GCSE English Language
Year 10 Entry
Key Information

- English Language and English Literature are two separate, equally important GCSE qualifications.
- English Language assesses reading and writing skills through unseen material.
- English Literature assesses reading skills through pre-read texts and some unseen material.
- Both qualifications are 100% exam.
- English Language will be examined at the end of Year 10.
- English Literature will be examined at the end of Year 11.
- Both qualifications have 2 exams – so there are 4 exams in total.
- There are no tiers of entry: all students sit the same exam.
- English Literature exams are ‘closed text’. i.e. Students will not take copies of the text into the exam.
### Split Entry Success at Southam

<table>
<thead>
<tr>
<th>NATIONAL DATA</th>
<th>SOUTHAM COLLEGE SUMMER 2018 YEAR 10 RESULTS</th>
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</thead>
<tbody>
<tr>
<td>70% Grade 4 and above</td>
<td>81% Grade 4 and above</td>
</tr>
<tr>
<td>53% Grade 5 and above</td>
<td>65% Grade 5 and above</td>
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GCSE English Language

- Paper 1: Explorations in Creative Reading and Writing (1 hour 45)
- Section A: Reading (50% of the marks for the paper)
- Students read one extract from a creative text – this is likely to be an extract from a novel
- 4 questions
  - Q1: Retrieval of information (4 marks)
  - Q2: Analysis of language (8 marks)
  - Q3: Analysis of structure (8 marks)
  - Q4: Evaluation (20 marks)

The questions increase in challenge and in marks (from 4 up to 20)
GCSE English Language

- Paper 1: Explorations in Creative Reading and Writing (40 marks – 16 are for SPAG)
- Section B: Writing (50% of the marks for the paper)
- A choice of questions – either descriptive or narrative
- E.g. A piece of writing inspired by an image such as this:
GCSE English Language

• Paper 2: Writers’ Viewpoints and Perspectives (1 hour 45)
• Section A: Reading (50% of the marks for the paper)
• Students read two extracts: one modern non-fiction (e.g. a news article) and one pre-1900 literary non-fiction (e.g. travel writing)
• 4 questions
  • Q1: True or false (4 marks)
  • Q2: Summary of both texts (8 marks)
  • Q3: Analysis of language (12 marks)
  • Q4: Comparison of views and language (16 marks)

The questions increase in challenge and in marks (from 4 up to 16)
GCSE English Language

- Paper 2: Writers’ Viewpoints and Perspectives (40 marks – 16 are for SPAG)
- Section B: Writing (50% of the marks for the paper)
- 1 question – writing to argue and persuade
- The question will be based on the reading material
- Students will be given a statement to argue for or against

0 5

‘Snow seems like it is picturesque, exciting and fun but in reality it causes accidents, inconvenience and economic disruption.’

Write an article for a broadsheet newspaper in which you explain your point of view on this issue.

(24 marks for content and organisation
16 marks for technical accuracy)

[40 marks]
Research Survey Findings...

Pupils who regularly achieve their target grade or higher owe their success to:

- Being helped/monitored at home with their home-learning
- Handing their home-learning in on time
- Having a designated and quiet area to complete their home-learning
- Packing their bag the night before by checking their planner
- Reading at home/outside of school
- Not having games consoles or televisions/laptop computers in their bedrooms or reducing the time spent on these devices
- Having the correct equipment at home
- Feeling confident with their written accuracy
- Having wide range of vocabulary
- Receiving individual attention to support with their learning
How can you help?

- Encourage wider reading of 20\textsuperscript{th} and 21\textsuperscript{st} Century novels
- Support your son/daughter to include English revision in their revision timetable – purchase a revision guide for them
- Ensure that your son/daughter is completing their home-learning booklet
- Provide opportunities for reading of the news online and in print
- Encourage them to attend revision sessions (advertised on our social media)
- Practise reading texts from the past together e.g. Letters or diaries by famous writers such as Charles Dickens, Florence Nightingale, Charles Darwin
- Practise spellings and punctuation by reading their work with them and testing them on spellings and homophones
- Log in to Show My Homework and support students with completing home-learning
- Follow our social media page (Facebook)
How can students revise?
Thank you for listening, please contact Natalie Clough or a member of the English Department for further information.

Clough.N@welearn365.com
"Just a darn minute! — Yesterday you said that X equals two!"
Foundation Tier will focus on core mathematical understanding and skills for all students to master.

Number 25%

Ratio, Proportion & Rates of Change 25%

Algebra 20%

Geometry & Measures 15%

Statistics & Probability 15%

You can see numeracy skills account for over half the content.
GCSE Mathematics (9-1)

Higher Tier Content

“Higher tier will focus on questions that will stretch the most able”

Students following higher tier will need strong algebraic skills
GCSE Mathematics (9-1)

Grades and Tiers

1 2 3 4 5 6 7 8 9

Overlap

Foundation Tier

Higher Tier
GCSE Mathematics (9-1)

The Examinations
GCSE Mathematics (9-1)

Assessment and Tracking

- Following each unit of work students will sit a short end of topic test.
GCSE Mathematics (9-1)

Year 10 Exams

- Students will sit three papers
  - Paper 1 - Non Calculator
  - Paper 2 - Calculator
  - Paper 3 - Calculator
- Students will be graded on the 9-1 scale
GCSE Mathematics (9-1)

Equipment

- Pencil
- Black Pen
- Ruler
- Rubber
- Pair of compasses
- Protractor
- Scientific Calculator (recommended Casio fx series)
GCSE Mathematics (9-1)

Resources

- Textbooks
GCSE Mathematics (9-1)

Resources

- Textbooks
- Revision Guides
GCSE Mathematics (9-1)

Resources

- Textbooks
- Revision Guides
- www.mymaths.co.uk

Login: southam
Password: integer1
GCSE Mathematics (9-1)

Resources

- Textbooks
- Revision Guides
- [www.mymaths.co.uk](http://www.mymaths.co.uk)
- PiXL Maths App

School id: SM882
For Year 10 students and their parents

Presented by Jim Eltringham, Head of Science, Southam College
What I shall talk about

1. The ‘new’ courses.
2. Science delivery at Southam.
5. Science exams.
6. 6-mark ‘essay’ questions.
The Courses

• AQA Combined Science Trilogy (8464)

• AQA Biology (8461)

• AQA Chemistry (8462)

• AQA Physics (8463)
Combined Science

- 3 subjects
- 2 GCSEs
- 1 grade
  \((1,1 \to 9,9)\)
  9,8 but not 9,5
Assessment structure

• 100% Exams - No coursework
Topics we cover- Biology

- Cell Biology
- Organisation
- Infection and response
- Bioenergetics
- Homeostasis and response
- Inheritance, variation and evolution
- Ecology
Topics we cover - Chemistry

- Atomic structure and the periodic table
- Bonding, structure and the properties of matter
- Quantitative chemistry
- Chemical changes
- Energy changes
- The rate and extent of chemical change
- Organic chemistry
- Chemical analysis
- Chemistry of the atmosphere
- Using resources
Topics we cover - Physics

- Energy
- Electricity
- Particle model of matter
- Atomic structure
- Forces
- Waves
- Magnetism and electromagnetism
- Space physics (Only Separate Science Physics)
There is no coursework

• There are now REQUIRED PRACTICALS – Which you must know about and have completed.

• These are throughout your entire course and could/should turn up in the written exams.

• So practical work is still really important
Don’t forget the extra maths!

10% of Biology
20% of Chemistry
30% of Physics
There’s also the Physics Equations...

- 23 to recall and use.
- Another 12 to know how to use (but not recall).
2. Science delivery at Southam

**10A4, 10A5, 10B1, 10B2, 10B3, 10B4, 10C1, 10C2, 10C3, 10C4**

Biology, Chemistry, Physics.

3 lessons each/fortnight. (4\textsuperscript{th} lesson for 1 subject =10).

Separate teachers.

2x75 minute exams/subject at the end of Year 11.

2 GCSEs.

**10A1, 10A2, 10A3**

Biology, Chemistry, Physics.

4 lessons each/fortnight. (12 in total).

Separate teachers.

2x105 minute exams/subject at the end of Year 11.

3 GCSEs.

N.B. Both routes are designed to support Level 3 (Key Stage 5) study, provided entry grades are met.
3. Science lessons

1. Bring a pen, pencil, clear plastic ruler and a calculator (high maths content).
2. Bring your revision guide – and get it out.
3. Ask questions the moment you are not sure.
4. Read ahead. (How?)
5. Revise for the tests we are having roughly every 6 lessons.
6. Take the tests and the follow-up FARs seriously.
4. Science revision

1. Start early
2. Find techniques which work for you.
3. Take our advice and ask for help if this does not work for you.
You could use:

- Resources from the AQA website (including specimen papers and specifications)
- Books and Revision guides
- Revision notes
- (Past exam papers)
- (BBC Bitesize website)
- Revision “cards”, see the Y10 BLOG.
This is not cheating.
01. Figure 1 shows four different types of cell.

**Figure 1**

Cell A  Cell B  Cell C  Cell D

01.  Which cell is a plant cell?
Give one reason for your answer.

Cell  
Reason  

01.  Which cell is an animal cell?
Give one reason for your answer.

Cell  
Reason  

01.  Which cell is a prokaryotic cell?
Give one reason for your answer.

Cell  
Reason  

[2 marks]

01.  A scientist observed a cell using an electron microscope.
The size of the image was 25 mm.
The magnification was $\times 100,000$

Calculate the real size of the cell.
Use the equation:
magnification = \( \frac{\text{image size}}{\text{real size}} \)

Give your answer in micrometres.

Real size = ________ micrometres

[3 marks]

Turn over for the next question
Resources we use

AQA GCSE (9-1) Biology
Student Book
Anne Filling
John Beelby
Series editor: Ed Walsh

AQA GCSE Chemistry
Student Book
Ann Daniels
Series editor: Ed Walsh

AQA GCSE (9-1) Physics
Student Book
Revised edition
Sandra Mitchell
Charles Golabek
Series editor: Ed Walsh

Be the best you can be!
Resources we offer

**Topic C1 — Atomic Structure and the Periodic Table**

**Atoms**

All substances are made of **atoms**. They’re really tiny — too small to see, even with your microscope. Atoms are so tiny that a 50p piece contains about 77 400 000 000 000 000 000 000 of them. Quite a lot then...

**Atoms Contain Protons, Neutrons and Electrons**

Atoms have a radius of about 0.1 nanometres (that’s 1 × 10⁻⁹ m). There are a few different (and equally useful) modern models of the atom — but chemists tend to like the model below best.

**The Nucleus**

1) It’s in the middle of the atom.
2) It contains **protons** and **neutrons**.
3) The nucleus has a radius of around 1 × 10⁻⁹ m (that’s around 1/10 000 of the radius of an atom).
4) It has a positive charge because of the protons.
5) Almost the whole mass of the atom is concentrated in the nucleus.

**The Electrons**

1) Move around the nucleus in electron **shells**.
2) They’re **negatively charged** and tiny, but they cover a lot of space.
3) The volume of their orbits determines the size of the atom.
4) Electrons have virtually no mass.

<table>
<thead>
<tr>
<th>Particle</th>
<th>Mass</th>
<th>Charge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proton</td>
<td>1</td>
<td>+1</td>
</tr>
<tr>
<td>Neutron</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Electron</td>
<td>Very small</td>
<td>-1</td>
</tr>
</tbody>
</table>

**Number of Protons Equals Number of Electrons**

1) Atoms are neutral — they have no charge overall (unlike ions).
2) This is because they have the **same number** of protons as electrons.
3) The charge on the electrons is the same size as the charge on the protons, but opposite — so the charges cancel out.

A nanometer (nm) is one billionth of a meter. Shown in standard form, that’s 1 × 10⁻⁹ m. Standard form is used for showing really large or really small numbers.
Nutrition

Chemical digestion
- Digestive enzymes: Hydrochloric acid
- Break down molecules into smaller molecules

Mechanical digestion
- Churn of the stomach
- Chew of the amylase

Protein digestion
- Relaxation of the muscle
- Hydrochloric acid in stomach
- Oxidation in liver

Carbohydrate digestion
- Breakdown in mouth
- Oxidation in liver

Lipid digestion
- Hydrolysis into fatty acids and glycerol

Absorption
- Intestine lining
- Nutrients absorbed through the wall

Vitamin A
- Helps vision
- Helps growth

Control of digestion
- Hormones regulate the process

Critical points
- Reflect on the process and implications
Past exam papers are still useful...

...but do be careful what you use.

Generally speaking, it's all good...

...but if you're not sure, ask.
AQA

Topics

This section for students studying the current (2011 onwards) Science course. If you are studying the old (pre-2011) course, please visit the pre-2011 course index.

Biology

Keeping healthy
Diet and exercise, defending against infection

Nerves and hormones
The nervous system, control in the human body, control in plants

The use and abuse of drugs
Drugs

Interdependence and adaptation
Adaptations, environmental change
Online text book information

The first of many revision questions.

Shall we have a quick look?
5. Science exams*

1. Answer the question, cut to the chase.
2. Don’t repeat the root of the question.
3. Make a point for each mark.
4. Answer on the line.
5. Cross out with 1 line.
6. Above all:
   READ THE QUESTION.
   ALL OF IT.
   REFER BACK TO IT.
   LEAVE THE HARD ONES AND COME BACK TO THEM.
   SHOW ALL YOUR CALCULATIONS.

   * And past paper questions.
What the ‘new’ exams are like

About 1 in 10000 people has a condition called situs inversus.

People with this condition have their organs reversed so they are a ‘mirror image’ of the usual arrangement.

For most people with situs inversus, there are no harmful effects on their health.

However, doctors need to know if someone has the condition if they are going to successfully treat them if they are ill or injured.

(a) The diagram shows the heart from someone with situs inversus, viewed from the front.

(i) Look at the diagram of the heart. Which part pumps blood around the body?

Choose from A, B, C or D, and explain your choice.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................ [2]

03.2 Calculate the mean rate of sugar produced per minute during the first 5 minutes. [2 marks]

........................................................................................................................................

Mean rate = __________ units per minute

03.3 Iodine solution is added to a sample taken from the boiling tube after 10 minutes and 60 minutes.

Suggest what you would see in these samples. [2 marks]

After 10 minutes

........................................................................................................................................

After 60 minutes

........................................................................................................................................

03.4 The scientist repeated the investigation at 37 °C.

Draw a line on Figure 4 to show the results the scientist would get. [2 marks]
6. 6 Mark ‘essay’ questions

We will train you on these, but:

1. Write bullet points.
2. Don’t try to write prose (unless you are really good at it).
3. When you have made the points you want to make, STOP.
4. Re-read the question. Have you answered it?
5. Spellings* and grammar are not important as long as we can tell what you mean.

*It sounds the saym wen red owt, that’s jenerily owkaye**.

**except easily confused technical words, e.g. mitosis/ meiosis
Key questions

1. How do I access the online text book?
You will soon be able to log on as a Y10, in the meantime please log on as if you are still in Year 9.
The material is the same.

2. How do you know so much about the exams?
Members of the department including myself are employed by AQA as examiners for GCSE Sciences. The main ‘selling point’ here from AQA is the invaluable insight it gives staff into the marking process.
Thank you

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