

# Year 10 information evening



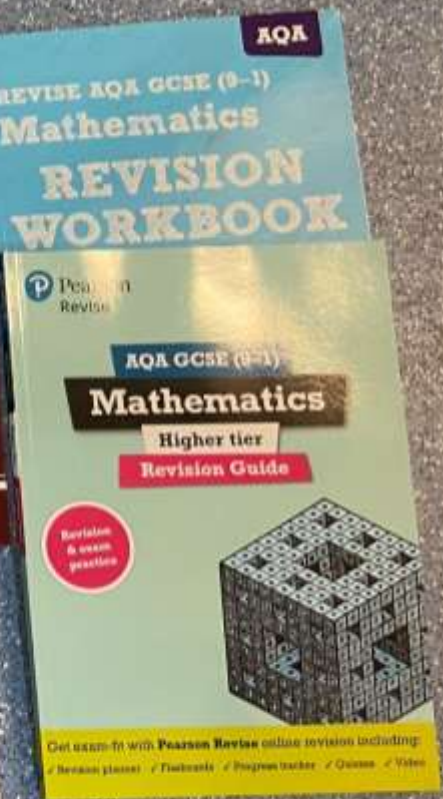
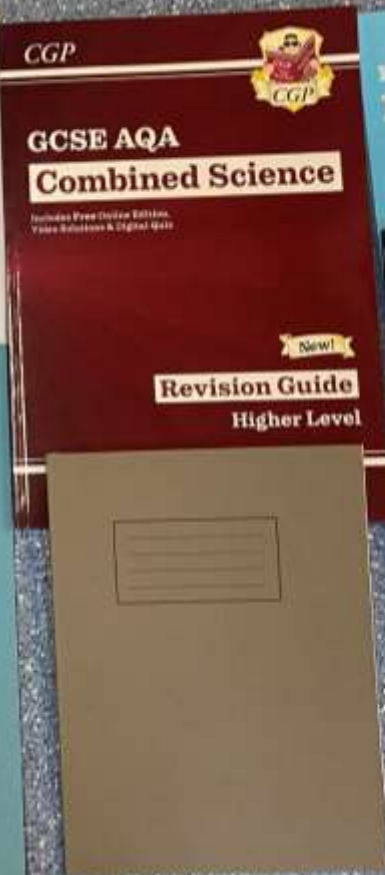
# Y10 General programme

Monday	<b>Formal Session</b>
Tuesday	Options work/ KS4 clubs
Wednesday	Assembly
Thursday	<b>Formal Session</b>
Friday	Games/ KS4 clubs

# AUTUMN HALF TERM 1

## Year 10 Tutor Programme 2025-2026

Wk	Date W/B	Monday	Tuesday	Wednesday	Thursday	Friday
A	01/09/2025	SUMMER	SUMMER	INSET	INSET	Introduction to the Tutor Programme
B	08/09/2025	Science Session 1	Options/ KS4 Clubs	Assembly	Science Session 2	Games/ KS4 Clubs
A	15/09/2025	Science Session 3	Options/ KS4 Clubs	Assembly	Science Session 4	Games/ KS4 Clubs
B	22/09/2025	MATHS workbook 1	Options/ KS4 Clubs	Eco session	MATHS workbook 2	Games/ KS4 Clubs
A	29/09/2025	MATHS workbook 3	Options/ KS4 Clubs	Assembly	MATHS workbook 4	Games/ KS4 Clubs
B	06/10/2025	Careers 1	Options/ KS4 Clubs	Assembly	Careers 2	Games/ KS4 Clubs
A	13/10/2025	Careers 3	Options/ KS4 Clubs	Assembly	Careers 4	Games/ KS4 Clubs
B	20/10/2025	ENG Session 1	Options/ KS4 Clubs	Assembly: Celebrations	ENG Session 2	Games/ KS4 Clubs
		HALF TERM	HALF TERM	HALF TERM	HALF TERM	HALF TERM





# WHY ARE WE DOING THIS?

- IN THE FIRST HALF TERM YEAR 10 HAVE COVERED 14 SESSIONS SO **7 HOURS OF REVISION**
- BY THE END OF YEAR 10 THEY WILL HAVE COMPLETED 74 SESSIONS SO **37 HOURS OF REVISION**
- BY THE END OF YEAR 11 THEY WILL HAVE COMPLETED 136 SESSIONS SO **68 HOURS OF REVISION**

# YEAR 10 EXAMS

- 5<sup>TH</sup> TO 22<sup>ND</sup> MAY (PROVISIONALLY)
- EXAMS IN MOST SUBJECTS



# GCSE ENGLISH LANGUAGE AND LITERATURE

English Literature (8702)



English Language (8700)



All texts in the examination will be unseen.

#### Paper 1: Explorations in Creative Reading and Writing

##### What's assessed

###### Section A: Reading

- one literature fiction text

###### Section B: Writing

- descriptive or narrative writing

##### Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

##### Questions

###### Reading (40 marks) (25%)— one single text

- 1 short form question (1 x 4 marks)
- 2 longer form questions (2 x 8 marks)
- 1 extended question (1 x 20 marks)

###### Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

#### Paper 2: Writers' Viewpoints and Perspectives

##### What's assessed

###### Section A: Reading

- one non-fiction text and one literary non-fiction text

###### Section B: Writing

- writing to present a viewpoint

##### Assessed

- written exam: 1 hour 45 minutes
- 80 marks
- 50% of GCSE

##### Questions

###### Reading (40 marks) (25%) – two linked texts

- 1 short form question (1 x 4 marks)
- 2 longer form questions (1 x 8, 1 x 12 marks)
- 1 extended question (1 x 16 marks)

###### Writing (40 marks) (25%)

- 1 extended writing question (24 marks for content, 16 marks for technical accuracy)



#### Non-examination Assessment: Spoken Language

##### What's assessed

(AO7–AO9)

- presenting
- responding to questions and feedback
- use of Standard English

##### Assessed

- teacher set throughout course
- marked by teacher
- separate endorsement (0% weighting of GCSE)

# Language:



# LITERATURE:

## Paper 1: Shakespeare and the 19th-century novel

### What's assessed

- [Shakespeare plays](#) (page 11)
- [The 19th-century novel](#) (page 11)

### How it's assessed

- written exam: 1 hour 45 minutes
- 64 marks
- 40% of GCSE

### Questions

**Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole.

**Section B The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

## Paper 2: Modern texts and poetry

### What's assessed

- [Modern prose or drama texts](#) (page 11)
- [The poetry anthology](#) (page 12)
- [Unseen poetry](#) (page 13)

### How it's assessed

- written exam: 2 hour 15 minutes
- 96 marks
- 60% of GCSE

### Questions

**Section A Modern texts:** students will answer one essay question from a choice of two on their studied modern prose or drama text.

**Section B Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster.

**Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.



ENGLISH LANGUAGE  
MINI MOCK: PAPER 2

English Language  
Mini Mock: Paper 1

Power and Conflict and  
Unseen Poetry

YEAR  
10/11



A CHRISTMAS CAROL  
AND POETRY



ROMEO AND JULIET  
AND POETRY



# KS4 ENGLISH

2025 - 2026

## CURRICULUM OUTLINE

### Skills Learnt:

- ❑ Reading skills: retrieval, synthesis, inference, analysis and evaluation
- ❑ Writing accurately in a range of formats, with variety of sentences, punctuation and devices
- ❑ Responding to texts, commenting on plot, character, structure and theme
- ❑ Relating texts to their contexts and writers' intentions.

Revision Begins...  
Language Paper 1



NOV MOCK EXAMS



LANGUAGE PAPER 2  
LITERATURE PAPER 2

SPOKEN LANGUAGE STUDY



AN INSPECTOR CALLS



Y10 MOCK  
EXAMS  
LANGUAGE PAPER 1  
LITERATURE PAPER 1

Revision of ACC  
and R&J



FEB MOCK EXAMS  
LANGUAGE PAPER 1  
LITERATURE PAPER 1



FINAL LANGUAGE  
REVISION

FINAL LITERATURE  
REVISION



EXAMS

# THE BOOKLETS



**Richard Lander  
English Language**

**AQA**

**2025-26**



**Richard Lander School  
English Literature**

**AQA**

**Revision Guide**

*(2025-2026)*





# ***Richard Lander School***

## ***English Literature***

### ***AQA***

## ***Revision Guide***



***(2025-2026)***

*Romeo and Juliet*



*A Christmas Carol*



*An Inspector Calls*



*Power and Conflict*

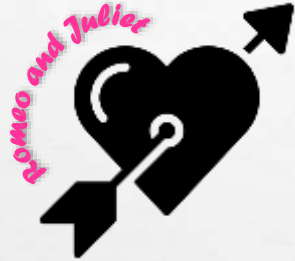


*Unseen Poetry*





# English Literature GCSE



## **Paper 1: Shakespeare and the 19<sup>th</sup> Century Novel**

**Section A: *Romeo and Juliet* (30 marks + 4 SPaG marks)**

**Section B: *A Christmas Carol* (30 marks)**

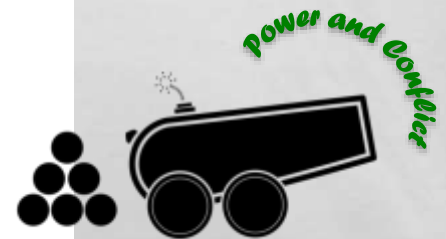
- 1 hour and 45 minutes
- 64 marks
- 40% of GCSE

Extract and whole text.

Closed book exam



Unseen Poetry



## **Paper 2: Modern Texts and Poetry**

**Section A: *An Inspector Calls* (30 marks + 4 SPaG marks)**

**Section B: *Conflict Poetry* (30 marks)**

**Section C: *Unseen Poetry*: (24 marks)**

**Section C: *Unseen Comparison* (8 marks)**

- 2 hours 15 minutes
- 96 marks
- 60% of GCSE

Closed book exam





**AO1**  
12 Marks

- Make an insightful point – relate back to the question in your opening line, consider writing about a **clever or complex idea**, that may be unusual.
- Choose a **relevant quotation** that will support your point – but will also show a understanding of the text. For a Grade 7-9 response you would also need to embed smaller, relevant quotations in the body of your answer.

**AO2**  
12 Marks

- **Analyse language/structure at word level**, relating back to your point and the question.
- To be exploratory in your analysis, you **MUST offer an alternative viewpoint**. Ensure you have developed your response.
- You need to comment on what the language makes the reader think or consider.

**AO3**  
6 Marks

- Embed relevant contextual information. This could be referencing the author's/ poet's views and why you think he/she may have presented an idea in a certain way or it could relate to relevant historical detail.

<b>AO1: Point and Quote</b>	<b>1. Explore the question focus</b> [The author] explores [ref question] through ... <b>2. Add Detail to Your Idea</b> This is shown in/at [location in text] when... <b>3. Explain why quote is important</b> This is demonstrated by [QUOTE] which is so important because...	<u>Verbs of Inference</u> suggests/implies/indicates conveys/depicts/signifies illustrates/exemplifies/highlights alludes to/insinuates/intimates
<b>AO2: Exploded analysis</b>	Firstly, the [language feature] implies...  Expertly, [the author] uses the [language feature] to represent...  Moreover, the use of...  Furthermore, <b>perhaps</b> this idea could be developed by...  <b>This could make the reader consider...</b>	<u>Analytical Verbs</u> accentuates/intensifies enhances/heightens creates/establishes/builds encapsulates/epitomises/typifies reinforces/strengthens symbolises/represents evokes
<b>AO3: Context</b>	Contextually, this is significant as [the author] is clearly trying to teach/warn/celebrate/criticise/reveal the importance of...  OR  This could be of historical importance as it links to...	<u>Reader's Response</u> shocks/horrifies/disgusts surprises/astonishes/amazes intrigues/entices confuses/perplexes/bewilders alienates/isolates overwhelms frustrates/angers/infuriates inspires/emboldens/empowers
<b>AO1: link back to question</b>	Therefore, [ref question] is [epitomised/typified/accentuated] at this moment because...	<u>Adverbs of Affirmation</u> definitely/surely/certainly deliberately/cleverly frequently/regularly unquestionably/indubitably characteristically/typically
		<u>Modal Verbs</u> could might may



# ♥ Romeo and Juliet ♥

Paper 1

After the Montagues and the Capulets brawl, Capulet announces he will host a ball.



1:

1

Act 1



Beneath Juliet's balcony, Romeo overhears Juliet's declaration of love for him.

2:

1

Act 2

Mercutio is killed by Tybalt. Romeo kills Tybalt and is banished by the Prince



3:

1

Act 3

Romeo flees to Mantua, and Juliet's wedding to Paris is arranged.



3:

5

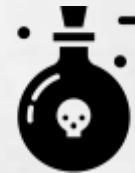
Act 4



Juliet takes the drug and is found apparently dead in her bed.

4:3

4:4



Lying next to Juliet's body, Romeo takes poison and dies.

5:

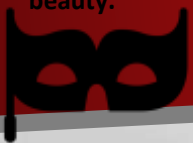
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Act 5



Horried by the discovery of the dead lovers, the Montagues and Capulets end their feud.

At the ball, masked Romeo Montague is overwhelmed by Juliet's beauty.



1:

5



Romeo and Juliet are secretly married by Friar Lawrence.

2:

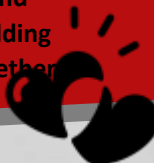
6



Romeo and Juliet spend their wedding night together

3:

5



Juliet is persuaded by Friar Lawrence to drug herself to escape her wedding to Paris.

4:

1



Returning to Verona, Romeo sneaks into Juliet's tomb but meets Paris and kills him in a fight.

5:

3








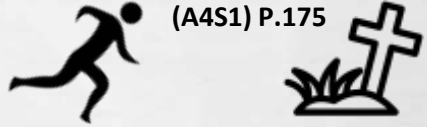

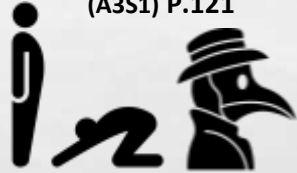




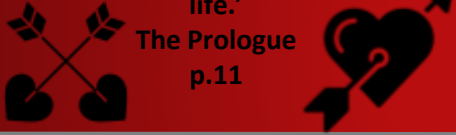


Juliet wakes to find Romeo dead and stabs herself in despair.

5:

3



# Romeo and Juliet

Romeo	<p>Love is a smoke made with the fumes of sighs.' Romeo (A1S1) p.25</p> 	<p>'It is the east, and Juliet is the sun. / Arise, fair sun, and kill the envious moon.' Romeo (A2S2)</p> 	<p>'And fire-eyed fury be my conduct now!' 'O, I am fortune's fool.' Romeo (A3S1)</p> 
Juliet	<p>'My bounty is as boundless as the sea, my love as deep.' (Juliet A2S2) P.79</p> 	<p>'You have comforted me marvellous much.' 'Ancient damnation, O most wicked fiend.' Juliet (A3S5) P.169</p> 	<p>'O bid me leap into a new-made grave...without fear or doubt to live an unstained wife to my sweet love.' Juliet (A4S1) P.175</p> 
Conflict	<p>"..talk of peace! I hate the word, As I hate hell, all Montagues, and thee." (Tybalt A1S1) p.17 'My only love sprung from my only hate.' Juliet (A1S5) P.63</p> 	<p>'O Calm, dishonourable, vile submission' 'A plague on both your houses.' Mercutio (A3S1) P.121</p> 	<p>'O happy dagger!' Juliet (A5S3) P.223</p> 
Age Vs Youth	<p>'My child is yet a stranger in the world.' Lord Capulet (A1S2) p.29</p> 	<p>'Hang thee young baggage disobedient wretch.' Capulet (A3S5) p.165</p> 	<p>'Death lies on her like an untimely frost / Upon the sweetest flower of all the field.' (Lord Capulet) p.193</p> 
Fate	<p>'A pair of star-crossed lovers take their life.' The Prologue p.11</p> 	<p>'These violent delights have violent ends, And in their triumph die like fire and powder which as they kiss consume.' The Friar (A2S6) p.111</p> 	<p>'shake the yoke of inauspicious stars from this world-wearied flesh.' Romeo (A5S3)</p> 



# A03 Context: Romeo and Juliet

Romeo	<ul style="list-style-type: none"> <li><b>Exposes</b> the tension between Romeo's emotional vulnerability and societal expectations of male strength, showing how sensitivity was often seen as weakness.</li> <li><b>Explores</b> the destructive pressure on young men to defend honour with violence, as Romeo feels compelled to kill Tybalt to prove his masculinity.</li> <li><b>Contrasts</b> Romeo's poetic, idealistic love with Mercutio's crude, mocking attitude, revealing a spectrum of masculine behaviour in Shakespeare's world.</li> <li><b>Suggests</b> that toxic masculinity contributes to tragedy, as Romeo's desire to be seen as honourable leads him to make rash, irreversible decisions.</li> <li><b>Questions</b> the idea that masculinity must be expressed through aggression, portraying Romeo as both a lover and a fighter, caught between opposing identities.</li> </ul>
Juliet	<ul style="list-style-type: none"> <li><b>Reinforces</b> the idea that women were expected to be obedient daughters, as Juliet initially submits to her parents' will, showing the restrictive expectations placed on girls.</li> <li><b>Challenges</b> traditional gender roles by allowing Juliet to defy her father and choose love over duty, suggesting Shakespeare's sympathy for individual agency within a patriarchal system.</li> <li><b>Highlights</b> how Juliet's sexual and emotional independence (especially in the balcony and wedding scenes) subverts the Elizabethan ideal of silent, passive femininity.</li> <li><b>Reflects</b> the limited autonomy of women, as Juliet is ultimately trapped by decisions made by the men around her — father, husband, Friar — underlining the dangers of a male-dominated society.</li> <li><b>Criticises</b> a culture in which women are commodified in marriage negotiations, as seen in Capulet's treatment of Juliet as his property to trade for social advantage.</li> </ul>
Conflict	<ul style="list-style-type: none"> <li><b>Illustrates</b> how honour culture demands violence to defend reputation, as seen in Tybalt's obsession with duelling and Romeo's eventual participation.</li> <li><b>Demonstrates</b> that pride often overrides reason, particularly when Romeo kills Tybalt, transforming personal grief into social revenge.</li> <li><b>Critiques</b> the generational perpetuation of conflict, with older men like Capulet and Montague failing to end a feud that consumes their children.</li> <li><b>Reveals</b> that the pursuit of honour and revenge leads to a cycle of escalation, turning personal grievances into collective tragedy.</li> <li><b>Warns</b> against allowing pride to dictate action, as Shakespeare shows how male ego and status lead directly to loss and death.</li> </ul>
Age Vs Youth	<ul style="list-style-type: none"> <li><b>Depicts</b> the older generation as out of touch, with Capulet and the Nurse misunderstanding or dismissing the emotional depth of young love.</li> <li><b>Emphasises</b> the impulsiveness and intensity of youth, contrasting it with the caution or stubbornness of adults like Friar Lawrence and Capulet.</li> <li><b>Reinforces</b> patriarchal dominance through Capulet's fury when Juliet disobeys him, showing how daughters were expected to be submissive and silent.</li> <li><b>Undermines</b> the wisdom of the old, as their advice and decisions (e.g., Friar's plan, the Nurse's betrayal) contribute to the lovers' downfall.</li> <li><b>Highlights</b> the rigid structure of social hierarchy and family authority, suggesting that young people are often powerless against systems designed to control them.</li> </ul>
Fate	<ul style="list-style-type: none"> <li><b>Foreshadows</b> inevitable tragedy with the Prologue's "star-cross'd lovers", suggesting from the outset that fate governs the characters' lives.</li> <li><b>Blames</b> Romeo's hamartia — his impulsiveness — for accelerating the tragic events, aligning him with the classical model of a flawed tragic hero.</li> <li><b>Blurs</b> the boundary between fate and free will, as characters frequently make poor choices that seem driven by both destiny and emotion.</li> <li><b>Strengthens</b> the theme of fatal miscommunication, portraying fate as an invisible force working through coincidence and timing.</li> <li><b>Reflects</b> Elizabethan beliefs in astrology and divine will, using fate not just as a plot device but as a commentary on human helplessness in the face of destiny.</li> </ul>

# AQA Literature Paper 1: Past Paper Questions

## SECTION A: Romeo and Juliet

30 marks



Text	Exam	Extract	Question
	June 2025	Act 3, Scene 5	Starting with this moment in the play, explore how Shakespeare presents relationships between parents and children
Romeo and Juliet	June 2024	Act 2 Scene 5	Starting with this speech, explore how Shakespeare presents the difficulties faced by Juliet in Romeo and Juliet.
	June 2023	Act 3 Scene 2	Starting with this speech, explore how Shakespeare presents Juliet's feelings towards Romeo.
	June 2022	Act 2 Scene 2	Starting with this speech, explore how Shakespeare presents Romeo's feelings towards Juliet.
	Nov 2021	Act 3 Scene 2	Starting with this conversation, explore how far Shakespeare presents Juliet as a female character with strong emotions.
	June 2021	Act 3 Scene 2	Starting with this conversation, explore how far Shakespeare presents Juliet as a female character with strong emotions.
	Nov 2020	Act 1 Scene 1	Starting with this speech, explore how Shakespeare presents the effects of the conflict between the Capulet and Montague families. (Prince speech)
	June 2020	Act 1 Scene 1	Starting with this speech, explore how Shakespeare presents the effects of the conflict between the Capulet and Montague families. (Prince speech)
	June 2019	Act 1 Scene 5	Starting with this conversation, explore how Shakespeare presents the relationship between Romeo and Juliet.
	June 2018	Act 3 Scene 5	Starting with this moment in the play, explore how Shakespeare presents relationships between adults and young people in Romeo and Juliet.
	June 2017	Act 1 Scene 1	Starting with this conversation, explore how Shakespeare presents aggressive male behaviour in Romeo and Juliet.
	SAMS3	Act 2 Scene 2	Starting with this moment in the play, how does Shakespeare present Romeo's attitudes to love?
	SAMS2	Act 3 Scene 2	Starting with this speech, explore how Shakespeare presents attitudes towards love in Romeo and Juliet.
	SAMS1	Act 1 Scene 2	Starting with this conversation, explain how far you think Shakespeare presents Lord Capulet as a good father.

# INTRO TO LITERATURE REVISION:

## FOR EVERY FLASHCARD COMPLETE THE FOLLOWING:



### AO1:

- WHAT **CHARACTERS OR THEMES** DOES YOUR QUOTATION LINK TO? WHY IS IT A **SIGNIFICANT** QUOTATION? WRITE THESE IDEAS ACROSS THE TOP OF YOUR FLASHCARD.

### AO2:

- EXPLODE THE **LANGUAGE/STRUCTURE** WITHIN THE QUOTE X3 (*IMPLIES/SUGGESTS/DENOTES*)

### AO3:

- CONTEXTUALLY, THE [AUTHOR/POET] IS CLEARLY TRYING ***TO CRITICISE/ TO WARN/ TO REVEAL THE IMPORTANCE OF/ TO CELEBRATE/ TO TEACH...***
- ***OR***
- HISTORICALLY, THESE IDEAS ARE SIGNIFICANT AS THEY ARE LINKED WITH...



10 happy dagger Juliet (ASS3)



Monks was my business (Marley Slave 1)



Simon Banel for chains the first they ever met when to the white embroidered rascal Chapter 2



MY LAY EXCELLENCE

1. "Thou'rt the first I have gazed on the night / looking at it in the dark"
2. "Thou'rt more pure by the common / than I"
3. "Thou'rt more pure by the common / than I"
4. "Thou'rt more pure by the common / than I"

10 happy dagger Juliet (ASS3)

10 happy dagger Juliet (ASS3)



10 happy dagger Juliet (ASS3)

10 happy dagger Juliet (ASS3)



10 happy dagger Juliet (ASS3)

10 happy dagger Juliet (ASS3)




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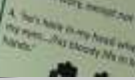
10 happy dagger Juliet (ASS3)

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10 happy dagger Juliet (ASS3)







**Richard Lander**  
**English Language**  
**AQA**  
**2025-26**





# English Language GCSE

## Paper 1: Explorations in Creative Reading and Writing

- 1 hour 45 minutes
- 80 marks
- 50% of GCSE

## Paper 2: Writers' Viewpoints and Perspectives

- 1 hour 45 minutes
- 80 marks
- 50% of GCSE

Non-examination Assessment:  
Spoken Language Study

## Suggested Question Order

*Your teacher may suggest you answer the questions in this order to maximise your potential in the exam*

### Paper 1

Q5, Q1, Q2, Q4, Q3

### Paper 2

Q5, Q1, Q3, Q4, Q2



# ENGLISH LANGUAGE

## PAPER 1 SENTENCE STEMS AND TOP TIPS





# PAPER 1 – OVERVIEW

## EXPLORATIONS IN CREATIVE READING AND WRITING

**1 HR 45 MINUTES**



**READING: YOU ARE GIVEN AN EXTRACT FROM A 19<sup>TH</sup> / 20<sup>TH</sup>/ OR 21<sup>ST</sup> CENTURY STORY**

READ AN EXTRACT FROM A STORY

- **Q1** - READ A SPECIFIC SECTION AND RESPOND TO **MULTIPLE CHOICE** QUESTIONS [4 MARKS] **3 MINUTES**
- **Q2** – READ A SPECIFIC SECTION AND ANSWER A QUESTION ON **LANGUAGE** [8 MARKS] **10 MINUTES**
- **Q3** – READ THE WHOLE TEXT AND ANSWER A QUESTION ABOUT **STRUCTURE** [8 MARKS] **10 MINUTES**
- **Q4** – READ A SPECIFIC SECTION AND STATE ANALYTICALLY WHETHER YOU **AGREE WITH A STATEMENT** ON THE TEXT USING QUOTATIONS AND ANALYSING LANGUAGE [20 MARKS] **25 MINUTES**

**WRITING: GIVEN AN IMAGE AND AN ALTERNATIVE CREATIVE WRITING QUESTION**

- **Q5** - FOCUS ON LANGUAGE DEVICES, SENTENCE STARTERS, PARAGRAPHING, PUNCTUATION, VOCABULARY [40 MARKS] **45 MINUTES**

- **10 MINUTES READING THROUGH SOURCES AND CHECKING  
– READ THROUGH SOURCES FIRST BEFORE BEGINNING Q5**





## Question 2: Language Analysis

8 marks

10 minutes

2 x dev paragraphs

1. The writer explores the idea of [ref question] when...
2. This is shown in 'QUOTE'
3. Firstly, the [language feature] implies...
4. Furthermore, the writer uses the [language feature] to present...
5. Moreover, the use of [language feature] makes the reader consider/feel...
6. Therefore, it is clear [ref question] is presented as...

### Language Features:

Word	Metaphor
Phrase	Simile
Imagery	Sensory language
	Personification
	Oxymoron
Abstract noun	Alliteration
Verb	
Adverb	Juxtaposition
Adjective	Plosive/fricative/sibilance
	Semantic field



## Q2: MARK SCHEME

Level	Skills Descriptors
<b>Level 4:</b> Detailed, perceptive analysis <b>7-8 marks</b>	Shows detailed and Perceptive understanding of <i>language</i> : <ul style="list-style-type: none"><li>• Analyses the effects of the writer's choices of <i>language</i></li><li>• Selects a judicious range of textual detail</li><li>• Makes sophisticated and accurate use of subject terminology</li></ul>
<b>Level 3:</b> Clear, relevant explanation <b>5-6 marks</b>	Shows clear understanding of <i>language</i> : <ul style="list-style-type: none"><li>• Explains clearly the effects of the writer's choices of <i>language</i></li><li>• Selects a range of relevant textual detail</li><li>• Makes clear and accurate use of subject terminology</li></ul>
<b>Level 2:</b> Some understanding and comment <b>3-4 marks</b>	Shows some understanding of <i>language</i> : <ul style="list-style-type: none"><li>• Attempts to comment on the effect of <i>language</i></li><li>• Selects some appropriate textual detail</li><li>• Makes some use of subject terminology, mainly appropriately</li></ul>
<b>Level 1:</b> Simple, limited comment <b>1-2 marks</b>	Shows simple awareness of <i>language</i> : <ul style="list-style-type: none"><li>• Offers simple comment on effect of <i>language</i></li><li>• Selects simple references or textual detail</li><li>• Makes simple use of subject terminology, not always appropriately</li></ul>

25



### Question 3: Structure

8 marks

10 minutes

2 x dev paragraphs

Choose your two best moments from the text to write about.

**1. AT THE BEGINNING OF THE TEXT THE WRITER CREATES A FEELING OF [REF QUESTION] WHEN...**

**2. THIS IS SHOWN BY 'QUOTE'**

**3. THE USE OF THE [STRUCTURAL FEATURE] COULD SUGGEST...**

**1. THE WRITER THEN SHIFTS THE FOCUS TO...WHICH HEIGHTENS THE FEELING OF [REF QUESTION]...**

**2. THIS IS SHOWN BY 'QUOTE'**

**3. THE USE OF [STRUCTURAL FEATURE] CREATES A FEELING [REF QUESTION] BECAUSE...**

**1. THE WRITER CREATES A REALLY INTERESTING FEELING OF [REF QUESTION] AT THE END OF THE TEXT WHEN...**

**2. THIS IS SHOWN BY 'QUOTE'**

**3. THEREFORE, THE USE OF [STRUCTURAL FEATURE] MAKES THE**

**MoREADER FEEL...**

Zooming in

Foreshadowing

Shift in focus

Shift in perspective

Flashback

Contrast

Repetition

Motif

Cyclical structure

Cliffhanger

#### Possible Question Foci:

Tension

Anxiety

Unease

Suspense

Intrigue

Confusion

### Q3: MARK SCHEME

Level	Skills Descriptors
<b>Level 4</b> Detailed, perceptive analysis <b>7-8 marks</b>	Shows detailed and perceptive understanding of <i>structural</i> features: <ul style="list-style-type: none"> <li>Analyses the effects of the writer's choice of <i>structural</i> features</li> <li>Selects a judicious range of examples</li> <li>Makes sophisticated and accurate use of subject terminology</li> </ul>
<b>Level 3</b> Clear, relevant explanation <b>5-6 marks</b>	Shows clear understanding of <i>structural</i> features: <ul style="list-style-type: none"> <li>Explains clearly the effects of the writer's choice of <i>structural</i> features</li> <li>Selects a range of relevant examples</li> <li>Makes clear and accurate use of subject terminology</li> </ul>
<b>Level 2</b> Some understanding and comment <b>3-4 marks</b>	Shows some understanding of <i>structure</i> : <ul style="list-style-type: none"> <li>Attempts to comment on the effect of <i>structural</i> features</li> <li>Selects some appropriate textual detail</li> <li>Makes some use of subject terminology, mainly appropriately</li> </ul>
<b>Level 1</b> Simple, limited comment <b>1-2 marks</b>	Shows simple awareness of <i>language</i> : <ul style="list-style-type: none"> <li>Offers simple comment on effect of <i>structure</i></li> <li>Selects simple references or textual detail</li> <li>Makes simple use of subject terminology, not always appropriately</li> </ul>



## Question 4: Evaluate

20 marks

25 minutes

3 x dev paragraphs

P

### 1. Point:

I agree/partially agree with the statement when it says ' \_\_\_\_\_ ' because [identify a moment in the text that proves your point].

Q

### 2. Quote:

This is suggested by...

M

### 3. Method:

Firstly, the [language feature] could imply...

Furthermore, the writer uses the [language feature] suggest...

E

### 4. Effect:

This is so effective in guiding the reader's response because it makes them feel...

S

### 5. Sandwich

Therefore, this clearly suggests that...



#### Language Features:

Word	Metaphor
Phrase	Simile
Imagery	Sensory language
	Personification
	Oxymoron
Abstract noun	Alliteration
Verb	
Adverb	Juxtaposition
Adjective	Plosive/fricative/sibilance
	Semantic field

#### Structural features:

Hook  
Motif  
Zooming in  
Foreshadowing  
  
Shift in focus  
Shift in perspective  
Flashback  
Contrast  
  
Repetition  
Motif  
Cyclical structure  
Cliffhanger

## Q4: MARK SCHEME

Level	Skills Descriptors
<b>Level 4</b> Perceptive, detailed evaluation <b>16-20 marks</b>	Shows perceptive and detailed evaluation: <ul style="list-style-type: none"><li>Evaluates critically and in detail the effect(s) on the reader</li><li>Shows perceptive understanding of writer's methods</li><li>Selects a judicious range of textual detail</li><li>Develops a convincing and critical response to the focus of the statement</li></ul>
<b>Level 3</b> Clear, relevant evaluation <b>11-15 marks</b>	Shows clear and relevant evaluation: <ul style="list-style-type: none"><li>Evaluates clearly the effect(s) on the reader</li><li>Shows clear understanding of writer's methods</li><li>Selects a range of relevant textual references</li><li>Makes a clear and relevant response to the focus of the statement</li></ul>
<b>Level 2</b> Some evaluation <b>6-10 marks</b>	Shows some attempts at evaluation: <ul style="list-style-type: none"><li>Makes some evaluative comment(s) on effect(s) on the reader</li><li>Shows some understanding of writer's methods</li><li>Selects some appropriate textual reference(s)</li><li>Makes some response to the focus of the statement</li></ul>
<b>Limited</b> Simple, limited evaluation <b>1-5 marks</b>	Shows some, simple limited evaluation: Makes simple, limited evaluative comment(s) on effect(s) on reader Shows limited understanding of writer's methods Selects simple, limited textual reference(s) Makes a simple, limited response to the focus of the statement



# Paper 1: Question 5

40 marks

45 minutes

6 x paragraph structure

## 1. SINGLE SENTENCE PARAGRAPH

Time of day/ motif / use a semi-colon



## 2. PANORAMIC

Positive. Move from the top to bottom of the picture.



## 3. ZOOM

Zoom in on one aspect of the image – use sensory language



## 4. SINGLE SENTENCE PARAGRAPH

Emphasise the key feeling of your description in one line



## 5. SHIFT

Negative – reference the passing of time, corrupt images used in paragraph 2.



## 6. CYCLICAL STRUCTURE

Revisit your motif and image used in the opening paragraph, but change slightly

### Language Features:

Metaphor  
Simile  
Sensory language  
Personification  
Oxymoron  
Alliteration  
Juxtaposition  
Plosive/fricative/sibilance  
Semantic field



### Possible Motifs:

1. Light / dark
2. Time/ decay
3. Eyes / vision



### Light / Dark

Incandescent (emitting light)  
Halcyon (golden, idealised, nostalgic)  
Luminous  
Saccharine (sweet, sentimental)  
Coruscating (flash or sparkle)  
Translucent

### Time / Decay

Ephemeral  
Transitory  
Nostalgic  
Permanence  
Languid  
Sedate

### Eyes / Vision

Penetrating  
Lucid  
Beaming  
Epiphanic (relating to a sudden realisation)  
Perceptive  
Revelatory

### Light / Dark

In the gloaming (in the twilight)  
Tenebrous (dark/ shadowy)  
Stygian (very dark)  
Shrouded  
Cimmerian  
Obscurity

### Time / Decay

Tarnished  
Corroded  
Festering  
Scabrous  
Desiccated  
Eroded

### Eyes / Vision

Myopic  
Distorted  
Vacant  
Glazed  
Skewed  
Occluded (blocked or obstructed view)

### Possible sentence structures:

#### 1. Antithesis

Example: *Quietly, she was full of hope, yet burdened by despair.*

#### 2. Anaphora

Example: *She saw the broken windows. She saw the shattered glass. She saw the silence that followed.*

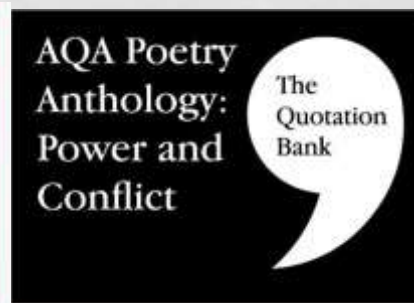
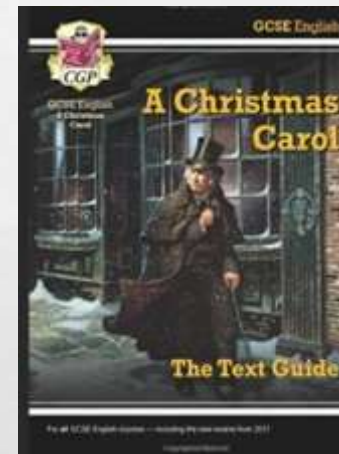
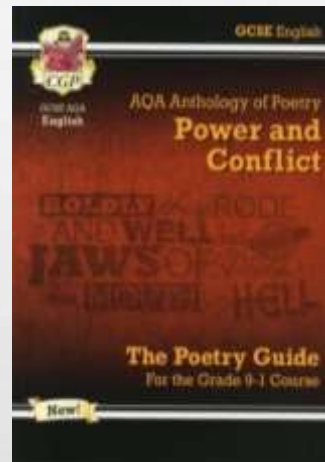
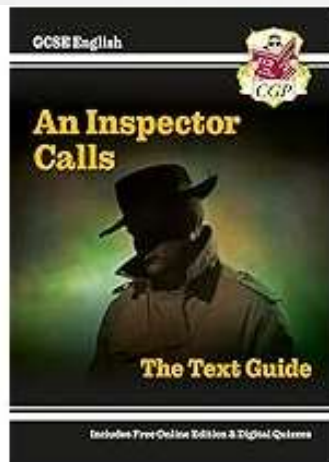
#### 3. Minor sentence

Example: *Silence.*



# Revision Guides

[www.flipsocards.com](http://www.flipsocards.com) (£2.99)



# How to help your child succeed at GCSE Maths

Alastair Gell – Deputy Head of Maths



# WHAT YOU NEED TO KNOW

- WHAT HAS CHANGED SINCE THE 'OLD' A\*- G GCSES
- WHICH TIER WILL MY CHILD BE ENTERED FOR?
- WHAT TOPICS ARE IN THE GCSE?
- WHAT WILL THE EXAMS LOOK LIKE?
- HOW SHOULD STUDENTS REVISE?
- STUDENT EXPECTATIONS
- HOW WILL WE SUPPORT?
- HOW CAN YOU SUPPORT AT HOME?



# WHAT HAS CHANGED?

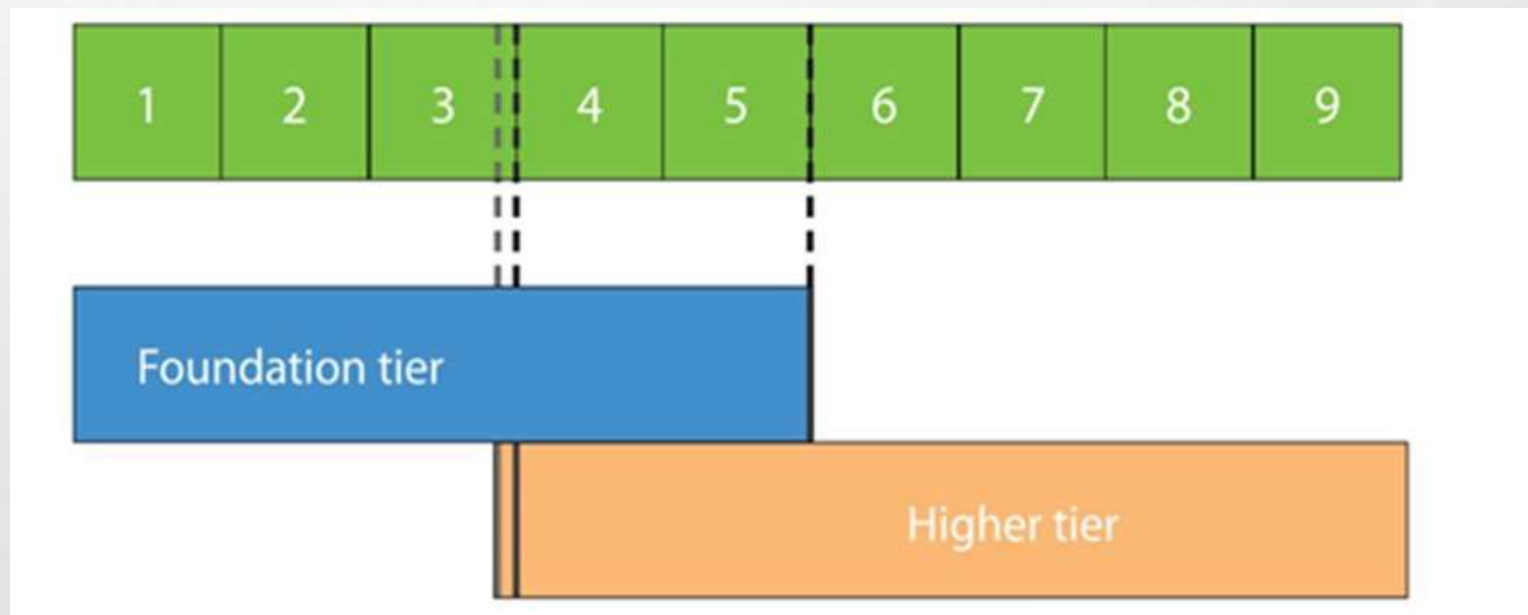
- MORE CONTENT
- Greater level of difficulty\*
- Grading system
- Tier of entry

Old grades	New grades
A*	9
	8
A	7
B	6
C	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U





# WHICH TIER WILL MY CHILD BE ENTERED FOR?



# WHICH TIER WILL MY CHILD BE ENTERED FOR?

Set	Tier
1	Higher
2	Higher
3	Higher (Some Foundation)
4	Foundation
5	Foundation
6	Foundation
6P	Foundation



# HOW WILL TIER OF ENTRY BE DECIDED?

- Performance in lessons
- Performance in homework assignments
- Performance in EOY10 Exam
- Performance in Y11 PPEs (Pre-Public Exams)
- College Course requirements
- Exam experience
- For some, this may be as late as March of Y11



# WHAT TOPICS ARE IN THE GCSE?

- Algebra
- Number
- Geometry & Measure
- Ratio & Proportion
- Statistics
- Probability





WHAT WILL THE EXAMS  
LOOK LIKE?



# FOUNDATION TIER QUESTION AIMED AT GRADE 2

8

Sam, Carl and Erik share 40 sweets.

Erik gets the largest share.

What is the **smallest** possible number of sweets that Erik could get?

[2 marks]

---

---

---

---

---

---

---

Answer \_\_\_\_\_



## Foundation Tier question aimed at grade 3

11

300 passengers go on a coach trip.

Each coach takes 50 passengers.

Each passenger pays £25

The table shows the costs for the coach company.

	Cost for each coach
Pay for driver	£90
Fuel	70p per mile

Each coach travels 200 miles.

Work out the **total** profit the company makes from this trip.

[6 marks]



## F/H Tier question aimed at grade 4/5

20

Work out  $\sqrt{121} - (13 - 5 \times 2)^2$

[3 marks]

---

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---

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---

Answer \_\_\_\_\_

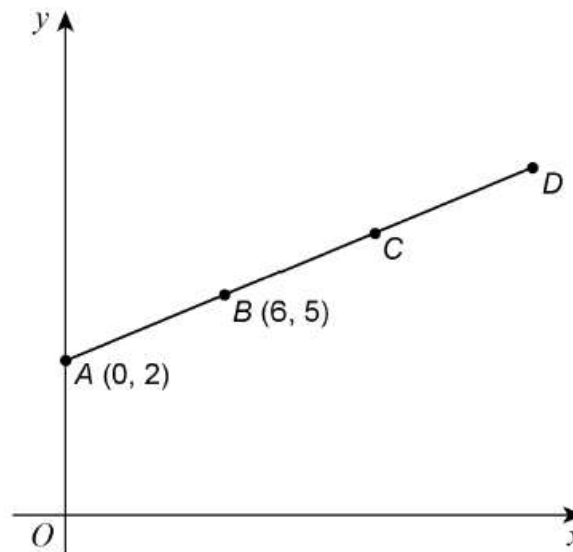




## F/H Tier question aimed at grade 4/5

26

$A(0, 2)$  and  $B(6, 5)$  are points on the straight line  $ABCD$ .



$$AB = BC = CD$$

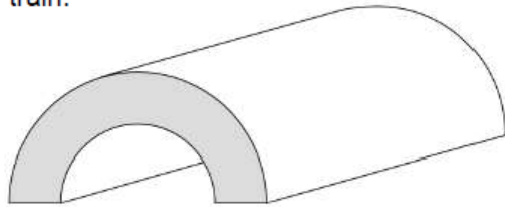
Work out the coordinates of  $D$ .

[3 marks]

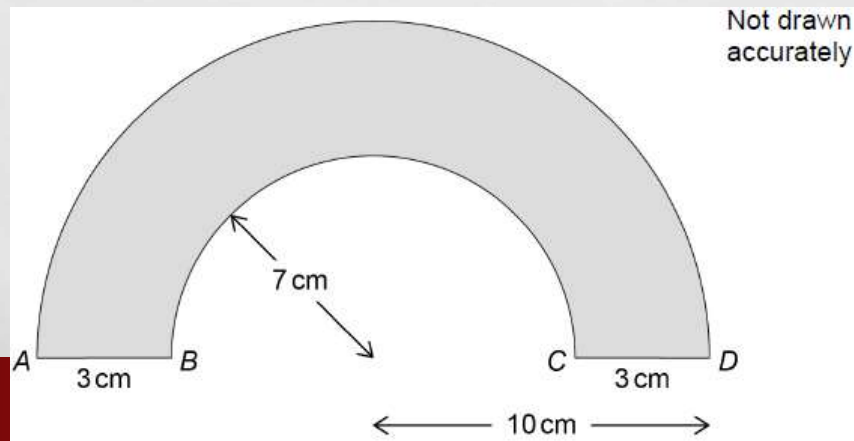


## Higher Tier question aimed at grade 6

Here is a tunnel for a toy train.



The diagram below shows the cross section of the tunnel.



$AD$  is a semicircular arc of radius 10 cm

$BC$  is a semicircular arc of radius 7 cm

The length of the tunnel is 30 cm

Work out the total area of all six faces of the tunnel.

Give your answer in terms of  $\pi$ .



## Higher Tier question aimed at grade 7

20

A linear sequence starts

$$a + 2b$$

$$a + 6b$$

$$a + 10b$$

.....

.....

The 2nd term has value 8

The 5th term has value 44

Work out the values of  $a$  and  $b$ .

[4 marks]



## Higher Tier question aimed at grade 8

26

$b$  is two thirds of  $c$ .

$$5a = 4c$$

Work out the ratio  $a : b : c$

Give your answer in its simplest form where  $a$ ,  $b$  and  $c$  are integers.

[3 marks]





## Higher Tier question aimed at grade 9

28 Simplify  $\sqrt{80} + \sqrt{2\frac{2}{9}}$

Give your answer in the form  $\frac{a\sqrt{5}}{b}$  where  $a$  and  $b$  are integers.

[3 marks]



**“AMATEURS PRACTISE UNTIL  
THEY GET IT RIGHT;**

**Professionals practise until they can't get  
it wrong!”**



# HOW SHOULD STUDENTS REVISE?

WE REVISE IN LESSONS ALL THE TIME...

- STARTER BOOKLETS = REVISION
- SPIRALLING CURRICULUM
- IN YEAR 11
  - EXAMINATION TECHNIQUE PRACTICE
  - MINI EXAMS
  - WTMS (WALKING TALKING MOCKS)



# WHAT ABOUT AT HOME?





# SPARX MATHS...

- SCHOOL POLICY = 1 HOUR PER WEEK
- COMPULSORY (CAN TAKE ABOUT AN HOUR, INCLUDES A TIMES TABLES QUIZ)
- THERE IS AN EXTRA 'XP BOOST' HW
- THERE IS ALSO A SLIGHTLY HARDER 'TARGET' HW
- IF COMPULSORY TAKES LESS THAN 1 HOUR, DO EXTRA!
- IF YOU WANT TO FOCUS ON A SPECIFIC TOPIC....



Compulsory

XP Boost

Target

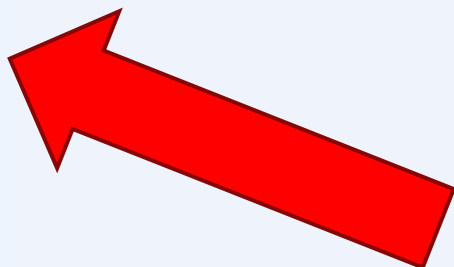
Independent Learning

Hey Isla,

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

3/3

- Homework due Wednesday 4th October 3pm Completed ✓
- Homework due Wednesday 27th September 7am Completed ✓
- Introducing Sparx Maths Completed ✓



☆  
Back to  
homework

## Independent Learning

Find topics

My activity

Search for topics:

Enter topic name or code

Your curriculum:

Key Stage 3

Default level:

Level 4

Select a topic:

Number



Algebra



Ratio and Proportion



Geometry



Probability



Statistics



☆  
Back to  
homework

## Independent Learning

Find topics

My activity

Search for topics:

equations linear



Your curriculum:

Key Stage 3

Default level:

Level 4

10 topics found

[Clear search](#)

Algebra > Solving equations

Solving **linear equations** involving brackets - M902



Algebra > Graphs and coordinates

Finding **equations** of straight **line** graphs - M544



Algebra > Graphs and coordinates

Interpreting **equations** of straight **line** graphs - M888



Algebra > Real-life graphs

Finding **equations** of real-life straight **line** graphs - M205



Algebra > Solving equations

Solving simultaneous **equations** graphically - M658



Algebra > Solving equations

Constructing and solving **equations** - M957



Algebra > Graphs and coordinates

Plotting straight **line** graphs - M932



Algebra > Graphs and coordinates

Plotting horizontal and vertical **lines** - M797





Level 4

### Solving linear equations involving brackets

The diagram illustrates the layout of the 3x5 grid of question cards. It is organized into three rows:

- Introduce:** The first row contains one card labeled "Question 1" with an "Answer" button.
- Strengthen:** The second row contains four cards labeled "Question 1", "Question 2", "Question 3", and "Question 4", each with an "Answer" button.
- Deepen:** The third row contains four cards labeled "Question 1", "Question 2", "Question 3", and "Question 4", each with an "Answer" button.

1A 1B 1C 1D 1E Summary

Bookwork code: 1A

Calculator not allowed

$$\text{Solve } 4(c + 2) = 28$$

Watch video

Answer

## Support video

Solve  $3(v+4) = 24$

Always do the same thing to both sides of an equation

Get  $v$  on its own

Expand the brackets

Subtract 12 from both sides

Divide both sides by 3

$$\begin{array}{l} 3(v+4) = 24 \\ 3v + 12 = 24 \\ 3v + 12 - 12 = 24 - 12 \\ 3v = 12 \\ 3v \div 3 = 12 \div 3 \\ v = 4 \end{array}$$

Check: substitute the answer back into the equation

$$\begin{array}{l} 3(v+4) = 3(4+4) \\ = 3 \times 8 \\ = 24 \checkmark \end{array}$$

answer:  $v = 4$

0:00 / 1:30

Close video X

# STUDENT EXPECTATIONS

- Attendance & Punctuality
- Fully equipped
- Proactive – Not passive!
- Independent
- Resilient
- Hard-working
- Make the most of lessons



# HOW WILL WE SUPPORT?

- Lessons – The most important element.
- Access to Sparx
- Year 11 – Extra revision sessions
- Year 11 – Registration Maths activities





# HOW CAN YOU SUPPORT AT HOME?

- If possible, please provide a quiet and distraction free working environment at home for your child to work in.
- Take an interest in their Maths work, even if it was not your strongest subject when you were at school.
- Encourage them to do a minimum of 1 hour of maths per week (Sparx)
- Make sure they are well equipped.
- Make sure they get enough sleep and eat healthily.
- Ask your child times table questions including divisions: eg.  $56 \div 8$
- Tell your child how you use Maths in your everyday life.



**“AMATEURS PRACTISE UNTIL  
THEY GET IT RIGHT;**

**Professionals practise until they can't get  
it wrong!”**

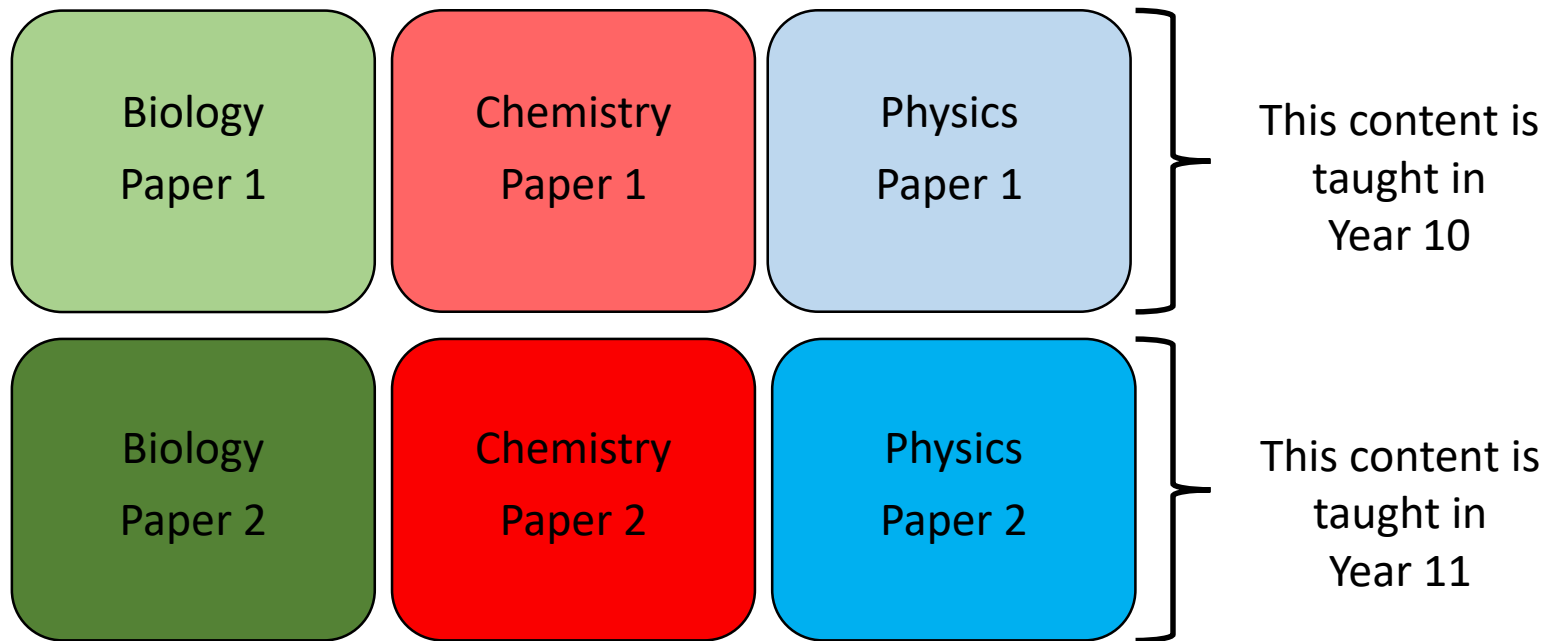


# SCIENCE

Exam Board: **AQA**

Two Routes: **GCSE Combined Science TRILOGY**  
**OR**  
**GCSE Triple Science**

# GCSE Science Exams



**All students take 6 exams at the end of Year 11.**

Combined Science papers are 1 hour 15 minutes, Triple Science papers are 1 hour 45 minutes

## GCSE Combined Science

### Double Award Grading System

Students will sit all 6 exams at the end of Year 11.

The scores from all of the 6 papers are added up to give a mark out of 420.

This score generates the science double award grade.





## GCSE Triple Science

Students will be awarded 3 separate science GCSEs – Biology, Chemistry and Physics.

The marks from both exam papers (e.g. biology) are added up to give a mark out of 200.

This score out of 200 generates the final grade.

Department for Education

GCSE Grading	
New Grading Structure	Old Grading Structure
9	A*
8	
7	A
6	B
5	
4	C
3	D
2	E
1	F
	G
U	U

## Ways to support your child with their Science



**Revision guides and workbooks  
can be purchased on Parent Pay**



**Online textbooks are free to view on the  
Kerboodle website**

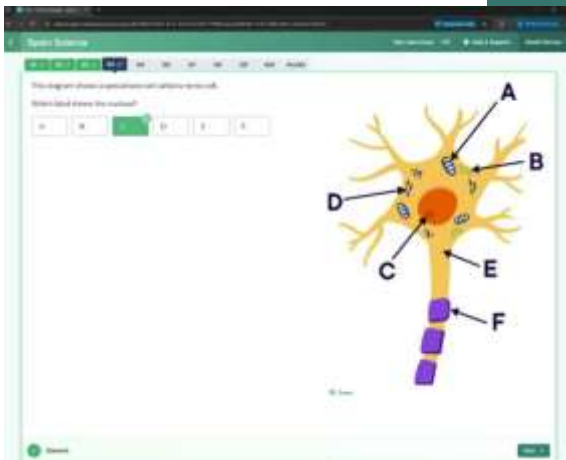
Sparx Science provides personalised homework that aids retention and recall.

Teachers will set topics that students studied in year 9.

Sometimes science questions may challenge students, however where this is the case Sparx provides unique support to fill knowledge gaps or guide them through application of scientific ideas.

# Sparx Science

## Personalised science homework for every student





Year 10 Work Experience - Monday 13<sup>th</sup> – Friday 17<sup>th</sup> July

# What is Work Experience?



“a placement on an employer’s premises in which a pupil carries out a particular task or duty, more or less as would an employee, but with an emphasis on the learning aspects of the experience.”

It is an important part of “being ready for work” which allows students to learn about the world of work in a “real life” working situation.



# Management of Work Experience Scheme

- Cornwall Education Business Partnership manages the Local Authority's approved scheme, conforming to national standards to support schools with the health, safety, welfare and safeguarding of students on work experience placements. Cornwall EBP will say whether a placement has been approved or not. If a placement is NOT approved, students cannot attend the placement as they will NOT be insured.

# Why Does Work Experience Matter.....?



- Opportunity to demonstrate your existing skills, learn new skills and learn.
- Can lead to employment and/or an apprenticeship
- Opportunity to see why your learning is relevant.



Eight essential skills

Information Technology

Horticulture

Police

Catering

Engineering

Veterinary

Retail

Navy

# Where can I do Work Experience?

Placements can be virtually anywhere. The possibilities are endless!

Construction

Administration

Schools

Law

Outdoor Adventure

Finance

Graphic Design



# Placement Restrictions

Placements can only be approved in England and Wales  
Out of county placements must be arranged well in advance of programme deadlines

Young people cannot work:

Behind a bar

In a cinema or night club

In any gambling context

In a tattoo studio or any skin piercing environment

On board a registered boat or ship

Above two metre fall height

(full prohibition list on Parents/Carers Info leaflet)





# Insurance

- For insurance purposes Work Experience Students are classed as 'employees' therefore the employer MUST have BOTH Public Liability Insurance and Employers' Liability Insurance
- Placements cannot go ahead without the appropriate insurance cover
- Employers with Public Liability Insurance only (e.g. sole traders) may be able to add Employers' Liability Insurance to their existing policy for the duration of the placement dates
- Cornwall EBP have the final say as to whether a placement has all the necessary requirements.





# Work Experience Process



- **Students have already had an assembly and will continue having sessions to support with finding placements.**
- **Contact employers**
- **Approval and Consent Form Completed**
- **Deadline for paperwork Friday 22nd May 2026**
- **June – Health and safety / Safeguarding / Preparation Workshops**

# How to find a placements



- <https://cornwall.learnaboutwork.net>
- <https://getintohealthandcare.co.uk>
- <https://techcornwall.co.uk/mission-to-mars/>
- <https://www.cornwallairportnewquay.com/careers/>
- <https://www.cornwallwildlifetrust.org.uk/support-us/work-experience-and-work-placements>

# Veryan Website

index.asp



[Log In](#)

## *Welcome*

**Welcome to Veryan Webview.**

This site allows you to review work experience placements.

Select who you are from the list below to log in to the site:

- **Member of school staff**
- **Student**

© 2012 **Veryan Software Limited**

This site uses Cookies: Small files stored on your computer. They are only used to help your log-in to this system and not stored or used for any other purpose. No personal data is collected and no data is held on this site or passed to any third party.

## Student Log In

Enter your name and PIN, then click 'Login'.

N.B. You must enter your name and PIN *EXACTLY* as they have been given to you by your teacher.  
If the school name is incorrect, click on it to change it.

School **Richard Lander School**

Name

PIN

# 4740

# Veryan Website

[Home](#)   [Work Experience Literature](#)   [Search](#)   [My Placement Details](#)

## Search

Please search using the criteria below

Organisation keyword

Town/Area

Post Code

☐ Administration, Business and Office Work

☐ Building and Construction

☐ Catering and Hospitality

☐ Computers and IT

☐ Design, Arts and Crafts

☐ Education and Training

☐ Engineering

☐ Environment, Plants and Animals

☐ Financial Services

☐ Healthcare

☐ Languages, Information and Culture

☐ Legal and Political Services

☐ Leisure, Sport and Tourism

☐ Manufacturing and Production

☐ Marketing and Advertising

☐ Media, Print and Publishing

☐ Performing Arts

☐ Personal and Other Services including health and beauty

☐ Retail Sales and Customer Services

☐ Science, Mathematics and Statistics

☐ Security and Armed Forces

☐ Social Work and Counselling Services

☐ Transport and Logistics

Search

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## Opportunity List

Records 1 to 20 of 36

First | Previous | Next | Last

Organisation	Job Title	Town	Job No.	Details
Barwick Equestrian	Groom/stable hand assistant	Truro	35	<a href="#">View</a>
C R Rusden	General farm assistant	Truro	24473	<a href="#">View</a>
Carnon Downs Garden Centre	Garden Centre assistant	TRURO	3592	<a href="#">View</a>
Cats Protection	Animal care assistant	Truro	4167	<a href="#">View</a>
Chacewater Garden Centre	Garden Centre assistant	Truro	11895	<a href="#">View</a>
CHAOS CIC	Small Holding assistant	Truro	24689	<a href="#">View</a>
City Road Veterinary Centre	Veterinary surgery assistant	TRURO	209	<a href="#">View</a>
CJ and PH George	Farming Assistant	Truro	11698	<a href="#">View</a>
Clifton Villa Vets (CVS UK Ltd)	Veterinary assistant	TRURO	630	<a href="#">View</a>
Cornwall Council	Environmental and nature conservation work	Truro	15530	<a href="#">View</a>
E and B Dymond & Sons	Pig farm assistant	TRURO	4162	<a href="#">View</a>
Falmouth Estate Management Company	Gardening and Floristry Assistant	Truro	18780	<a href="#">View</a>
Falmouth Estate Management Company	Estate Management	Truro	27457	<a href="#">View</a>
M R and A Carbis	Assistant Herdsman	Truro	25557	<a href="#">View</a>
MAC Therapy Equine	Equine assistant	Truro	23325	<a href="#">View</a>
National Trust	Assistant Ranger	Truro	23549	<a href="#">View</a>
National Trust (Trelissick Gardens)	Gardening Assistant	Truro	2828	<a href="#">View</a>
Oggy Doggy Daycare	Dog Daycare Assistant	Truro	24595	<a href="#">View</a>
Penair School	Gardening and Maintenance Assistant	TRURO	20166	<a href="#">View</a>
Pencalenick School	Gardening Assistant	Truro	25451	<a href="#">View</a>

## Job Description

[Printable version](#) | [Return to job list](#) | [New search](#) |

Employer	<b>Cornwall Council      TR1 3AY</b>		
Job Title	<b>Environmental and nature conservation work</b>		
Job Number	15530		
Next HS Visit Due By	18/11/2023		
Classification	WAR - Environmental and nature conservation		
Business	Local Authority - All County Hall placements, Cornwall Council		
Aims	<p>Students should complete the aims/objectives section of their Work Experience Logbook prior to the start of the placement, in particular identifying key skills which will be used on this placement.</p> <p>Please note: Cornwall Council placements at County Hall centrally coordinated by the Talent and Redeployment department. Contact via <a href="mailto:talentandredeployment@cornwall.gov.uk">talentandredeployment@cornwall.gov.uk</a></p>		
Activities Involved	Student duties on placement may include estate management assisting foresters, fencing, footpath repairs, litter collection, weeding, etc		
Other Information	Student must be interested in this type of work, be polite and friendly, practical, physically fit, enthusiastic and willing.		
Health and Safety	<p>Generic Risk Assessment: The pupil WILL NOT: work unsupervised unless on unsupervised errands; enter areas designated as off limits or use/interface with equipment also considered as off limits; misuse/interface with anything provided in the interests of health and safety; have access to unsuitable material on the internet. (HAZARD) Use of general office / IT equipment - (RISK) electrocution, general fatigue - (CONTROL MEASURE) equipment PAT tested, regular breaks, regular inspection. (HAZARD) Slips, trips and falls due to spillages, traffic route obstructions, stairs, ramps and steps - (RISK) strains, pulls, general harm, physical injury, etc - (CONTROL MEASURE) adequate lighting, employer to maintain a safe and tidy working environment, spillages cleared appropriately, suitable footwear to be worn, pupil informed of danger areas. (HAZARD) Manual handling - lifting, pulling, moving, etc - (RISK) strains, pulls, physical injury, etc - (CONTROL MEASURE) appropriate lifting and handling training given, good handling technique used, load reduced to acceptable levels, working environment/route free from obstructions, pupil only to undertake manual handling tasks that are within their own capabilities. (HAZARD) Making and transporting hot drinks/food - (RISK) burns/scalds - (CONTROL MEASURE) dangerous areas identified. (HAZARD) Psychological capacity - (RISK) stress, trauma, distress - (CONTROL MEASURE) pupil should be continually mentored. For specific risk assessment for this job please see the risk assessment section of the Approval &amp; Consent Form.</p>		
Hours	37 hours per week with 1 hour lunch unless notified otherwise.		
Meals	Packed lunch - unless employer states otherwise.		
Travel	own arrangements		
Clothing	Working clothes. Waterproofs. Boots.		
Interview			
Website	<b><a href="http://www.cornwall.gov.uk">www.cornwall.gov.uk</a></b>		
Address	New County Hall Treyew Road Truro TR1 3AY <b><a href="#">Click here for a map</a></b>	Contact Tel. Email	Work Experience Team 01872 324600 (WEX contact- T&R team) <b><a href="mailto:talentandredeployment@cornwall.gov.uk">talentandredeployment@cornwall.gov.uk</a></b> <b>Plan your journey.</b>

# Approval and Consent Form



- Electronic
- Section 1 completed by parent/carer
- Sections 2, 3 & 4 to be completed by employer
- Last page to be sign by parents/carer & student and returned to school.
- This must be completed by 22/05/26 but the sooner the better.
- Sent to EBP for external confirmation



# Approval & Consent

## Page 1

Complete personal details  
Parent and Student signs page 1

## CORNWALL WORK EXPERIENCE SCHEME

### Work Experience Placement Approval & Consent Form 2023 – 2024

Deadline for Return to School  
\_\_\_\_\_

This form is designed to enable the student, employer, parents or carers and the college to share essential information to make sure the health, safety and welfare of the student has been considered and that all the partners approve of the placement taking place.

#### Instructions for Completion

- Step 1** - Parents/carers fill in section 1.
- Step 2** - Employer fills in section 2 (pages 2 and 3) and signs page 3 and returns the form to the student or parent/carer or the school.
- Step 3** - Parent/carer and the student read details provided by employer and sign consent on page 4 then return the form to the school.
- Step 4** - The School completes the Approval and Consent section on page 4.

#### Section 1 - INFORMATION ABOUT THE STUDENT

Placement Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Name of School: \_\_\_\_\_

Telephone Number of School: \_\_\_\_\_

Tutor Group:

Name of Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Age in years: \_\_\_\_\_

Address: \_\_\_\_\_

Post Code: \_\_\_\_\_ Tel. No: \_\_\_\_\_ Emergency Contact Tel. No: \_\_\_\_\_

Name of Emergency Contact: \_\_\_\_\_

#### Essential information relevant to Health, Safety and Welfare

In order for the employer to provide a safe placement it is essential that any medical or other significant information that may affect your son/daughter's health and safety is provided. Please complete the information below:

Does your son/daughter:	NO	YES
Have any restrictions of normal physical activity?	<input type="checkbox"/>	<input type="checkbox"/>
Have skin allergies or eczema?	<input type="checkbox"/>	<input type="checkbox"/>
Have bronchitis, asthma or chest complaints?	<input type="checkbox"/>	<input type="checkbox"/>
Have fainting attacks or fits?	<input type="checkbox"/>	<input type="checkbox"/>
Have any hearing disability?	<input type="checkbox"/>	<input type="checkbox"/>
Have any significant colour vision defect or other vision disability?	<input type="checkbox"/>	<input type="checkbox"/>
Have any learning/behavioural difficulty that may affect their ability to understand or act on instructions?	<input type="checkbox"/>	<input type="checkbox"/>

\*Please give any relevant details:

Have any other health problems that may affect their safety and welfare, including the need for regular medication? If so, please outline the details and list any medication carried for emergency purposes:

Have a specific disability and/or a Care Plan? If so, please give brief details:

Any other information you would like to make the employer aware of that could affect the health, safety and welfare of your son/daughter:

I agree that the above information can be seen by the employer and that the school can disclose any information that they feel is relevant to the health, safety and welfare of my son/daughter whilst on the above work experience placement solely for the purposes of the Work Experience Scheme.

Signature of Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

# Approval & Consent Form

## Page 2

Employer completes contact details and placement details

### Section 2 - ABOUT THE EMPLOYER AND THE PLACEMENT

Name of Company/Organisation \_\_\_\_\_

Address \_\_\_\_\_

Post Code: \_\_\_\_\_ Type of business: \_\_\_\_\_

Are you a 'sole trader' (a company run by one individual with no employees)? YES ☐ NO ☐

If No, then please add number of employees: \_\_\_\_\_ (include part-time people)

Main Contact (person agreeing placement) \_\_\_\_\_ Job Role/ Position \_\_\_\_\_

Main Contact Telephone No: \_\_\_\_\_ Mobile No: \_\_\_\_\_ Email: \_\_\_\_\_

You Will Need Public  
and Employers  
Liability  
Insurance

### ABOUT THE PLACEMENT

Days of Work (please circle): Mon Tues Wed Thurs Fri for 1 week or 2 weeks or \_\_\_\_\_ weeks (Extended only)

Hours of Work: \_\_\_\_\_

Dress code or special clothing required: \_\_\_\_\_

Lunch Time Supervision and Welfare Arrangements:  
Please outline the arrangements for the lunch break supervision: e.g. must stay on the premises, can go off site, can come and go as need be etc. \_\_\_\_\_

Lunch Time \_\_\_\_\_ to \_\_\_\_\_ Lunch Facilities (e.g. Canteen available, packed lunch etc) \_\_\_\_\_

### SUPERVISION

Name of the main person responsible for supervising the student during the placement: \_\_\_\_\_

Job Role/ Position in Organisation \_\_\_\_\_

Will the student be under the direct supervision of more than one person during their placement? YES ☐ NO ☐

If YES please give the following details:

Name of Additional Supervisor	Position/Job Role in Organisation

I can confirm that the people who will be supervising the student are competent to deal with this student and to my knowledge have not been restricted or barred from working with children. ☐ Please Tick

### THE WORKING ENVIRONMENT

Please can you give some idea of the environment(s) the student will be working in e.g. on building sites, working in a client's home, in a busy office, etc. as this may not be obvious from the student's job role: \_\_\_\_\_

### WORKING ONE-TO-ONE

Will the student be working in isolation with the same person for the majority of their placement, e.g. on the premises, outdoor location, travelling in a vehicle? YES ☐ NO ☐

If YES please give brief details: \_\_\_\_\_

### PHYSICAL CONTACT

Will you or any of your employees need to have physical contact with the student either as a normal part of the job or as part of any training? YES ☐ NO ☐

If YES, please give brief details: \_\_\_\_\_



# Approval & Consent Form

Information Classification: CONTROLLED

## Section 3 - 'YOUNG PERSONS RISK ASSESSMENT' FOR THE STUDENT

The purpose of this Risk Assessment is to make sure the health, safety and welfare of the student has been considered with respect to their age, inexperience, immaturity and any factors mentioned in the information about the Student' section above. This will also make sure you have complied with Regulation 10 of the Management of Health & Safety at Work Regulations 1999.

To help you with this either the school or Cornwall EBP ([young.persons@cornwall.gov.uk](mailto:young.persons@cornwall.gov.uk)) can provide you with a sample Young Person's Risk Assessment to suit your business. Please be aware that NOT ALL the Specific Hazards related to your situation may be covered in the sample.

Name of Student		
Job Role/Title of Placement and Main Tasks and Duties		

Specific Hazard Identified	Current Control Measures	Additional control for the young person to make sure the risk is adequately controlled

I confirm that the risk assessment above has been completed to the best of my ability and that the control measures identified will be implemented for the duration of this work experience placement.

Young Persons Risk Assessment completed by: \_\_\_\_\_ Date: \_\_\_\_\_

If you have not completed the above Risk Assessment, then please staple your own 'Young Persons Risk Assessment' to this page. Please could you now sign the 'Employers Agreement and Consent' below before sending the form back to the student and their parents or carers. Thank You.

## Section 4 (To be completed AFTER Sections 1, 2, and 3 have been completed) EMPLOYER AGREEMENT and CONSENT

I have read the Information About the Student section above and I agree to take the student on a Work Experience Placement and where possible, an outline programme for the placement will be provided. The student will be covered for insurance purposes by the company's Employer's Liability Policy AND Public Liability Policy and where applicable the Vehicle Insurance Policy. All of these policies take consideration of the activities of students on work experience. The student will also be covered by our Health and Safety Policy and associated Risk Assessments including the Young Persons Risk Assessment. I have completed the Young Persons Risk Assessment on this consent form, or our own Young Persons Risk Assessment document(s) were attached. I have read the 'Information for Employers' leaflet and understand my responsibility for Health & Safety issues and Child Protection and agree to abide by the 'statement of principles' for child protection.

I am aware that the information contained on this form will be stored manually by the college and some of the information will be stored electronically on the Verjan Workplace work experience management database in accordance with the General Data Protection Regulations (GDPR) and the Data Protection Act 2018.

I declare that I have read and consent to the privacy notice on page 4.

NB: this placement can only be approved if both public liability & employer's liability insurance are current.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Signatory: \_\_\_\_\_ Position: \_\_\_\_\_

## Page 3

Employer completes Young Person's Risk Assessment  
And signs agreement and consent

# Approval & Consent Form

## Page 4

- Parent signs agreement and consent after checking employer details on pages 2 and 3
- Student signs agreement and consent and returns form to school
- School sign their approval and then book the placement with Cornwall Education Business Partnership

Information Classification: CONTROLLED

### PARENT/CARER AGREEMENT and CONSENT

I have read the 'Information About the Employer and Placement' and the 'Young Persons Risk Assessment' sections and agree to my son/daughter taking up this Work Experience Placement and undertaking the main duties and tasks detailed. I have read the lunch time arrangements for this placement and have discussed suitable arrangements for lunch and break periods with my son/daughter and I am aware that if my son/daughter leaves the employer's premises during lunch or break periods, no liability can be accepted by the employer or the school for any incident that may occur.

I am aware that the information contained on this form will be stored manually by the college and some of the information will be stored electronically on the Veyan Workplace work experience management database in accordance with the General Data Protection Regulations (GDPR) and the Data Protection Act 2018.

I declare that I have read and consent to the privacy notice shown below.

Signature of Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

### STUDENT AGREEMENT and CONSENT

I have read the 'Information about the Employer and the Placement' and the 'Young Persons Risk Assessment' sections and understand the information they contain. I agree to:

- take part in the Work Experience Placement;
- follow all safety, security and other regulations laid down by the employer, either through instructions, training or as displayed;
- take reasonable care of my own health, safety and welfare and that of anyone else who may be affected by my actions or omissions;
- hold in confidence any information about the employer's business which I may obtain during this work experience placement and not to disclose such information to another person without the employer's permission;
- follow the Code of Conduct for Use of Social Media and Electronic Devices while on work experience.

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

### SCHOOL'S APPROVAL AND CONSENT

Both sections below must be completed

School Use Only:  
New Provider: Y / N  
Date completed form received:  
Veyan Job Ref. No: Date entered on Veyan:

Work Experience Placement Management	YES	NO	COMMENT/ACTION TAKEN
Employer DBS check required			
Placement is suitable for this student <small>In particular, please add a comment if the placement is working with children</small>			

Signature of person completing this section: \_\_\_\_\_ Date: \_\_\_\_\_

Name of person completing this section: \_\_\_\_\_ Position: \_\_\_\_\_

### Data Protection Statement | Privacy Notice

This information is being collected by the school for the purpose of the Management of the Work Experience programme. Please refer to the Schools' Privacy Policy

A Data Protection Agreement is in place between the college and Cornwall Council (acting through Cornwall Education Business Partnership) in respect of the arrangement of Placement Suitability Visits for work experience. As the Data Processor, we, Together for Families Directorate, Cornwall Council, New County Hall, Truro, TR1 3AY, Data Protection Registration Number: Z1745204 are committed to protecting and respecting your privacy. Any information shared with Cornwall Council by the college will be held in a secure environment until the 21<sup>st</sup> birthday of the student participant in accordance with the TFF data retention policy after which time it will be destroyed in a secure manner.



# Log book and Preparation



- Issued prior to the placement
- Set clear targets
- Placement checks – during the week
- Employers report
- Student reflection
- College / Apprenticeship Interviews / CV

# **Year 10 Work Experience**

**13<sup>th</sup> – 17<sup>th</sup> July 2026**



**Deadline for paperwork is  
FRIDAY 22nd MAY**

Mrs Nikki Grenfell

[ngrenfell@richardlander.cornwall.sch.uk](mailto:ngrenfell@richardlander.cornwall.sch.uk)