

Year 10 Information Evening

September 2026



Class of 2028: Our New Community

Mrs Ludlow – Head of Year 10 Community

Mr Bray & Miss Payne – Head of Year

Mrs Hendy – Head of KS4

Year 10 Tutor Team

Tutor Time

- Year 10 only tutor group
- **Support and guidance** from experienced Key Stage 4 tutors
- Focus on activities and experiences that are specific to the year group



Y10 General programme

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



Y10 General programme



Y10 General programme

Week	Date W/B	Monday	Tuesday	Wednesday	Thursday	Friday
B	31/08/2026	SUMMER	SUMMER	SUMMER	INSET	INSET
A	07/09/2026	Sci Session 1	Options/ KS4 Clubs	Assembly	Sci Session 2	Games/ KS4 Clubs
B	14/09/2026	Sci Session 3	Options/ KS4 Clubs	Assembly	Sci Session 4	Games/ KS4 Clubs
A	21/09/2026	Careers : <u>Mind Map Session (in classroom)</u>	Options/ KS4 Clubs	Assembly	Careers: <u>Health & Safety Session (in classroom)</u>	Games/ KS4 Clubs
B	28/09/2026	Careers: Computer Session (Veryan)	Options/ KS4 Clubs	Assembly	Careers: Computer Session (Veryan)	Games/ KS4 Clubs
A	05/10/2026	MATHS workbook 1	Options/ KS4 Clubs	NO MAIN HALL	MATHS workbook 2	Games/ KS4 Clubs
B	12/10/2026	MATHS workbook 3	Options/ KS4 Clubs		MATHS workbook 4	Games/ KS4 Clubs
A	19/10/2026	Careers : Work rules & Payslips <u>(in classroom)</u>	Options/ KS4 Clubs	Assembly: Celebrations ALU	Careers: Work rules and Payslips <u>(in classroom)</u>	Games/ KS4 Clubs



Y10 General programme

In the first half term we will have covered 8 sessions = **4 hours of revision**

By the end of year 10 we will have completed 99 sessions = **49.5 hours of revision**

By the end of year 11 we will will have completed 172 sessions = **86 hours of revision**



Y10 Exams

Monday 3rd May – Friday 28th May *(provisional)*

Exams in both Core and Option Subjects.



Attendance Matters

- **Every lesson matters:** Regular attendance means students don't miss the knowledge, skills and practice they need to succeed in their GCSEs.
- **Attendance impacts outcomes:** Students who attend consistently are better placed to make progress, meet their targets and achieve their potential.
- **Consistency builds success:** Being in school every day helps students keep up with learning, build confidence and develop the habits needed for strong GCSE outcomes.

**Every lesson missed is a missed opportunity to learn, practise
and make progress towards GCSEs.**



Attendance Matters

Every lesson missed is a missed opportunity to learn, practise and make progress towards GCSEs.

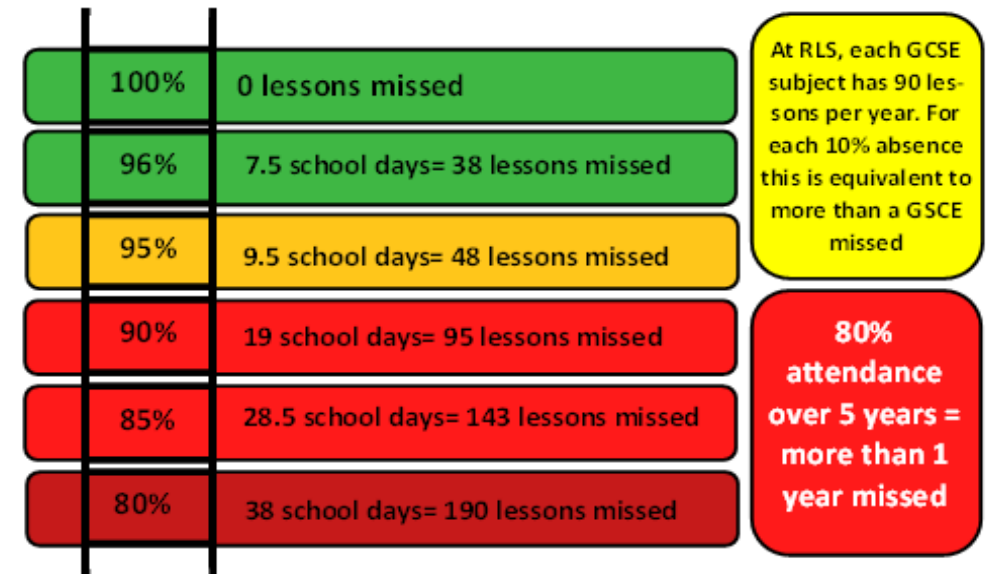


Attendance at Richard Lander School



Good attendance = good progress in your learning

- Attendance **below 90%** is described by the government as **persistent absence**
- As the graphic shows, **school absence** leads to **lost learning**, which leads to **lower progress**
- There is a clear link between **poor attendance** at school and **lower academic achievement**.
- At Richard Lander, students last year who had attendance below 90% made an average of 1 grade less progress per GCSE than students with attendance over 90%



GCSE Science

Dr Stubbs



GCSE Combined & Triple Science

Y10 Parent Information Evening

Understanding the route • Knowing what to expect • Supporting your child





Exam Board: **AQA**

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





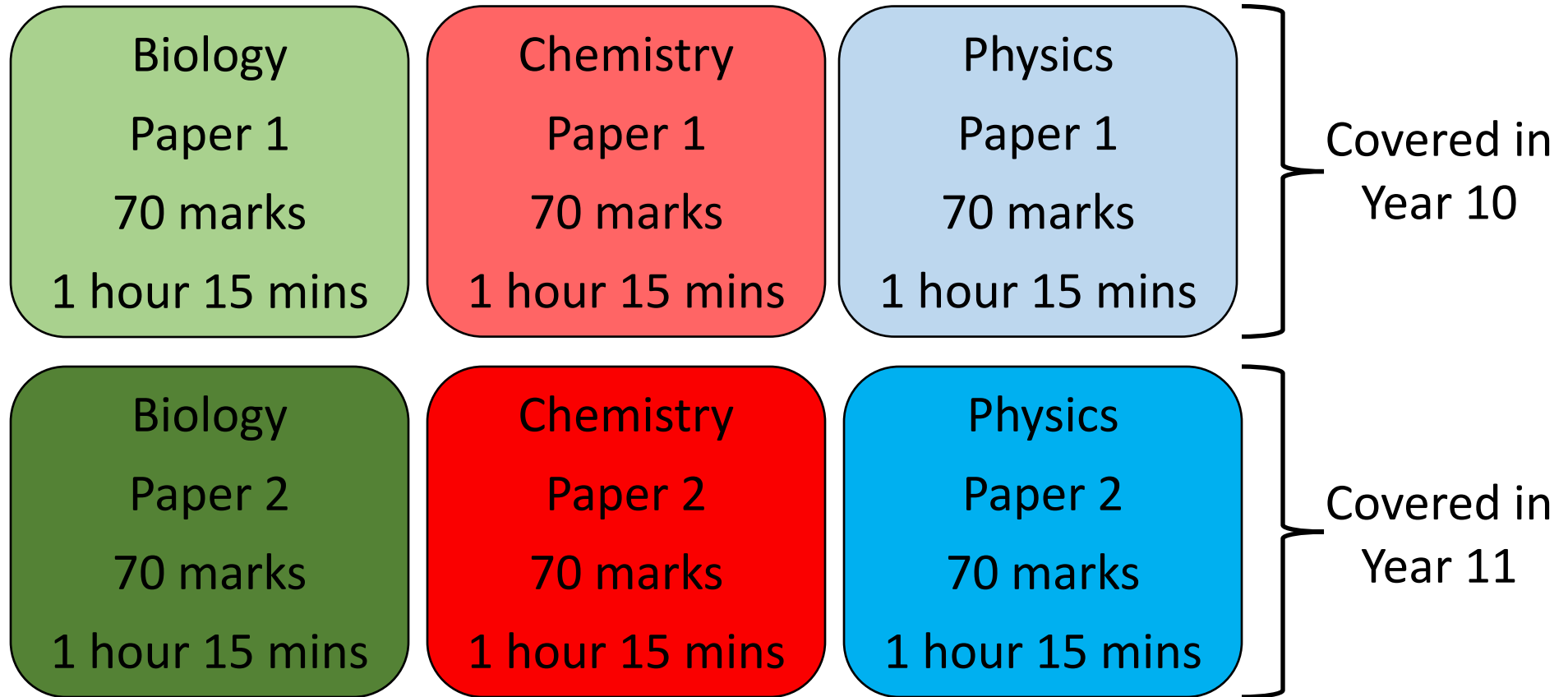
Exam Board: **AQA**

Course: **GCSE**
Combined Science
TRILOGY

10 lessons per
fortnight with 2
different
teachers



AQA TRILOGY: GCSE Combined Science Exams



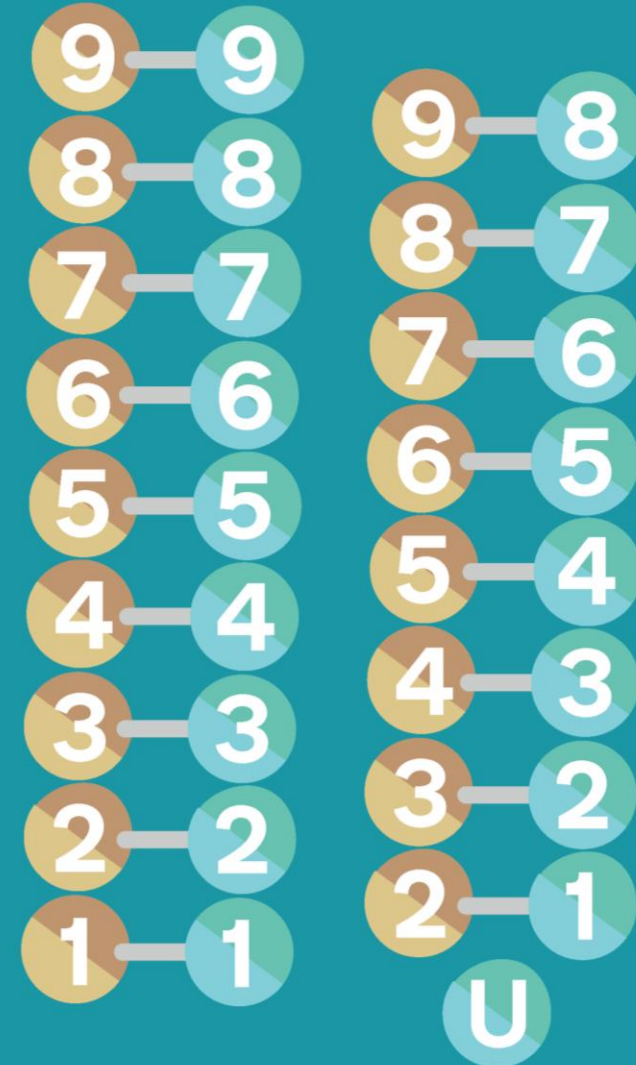
GCSE Combined Science

Double Award Grading System

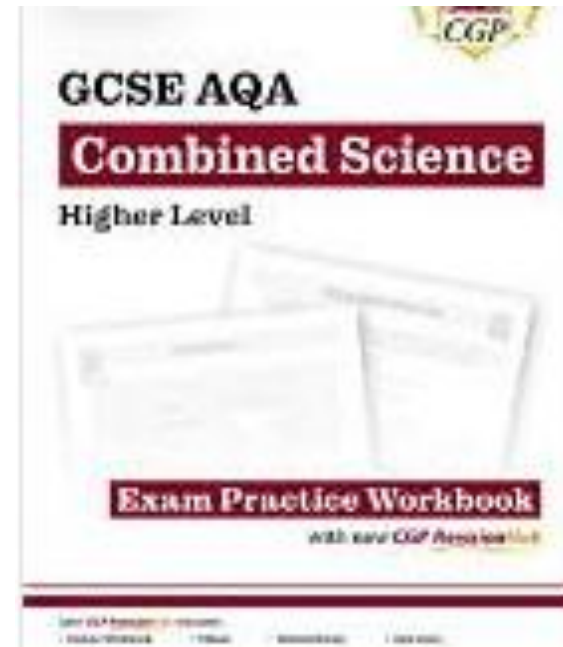
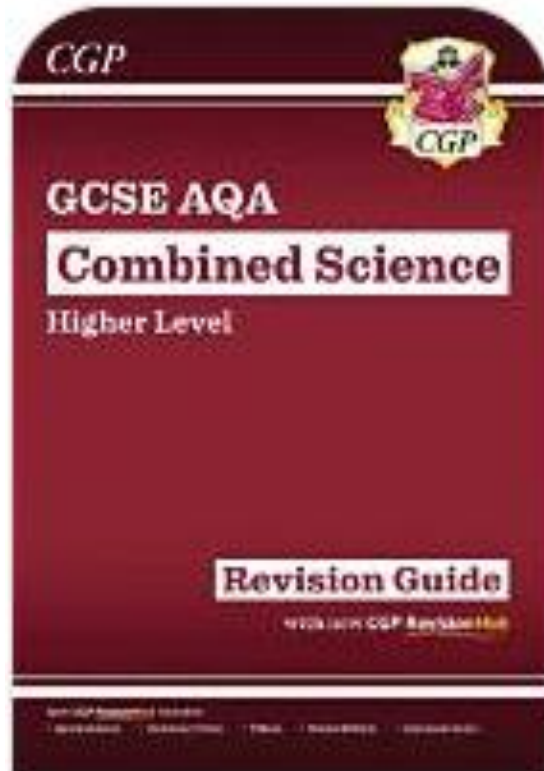
Students will sit all 6 exams at the end of Year 11.

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.



Revision guides available on ParentPay for £7
Workbook also available: £8



Exam Board: AQA



Course: **GCSE Triple
Biology, Chemistry and
Physics.**

15 lessons per
fortnight with 3
specialist
teachers





AQA
GCSE
Triple
Science

Biology
Paper 1
100 marks
1 hour 45 mins

Biology
Paper 2
100 marks
1 hour 45 mins

One GCSE Grade
9-1

Chemistry
Paper 1
100 marks
1 hour 45 mins

Chemistry
Paper 2
100 marks
1 hour 45 mins

One GCSE Grade
9-1

Physics
Paper 1
100 marks
1 hour 45 mins

Physics
Paper 2
100 marks
1 hour 45 mins

One GCSE Grade
9-1



GCSE Triple Science Grading

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.

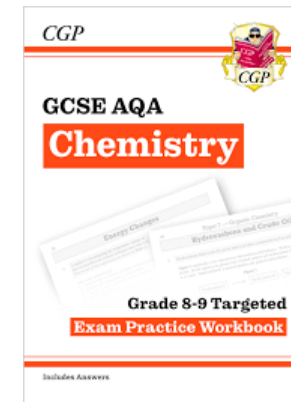
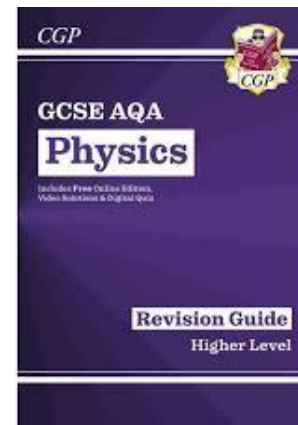
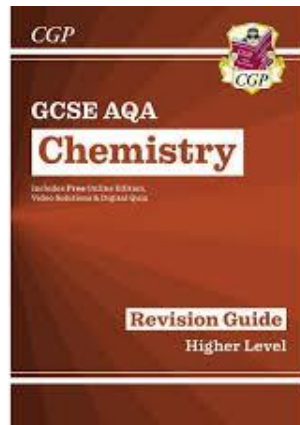
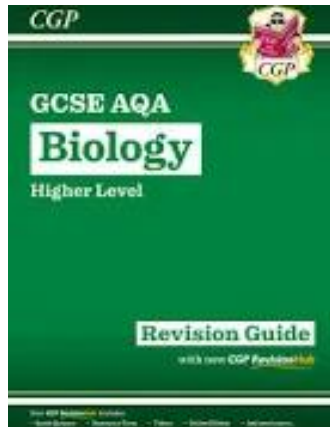
Department for Education

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

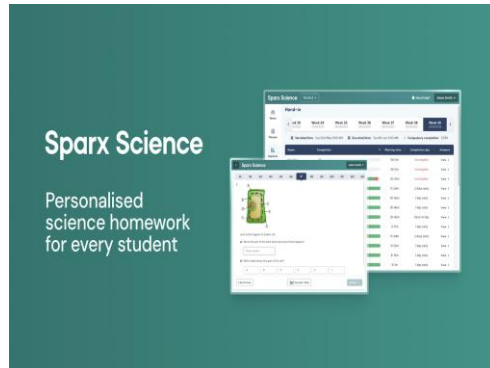


Revision guides available on ParentPay for £11.50 (set of 3)

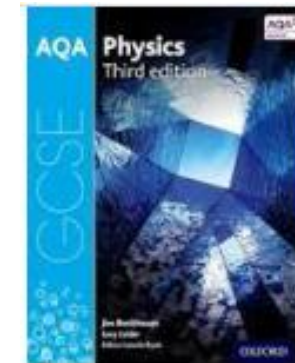
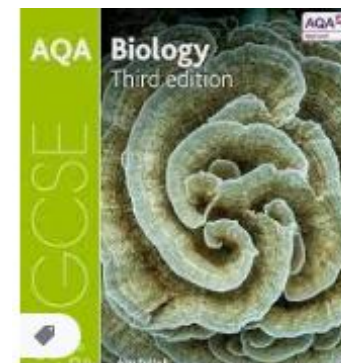
Grade 8-9 Workbooks are also available on ParentPay for £11.50 (set of 3)



Ways to support your child's science



Revision guides and workbooks can be purchased on Parent Pay



Sparx Science

Personalised
science homework
for every student

The screenshot displays the Sparx Science interface for a student named Adam Smith. The top navigation bar includes the Sparx Science logo, a dropdown menu for '10x/Sc2', a 'Need help?' link, and the student's name. The main content area is titled 'Hand-in' and shows a progress bar for various weeks. A table below the progress bar lists the student's completion status for each week, including the working time and completion day. The table has columns for 'Name', 'Completion', 'Working time', 'Completion day', and 'Answers'. The student's progress is as follows:

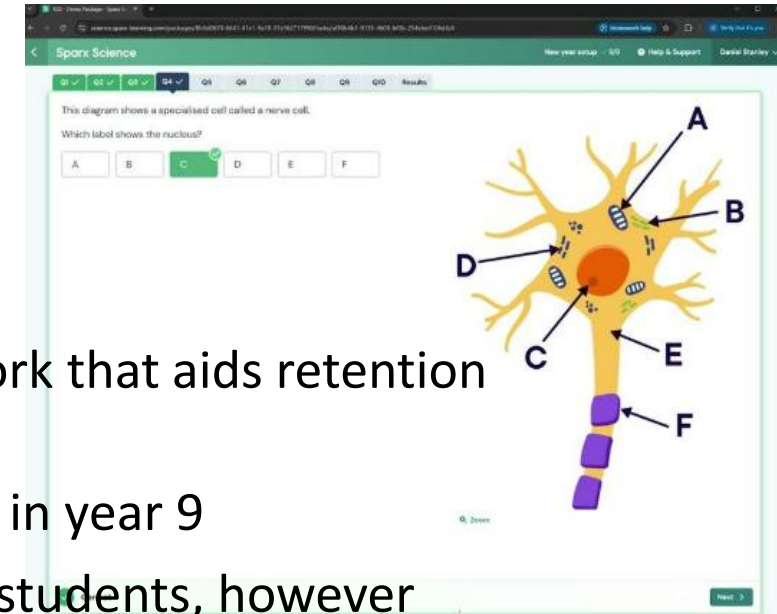
Name	Completion	Working time	Completion day	Answers
Adam Smith	0%	0h 0m	Incomplete	View >
Adam Smith	0%	0h 0m	Incomplete	View >
Adam Smith	0%	0h 47m	Incomplete	View >
Adam Smith	100%	1h 26m	2 days early	View >
Adam Smith	100%	0h 56m	1 day early	View >
Adam Smith	100%	0h 46m	1 day early	View >
Adam Smith	100%	0h 42m	Hand-in day	View >
Adam Smith	100%	1h 17m	1 day early	View >
Adam Smith	100%	1h 44m	2 days early	View >
Adam Smith	100%	1h 52m	1 day early	View >
Adam Smith	100%	1h 16m	1 day early	View >
Adam Smith	100%	1h 1m	1 day early	View >

The bottom section of the interface shows a question about a plant cell diagram. The question is: 'Look at the diagram of a plant cell. a) Name the part of the plant where photosynthesis happens. b) Which label shows this part of the cell?'. The diagram shows a plant cell with labels A through G. The student has entered 'Enter answer...' for part a) and 'A' for part b). The interface also includes a 'Periodic Table' link and a 'Submit' button.



What is Sparx Science?

- 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.



How can you help?

- Provide a quiet space for your child to focus on their homework, minimising distractions where possible.
- Encourage your child to start their homework early so they can get support before the deadline if they are stuck.
- Sparx Science will automatically adjust the level of questions based on your child's answers, please try not to answer the questions for them, instead ensure they are carefully reading the support and using this information to answer the questions.



Key details

- Students log in at app.sparx-learning.com. They will need to find their school and log in using their Sparx Maths details.
- Homework will be handed out on Tuesday every week, and collected on Monday
- Each Sparx Science homework should take 1 hour.



GCSE English Language & Literature

Mrs Cant



GCSE English Literature and Language

Y10 Parent Information Evening

Understanding the route • Knowing what to expect • Supporting your child



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)

Language:

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)



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.





YEAR
10/11

English Language
Mini Mock: Paper 2

English Language
Mini Mock: Paper 1

Power and Conflict and
Unseen 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.

A Christmas Carol and
Poetry

Romeo and Juliet and
Poetry

Revision Begins...
Language Paper 1

Nov Mock Exams

Spoken Language Study

Y10 Mock Exams

Language Paper 2
Literature Paper 2

An Inspector Calls

Language Paper 1
Literature Paper 1

Revision of ACC
and R&J

Final Literature
Revision

Feb Mock Exams
Language Paper 1
Literature Paper 1

Final Language
Revision

Exams



Weekly Homework: on Satchel

English Literature

- **Homework:** *A Christmas Carol* Flashcards
- Time: 1 hour a week



Total: 1 hours
per week



Our approach at Richard Lander School

Retrieval



**Quality first
teaching**



Assessments



**Mini-Mock Mondays
(Language)**

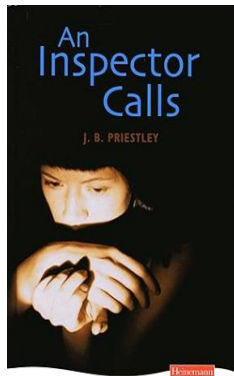
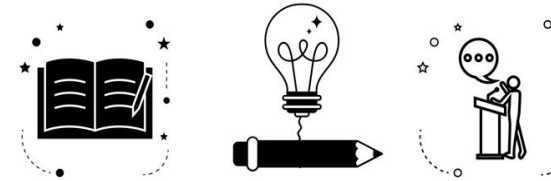


The Must Haves:

Richard Lander School English Literature AQA Revision Guide (2027-2028)



Richard Lander School English Language AQA 2026-27



AQA
Please write clearly in block capitals.
Centre number Candidate number
Surname
Forename(s)
Candidate signature I declare this is my own work.

**GCSE
ENGLISH LANGUAGE**
Paper 1 Explorations in creative reading and writing

Friday 23 May 2025 Morning Time allowed: 1 hour 45 minutes

- Materials**
For this paper you must have:
• Section A – provided as a separate insert.
- Instructions**
• Answer all questions.
• Use black ink or black ballpoint pen.
• Fill in the boxes at the top of this page.
• You must answer the questions in the spaces provided.
• Do not write outside the box around each page or on blank pages.
• If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
• Do all rough work in this book. Cross through any work you do not want to be marked.
• You must refer to the insert booklet provided.
• You must not use a dictionary.
- Information**
• The marks for questions are shown in brackets.
• The maximum mark for this paper is 60.
• There are 40 marks for Section A and 40 marks for Section B.
• You are reminded of the need for good English and clear presentation in your answers.
• You will be assessed on the quality of your writing in Section A.
• You will be assessed on the quality of your writing in Section B.
- Advice**
• You are advised to spend about 15 minutes reading through the source and all five questions you have to answer.
• You are advised to plan your answer to Question 5 before you start to write.
• You should make sure you have sufficient time to check your answers.



8700/1

AQA
Please write clearly in block capitals.
Centre number Candidate number
Surname
Forename(s)
Candidate signature I declare this is my own work.

**GCSE
ENGLISH LANGUAGE**
Paper 2 Writers' viewpoints and perspectives

Time allowed: 1 hour 45 minutes

- Materials**
For this paper you must have:
• Section A and Section B – provided as a separate insert.
- Instructions**
• Answer all questions.
• Use black ink or black ballpoint pen.
• Fill in the boxes at the top of this page.
• You must answer the questions in the spaces provided.
• Do not write outside the box around each page or on blank pages.
• If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).
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- Advice**
• You are advised to spend about 15 minutes reading through the sources and all five questions you have to answer.
• You are advised to plan your answer to Question 5 before you start to write.
• You should make sure you have sufficient time to check your answers.



8700/2





English Literature GCSE



Paper 1: Shakespeare and the 19th 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



Paper 2: Modern Texts and Poetry

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

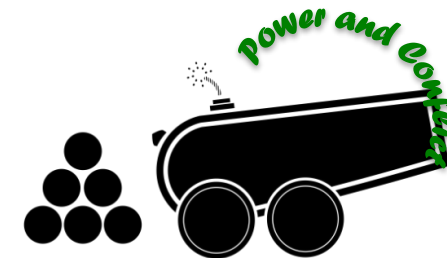
Section B: Conflict Poetry (30 marks)

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.

AO1: Point and Quote	1. Explore the question focus [The author] explores [ref question] through ... 2. Add Detail to Your Idea This is shown in/at [location in text] when... 3. Explain why quote is important This is demonstrated by [QUOTE] which is so important because...
AO2: Exploded analysis	Firstly, the [language feature] implies... Expertly, [the author] uses the [language feature] to represent... Moreover, the use of... Furthermore, perhaps this idea could be developed by... This could make the reader consider...
AO3: Context	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...
AO1: link back to question	Therefore, [ref question] is [epitomised/typified/accentuated] at this moment because...

Verbs of Inference
suggests/implies/indicates
conveys/depicts/signifies
illustrates/exemplifies/highlights
alludes to/insinuates/intimates

Analytical Verbs
accentuates/intensifies
enhances/heightens
creates/establishes/builds
encapsulates/epitomises/typifies
reinforces/strengthens
symbolises/represents
evokes

Reader's Response
shocks/horrifies/disgusts
surprises/astonishes/amazes
intrigues/entices
confuses/perplexes/bewilders
alienates/isolates
overwhelms
frustrates/angers/infuriates
inspires/emboldens/empowers

Adverbs of Affirmation
definitely/surely/certainly
deliberately/cleverly
frequently/regularly
unquestionably/indubitably
characteristically/typically

Modal Verbs
could
might
may

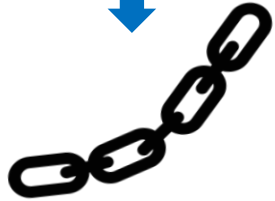




A Christmas Carol

Warning

Stave 1



Marley's Ghost

The novella opens on Christmas Eve. Scrooge is visited by his nephew, Fred, who invites him to dine with him on Christmas Day. Scrooge refuses.

He also refuses to donate any money to charity.

Scrooge returns to his home. As he approaches his door, he sees the face of his dead business partner, Jacob Marley, in the door knocker.

That evening, the ghost of Jacob Marley visits Scrooge. The ghost is wrapped in a long chain and warns him that, if Scrooge does not change his ways and become more compassionate and generous, then Scrooge will be doomed to an after-life of misery.

Marley tells Scrooge that through the night he will be visited by three ghosts who are his only chance of salvation.

Regret

Stave 2



The First of the Three Spirits

Scrooge is visited by the first of the ghosts, the Ghost of Christmas Past.

The ghost takes Scrooge back in time to see himself as a lonely young boy, spending Christmas alone.

Another happy Christmas memory is shown to Scrooge as he sees himself as a young man at his employer's jolly party (Fezziwig).

Then the ghost shows him an unhappy memory as his fiancé Belle breaks off their engagement because Scrooge is now too preoccupied with money.

A final scene is shown to Scrooge: an older Belle surrounded with a happy family.

Opportunity

Stave 3



The Second of the Three Spirits

The Ghost of Christmas Present appears in Scrooge's house, surrounded by huge amounts of food.

This ghost takes Scrooge to his clerk's house. Bob and his family are celebrating Christmas Day in a cheerful way. The ghost warns Scrooge that the crippled youngest child, Tiny Tim, will die in the near future.

The ghost and Scrooge then travel around the world, seeing scenes of people enjoying Christmas. They end up in Fred's house, where the guests and Fred celebrate Christmas and joke about Scrooge's attitude to the festival.

The stave ends on a sombre note as Scrooge sees the children of Ignorance and Want who are hiding in the ghost's cloak.

Legacy

Stave 4



The Last of the Three Spirits

The Ghost of Christmas Yet to Come silently takes Scrooge to visit future scenes.

In the future, people talk casually and without feeling about an unknown dead man.

The stolen clothes and possessions of this dead man are sold in a grim shop in a crime-ridden part of London.

Scrooge is taken to the Cratchits' house again where the family are mourning the death of Tiny Tim.

The final scene is in a graveyard where Scrooge sees a grave with his own name on it. Falling to his knees, Scrooge promises that he will change his life and celebrate Christmas.

Transformation

Stave 5



The End of It

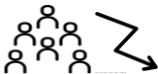
Scrooge wakes up in his own bedroom on the morning of Christmas Day.

He changes his ways, correcting all the mistakes that he made in Stave 1.

He gives generously to charity, sends a turkey to Bob's house and attends Fred's Christmas Day lunch.

The novella ends on a positive note; we learn that Tiny Tim does not die but that Scrooge becomes like a second father to him. We also learn that Scrooge does indeed celebrate and embrace Christmas for the rest of his life.



Family	'Christmas is a good time; a kind, forgiving, charitable, pleasant time...when men and women open up their shut up hearts freely...as if we all were fellow-passengers to the grave.' p.6 (Fred, Stave 1)  2	'Another idol has displaced me [...] a golden one' (Belle, Stave 2) p.40  7	'Scrooge was better than his word. He did it all, and infinitely more; and to Tiny Tim, who did NOT die, he was a second father' (Narrator, Stave 5) p.99  17
Supernatural	'I wear the chain I forged in life' (Marley, Stave 1) p.19  5	'Would you so soon put out with worldly hands the light I give?' (Ghost of Christmas Past Stave 2) p.28  'It was clothed in one simple green robe, or mantle, bordered with white fur' (Ghost of Christmas Present Stave 3) p. 47  6&8	Ghost of Christmas Yet to Come: 'The Phantom slowly, gravely, silently, approached...it was shrouded in a deep black garment' (Narrator, Stave 4) P.73  12
Suffering of Poor	'Are there no prisons?...Union workhouses?...The treadmill and the Poor Law are in full vigour, then?' (Scrooge, Stave 1) p.8  3	'Scrooge was the ogre of the family. Mention of his name cast a dark shadow' (Scrooge, Stave 3) p.59  The Children of Ignorance and Want: 'Yellow, meagre, ragged, scowling, wolfish; but prostrate, too, in their humility.' (Narrator, Stave 3) p.71  10&11	Setting: 'The people half-naked, drunken, slipshod, ugly...the whole quarter reeked with crime, with filth, and misery.' (Narrator, Stave 4) P.77   13
Change	Scrooge: 'Secret, and self-contained, and solitary as an oyster.' (Narrator, Stave 1) p.2  1	'I am not the man I was. I will not be the man I must have been.' (Scrooge, Stave 4) p. 90  14	Scrooge: 'light as a feather' 'happy as an angel' 'merry as a schoolboy' (Narrator, Stave 5) p.93   15
Responsibility	'If they would rather die, they had better do it and decrease the surplus population' (Scrooge, Stave 1) p.9  4	'He hoped that people saw him in the church, because he was a cripple.' (Tiny Tim, Stave 3) p.55  9	Scrooge to the charity worker: 'A great many back-payments are included.' (Scrooge, Stave 5) P.96  16



A03: Context

A Christmas Carol

Family	• Celebrates the warmth and emotional richness of family life through the Cratchits, reflecting Dickens' own longing for familial love after a lonely childhood. • Contrasts Scrooge's cold isolation with the lively, inclusive spirit of families like Fred's and the Cratchits', promoting the idea that human connection is more valuable than wealth. • Criticises Victorian attitudes that prioritised money over relationships, using Scrooge's neglect of Belle and Fred to show the emotional cost of greed. • Draws on Dickens' personal experiences of family disruption — his father was imprisoned for debt — to highlight the vulnerability of families in poverty. • Suggests that family is a moral compass and source of redemption, as Scrooge's change is triggered by his exposure to joyful and loving households.
Supernatural	• Uses the supernatural as a narrative device to force moral reflection, with the ghosts acting as agents of conscience and transformation. • Reflects the Victorian fascination with spiritualism and ghost stories, making the novella both socially instructive and commercially appealing. • Personifies abstract moral ideas — like Time, Regret, and Death — through the spirits, turning internal guilt into external, dramatic encounters. • Warns of eternal punishment for earthly greed through Marley's ghost, reflecting Dickens' belief in consequences for moral failure, even if not religiously defined. • Blends Gothic conventions with moral allegory, ensuring the novella entertains while challenging readers to confront their own behaviour.
Suffering of Poor	• Condemns the brutal social inequality of Victorian England, portraying the Cratchits' cheerfulness despite poverty to highlight their dignity and resilience. • Exposes the inhumanity of systems like workhouses and debtors' prisons, which Dickens had personal experience with when his father was imprisoned. • Presents Tiny Tim as the emotional heart of the novella — a child who suffers needlessly, symbolising the innocent victims of societal neglect. • Criticises the Malthusian view that poverty is inevitable and that the poor are to blame for their own suffering, directly attacking such views through Scrooge's earlier attitudes. • Encourages empathy and reform by making readers confront the real consequences of apathy, using vivid and emotionally charged descriptions of hardship.
Change	• Demonstrates that even the most selfish individuals can change, using Scrooge's transformation as a hopeful model for moral and social renewal. • Mirrors Dickens' belief in human potential and the possibility of redemption, shaped by his own rise from hardship through education and perseverance. • Structures the novella as a moral journey — from ignorance and isolation to awareness and connection — guiding readers toward their own reflection. • Uses Scrooge's altered behaviour to show that transformation requires both internal realisation and outward action (e.g. generosity, kindness, charity). • Suggests that personal change can lead to societal change, positioning Scrooge's shift as a metaphor for what Dickens hoped wealthy Victorians would do.
Responsibility	• Promotes the idea that the rich have a moral duty to care for the poor, challenging the widespread belief in individualism and self-reliance. • Satirises upper-class hypocrisy through Scrooge's dismissive comments about prisons and workhouses, which Dickens saw as cruel and ineffective solutions. • Argues that charity is not enough — real social responsibility involves structural change and a shift in attitude, which Scrooge embodies by the end. • Draws on Dickens' journalism and activism — including his support for education, sanitation, and welfare reform — to underline the novella's social purpose. • Presents social responsibility as joyful, not burdensome, showing that generosity enriches both the giver and the receiver (as seen in Scrooge's new relationship with the Cratchits and Fred).



AQA Literature Paper 1: Past Paper Questions

SECTION B: A Christmas Carol



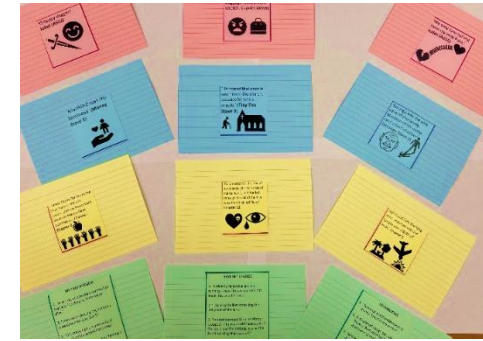
30 marks

Text	Exam	Extract	Question
A Christmas Carol	June 2026	Stave 3	Starting with this extract, explore how Dickens presents ideas about Christmas in A Christmas Carol
	June 2025	Stave 3	Starting with this extract, explore how Dickens presents the importance of kindness in A Christmas Carol
	June 2024	Stave 4	Starting with this extract, explore how Dickens presents the lessons Scrooge learns about life in A Christmas Carol.
	June 2023	Stave 2	Starting with this extract, explore how Dickens presents the effects of greed in A Christmas Carol.
	June 2022	Stave 2	Starting with this extract, explore how Dickens presents the effects of loneliness and isolation in A Christmas Carol.
	Nov 2021	Stave 2	Starting with this extract, explore how Dickens presents ideas about joy and happiness in A Christmas Carol.
	June 2021	Stave 2	Starting with this extract, explore how Dickens presents ideas about joy and happiness in A Christmas Carol.
	Nov 2020	Stave 3	Starting with this extract, explore how Dickens presents the suffering of the poor in A Christmas Carol.
	June 2020	Stave 3	Starting with this extract, explore how Dickens presents the suffering of the poor in A Christmas Carol.
	June 2019	Stave 1	Starting with this extract, explore how Dickens uses the ghosts to help Scrooge change his attitudes and behaviour.
	June 2018	Stave 4	Starting with this extract, explore how Dickens presents Scrooge's fears in A Christmas Carol.
	June 2017	Stave 3	Starting with this extract, explore how Dickens uses the Cratchit family to show the struggles of the poor.
	SAMS3	Stave 2	Starting with this extract, explore how far Dickens presents Christmas as a joyful time.
	SAMS2	Stave 3	Starting with this extract, how does Dickens present the importance of family in A Christmas Carol?
	SAMS1	Stave 1	Starting with this extract, how does Dickens present Scrooge as an outsider to society?



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...

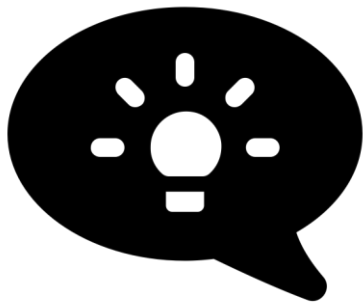




ENGLISH LANGUAGE

Paper 2

Sentence Stems and Top Tips





Question 2: Inference

8 marks

10 minutes

2 x inference paragraphs (1. a/b 2. a/b)

P

1. Point

The author from Source [A/B] suggests [ref question] is ...

Q

2. Quotation

This is shown through

I

3. Inference

From this the reader can infer...

I

Furthermore, we could also assume...

CC

4. Comparison Connective (repeat structure for second source)

Differences:

On the other hand,
Conversely,
In opposition,
Alternatively,
On the contrary,

Similarities:

In the same way,
Similarly,
Also,
Likewise,
Equally,



Q2: Mark Scheme

Level	Skills Descriptors
Level 4 Perceptive Summary 7-8 marks	Shows perceptive synthesis and interpretation of both texts: *Makes perceptive inferences from both texts *Makes judicious references/use of textual detail relevant to the focus of the question Statements show perceptive differences between texts
Level 3 Clear, relevant Summary 5-6 marks	Shows clear synthesis and interpretation of both texts: *Makes clear inferences from both texts *Selects clear references/textual detail relevant to the focus of the question *Statements show clear differences between
Level 2 Some attempts at summary 3-4 marks	Shows some interpretation from one/both texts: *Attempts some inference(s) from one/both texts *Selects some appropriate references/textual detail from one/both texts *Statements show some difference(s) between texts
Level 1 Simple, limited summary 1-2 marks	Shows simple awareness from one/both texts: * Offers paraphrase rather than inference *Makes simple reference/textual details from one/both texts * Statement(s) show a simple difference between texts





Question 3: Language Analysis

12 marks

15 minutes

2 x dev paragraphs

p	1. The writer explores the idea of [ref question] when...
Q	2. This is shown in 'QUOTE'
Ex x1	3. Firstly, the [language feature] implies...
Ex x2	4. Furthermore, the writer uses the [language feature] to present...
Ex x3 (reader)	5. Moreover, the use of [language feature] makes the reader consider/feel...
S	6. Therefore, it is clear [ref question] is presented as...

Language Features:

Word

Phrase

Imagery

Abstract noun

Verb

Adverb

Adjective

Metaphor

Simile

Sensory language

Personification

Oxymoron

Alliteration

Juxtaposition

Plosive/fricative/sibilance

Semantic field



Q3: Mark Scheme

Level	Skills Descriptors
Level 4: Detailed, perceptive analysis 10 - 12 marks	Shows detailed and Perceptive understanding of <i>language</i> : - Analyses the effects of the writer's choices of <i>language</i> - Selects a judicious range of textual detail - Makes sophisticated and accurate use of subject terminology
Level 3: Clear, relevant explanation 7 - 9 marks	Shows clear understanding of <i>language</i> : - Explains clearly the effects of the writer's choices of <i>language</i> - Selects a range of relevant textual detail - Makes clear and accurate use of subject terminology
Level 2: Some understanding and comment 4 - 6 marks	Shows some understanding of <i>language</i> : - Attempts to comment on the effect of <i>language</i> - Selects some appropriate textual detail - Makes some use of subject terminology, mainly appropriately
Level 1: Simple, limited comment 1 - 3 marks	Shows simple awareness of <i>language</i> : - Offers simple comment on effect of <i>language</i> - Selects simple references or textual detail - Makes simple use of subject terminology, not always appropriately





Q4: Comparing writers' thoughts and feelings

16 marks

25 minutes

2 x comparative paragraphs (1. a/b 2.a/b)

P

1. Clear Point linked to question:

The writer's feelings in source [A/B] about [link to question] centre around...

Q

2. Quotation

This is shown through

E

x1

3. Analysis of method

Firstly, the [language feature] implies...

Furthermore, the writer uses the [language feature] to present...

E

x2

4. Sandwich back to question

This implies the writer thinks/feels/believes...

S

5. Comparison Connective (repeat structure for second source)

Differences:

On the other hand,
Conversely,
In opposition,
Alternatively,
On the contrary,

Similarities:

In the same way,
Similarly,
Also,
Likewise,
Equally,



Q4: Mark Scheme

Level	Skills Descriptors
Level 4 Perceptive, detailed evaluation 13-16 marks	- Compares ideas and perspectives in a perceptive way - Analyses how writers' methods are used - Selects a range of judicious supporting detail from both texts - Shows a detailed understanding of the different ideas and perspectives in both texts
Level 3 Clear, relevant evaluation 9-12 marks	- Compares ideas and perspectives in a clear and relevant way - Explains clearly how writers' methods are used - Selects relevant detail to support from both texts - Shows a clear understanding of the different ideas and perspectives in both texts
Level 2 Some attempts 5-8 marks	- Attempts to compare ideas and perspectives - Makes some comment on how writers' methods are used - Selects some appropriate textual detail/references, not always supporting from one or both texts - Identifies some different ideas and perspectives
Level 1 Simple, limited evaluation 1-4 marks	- Makes simple cross reference of ideas and perspectives - Makes simple identification of writers' methods - Makes simple references/textual details from one or both texts - Shows simple awareness of ideas and/or perspectives





Paper 2: Question 5
40 marks
45 minutes

1. Introduction. Introduce your main idea referencing those found in the statement

Start with a triplet followed by a colon. End paragraph with RQ



2. Anecdote (a short story to support your argument).

Use emotive language, end with a thought provoking line.

Start with: *Imagine this / picture this/ There was a time when...*



3. Support your opinions (because) (you'll aim to do this twice before introducing your counter argument)

Consider using: Imperative verbs, facts, statistics, expert opinion



4. Challenge the other side of the argument (but) (this is your counter argument.

Include use of RQ to challenge and anaphoric sentences to reinforce



5. Talk about a way forward, a solution (so) (introduce your final point)

Consider using: direct address, emotive language, triplets, include a call to action



6. Cyclical Structure

Repeat triplet and answer RQs. Conclude with a memorable final statement

Possible sentence structures:

1. Three part sentence

Example: *We need action, unity, and change.*

2. Colon for emphasis

Example: *There's only one thing we cannot afford to ignore: the truth.*

3. Anaphora

Example: *We demand fairness. We demand transparency. We demand change.*

Article: Headline, subheadings

Speech: salutation, sign off

Letter: salutation, sign off

Leaflet: Headline, subheadings, *writing only*

Essay: clear structure



Discourse markers:

Firstly,
Secondly,
Thirdly,
Furthermore,
Moreover,
To develop this idea,
In conjunction with this point,
Expanding on this further,
Cleverly,
Interestingly,
This illustrates to us...
This could exemplify...
Thus is insinuating...
This can teach/warn the public about...

Language Devices:

Direct address
Alliteration
Facts
Opinions
Rhetorical questions
Emotive language
Statistics
Triples
Expert
Repetition

Positive / Supportive	Negative / Critical	Evaluation & Argument
Compelling - very convincing	Detrimental - harmful or negative	Mitigate - reduce the impact
Progressive - encouraging positive change	Egregious - very bad	Inevitable - certain to happen
Equitable - fair	Reprehensible - morally wrong	Incumbent - necessary
Ethical - morally right	Unethical - morally wrong	Precedent - setting an example
Coherent - clear and logical	Ineffective - not successful	Absolve - pardon or free from blame
Beneficial - helpful	Counterproductive - making things worse	Consequently - as a result
Effective - successful	Flawed - containing weaknesses	Nevertheless - despite this
Constructive - helping to improve	Biased - unfairly favouring one side	Ultimately - in the end
Valuable - useful or important	Inadequate - not good enough	Exemplify - to be a good example of something
Credible - trustworthy	Problematic - causing difficulties	Insinuate - to suggest something indirectly without saying it clearly
Influential - able to affect others	Exacerbate - make a problem worse	
Catalyst - something that causes change	Condemn - punish or strongly criticise	
Rectify - to correct	Obstruct - block progress	
Advocate - publicly support	Corrupt - dishonest	
Justifiable - able to be defended as right		
Sustainable - able to continue long-term		
Imperative - extremely important or necessary		



GCSE Mathematics

Miss Blake



GCSE Mathematics

Y10 Parent Information Evening

Understanding the route • Knowing what to expect • Supporting your child



YEAR 10

- Learn
- Practise
- Apply

YEAR 11

- Complete
- Review
- Prepare





**YEAR
10/11**

**Fractions,
Decimals &
Percentages**

%



**Graphs, Tables,
Charts, Averages
& Range**

Algebra

$\frac{x}{y}$



Number

**Perimeter, Area
& Volume**



**Equations, Inequalities
& Sequences**



**Assessment
Strategy**

Y10

End of Year Assessment

November PPE 1

March PPE 2

GCSE Paper 1 (Non-Calc) - May

GCSE Paper 2 & 3 (Calc) - June

Y11

KS4 Maths Foundation

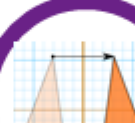
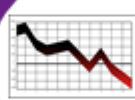
Curriculum Outline

**Multiplicative
Reasoning**

**Constructions,
Loci &
Bearings**



Graphs



Transformations

Probability



$y \propto x$

**Ratio &
Proportion**

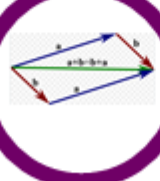
Angles



**Congruence,
Similarity &
Vectors**



**Right Angled
Triangles**



**Fractions,
Indices &
Standard Form**



**Quadratic
Equations, Graphs
& Algebra**



Exams

Skills Learnt:

- ☐ Problem Solving
- ☐ Reasoning
- ☐ Interpreting Data
- ☐ Estimating
- ☐ Working with a Calculator



Any topic can appear in any paper!

Foundation
(grades 1-5)

Paper 1

Non-calculator

33.3% weighting



80
marks



Paper 2

Calculator

33.3% weighting



80
marks



Paper 3

Calculator

33.3% weighting



80
marks



Higher
(grades 4-9)

Paper 1

Non-calculator

33.3% weighting



80
marks



Paper 2

Calculator

33.3% weighting



80
marks



Paper 3

Calculator

33.3% weighting



80
marks



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

Source: Ofqual



Our approach at Richard Lander School

Retrieval



**Quality first
teaching**



Assessments



**Ultimate Practice
Papers (Y11)**



What should students be doing at home in Y10?

Complete Sparx Maths weekly.

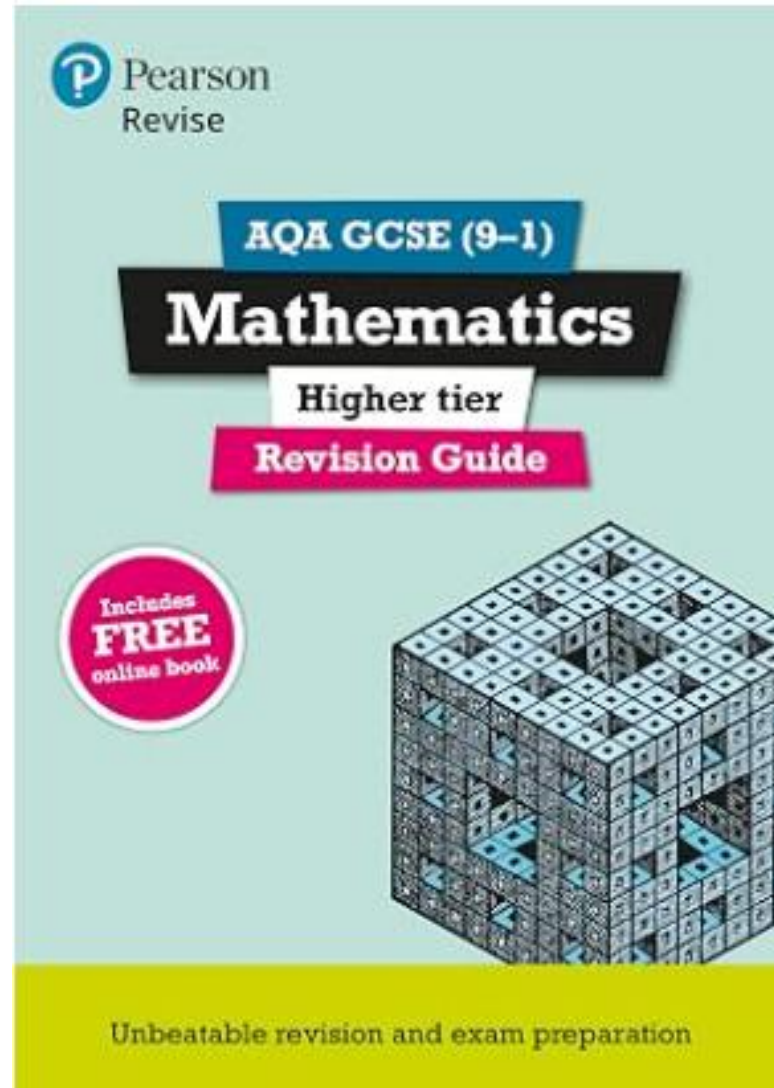
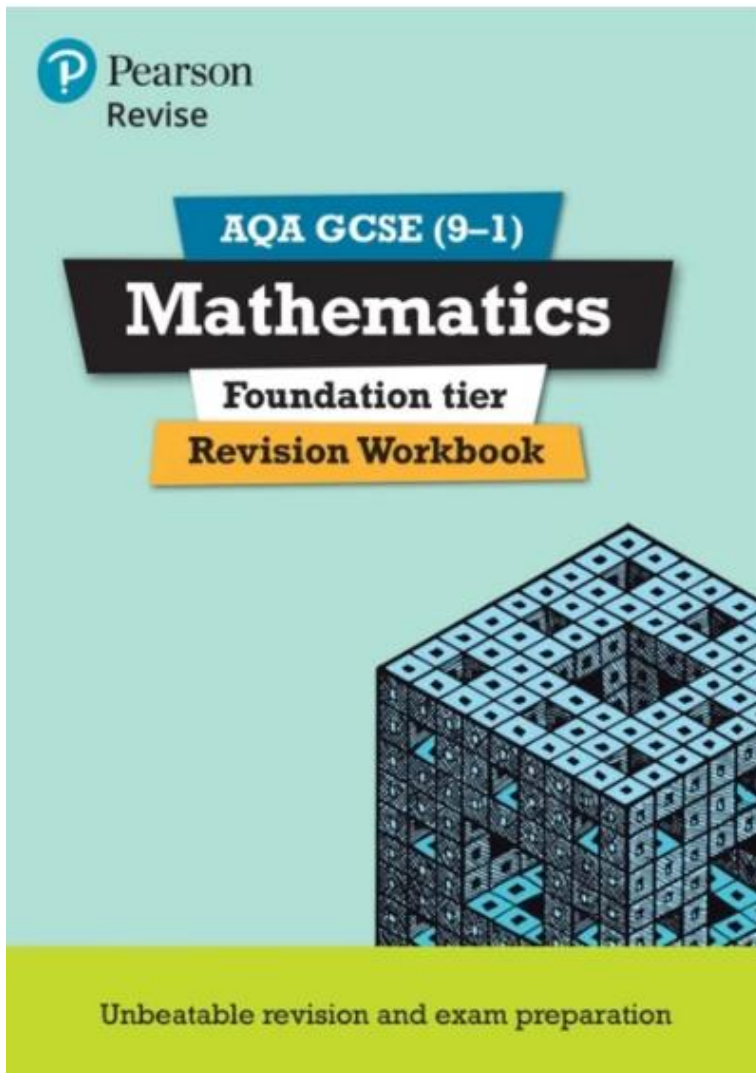
- Fully personalised homework
- Achievable yet challenging
- Teach-Led topics
- Built-in video tutorials

Sparx Maths



What should students be doing at home in Y10?

Other revision resources:



How can parents help?

You do not need to be able to teach GCSE Maths!

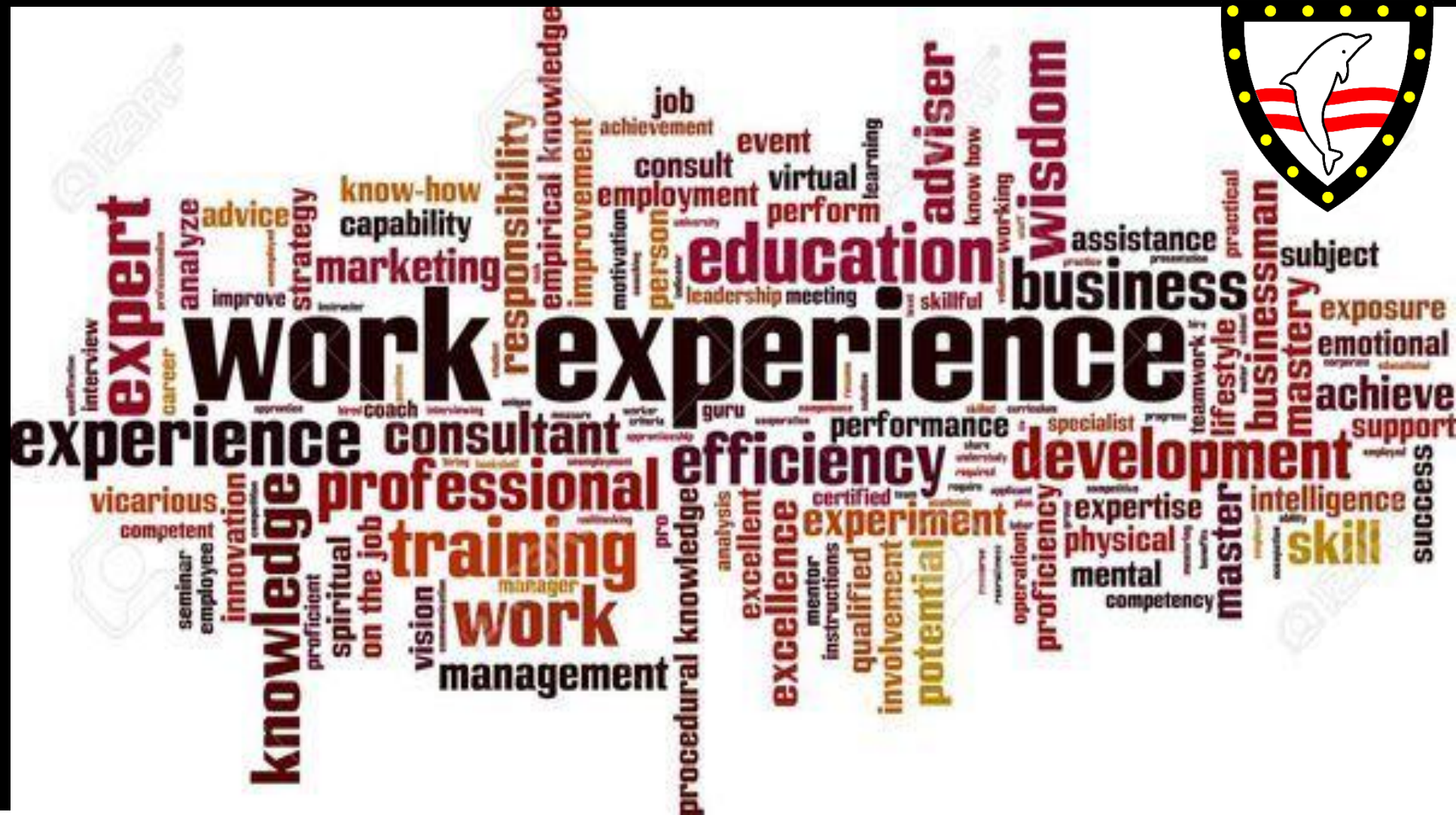
- Help them find a quiet place and time to practise.
- Celebrate progress and effort, not just grades
- Encourage a regular routine rather than last-minute revision.
- Support with Sparx Maths



Work Experience

Mrs Grenfell





Year 10 Work Experience - Monday 19th – Friday 23rd July 2027

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.
- All placements need to be approved by CEBP – this means we have a deadline for paperwork of 28th May 2027

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.



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 – no exceptions!**
- 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

Work Experience Process



- **Students will have tutor sessions to support finding placements and to get ideas.**
- **Email, phone or face to face conversations with employers.**
- **Completion of the approval & consent form – either paper based or electronically. ALL sections MUST be completed before the placement will be uploaded for approval.**
- **Deadline for paperwork Friday 28th May 2027**

Work Experience Process



- **Placement sent for external approval. This approval will look at Health & Safety as well as the employer having the correct insurance. NO placement will be approved without it!**
- **June – Health and Safety / Safeguarding / Preparation session.**
- **July – Work Experience**

How to find a placements



Veryan Webview:

<http://cornwall.learnaboutwork.net/index.asp>

Cornwall Council Work Experience Scheme Homepage:

www.cornwall.gov.uk/workexperience

NHS at Royal Cornwall Hospital Trust

<https://getintohealthandcare.co.uk>

Software Cornwall

<https://techcornwall.co.uk/mission-to-mars/>

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**

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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.

Ver

VERYAN

Log In

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

Login

Clear

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	View
C R Rusden	General farm assistant	Truro	24473	View
Carnon Downs Garden Centre	Garden Centre assistant	TRURO	3592	View
Cats Protection	Animal care assistant	Truro	4167	View
Chacewater Garden Centre	Garden Centre assistant	Truro	11895	View
CHAOS CIC	Small Holding assistant	Truro	24689	View
City Road Veterinary Centre	Veterinary surgery assistant	TRURO	209	View
CJ and PH George	Farming Assistant	Truro	11698	View
Clifton Villa Vets (CVS UK Ltd)	Veterinary assistant	TRURO	630	View
Cornwall Council	Environmental and nature conservation work	Truro	15530	View
E and B Dymond & Sons	Pig farm assistant	TRURO	4162	View
Falmouth Estate Management Company	Gardening and Floristry Assistant	Truro	18780	View
Falmouth Estate Management Company	Estate Management	Truro	27457	View
M R and A Carbis	Assistant Herdsman	Truro	25557	View
MAC Therapy Equine	Equine assistant	Truro	23325	View
National Trust	Assistant Ranger	Truro	23549	View
National Trust (Trelissick Gardens)	Gardening Assistant	Truro	2828	View
Oggy Doggy Daycare	Dog Daycare Assistant	Truro	24595	View
Penair School	Gardening and Maintenance Assistant	TRURO	20166	View
Pencalenick School	Gardening Assistant	Truro	25451	View

Job Description

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

Employer	Cornwall Council TR1 3AY		
Job Title	Environmental and nature conservation work		
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	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. Please note: Cornwall Council placements at County Hall centrally coordinated by the Talent and Redeployment department. Contact via talentandredployment@cornwall.gov.uk		
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	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 & Consent Form.		
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	www.cornwall.gov.uk		
Address	New County Hall Treyew Road Truro TR1 3AY Click here for a map	Contact Tel. Email	Work Experience Team 01872 324600 (WEX contact- T&R team) talentandredployment@cornwall.gov.uk Plan your journey.

Approval and Consent Form



- **Electronic version**
- **Section 1 completed by parent/carer**
- **Sections 2 & 3 to be completed by employer**
- **Section 4 to be sign by parents/carer & student and returned to school.**
- **Returned to school for approval by CEBP**

Preparation & Log Books



- Students will take part in a Health & Safety workshop prior to Work Experience.
- They will be given a logbook to complete while on placement.
- This is useful for students to keep a record of what they have done.

Year 10 Work Experience 19th – 23rd July 2027



**Deadline for paperwork is
FRIDAY 28th MAY**

Mrs Nikki Grenfell

ngrenfell@richardlander.cornwall.sch.uk