

Year 10 information evening

Tutor Programme
English GCSE
Maths GCSE
Science GCSE



Key Staff

Mrs Broderick – Pastoral Head of Year 10

Mr Brokenshire – Head of Key Stage 4: Behaviour and Standards

Mrs Bond – Community Head of Year 10



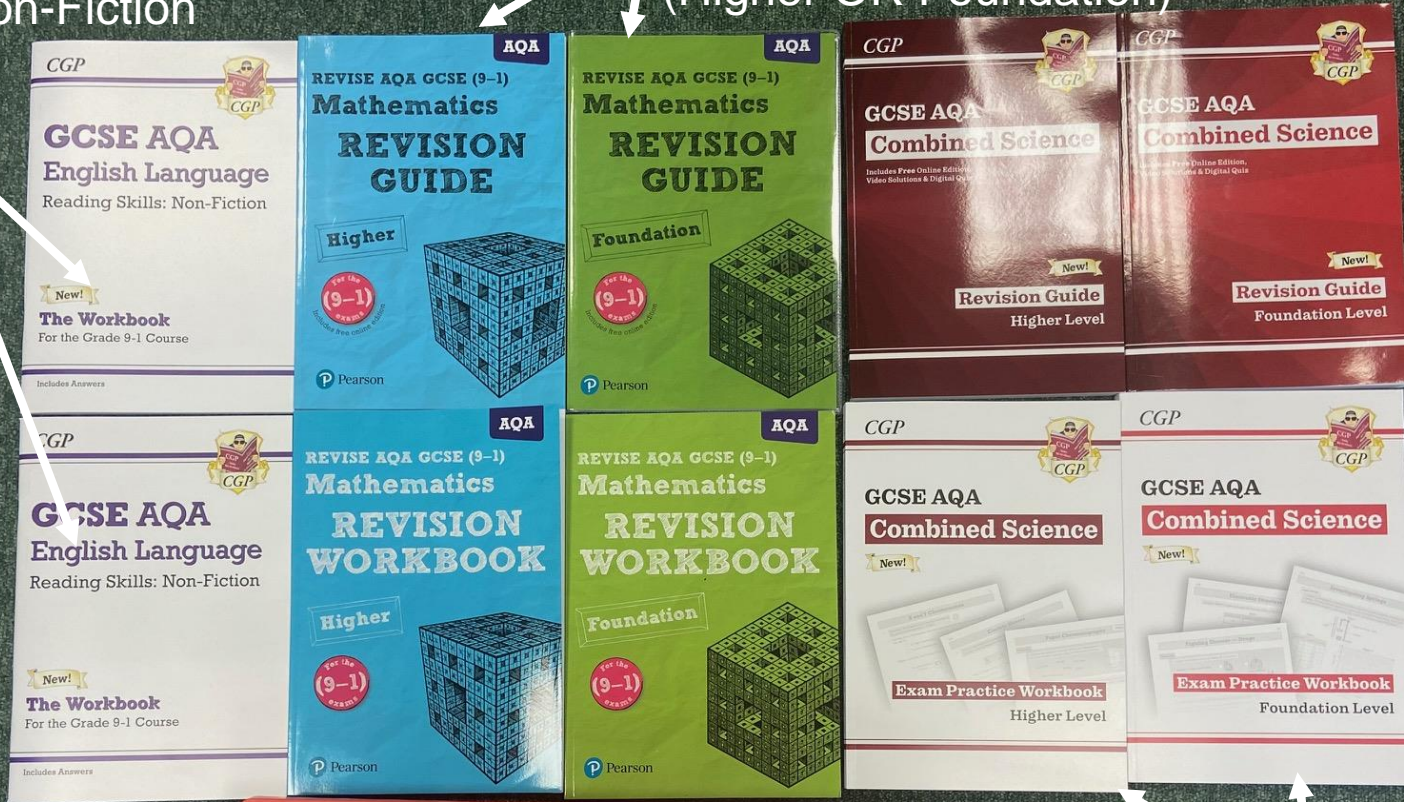
Y10 General Programme

Monday	Workbook
Tuesday	Workbook
Wednesday	Assembly(KS4 Sports)
Thursday	Workbook/Flashcards
Friday	Games (KS4 Sports)



English Fiction
and Non-Fiction
books

Maths Revision Guide and Workbook
(Higher OR Foundation)



Red tray
and a lid

Science
Revision
Guide and
Workbook
(Higher OR
Foundation)

Year 10 Tutor Programme 2023-2024

Monday	Tuesday	Wednesday	Thursday	Friday
INSET	INSET	Assembly - Introduction to the year	Sci workbook 1	Games
SCI workbook 2	SCI workbook 3	Assembly - Expectations	SCI workbook 4	Games
SCI workbook 5	SCI workbook 6	Assembly - Safeguarding	SCI workbook 7	Games
Assembly - Work Experience	Careers 1:	Careers 2:	Careers 3:	Careers 4:
ENG workbook 1	ENG workbook 2	Assembly - Standards	ENG workbook 3	Games
ENG workbook 4	ENG workbook 5	Assembly - Ofsted feedback	ENG workbook 6	Games
MATHS workbook 1	MATHS workbook 2	Assembly - Celebrations	MATHS workbook 3	Games
HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM

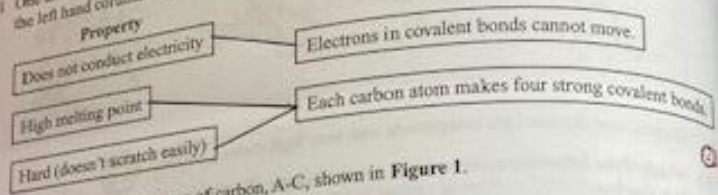


Examples of student work

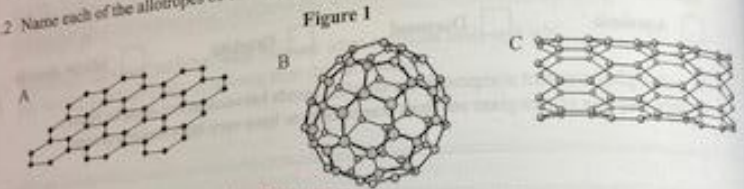
Allotropes of Carbon

Carbon forms a number of different allotropes. Grade 4-6

1. One allotrope of carbon is diamond. Draw lines to connect each of the properties of diamond in the left hand column to the best explanation of that property in the right hand column.



1.2 Name each of the allotropes of carbon, A-C, shown in Figure 1.



A graphite ✓ B fullerene C nanotube

1.3 Suggest a use for allotrope C.
strengthening materials without adding much weight.

2. This question is about the carbon allotrope graphite. Grade 6-7

2.1 Describe the structure and bonding in graphite.
graphite is a sheet of carbon joined together with covalent bonds. Each carbon molecule has 3 bonds. when these sheets are piled up they create graphite. The layers are joined together with weaker bonds, so they can slide apart.

2.2 Graphite can be used to make components in electrical circuits. Explain how the bonding and structure of graphite makes it suitable for this use.
Graphite has delocalised electrons that can move around to conduct electricity.

Enzymes

• A catalyst is a substance which increases the speed of a reaction, without being changed or used up in the reaction.

1) living things have tons of reactions going on inside their cells. 2) These reactions are controlled by enzymes. 3) Enzymes are large proteins. 4) They speed up reactions inside living things by acting as catalysts.

Making Salts

Safety: Wearing goggles, heat gently

Base: An oxide, hydroxide or a carbonate of a metal

Copper oxide + sulfuric acid → copper sulfate
 $CuO + H_2SO_4 \rightarrow CuSO_4 + H_2O$

BI ENZYMES (CATALYSTS)

- What is a Catalyst?
- What do ENZYMES Catalyse?
- What is the model called that the ENZYMES do?

BI ENZYMES ANSWERS

- ENZYMES Catalyse reactions
- ENZYMES are large proteins made of amino Acid
- the ENZYMES will lock on to the substrate
- the Temperature and PH



WEDNESDAY LUNCHTIME

CLUB	TEACHER	WHEN	WHERE	WHO
YEAR 10 FRENCH	Mrs SHINE	1:00PM - 1:30PM	ROOM 124	YEAR 10
YEAR 10 SPANISH	Mrs SHINE	1:00PM - 1:30PM	ROOM 125	YEAR 10
MIXED HOCKEY	Mr STODDARD	1:03PM - 1:45PM	MEET AT CHANGING ROOMS	KS4
BADMINTON & VOLLEYBALL	Mrs COOK	1:03PM - 1:45PM	SPORTSHALL	KS4
GAMES - GIRLS ONLY	Miss HURWORTH	1:03PM - 1:45PM	GYM	KS4
DEBATE CLUB	Mr GELL & Miss NILES	1:15PM - 2:00PM	ROOM 208	ALL WELCOME
LES MIS SINGING REHEARSAL	Mrs FOXON	1:15PM - 2:00PM	ROOM 126	LES MIS CAST
LES MIS ORCHESTRA REHEARSAL	Mr GIBBONS	1:15PM - 2:00PM	ROOM 127	LES MIS CAST
DUKE OF EDINBURGH AWARD	Mr MERRICK & Mr MORGANS	1:30PM - 2:00PM	ROOM 220	SILVER DofE STUDENTS

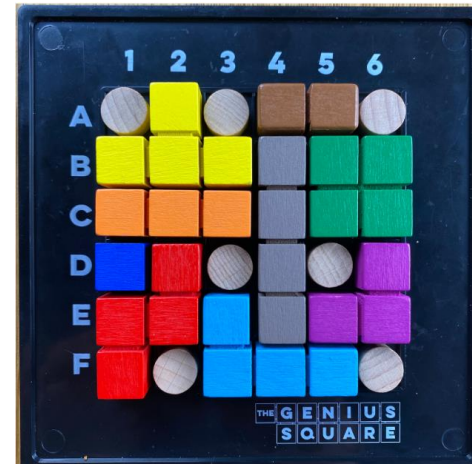


FRIDAY LUNCHTIME

WEEK A	CLUB	TEACHER	WHEN	WHERE	WHO
	YEAR 10 BASKETBALL	Mr STODDARD	1:03PM - 1:45PM	SPORTSHALL	KS4
	GIRLS FOOTBALL	Mr PARKER	1:03PM - 1:45PM	ASTRO	KS4
	YEAR 10 DODGEBALL	Mrs COOK	1:03PM - 1:45PM	GYM	KS4
	SOUL BAND	Mr GIBBONS	1:30PM - 2:00PM	ROOM 126	ALL WELCOME
	DUKE OF EDINBURGH AWARD	Mr MERRICK & Mr MORGANS	1:30PM - 2:00PM	ROOM 220	SILVER DofE STUDENTS
	YEAR 10/11 REHEARSAL & DROP IN	Miss SMITH	1:30PM - 2:00PM	ROOM 130	BTEC AND GCSE STUDENTS ONLY

WEEK B	CLUB	TEACHER	WHEN	WHERE	WHO
	GIRLS FOOTBALL	Mr PARKER	1:03PM - 1:45PM	ASTRO	KS4
	SOUL BAND	Mr GIBBONS	1:30PM - 2:00PM	ROOM 126	ALL WELCOME
	DUKE OF EDINBURGH AWARD	Mr MERRICK & Mr MORGANS	1:30PM - 2:00PM	ROOM 220	SILVER DofE STUDENTS
	YEAR 10/11 REHEARSAL & DROP IN	Miss SMITH	1:30PM - 2:00PM	ROOM 130	CAST ONLY

Games Day



WHY ARE WE DOING THIS?

- In the first half term year 10 have covered 16 sessions so 8 hours of revision
- By the end of year 10 they will have completed 99 sessions so 49.5 hours of revision
- By the end of year 11 they will have completed 172 sessions so 86 hours of revision



YEAR 10 EXAMS

8th-24th May 2023

Exams in most subjects





Punctuation is important!

A woman without her man is nothing.

A woman: without her, man is nothing.

Let's eat Grandma!

Let's eat, Grandma!



GCSE English Language and GCSE English Literature

The Key Stage 4
Experience

Is it much different to Key Stage 3?

Course content

- ❖ Linear structure
- ❖ How it works in the classroom
- ❖ Broadly banded groups: target 7-9, target 4-6 and nurture groups
- ❖ Attendance
- ❖ Set texts
- ❖ Homework requirements

Specification updates from 2017 to present

- **Exam only – no coursework**
- **Closed book**
- **Grades 1-9 all on one tier of entry**
- **A grade 5 or above as a strong pass; below grade 4/5 could lead to re-sit**
- **Greater emphasis on technical accuracy**
- **Greater emphasis on ability to use subject terminology**
- **Greater emphasis on formal speaking skills**



The detail....

What is the combined course about?


GCSE English Language:

3 areas of focus

- Reading assessed by exam
- Writing assessed by exam
- Speaking and Listening assessed by recorded test

GCSE English Literature:

- A novel, pre-released poetry, unseen poetry and drama texts from two different times



We separate the two subjects out and most students have two different English teachers.

They have English Language lessons at the start of the week and English Literature lessons at the end of the week.

- Students who need 5 passes for their college courses can get two of them from English.

Attendance

- Every lesson in year 10 and year 11 is linked to an aspect of the GCSE courses.
- Every lesson missed is part of the exam that has not been covered in as much depth or detail.
- Direct correlation between achievement and attendance.
- But life happens! However, they need to catch up work they have missed.

Language - a little more detail....

- **GCSE English Language:**
- **Reading and writing assessed by two examinations**
- **Speaking and Listening assessed by recorded test**

Reading questions assess:

- Retrieval of information
- Summarising
- Commenting on language and structure
- Comparing texts from two different times
- Evaluating texts

Writing questions assess:

- Composition and organisation
- Technical accuracy – sentences, spelling, punctuation and grammar

Literature – a little more detail

- GCSE English Literature:
 - Novels, poetry and drama

Two exam papers

1. Shakespeare (Romeo and Juliet) and 19th Century Novel (A Christmas Carol) – *1hr 45mins*
2. Modern text (An Inspector Calls), pre-released poetry comparison and unseen poetry with a comparison – *2hr 15mins*

Some new (but very old 'O' level type) things in the 9-1 Literature course

Learning quotes:

- Students will be given extract from Shakespeare / 19th century novel but will have to refer to the whole text – know **quotes**
- Students will be given a poem from the cluster they have studied, but will have to compare it to another poem they have studied – know **quotes**
- Students will write about 'An Inspector Calls' and will have to include supporting **quotes** they have learnt

Quotes and memory



- Students will need to know a variety of quotes from their set texts
- At least one or two from each of the poems which = 30
- And some from all the other set texts.
- If they say they have no homework, they can definitely go on to Moodle and learn quotes.

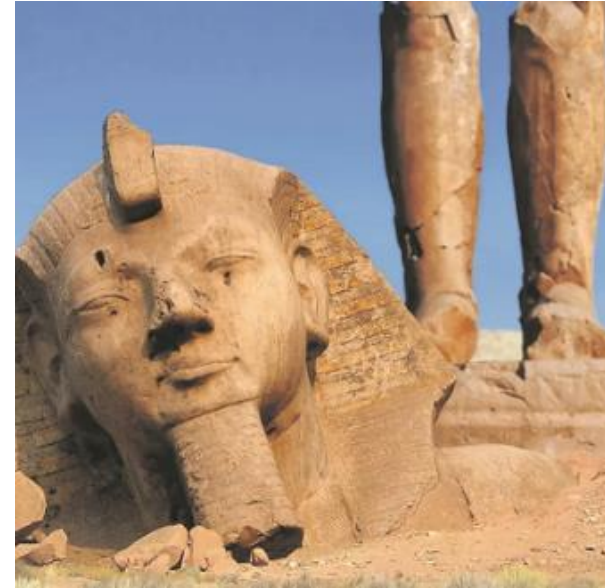
Sample questions

Compare the ways poets present ideas about pride in ‘Ozymandias’ and in one other poem from ‘Power and Conflict’ [30 marks]

OZYMANDIAS

I met a traveller from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert. Near them on the sand,
Half sunk, a shatter'd visage lies, whose frown
And wrinkled lip and sneer of cold command
Tell that its sculptor well those passions read
Which yet survive, stamp'd on these lifeless things,
The hand that mock'd them and the heart that fed;
And on the pedestal these words appear:
'My name is Ozymandias, king of kings:
Look on my works, ye Mighty, and despair!'
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare,
The lone and level sands stretch far away.

PERCY BYSSHE SHELLEY

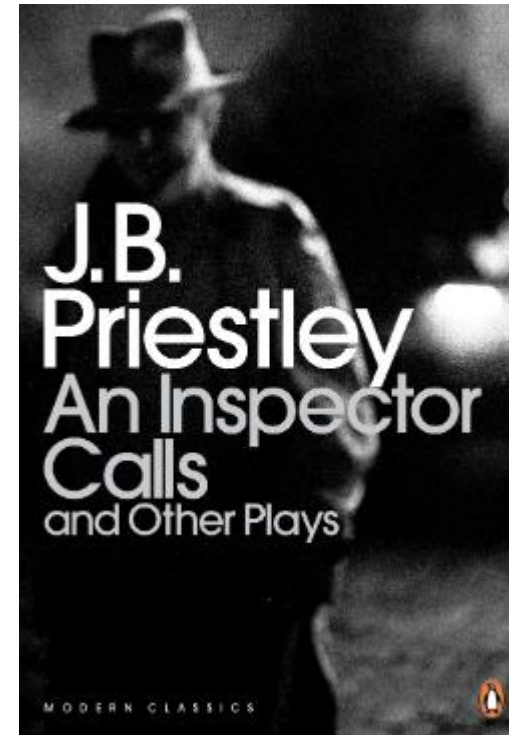


Sample questions

How does Priestley explore the issue of class in *An Inspector Calls*?

Write about:

- the ideas about class in *An Inspector Calls*
- how Priestley presents these ideas by the ways he writes.



Challenge – can we learn 1 or 2 key quotes in the next few minutes?

How can you learn them?

- Repeating aloud
- Recording and listening to over and over
- Look, say, cover, write, check
- Use a partner to prompt
- Look for patterns
- Put on post its / cards and display prominently



These quotes come from the opening Prologue and Act I of 'Romeo and Juliet'

- **'Two households both alike in dignity'**
- **'A pair of star-crossed lovers take their life'**
- **O, she doth teach the torches to burn bright'**



Importance of Speaking task

- 0% value in GCSE although it is separately accredited on exam certificate (pass, merit, distinction)
- Homework tasks
- Not optional
- Key skill
- **How can you help?**
 - Encourage your child to rehearse their talk
 - Encourage them to record themselves and play it back
 - Do they sound interested in the topic?
 - Do they sound natural?
 - Can they answer questions and discuss their topic beyond their talk?



How do I help my child with writing?

- Writing exam response process
 - Read it aloud to spot errors
 - Check for the spelling, punctuation and grammar
 - Encourage dictionary and thesaurus use for vocabulary variety
 - Use the checklists provided by teachers to assess the range of punctuation used etc.
 - Ration social media/gaming time (always a favourite one...)
 - Encourage neatness of presentation
- Exam practice papers and questions
- Encourage your child to read widely and re-read the set texts

How can we help our young people with reading?

How can we ensure that they continue to develop so they can access the reading in all their exams, not just the English ones?



From this...

The first thing you noticed about Miss Root was her teeth. She had the most dazzling white smile. Whiter than white. Like a fluorescent light. Her teeth were absolutely flawless. So flawless they couldn't possibly be real. The second thing you noticed about Miss Root was that she was impossibly tall. Her legs were so long and thin, it was like watching someone walk on stilts.

The Demon Dentist – David Walliams

To this...

...And in this state she gallops night by night
Through lovers' brains, and then they dream of love;
O'er courtiers' knees, that dream on court'sies straight,
O'er lawyers' fingers, who straight dream on fees,
O'er ladies' lips, who straight on kisses dream,
Which oft the angry Mab with blisters plagues,
Because their breaths with sweetmeats tainted are:
Sometime she gallops o'er a courtier's nose,
And then dreams he of smelling out a suit;
And sometime comes she with a tithe-pig's tail
Tickling a parson's nose as a' lies asleep,
Then dreams, he of another benefice:
Sometime she driveth o'er a soldier's neck,
And then dreams he of cutting foreign throats,
Of breaches, ambuscadoes, Spanish blades,
Of healths five-fathom deep; and then anon
Drums in his ear, at which he starts and wakes,
And being thus frightened swears a prayer or two
And sleeps again.

Romeo and Juliet – Shakespeare

Helping promote reading

- Encourage as much reading as possible
- Set an example with your own reading
- Discuss books / magazine / websites – use how and why based questions
- Some students value ebooks as an alternative
- Others find audiobooks helpful
- KS4 Reading List available...

KS4 Recommended Reading List

(v. 02)

The books in this list have been carefully selected by the English department at Richard Lander School. We hope this list helps you to discover new books and inspires your own creative writing.

Do you have any books that you would recommend? Let us know and we will update the list!

Please be mindful that some of the books listed are challenging, whilst others contain sensitive topics and mature content. We recommend that parents/ carers always check a book before reading.

Enjoy!



Autobiographical and Biographical

Maya ANGELOU	<i>I Know Why the Caged Bird Sings</i>
Sir David ATTENBOROUGH	<i>Adventures of a Young Naturalist</i>
Jenson BUTTON	<i>Life to the Limit</i>
Roald DAHL	<i>Boy: Tales of Childhood</i>
Gerald DURRELL	<i>My Family and Other Animals</i>
Jonathan EIG	<i>Ali: A Life</i>
Anne FRANK	<i>Diary of Anne Frank</i>
Steven GERARD	<i>Gerard: My Autobiography</i>
Martin GILBERT	<i>Churchill: A Life</i>
Jessica ENDS-HILL	<i>Unbelievable - From My Childhood Dreams to Winning Olympic Gold</i>
Walter ISAACSON	<i>Steve Jobs</i>
James JOYCE	<i>A Portrait of the Artist as a Young Man</i>



Screen Time Limit?

- **SCREEN TIME WARNING**
- **Phone/computer/playstation/
Xbox/Netflix/youtube etc**
- **Are they actually reading / doing
homework / revising / researching on the
net?**



Homework

- Tassomai – for Literature – when they have studied enough of ‘Romeo and Juliet’ this term to get going.
- Spellings and / or vocabulary to learn
- Knowledge Organisers to learn sections of for mini-tests in class

Sample Knowledge Organiser


'Romeo and Juliet' by William Shakespeare	AQA GCSE English Literature Paper 1 (1hr 45mins)	Section A: 50 minute response – Extract to whole		
Central Characters	Minor characters:	Themes in the play (AQ1)		
<p>Romeo: A young Montague. Not interested in violence, only love. He's passionate and sensitive yet also impulsive. He can be immature but his idealism and passion make him an empathetic character.</p> <p>Juliet: A young Capulet. Naïve and sheltered at the beginning, she develops into a strong character. She is courageous and determined, passionate, loyal, brave and tragic.</p> <p>Friar Lawrence: Friend to both Romeo and Juliet. Father figure and jolly man. Kind, civic-minded, (believing the marriage may heal the feud). Also expert with potions and herbs.</p> <p>Nurse: Like a mother to Juliet / confidante. Often says inappropriate things. Her view of love is earthy and sexual. She is kind and sentimental.</p> <p>Lord Capulet: Patriarch. Juliet's father. Prudent and caring but can fly into rage if respect is lacking. Loves Juliet but social status means he commands respect and obedience from all.</p> <p>Mercutio: Romeo's close friend. Witty, bawdy, cynical and hot-headed character. Kinsman to the Prince, loyal, proud and loved by his peers. Defiant, impulsive and sad.</p> <p>Benvolio: Romeo's cousin. Tries to keep the peace and keep Romeo's mind off of Rosaline. Makes a genuine effort to diffuse the violence and offers a listening ear to Romeo.</p> <p>Prince: Leader of Verona, concerned with keeping order between the warring families. Holds political power and is frustrated by social unrest and defiance of the Montagues and Capulets. Powerful with authority, also merciful in his treatment of Romeo.</p> <p>Tybalt: Juliet's cousin. Obsessed by family honour; quick to draw his sword. A proud man who cannot lose face. Hates Montagues. Vain, aggressive, impulsive and violent.</p> <p>➤ EVERY CHARACTER IS A CONSTRUCT.</p>	<p>Lady Capulet – Juliet's mother Lord Montague – Romeo's father <input type="checkbox"/> <i>Revise these characters by linking them to the main characters.</i> Lady Montague – Romeo's mother Balthasar – Romeo's page <input type="checkbox"/> <i>What FUNCTION do these Gregory – Capulet servant characters perform?</i> Sampson – Capulet servant <input type="checkbox"/> <i>Why has Shakespeare CONSTRUCTED them?</i> Abram – Montague servant</p> <p style="text-align: center;">Shakespeare's construction of characters</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>THE MONTAGUES</p> <p>Romeo Melancholic: someone who is prone to being depressed. Quixotic: extremely idealistic, unrealistic and impractical. Ardent: enthusiastic and passionate. Benvolio Appeasing: someone who tries to pacify others. Sincere: honest and genuine. Stalwart: loyal and reliable. Mercutio Anarchic: unruly and chaotic. Impulsive: someone who acts on a whim, without thinking. Precocious: someone who 'shows off' their intelligence arrogantly. Friar Lawrence Trustworthy: dependable confidante. Wise: challenges Romeo and has faith in the young. Compassionate: can be comforting and kind.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>THE CAPULETS</p> <p>Juliet Idealistic: someone who believes whole-heartedly in something, even if it is unrealistic. Ingenuous: innocent, naïve and unworldly. Resolute: someone who has made their mind up and whose opinion cannot be changed. Tybalt Volatile: someone who could explode at any moment. Tempestuous: someone who is unpredictable and has many conflicting emotions. Righteous: someone who believes what they are doing is morally justifiable. Nurse Maternal: motherly. Submissive: will bend to a dominant authority and do what she is told. Uncouth: uncivilised and uncultured, potentially vulgar.</p> </td> </tr> </table>	<p>THE MONTAGUES</p> <p>Romeo Melancholic: someone who is prone to being depressed. Quixotic: extremely idealistic, unrealistic and impractical. Ardent: enthusiastic and passionate. Benvolio Appeasing: someone who tries to pacify others. Sincere: honest and genuine. Stalwart: loyal and reliable. Mercutio Anarchic: unruly and chaotic. Impulsive: someone who acts on a whim, without thinking. Precocious: someone who 'shows off' their intelligence arrogantly. Friar Lawrence Trustworthy: dependable confidante. Wise: challenges Romeo and has faith in the young. Compassionate: can be comforting and kind.</p>	<p>THE CAPULETS</p> <p>Juliet Idealistic: someone who believes whole-heartedly in something, even if it is unrealistic. Ingenuous: innocent, naïve and unworldly. Resolute: someone who has made their mind up and whose opinion cannot be changed. Tybalt Volatile: someone who could explode at any moment. 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The climax of the conflict is in Act 3, Scene 1 and is an episode of extreme and shocking violence.</p> <p>Associated themes and ideas: violence, hate, reconciliation, authority, death, secrecy, family, women, hypocrisy, masculinity, aggression, youth vs age, individual vs society/religion, order vs chaos, appearance vs reality.</p> <p>LOVE: The love Romeo and Juliet share is beautiful, passionate, exhilarating and transformative, and they are willing to give everything for it. But it is also chaotic and destructive, bringing death to friends, family and to themselves. It is worth noting that the motif of light vs dark is linked to many ideas of love.</p> <p>Associated themes and ideas: conflict, courtly love, marriage, sex, youth, fate, religion, family, friendship, prejudice, violence, reconciliation, parents – maternal / paternal, desire.</p> <p>FATE: No matter how much they love each other or what plans they make, their struggles against fate only help fulfil it. But defeating or escaping fate is not the point. No one escapes fate. It is Romeo and Juliet's determination to struggle against fate in order to be together, whether in life or death that shows the fiery passion of their love and which makes that love eternal.</p> <p>Associated themes and ideas: love, authority, conflict, death, grief, masculinity, religion, family, tragedy, destiny, control, fear, suicide, authority,</p>
<p>THE MONTAGUES</p> <p>Romeo Melancholic: someone who is prone to being depressed. Quixotic: extremely idealistic, unrealistic and impractical. Ardent: enthusiastic and passionate. Benvolio Appeasing: someone who tries to pacify others. Sincere: honest and genuine. Stalwart: loyal and reliable. Mercutio Anarchic: unruly and chaotic. Impulsive: someone who acts on a whim, without thinking. Precocious: someone who 'shows off' their intelligence arrogantly. Friar Lawrence Trustworthy: dependable confidante. Wise: challenges Romeo and has faith in the young. Compassionate: can be comforting and kind.</p>	<p>THE CAPULETS</p> <p>Juliet Idealistic: someone who believes whole-heartedly in something, even if it is unrealistic. Ingenuous: innocent, naïve and unworldly. Resolute: someone who has made their mind up and whose opinion cannot be changed. Tybalt Volatile: someone who could explode at any moment. Tempestuous: someone who is unpredictable and has many conflicting emotions. Righteous: someone who believes what they are doing is morally justifiable. Nurse Maternal: motherly. Submissive: will bend to a dominant authority and do what she is told. Uncouth: uncivilised and uncultured, potentially vulgar.</p>			

Other homework tasks might include:

- Short writing tasks focused on particular skills
- Independent reading tasks
- Producing revision materials for texts
- Past paper questions

Set texts:

- 'Romeo and Juliet' – William Shakespeare
- 'A Christmas Carol' – Charles Dickens
- 'An Inspector Calls' – JB Priestley
- Set poetry from the AQA anthology



These quotes come from the opening Prologue and Act I of 'Romeo and Juliet'. How many can you recall?

- **'Two households both alike in dignity'**
- **'A pair of star-crossed lovers take their life'**
- **O, she doth teach the torches to burn bright'**

Further information

Contact details:

- gcse-english@richardlander.cornwall.sch.uk
- ahughes@richardlander.cornwall.sch.uk
- castle@richardlander.cornwall.sch.uk

Or your child's English teacher ...

Thank you for all your support..

