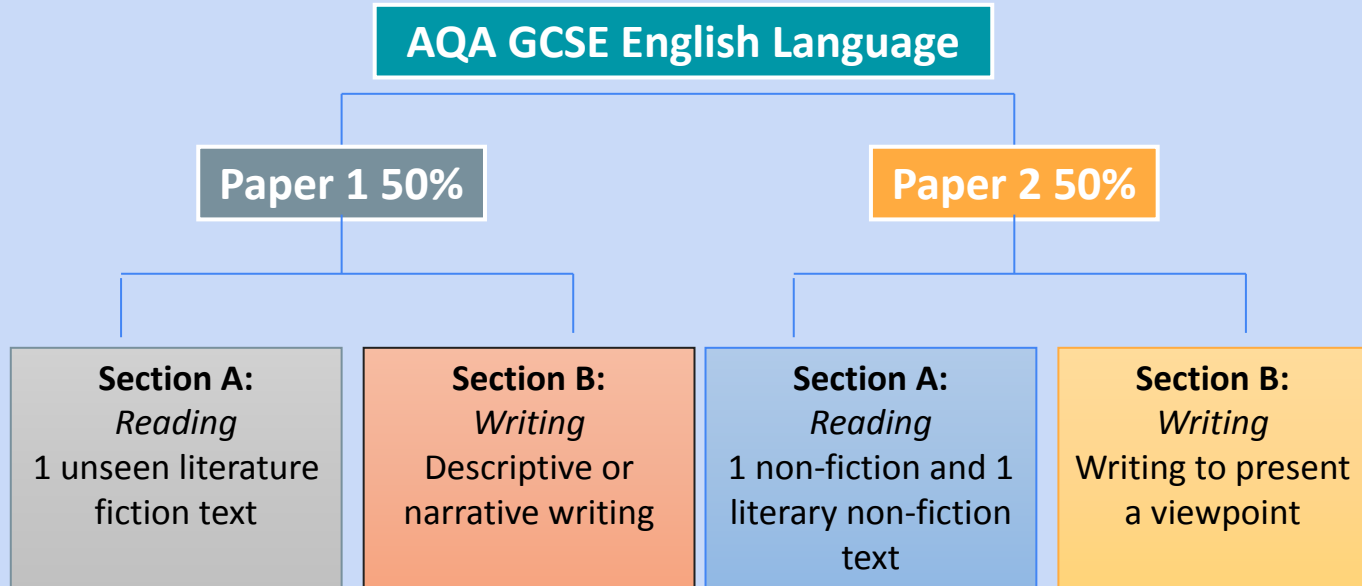


How can I help my child to prepare for their GCSEs?

- Get them organised!
- Read together - wider reading around the context and themes is an excellent way to enrich knowledge for literature.
- Flash cards - quotes and question and answers - mind maps, revision clocks and the revision toolkit.
- Tassomai!
- Read and even rewatch the Literature texts!
- Use our booklets and google classrooms.
- Pixl lit App.
- Mr Bruff/Stacey Reay/Glow Up Your Grades videos on Youtube.
- Collins Snap Revision guides.
- Pre-prepared introductions.
- Practice essays.

An Inspector Calls trip

GCSE English Language



**Total exam time:
1 hour and 45 minutes**

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1 hour and 45 minutes**

English Language Exams

Paper One – 1 hour and 45 minutes

- 1) Information retrieval (AO1)
- 2) Language analysis (AO2)
- 3) Structural analysis (AO2)
- 4) Evaluation (AO4)
- 5) Writing task (AO5 and AO6)

Fiction
One extract

Paper Two – 1 hour and 45 minutes

- 1) True/false statements (AO1)
- 2) Summarise (AO1)
- 3) Language analysis (AO2)
- 4) Comparison (AO3)
- 5) Writing (AO5 and AO6)

Non-fiction
Two extracts

What the paper involves:

- In Paper 1, you will always have 5 questions
- You will be given an extract to read. You will need to examine the language, structure and idea.
- Questions 1-4: You will be expected to focus on openings, endings, narrative perspectives, points of view, narrative or descriptive passages, character development and atmospheric descriptions - this examines your reading skills.
- Question 5: the focus is on descriptive and creative writing skills. You will be using a scenario or a picture as stimulus.



The
Roseland
Academy



Year 11

GCSE English Language Paper 1 Explorations in creative reading and writing Metacognitive Booklet

AQA SPECIMEN MATERIAL 3

Please enter centre or train number
Centre number:
Station:
Candidate number:
Candidate signature:

**GCSE
ENGLISH LANGUAGE
(8700)**

Paper 1 Explorations in creative reading and writing

Time allowed: 1 hour 45 minutes

Materials

You may bring:
• A dictionary or glossary for English only
• Answer sheets
• A ruler or straight edge
• A calculator
• A watch or clock
• A clock or timer
• A list of abbreviations for the apostrophe
• A list of abbreviations for the plural of nouns
• A list of abbreviations for the plural of nouns
• A list of abbreviations for the plural of nouns
• A list of abbreviations for the plural of nouns

Instructions

1. The maximum mark of this paper is 40.
2. This paper is marked by OCR for GCSE for English.
3. You are allowed to use a dictionary for your English, but you are not allowed to use a calculator.
4. You will be assessed on the quality of your writing in Question 5.
5. You will be assessed on the quality of your writing in Question 5.
6. You will be assessed on the quality of your writing in Question 5.

Notes

1. You must not use a calculator.
2. You must not use a calculator.
3. You must not use a calculator.
4. You must not use a calculator.
5. You must not use a calculator.
6. You must not use a calculator.
7. You must not use a calculator.
8. You must not use a calculator.
9. You must not use a calculator.
10. You must not use a calculator.

8700/1



Name:

Class:

Teacher:

Example Questions

0 1

Read again the first part of the source, from **lines 1 to 4**.

List **four** things about Mr Fisher from this part of the source.

[4 marks]

0 2

Look in detail at this extract, from **lines 9 to 15** of the source:

Mr Fisher remembered a time – surely, not so long ago – when books were golden, when imaginations soared, when the world was filled with stories which ran like gazelles and pounced like tigers and exploded like rockets, illuminating minds and hearts. He had seen it happen; had seen whole classes swept away in the fever. In those days, there were heroes; there were dragons and dinosaurs; there were space adventurers and soldiers of fortune and giant apes. In those days, thought Mr Fisher, we dreamed in colour, though films were in black and white, and good always triumphed in the end.

How does the writer use language here to convey Mr Fisher's views on books and stories of the past?

You could include the writer's choice of:

- words and phrases
- language features and techniques
- sentence forms.

[8 marks]

Section B: Writing

You are advised to spend about 45 minutes on this section.

Write in full sentences.

You are reminded of the need to plan your answer.

You should leave enough time to check your work at the end.

0 5

A magazine has asked for contributions for their creative writing section.

Either

Write a description of an old person as suggested by this picture:



or

Write a story about a time when things turned out unexpectedly.

(24 marks for content and organisation)

16 marks for technical accuracy)

[40 marks]

Paper One, Question Two Example

Using lines 7-17.

How does the writer use language to describe the cat's actions/behaviour?

For days the weather had been very bitter, and all the feebler wild things which were his prey had kept, for the most part, in their burrows and nests, and the Cat's long hunt had availed him nothing. But he waited with the inconceivable patience and persistency of his race; besides, he was certain.

10 The Cat was a creature of absolute convictions, and his faith in his deductions never wavered. The rabbit had gone in there between those low-hung pine boughs. Now her little doorway had before it a shaggy curtain of snow, but in there she was. The Cat had seen her enter, so like a swift grey shadow that even his sharp and practised eyes had glanced back for the substance following, and then she was gone. So he sat down and waited, and he waited still in the white night, listening angrily to the

15 north wind starting in the upper heights of the mountains with distant screams, then swelling into an awful crescendo of rage, and swooping down with furious white wings of snow like a flock of fierce eagles into the valleys and ravines.

Paper One, Question Two - Example Response (WHW)

The cat is shown to be patient despite an unsuccessful hunt so far. Despite a “long hunt” he was still “certain” that he would catch something. The noun phrase “long hunt” implies that he is desperate for food and has no other option so remains committed invoking sympathy from the reader. The adjective “certain” juxtaposes this negative feeling as he is still positive that he will succeed. He continues the hunt with “inconceivable patience and persistence”. The alliterative nouns describe the cat’s positive attributes as he is still committed to finding food. The reader admires this behaviour, but may also be concerned that he is committed simply because he has no other option and needs food.

How else could you describe the cat’s actions/behaviour?

What How Why

What	The writer presents _____ as _____. The reader is then forced to consider...
How	Quotation – embed it OR This is shown when... The adjectives/noun/verb/phrase/image/simile/metaphor/zooomorphism/alliteration.... This suggests/ implies/ indicates/ demonstrates/ portrays/ presents/ highlights/ emphasises/reinforces/develops/creates/hints at... It could be argued that/the reader may infer...
Why	The writer wants us to understand the significance of... Alternatively,

How to Revise for English Language

In order to prepare effectively for the exams, you could:

- Revise HOW to answer questions by reading through the booklets completed in class.
- Read pieces of 19th century writing (resources available on Google Classrooms)
- Read a range of fiction and non-fiction - analyse how perspectives and points of view are established.
- Answer one question a night from sample/made up papers (in Google Classroom) and build up to spending the full-time on a paper during weekends
- Plan responses to creative writing tasks
- Plan responses to non-fiction writing tasks - particularly articles
- Work on technical accuracy – can you improve sentences? Do you know what a complex sentence is? Do you know where to use a semi-colon?
- **Use Tassomai**
- **Use Seneca**
- Alongside your booklets and the notes from class, we recommend the Collins Snap revision guide.