



Marlwood School

Working Together For Excellence

Key Stage Four Curriculum Information Evening



| Respect | Responsibility | Resilience |

Introductions: The Senior Team



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Mrs H Simmons
Headteacher



Mrs E Commander
(SENCo)



Mr D Dyer
Assistant Headteacher



Mr D Johnson
Assistant Headteacher



Mrs C Johnson
Assistant Headteacher



Mrs J Marriott
School Operations Manager

The Structure of Key Stage Four



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- Many subjects are 100% examination at the end of Year 11 (*Coursework is used in Art, DT, Media Studies, Music, PE, Sport Studies, and Health & Social Care, Hospitality and Catering*)
- Assessments throughout KS4 provide valuable rehearsal for this process:
 - Y10 - Assessment week in January, then full exams in June
 - Y11 - 2 sets of PPEs (Mocks) (November and February)
- Detailed week by week revision plans are provided for each exam window
- After each set of exams students will know exactly
 - what they need to work on to make progress
 - how far they have to improve to hit the next grade up
- Revision guides are often sold / signposted

Key dates



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- 3rd - 11th November - Year 11 PPE (mock exams)
- w/e Friday 4th December - Progress Report (AtL, PPE grade, Predicted grade)
- Thursday 10th December - Parents Evening (online)
- 8th - 26th February - Year 11 PPE2 (mock exams) (either side of half term holiday)
- w/e 19th March - Progress Report 2
- Thursday 18th March - Final Parents evening - in person
- followed by 4.5 school weeks - then...
- Monday 5th May - First written external exam

Key dates in Year 11



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23 weeks left until the first written GCSE exam for Y11 students.

That means we are 23% of the way through Y11!

...and that's not including time out of lessons for ... three weeks of Mock exams (PPEs), several days of Art exams, spoken language exams, Geography fieldwork

Reporting grades



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- All students will have a **target grade band** - a delicate balance between being aspirational whilst not overwhelming our students.
- For example
 - a student with a target grade range of **4-6** should be aiming to get a grade 4 minimum in all their subjects
 - but, because we are all better in some subjects than others, they may be aspiring to hit the top of that range in some subjects.

Reporting grades



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2x Academic **Progress Reviews** through the year

Each will have:

- an **Attitude to Learning** grade
- After full sets of PPEs, there will also be a PPE exam grade. This is the grade that the student achieved in the most recent set of exams. Please remember that this is NOT the grade they will get, and only is a snapshot of a proportion of the assessment that the summer exams will cover.
- a current **predicted** grade - “the grade the teacher would estimate a student to achieve at the end of the course with the current level of application and approach”

Grades at Key stage 4



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New GCSE grades	BTEC grades	Explanation	Old GCSE grades
9	Level 2 Distinction*		A*
8			
7	Level 2 Distinction		A
6	Level 2 Merit (5.5)		B
5		Strong pass	
4	Level 2 Pass	Standard pass	C
3	Level 1 Distinction	Still a GCSE!	D E F G
2	Level 1 Merit	Still a GCSE!	
1	Level 1 Pass	Still a GCSE!	

Exam boards at KS4



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Maths - Pearson Edexcel

English - AQA

Science - AQA

History - AQA

Geography - AQA

Religious studies - AQA

Computer Science - AQA

Drama - AQA

Music AQA

Art - AQA

PE - AQA

French - AQA

Further Maths - AQA

Business Studies - Pearson Edexcel

Design Technology - WJEC Eduqas

Media Studies - WJEC

Health and Social Care - Pearson Edexcel

Supporting Homework



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Every subject will be setting homework ***every*** week (60 minutes)

Doing and ***practising*** the things that are learnt in class.

Revision has already started! (even if you are in year 10!)

Structured revision



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- Homework is revision!
- Intervention groups in En/Ma/Sci (by invitation) at tutor time
- Academic mentoring groups (by invitation)
- Period 6s

Combined Science

Examination information - overview	
Biology Paper 1 - 1 hour 15 minutes	
Chemistry Paper 1 - 1 hour 15 minutes	
Physics Paper 1 - 1 hour 15 minutes	
Content details	
Biology Paper 1 <i>Cell biology, Organisation, Infection and response, Bioenergetics</i>	
Chemistry Paper 1 <i>Atomic structure and the periodic table, Bonding, structure and the properties of matter, Quantitative Chemistry, Energy Changes</i>	
Physics Paper 1 <i>Energy, Electricity, Particle model of matter, Atomic structure</i>	
Week 1 (w/b 5/10)	Complete the Revision placemats on Google Classroom for topic areas that you have identified as being the most difficult.
Week 2 (w/b 12/10)	Complete the Revision placemats on Google Classroom for topic areas that you have identified as being medium difficulty.
Week 3 (w/b 21/10)	Complete the Revision placemats on Google Classroom for topic areas that you have identified as being the easiest.
Week 4 (half term)	Revise the required practicals for the PPE papers by watching the videos from the list of links on Google Classroom and writing a method (bullet points) for each one.

Interventions



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	Monday	Tuesday	Wednesday	Thursday	Friday
Breakfast / Lunch				French Breakfast	Geography Lunch
Afternoon Tutor time <i>(interventions - invitation only)</i>	- English - Science - Academic mentoring	English	Science	- Maths JDO - Maths MHI	Maths
Period 6	- English - Drama	- Maths - French - History	- History - Art (week 2) - Music Theory		

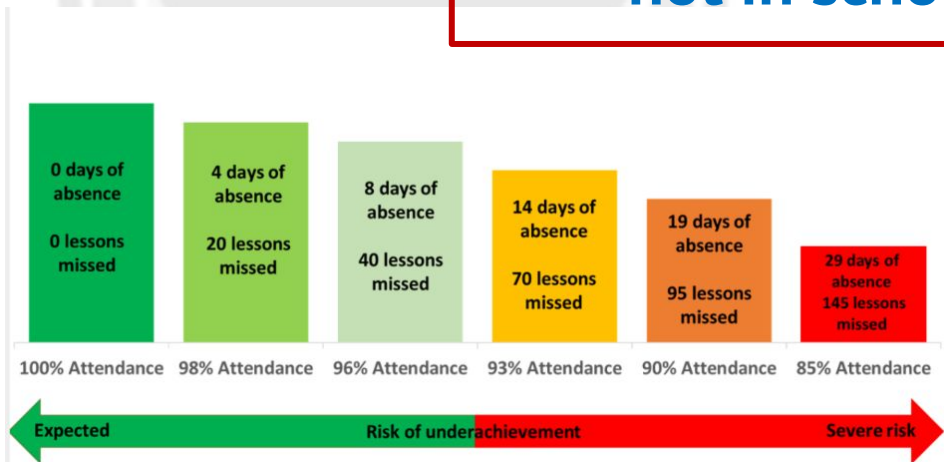
Attendance

**We cannot fully support
your children if they are
not in school.**



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Missed days add up quickly...

... and have a significant impact

Student in school for:

- over 90% of the time: 76.8% got grade 4 E&M
- Under 85% of the time = 29.6% got grade 4 E&M



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How to Learn Effectively

Mr Dyer

Evidence-Based Teaching & Learning



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The move away from teaching by hunch:

✗ 'Learning Styles'

✗ Deep marking

✗ Teaching skills without knowledge



Evidence-Based Teaching & Learning



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Education
Endowment
Foundation

Teaching and Learning Toolkit

Toolkit Strands ↓↑

Cost ↓↑

Evidence ↓↑

Impact ↓↑

Metacognition and self-regulation

High impact for very low cost based on extensive evidence.



+8

Reading comprehension strategies

High impact for very low cost based on moderate evidence.



+7

Peer tutoring

High impact for very low cost based on extensive evidence.



+6

Feedback

High impact for very low cost based on extensive evidence.

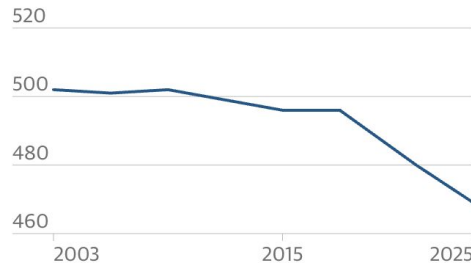


+6

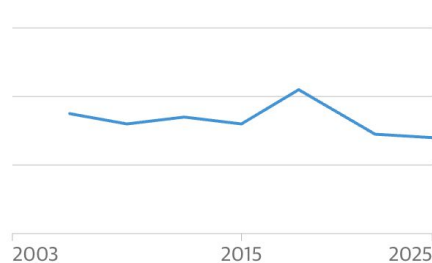
On average, scores decline globally, but not in UK

Average OECD and UK scores by subject

Maths



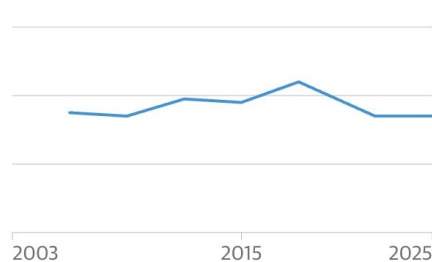
UK maths



Reading



UK reading



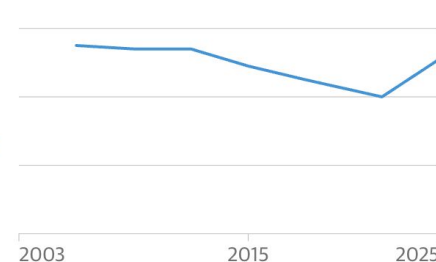
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Science

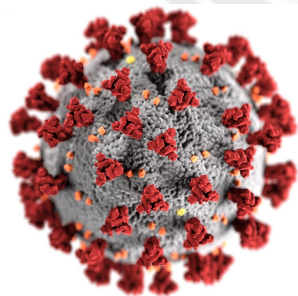


UK Science



Guardian graphic. Source: OECD, Pisa 2025 results. Note: OECD average is of 23 selected countries

UK education almost uniquely holding steady against declining global standards...



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Effective Learning



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A

ttendance

‘Year 11 pupils with near-perfect attendance have **almost double the odds of achieving grade 5** in English and Maths GCSE compared to similar pupils attending 90–95% of the time.’

DfE

B

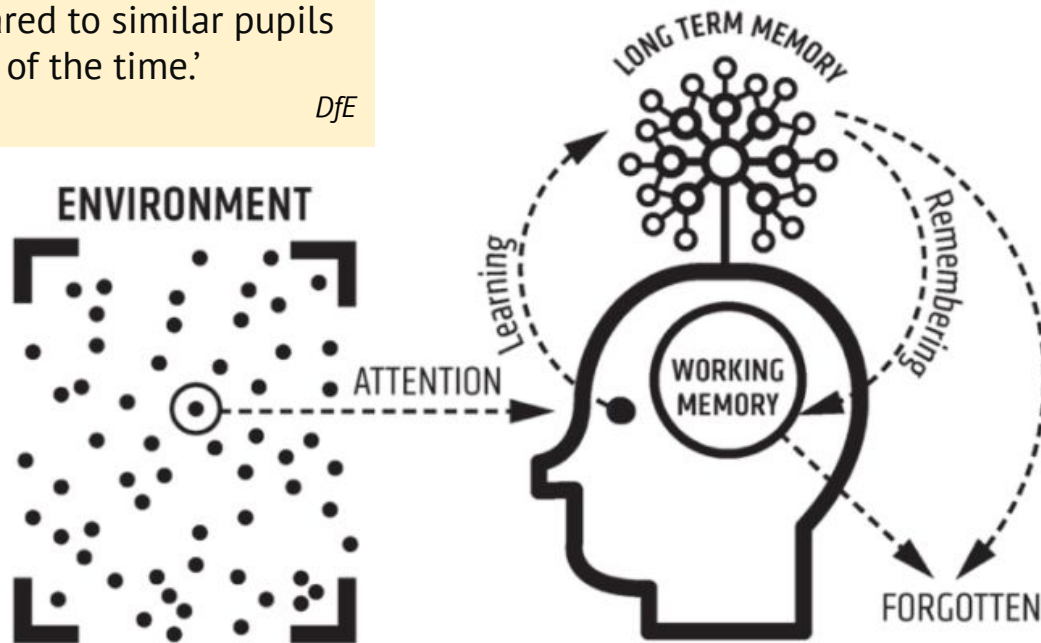
ehaviour

14 minutes in every hour lost to disruptive behaviour.

DfE

C

urriculum



Our Pledge



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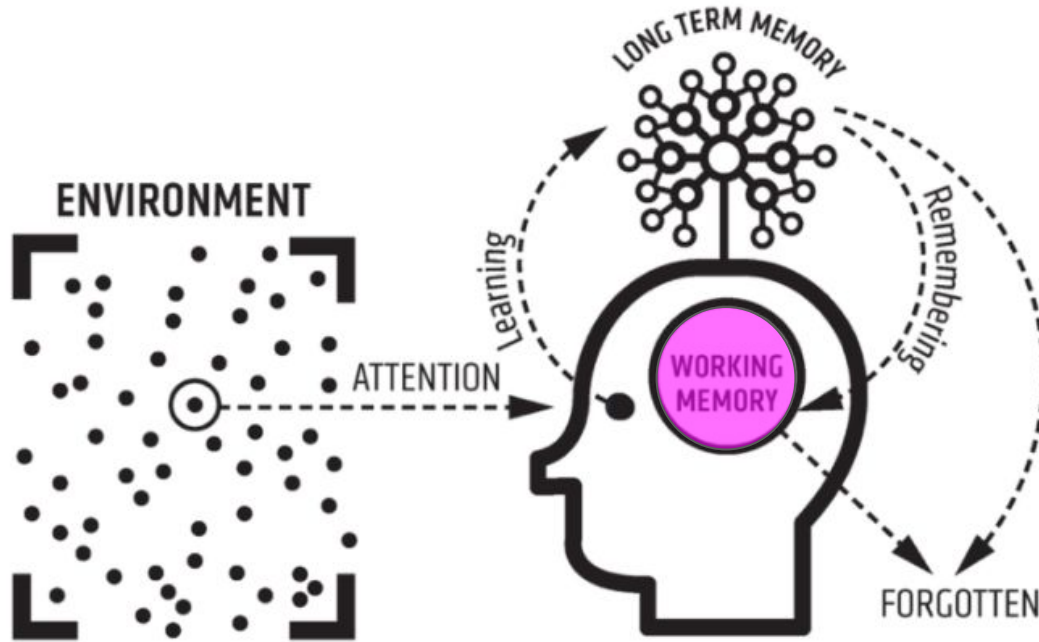
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Marlwood is committed to the very highest standards of behaviour. At the crux of our behaviour system is a pledge to all students, their parent/carers, and to our staff: classrooms at Marlwood will be **disruption-free learning environments**.

Effective Learning



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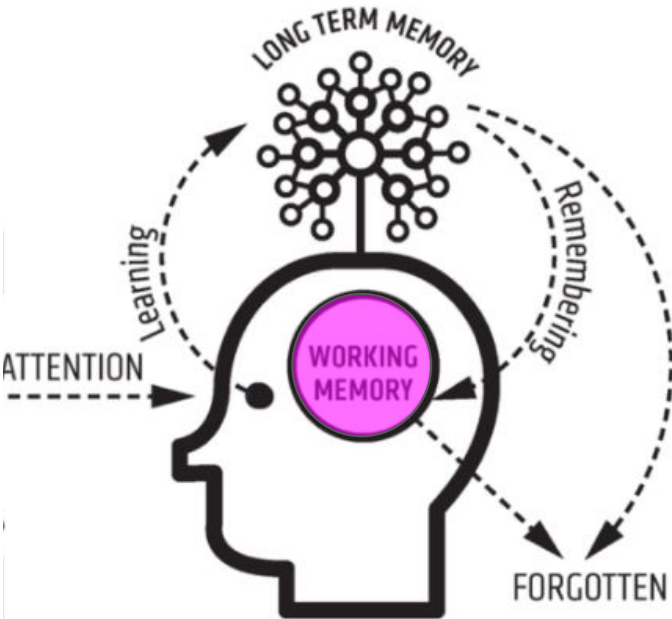


We can only hold around 4 chunks of information in our working memory at once.

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Knowledge Matters!

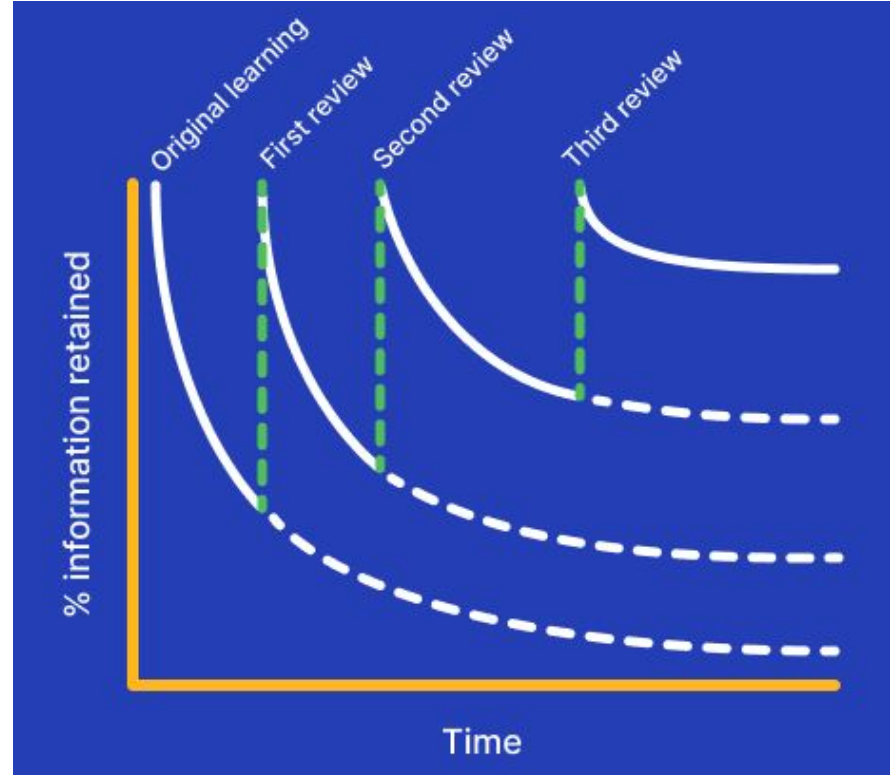
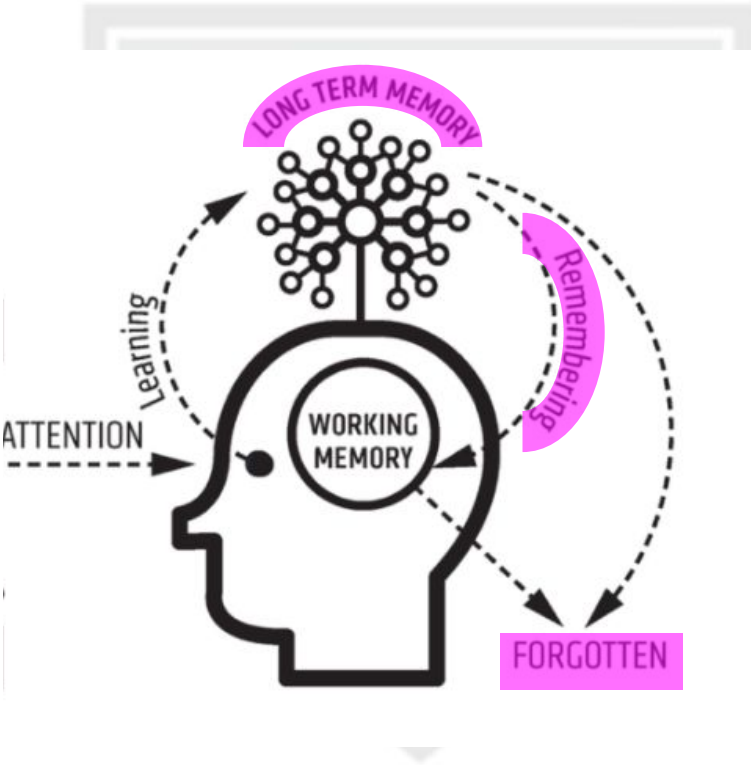
Facts must be *automatically* available to reduce cognitive load in working memory.

Working memory needs to be freed up to focus on *new* information, which builds on existing knowledge.

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Making Learning Stick

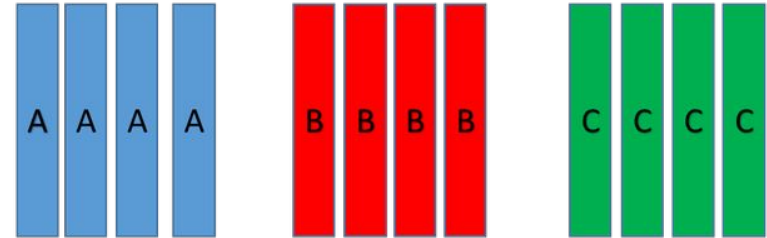


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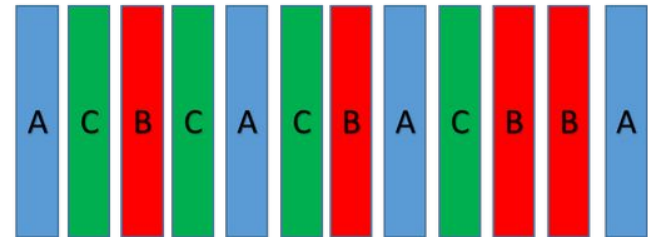
How we support this:

- Routine retrieval practice
- Homework
- From Year 11:
 - How to revise, revision timetables etc
 - Additional revision time

Massed Practice



Interleaved Practice



Making Learning Stick



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Comprehend

Contextualise

Critique

Create

What themes and ideas are presented in 'Storm on the Island'?

Recall

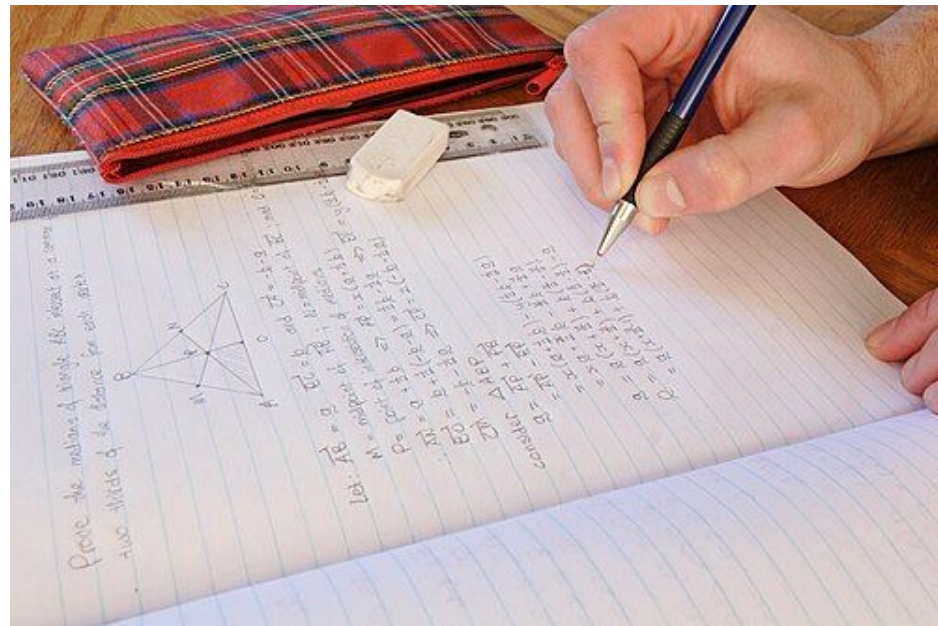
1. In which year did Wilfred Owen write 'Exposure'?
2. What form of rhyme does Owen use throughout the poem?
3. What metre does Wordsworth use in *The Prelude*?
4. Which literary movement did Shelley, Blake and Wordsworth belong to?
5. Why does Priestley set *An Inspector Calls* in 1912 despite writing the play in 1945?

Effective Learning at Home



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- Additional subject study time
- All-important retrieval practice
- Forms good habits, ready for intense revision

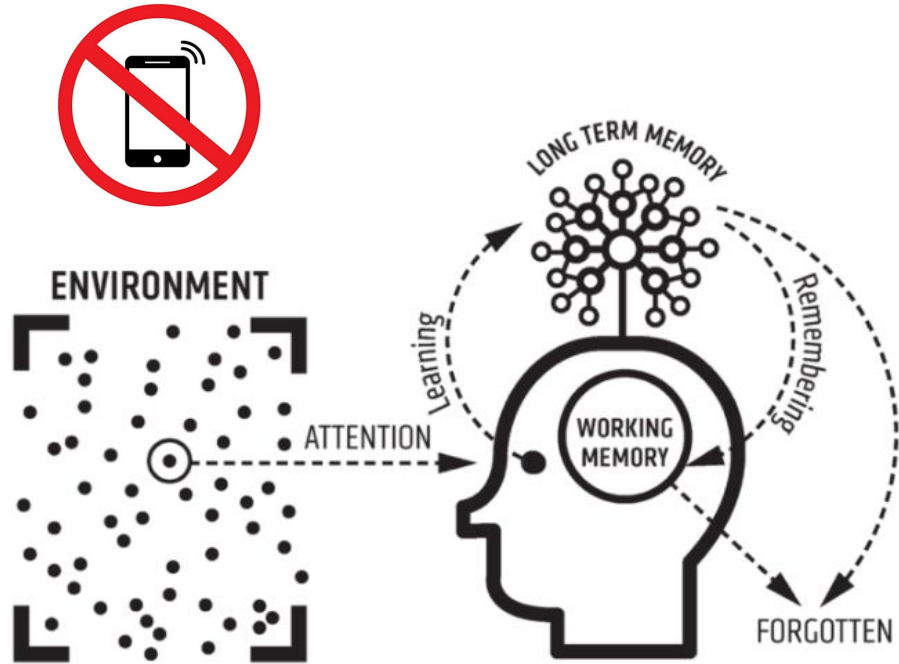


Effective Learning at Home



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- Quiet space
- Phone off and in another room
- Plan when to complete each task



Effective Revision at Home



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Revision Dos and Don'ts

Here are the common strategies from **most** to **least** effective:

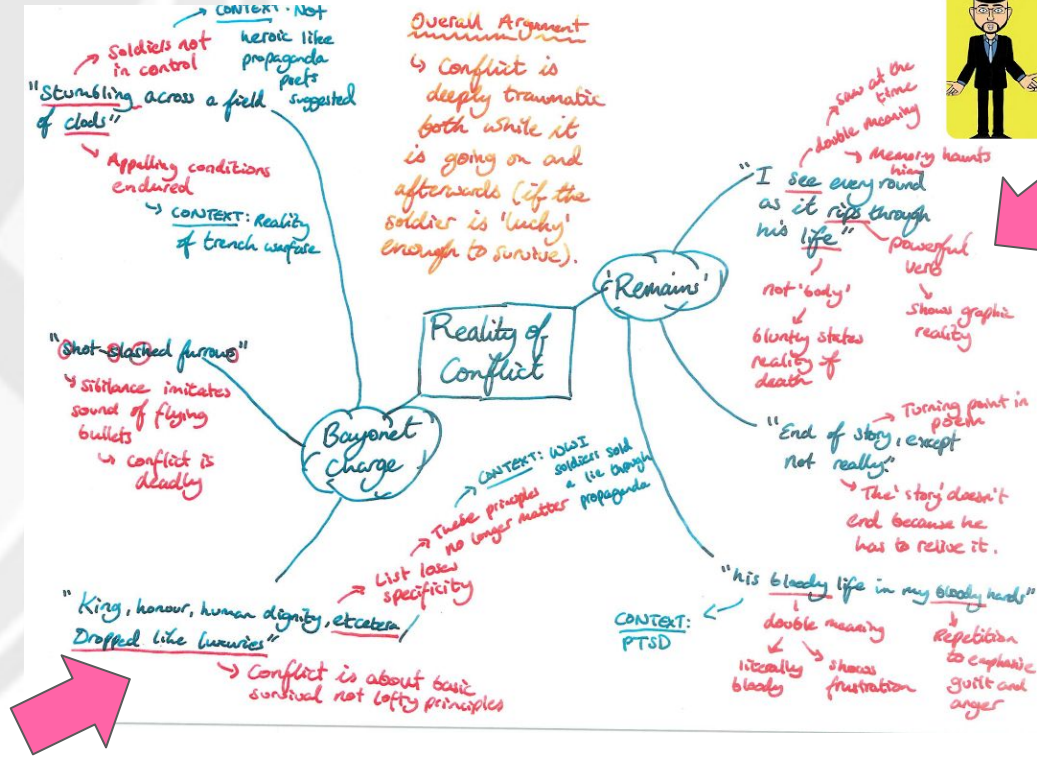
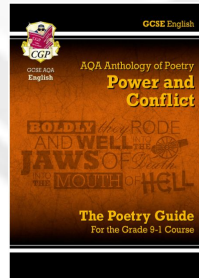
- 1. Completing practice questions in timed conditions**
- 2. Doing 'brain dumps' to identify missing knowledge and filling in the identified gaps using the stronger strategies listed below**
- 3. Making flashcards and testing yourself with them**
- 4. Using quizzing apps**
- 5. Making mind maps that connect ideas together**
- 6. Taking bullet-point notes**
- 7. Highlighting information in notes/revision guides**
8. Reading revision guides, watching YouTube videos, etc, without using any of the stronger strategies above while doing so
9. Re-reading the texts without using any of the stronger strategies above while reading

Effective Revision at Home



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Learning needs to be **active** if the content is going to be **remembered** and **develop** what is already known.



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Effective Revision at Home



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CONTEXT:

What important event happened in 1605?

- The gunpowder plot - one year before 'Macbeth' first performed
- Catholics attempted to kill the king and his government
- 'Macbeth' reflects the fear kings had about keeping their power

"ITADWISBM?"

"Is this a dagger which I see before me?"



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Strong pastoral and all-round support

Mr Johnson

A strong pastoral support team



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Mr D Johnson
Assistant Headteacher



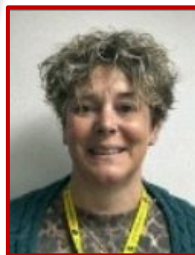
Mrs Fiona Cornish
Head of Key Stage Four
(Year 10-11)



Mrs Amelia Bow
Behaviour Lead



Mr Cameron Mills
Student Support



Mrs Marie Isles
Student Support



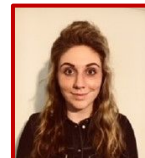
Ms Sam Doig
Student Services



11B Mr Stoddart



11H Mr Mason



11K Miss Wheeler



11W Mrs Garrens

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Year 11 Tutor Team



- **Ask for help early:** Speak to someone before a problem becomes bigger.
- How to access support:
 - Ideally, have a **face-to-face conversation** with a member of staff.
 - Alternatively, send an email or use the online “**Share and Support**” form on the school website under Safeguarding → Support for Students.
- Support with stress and anxiety: Helpful **links to external organisations** are available on the school website.
- **Talk to us:** If students are accessing these resources, we encourage them to speak directly to school staff for further help.

Universal Support



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Raising awareness of Strategies and mental health:

- assemblies (mental health awareness days / weeks)
- tutor time - study skills and well-being activities to support students in the run up to PPEs
- PSHE lessons ensure key risks and worries are addressed

Offering pastoral support through mentoring

Wide range of extra-curricular clubs and opportunities to support wellbeing

Signposting students/families to sources of additional support with regards to revision techniques and mental health awareness

Building Resilience



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- KS4 can be stressful, so developing strategies to manage wellbeing is important.
- Look after the basics:
 - Eat breakfast every day (even a smoothie!).
 - Maintain a regular exercise routine.
 - Prioritise a good night's sleep.

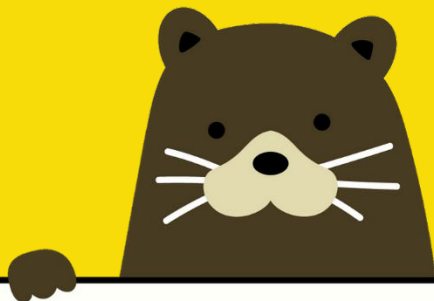
Key message:

You are not alone – we are here to help, but you need to let us know when you need support.



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Ella - Mental Health Support Team



Mental Health Support Team

(in education)



I'm Ella

I am the Education Mental Health Practitioner (EMHP).

I am part of a Mental Health Support Team (MHST),

and I will be at Marlwood on a Tuesday.



Mental Health Support Team (MHST)

**Whole school
approach to
Mental Health
and Wellbeing**

**1:1 support and
group work:
Cognitive
Behavioural
Therapy**

**Who are we and
what do we do?**

**Mental Health
Support Team**



What is the MHST?

Mental Health Support Teams (MHST's) were established to support schools, helping them develop ways to look after the mental health of their students, staff, parents and carers. We work towards these three main outcomes:

- to deliver evidence-based interventions for mild-to-moderate mental health issues;
- support the Senior Mental Health Lead (SMHL), in each school or college to introduce or develop their whole school or college approach, and;
- give timely advice to school and college staff and liaise with external specialist service to help Children and Young People (CYP) to get the right support and stay in education.

Our collaborative goal is to support the school in becoming a more mentally healthy environment.



A mental health
social movement



Equipping schools,
families and young
people earlier

What is Good Mental Health?

Good Mental Health means emotions to fit the situation, it does not mean being happy all the time.

MHST's equip school's, families and young people with tools to facilitate good mental health and wellbeing. We guide you on the role of being the 'trusted adult' in a young person's life, how to spot when a YP is struggling, how you can offer support and when you need to start looking at referring to mental health professionals, as well as who is best placed to put a referral in to.



What we can provide support for

Fear of social situations

Behavioural routines



Panic

Worry

Anxiety



Common mild-moderate mental health difficulties that are likely to respond to early intervention/ low intensity approaches

Specific phobias

Negative thinking

Low mood

Stress management

Sleep problems



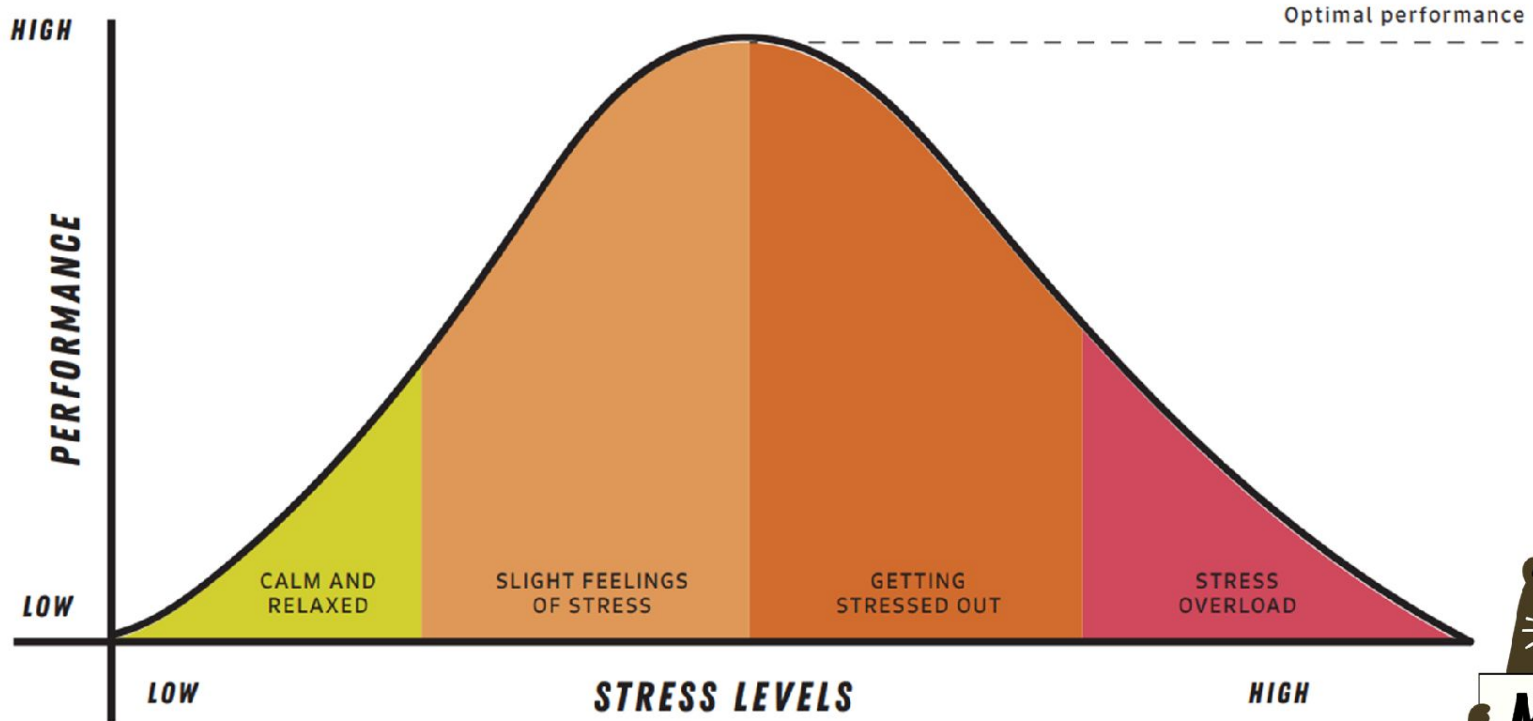
What is Exam Stress?



**Stress is our
body's response
to pressure**

**Exam stress can be more than feeling nervous on the day of an exam. It can also be how you feel building up to exams, during exams and when waiting for results.
- Mind**

MANAGING STRESS



Tips to support your child with physical symptoms of stress

Approach with caution!

**Talk it through when
you are both calm**

Use phrases such as:

"I've noticed"

"Shall we try"

"What works for you"

"What would you like
to do?"



For example "I've noticed
your breathing has got faster
and when I hugged you, your
heart was beating really fast;
shall we try slowing your
heart down a bit with some
slow breaths?"

Grounding, soothing, calming techniques for the body



Breathing, long and slow; out breath longer than the in breath

Positive self-talk:
I am..
I can..
I know..
I will...



Humour

Physical touch-hug/cuddle



Progressive muscle relaxation



Healthy eating

Movement: rocking, stimming, watching movement (lava lamp), getting out for a walk



Distraction



Tips to support your child to challenge their thoughts

First ensure they are
able to challenge
their thoughts, are
they calm?

Positive self-talk:
I am..
I can..
I know...
I will...

Thoughts
are just
thoughts

Is that
Fact or
opinion?

What advice would a
friend give you?

What advice would you
give a friend?



Any
questions?

Post 16 & Careers support



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- Year 10 Work Experience - Monday 28th June - Friday 2nd July (Top tip: Plan ahead, WEX will be launched on the 22nd October)
- Year 11 Mock interviews - well done to all!
- At least one individual Careers interview/guidance session over Key Stage 4
- Dedicated careers lessons once a term
- Tutor time employability skills/discussions of post 16 opportunities
- Assemblies from Post 16 establishments - A levels, Apprenticeships, BTECS, T-Levels
- Updates and information posted on Class Charts Announcements, electronic letters sent home, Careers notice board outside U9 as they become available.
- Post 16 timeline of events - including applications information went out to Y11 parents at the end of September



Ms Anika Mould

Careers Lead



**MARLWOOD
SCHOOL**
LEARN | GROW | BELONG

Real
opportunities.
Bright
futures.

APPRENTICESHIP AFTERNOON

An opportunity for families



THURSDAY 3 DECEMBER 2026

1.45 – 4pm | Marlwood School | Free to attend

We would warmly encourage parents and carers to attend *alongside their child.*

This is a fantastic opportunity to explore different career pathways together, speak directly with employers and training providers, and discover more about the skills, qualifications and opportunities available after Year 11.

Whether your child already has a clear idea of their future career or is still exploring their options, the afternoon will provide a valuable opportunity to ask questions, gather information and consider the many routes into employment, including apprenticeships and further training.

EVENT DETAILS:



DATE
Thursday
3 December 2026



TIME
1.45 – 4pm



LOCATION
Marlwood
School



PARKING
Free on-site
parking



REFRESHMENTS
Complimentary tea,
coffee and mince pies



MEET

local employers,
apprenticeship providers
and training organisations



ASK QUESTIONS

and get expert advice



EXPLORE

a range of career pathways,
including apprenticeships,
further and higher education



FREE TO ATTEND

★ Support your child
in making informed
decisions about
their future!



If you have any questions,
please contact

Mrs Anika Mould

Careers Lead, Marlwood School

✉ mar-careers@cset.co.uk

We look forward to
welcoming you and
your child to Marlwood School
for this exciting event.



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Apprenticeship Afternoon for Year 11

Our Apprenticeship Afternoon is a fantastic opportunity for Year 11 students to meet prospective employers and Post-16 providers, explore the range of opportunities available and discover whether an apprenticeship could be the right pathway for their future.

Further details will be shared with families nearer the time. In the meantime, I encourage students and their parents and carers to take advantage of this valuable opportunity to explore their options, ask questions and find out more about the exciting possibilities available after Year 11.

I very much look forward to welcoming you all to this event!

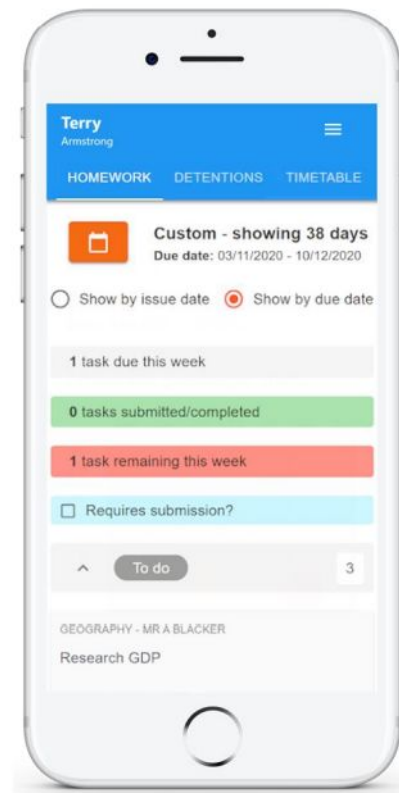
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How can you support your child



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- Encourage high attendance and good punctuality. **We cannot fully support your children if they are not in school.**
- Establishing a working routine at home
- Find a strategy to keep phone distractions at bay (Flora app)
 - *Task-switching from a non-academic activity on a phone can take up to 20 minutes to refocus.*
 - *Even just a phone in a room reduces attention and concentration by 20%*
- Encourage balance with other activities - students who went for a 12 minute walk had a 20% mood boost - which carried them through the next (probably boring!) task
- Use Class Charts daily to monitor
- Stay in touch!



Keeping in Touch



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- Parents' evenings, Class Charts announcements, reports, newsletters, website
- Email:
 - most common means of communication with parents
 - initial contact, use MarlwoodSchool@CSET.co.uk or mar-studentservices@cset.co.uk
- Parent Focus Groups
- Friends of Marlwood School (FOMS) (*Pop up Fabric show - this Saturday and Race night - Friday 20th November*)
<https://www.facebook.com/friendsofmarlwoodschool> or email: Marlwoodfriends@gmail.com



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Focus on Maths & English



Students entered at either Higher tier (grades 9 - 4) or Foundation tier (grades 5 - 1)

3 exam papers

Paper 1 non calculator 1 hour 30 mins

Paper 2 calculator 1 hour 30 mins

Paper 3 calculator 1 hour 30 mins



Year 10 Higher Scheme of Learning

6	b	Linear graphs and coordinate geometry
	c	Quadratic, cubic, reciprocal, circle graphs
7	a	Perimeter, area and circles
	b	3D forms and volume, cylinders, cones and spheres
	c	Accuracy and bounds
8	a	Transformations
	b	Constructions, loci and bearings
9	a	Solving quadratic equations – factorisation and formula
	b (i)	Solving simultaneous equations algebraically
	b (ii)	Inequalities – algebra and graphs
10		Probability
11	(i)	Multiplicative reasoning: Percentages
	(ii)	Multiplicative reasoning: Compound measures
	(iii)	Multiplicative reasoning: Proportion
12		Similarity and congruence in 2D and 3D
13	a	Graphs of trigonometric functions
	b	Further trigonometry
Mid-Year 10 Test (Term 3) Units 1a – 8b		
End of Year 10 test – Units 1-10		



Year 10 Foundation scheme of learning

6	a	Properties of shapes, parallel lines and angle facts	
	b	Interior and exterior angles of polygons	
7	a	Statistics and sampling	
	b	The averages	
8	a	Perimeter and area	
	b	3D forms and volume	
9	a	Real-life graphs	
	b	Straight-line graphs	
10	a	Transformations I: translations, rotations and reflections	
	b	Transformations II: enlargements and combinations	
11	a	Ratio	
	b	Proportion	
12		Right-angled triangles: Pythagoras and trigonometry	
13	a	Probability I	
	b	Probability II	
Mid-Year 10 (Term 3) Units 1a – 8b			
End of Year 10 Test (Term 6) Units 1a- 11b			



Independent Learning and Revision

- Sparx Maths homework is set every Tuesday for the following Tuesday. Students are expected to spend 1 hour each week doing the homework and should aim to achieve 100%. Videos should be used for help when needed.
- Sparx Maths can also be used for independent learning (Independent Learning tab on toolbar)
- End of topic tests (every 2 to 3 weeks) - given notice and encouraged to revise. Use purple pages in exercise book and “pink page” for that topic.
- Formative assessments - given notice and revision list with Sparx codes and page references in revision guide.



Formative Assessments

- Year 10 - Term 3 and Term 6
1 non calculator and 1 calculator paper in each assessment
- Year 11 - November and February PPEs
Full set of 3 papers, 1 non calculator and 2 calculator papers, 90 minutes each.

These will provide accurate assessments of current grade and indicate topics for revision. Individualised Red, amber, green QLA sheets will be provided after both PPEs

The best way to revise maths is to do maths

Making flash cards, mind maps, posters to stick around the house etc. is useful to learn key facts and formulae.

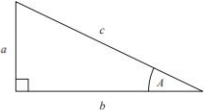
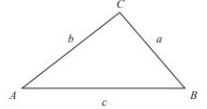
Teachers will tell students which formulae they need to learn.

A formula sheet will be provided in 2026 and 2027

But...

Practising questions (and marking the answers) is essential. Past papers as homework from January.

Higher Tier Formulae Sheet

Perimeter, area and volume Where a and b are the lengths of the parallel sides and h is their perpendicular separation: Area of a trapezium = $\frac{1}{2}(a + b)h$ Volume of a prism = area of cross section $\times$ length Where r is the radius and d is the diameter: Circumference of a circle = $2\pi r = \pi d$ Area of a circle = πr^2	Quadratic formula The solution of $ax^2 + bx + c = 0$ where $a \neq 0$ $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
Pythagoras' Theorem and Trigonometry  	In any right-angled triangle where a, b and c are the length of the sides and c is the hypotenuse: $a^2 + b^2 = c^2$ In any right-angled triangle ABC where a, b and c are the length of the sides and c is the hypotenuse: $\sin A = \frac{a}{c} \quad \cos A = \frac{b}{c} \quad \tan A = \frac{a}{b}$ In any triangle ABC where a, b and c are the length of the sides: sine rule: $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$ cosine rule: $a^2 = b^2 + c^2 - 2bc \cos A$ Area of triangle = $\frac{1}{2} a b \sin C$
Compound Interest Where P is the principal amount, r is the interest rate over a given period and n is number of times that the interest is compounded: $\text{Total accrued} = P \left(1 + \frac{r}{100} \right)^n$	Probability Where $P(A)$ is the probability of outcome A and $P(B)$ is the probability of outcome B: $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ $P(A \text{ and } B) = P(A \text{ given } B)P(B)$

END OF EXAM AID



Other useful revision resources

- [Maths Genie](#) - lots of past paper style questions by grade and topic. Has videos and answers.
Also has past papers with written and video worked solutions
- [Dr Frost Maths](#)
- [Corbett Maths](#)
- [mathsbot.com](#)
- [GCSE pod](#)
- <https://www.physicsandmathstutor.com>

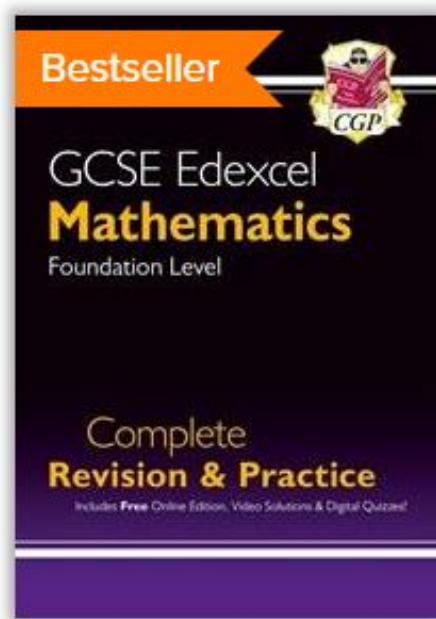
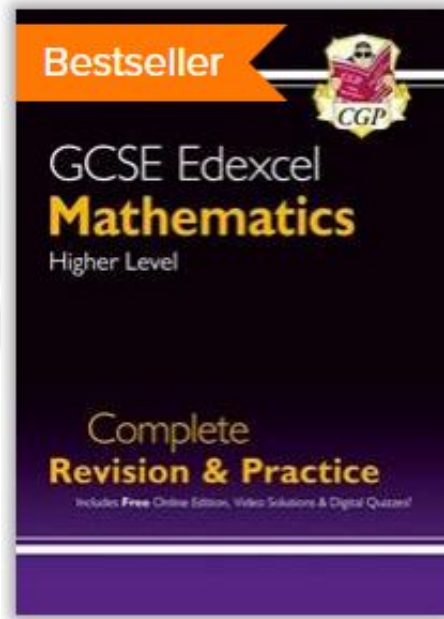


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Working Together For Excellence

CGP Complete Revision and Practice

Available from Marlwood School at a reduced price of £6



English Language and Literature



Marlwood School
Working Together For Excellence

Two courses:

- **AQA English Literature**

- Exploring the greatest writing by the greatest writers of poetry, plays and novels

- **AQA English Language**

- Responding to unseen fiction and non-fiction
- Writing fiction and non-fiction
- Speaking to an audience

- **Separate grade for each course**

- Both courses are 'core' GCSEs along with maths



English Literature (AQA 8702)

Paper 1 (1hr 45; 40% of grade)

- **Section A: *Macbeth*** (includes 4 SPaG marks)
- **Section B: *A Christmas Carol***

Paper 2 (2hrs 15; 60% of grade)

- Section A: ***An Inspector Calls*** (includes 4 SPaG marks)
- Section B: Comparing two studied '**Power and Conflict**' poems (from 15 taught)
- Section C: Responding to two **unseen poems**

English Language (AQA 8700)

Paper 1 (1hr 45; 50% of grade)

- **Section A: Reading** – analysing and evaluating unseen fiction
- **Section B: Writing** – composing a description or short story

Paper 2 (1hr 45; 50% of grade)

- **Section A: Reading** – analysing and comparing unseen non-fiction
- **Section B: Writing** – presenting an argument through a letter, article, speech or essay

**Year 11
November PPE
components
highlighted**



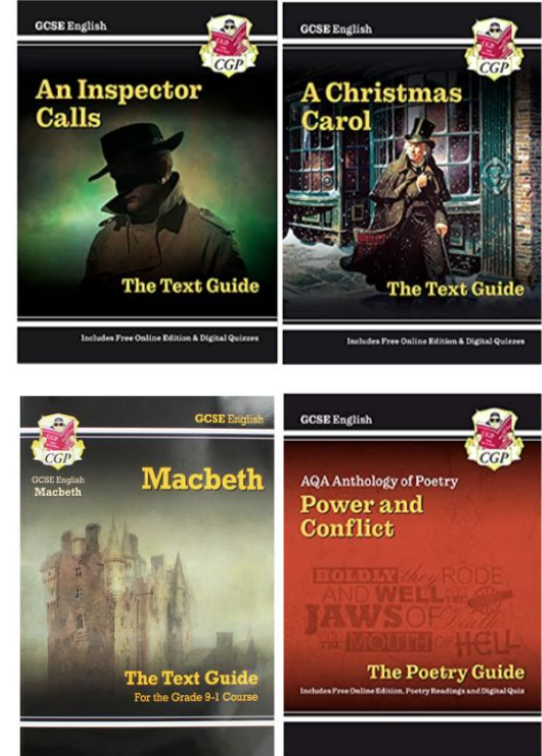
- Remember that 'English' is two subjects so there may be more home learning/revision.
- Specific tasks will be set weekly and will be focussed around revising content covered in class.
- All revision notes (starting from Year 10) need to be kept until Y11 exams!

English Language and Literature



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- CGP English Literature Text Guides
- Available from Marlwood at reduced cost.
£3.25 per guide (Retail price: £6.50)
- Part of Year 10 homework strategy
- Letters for Year 10 will come home in the next few weeks

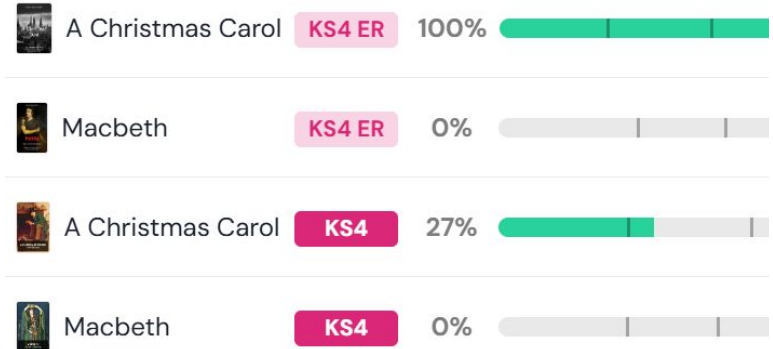




Sparx Reader

- New for this year!
- Students can now access 'Macbeth' and 'A Christmas Carol' and re-read the texts alongside questions to help them revise key ideas/themes/characters/quotations.
- Class teacher can track their progress.
- 'Easy Reader' versions are available.

Sparx Reader



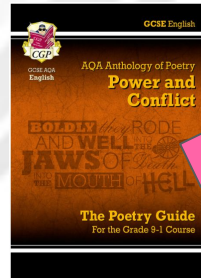
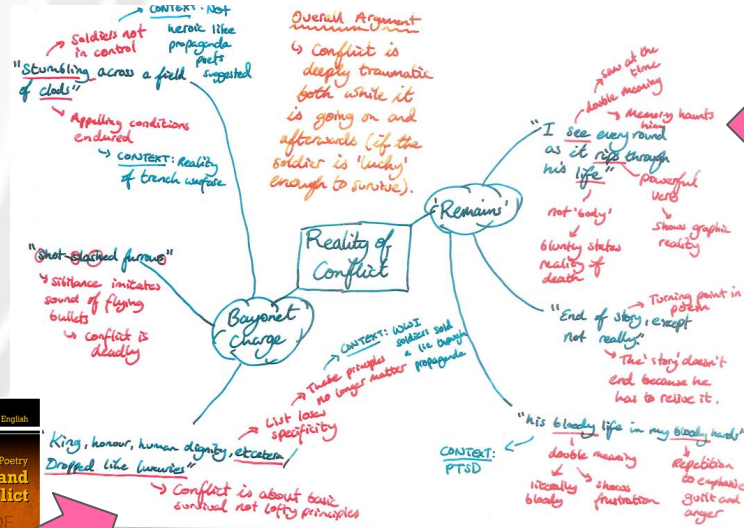
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What does effective home learning look like?

Learning needs to be **active** if the content is going to be **remembered** and **develop** what is already known.



English Language and Literature



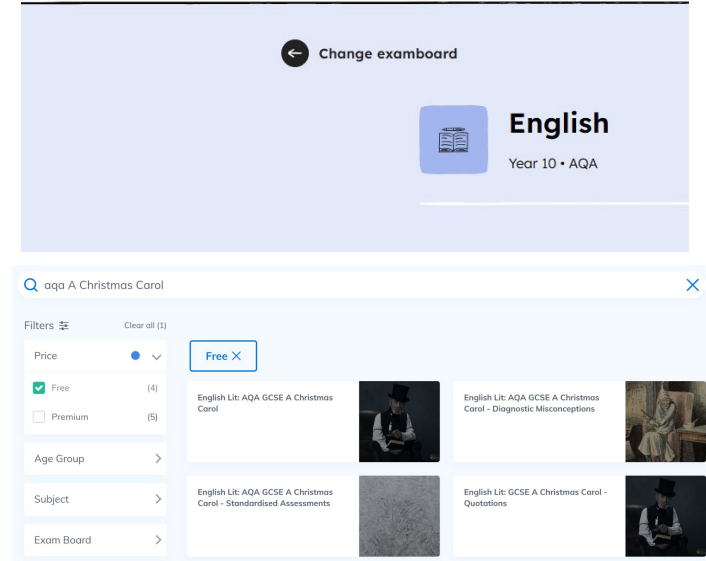
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Online recorded lessons at **Oak National Academy**- good for missed lessons/units

Seneca Learning – good for checking knowledge of texts

Mr Bruff on YouTube – good for additional revision



Mr Bruff

@mrbruff • 367K subscribers
I am an English teacher making videos on GCSE and A' Level



What does effective revision look like?

Do		Don't
Do put together an English revision timetable .	BUT	Don't add vague tasks like 'Macbeth' – instead write in specific tasks like 'Revise Banquo's role in the play' or 'Revise the theme of ambition'
Do use online revision sites such as Oak National Academy, BBC Bitesize and Seneca.	BUT	Don't just read through the information and take multiple-choice quizzes – these can often create a false sense of security. The exam requires you to critically engage with and analyse the texts, not just recall facts about them.
Do use YouTube to find videos analysing the texts.	BUT	Don't just watch the videos – you will need to take your own notes in your own words to remember what you have revised.
Do use revision guides	BUT	Don't just highlight the information in the guides – annotate with your own thoughts; condense the information down to mindmaps and flashcards.



Revision needs to be **deliberate and focused**:

- **Literature:** specific characters, themes, context, quotations
- **Language:** specific questions/skills

Marlwood English Revision

English Revision List

GCSE English Literature

NOTE: Characters are grouped by the size of their roles/importance in the texts. You need to know about all of them. This means:

- Knowing who they are
- Knowing what they do to drive the plot forward
- Knowing what themes and ideas they represent
- Knowing quotes (except for minor characters) and *how* these present ideas through the methods they use
- Knowing how the characters' actions and qualities link to the context and writer's intent

An Inspector Calls (1945)

Characters	Themes, Ideas, Key Devices and Context
Main: 1. Mr Birling 2. Mrs Birling 3. Gerald Croft 4. Sheila Birling 5. Eric Birling 6. Inspector Goole 7. Eva Smith / Daisy Renton	1. Socialism and social responsibility 2. Capitalism and personal responsibility 3. Class 4. Gender and patriarchy 5. Age 6. Hypocrisy 7. Dramatic irony 8. Foreshadowing 9. Morality and drawing-room plays
Minor:	



How will we support students closer to the summer exams?

What we will be doing:

- Revision every lesson
- Period 6 sessions
- Tutor intervention sessions
- Explicit revision guidance as part of lessons

What we need all our students to do:

- Work to the best of their ability in lessons – keep going!
- Attend additional support sessions when offered
- Revise smartly, using the techniques and advice we have given