



Fairfield
High School for Girls

YEAR 10 CURRICULUM EVENING

TUESDAY 14th OCTOBER 2025



OUR VISION

Excellence and Ambition for all.

OUR MISSION

Fairfield High School for Girls is a vibrant, proudly inclusive and diverse community that empowers young women to thrive, both now and in the future. We believe a culture of high ambition, hard work, compassion and warmth ensures that pupils from all backgrounds make exceptional academic progress and experience excellent personal development to open doors to a lifetime of success and happiness.

OUR VALUES



SUCCESSFUL LEARNERS

Have high aspirations and work hard
Embrace challenges and celebrate success



CONFIDENT INDIVIDUALS

Show resilience and learn from mistakes Find
your voice and believe in yourself



RESPONSIBLE CITIZENS

Show respect and kindness to all Celebrate
diversity and empower others

The Main Hall - 5:30pm – 6pm

- (1) The Year Ahead - Mrs McCormick**
 - (2) Effective Revision Strategies – Mr Di Paola**
 - (3) Top Tips for Year 10 – Year 11 Pupils**
-

6:05pm, 6:25pm and 6:45pm

- 1. Work Experience – The Main Hall**
- 2. Supporting Pupils' Wellbeing in KS4 – G30**
- 3. Maths and Science – G23**
- 4. English and Year 10 pupils – G24**

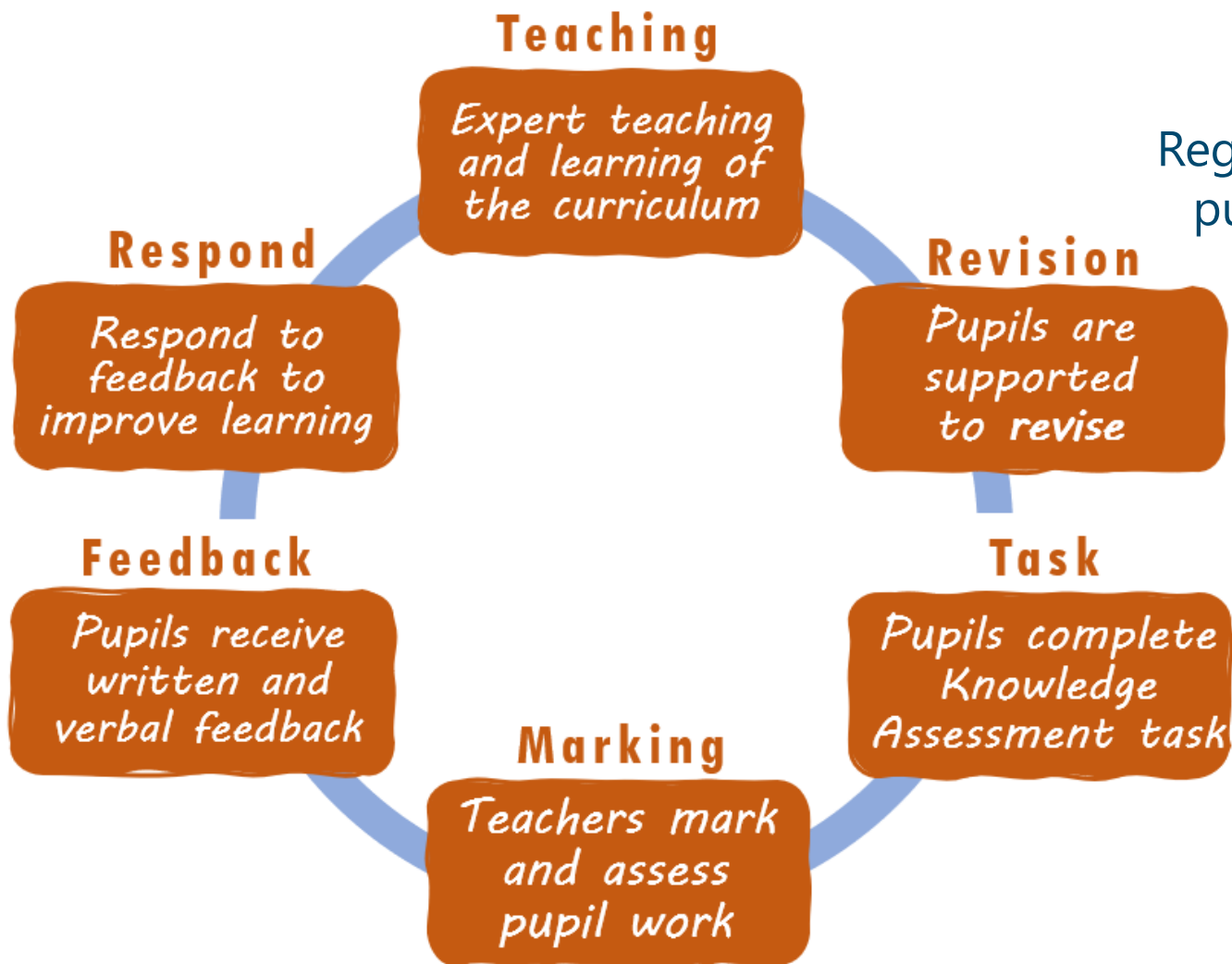
6pm - 7:00pm

**Pre-booked
appointments with
Member of SLT,
SENDSCO, Head of Year
in the Library**

The Purpose of Assessment

LEARNING – A change in long term memory
(Kirschner, Sweller and Clark, 2006)

Regular and effective revision will support pupils in ensuring that learning 'sticks'.





What do I know and understand well?

What do I need to work on?

How do I get to where I need to be?



✓ Pupil

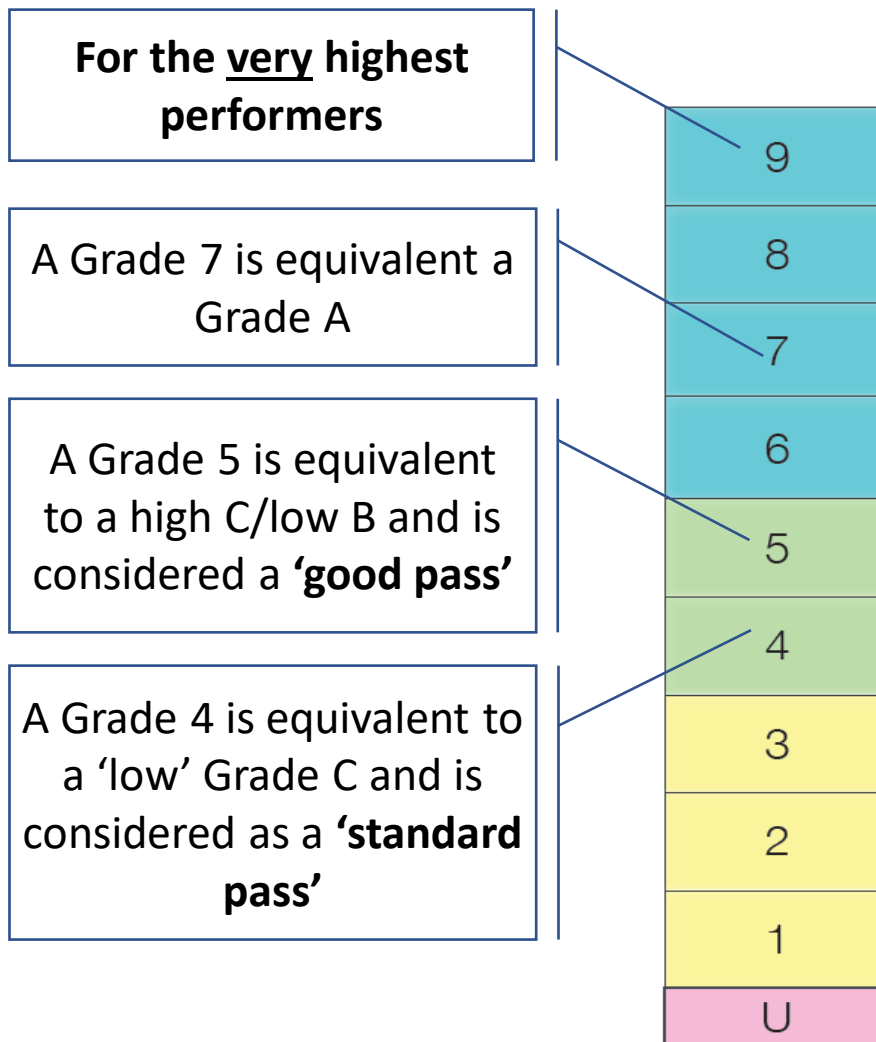
✓ Teacher

✓ Parent/Carer

**“If you keep doing what you’ve always done,
you’ll keep getting what you’ve always got”**

November	Progress Report 1 Mock exam revision and preparation
December	Mock exam timetable released Mock exam revision and preparation
January	Mock examinations – w/c 12 th and 19 th Work for BTEC PSA Component 1 starts
February	Mock exam feedback Mock French/German speaking exams BTEC PSA work continues
March	BTEC PSA work continues Progress Report 2 Mock exam revision and preparation
April	BTEC PSA work continues Mock exam revision and preparation
May	BTEC PSAs submitted Mock exam revision and preparation Mock exam timetable released
June	End of year mock exams and grade predictions for college applications
July	Mock exam feedback Progress Report 3





Exam Regulations

Joint Council for Qualifications (JCQ) 'Malpractice'

School website
Curriculum
↓
Assessment and Examinations



1

You **must** be on time for all your examinations.

2

Possession of a mobile phone or other unauthorised material **is not allowed** even if you do not intend to use it. You will be subject to penalty and possible disqualification from the exam/qualification.

3

You **must not** talk to, attempt to communicate with or disturb other candidates once you have entered the examination room.

4

You **must** follow the instructions of the invigilator.

5

You **must not** sit an examination in the name of another candidate.

6

You **must not** become involved in any unfair or dishonest practice in any part of the examination.

7

If you are confused about anything, only speak to an invigilator.

The Warning to candidates must be displayed in a prominent place outside each examination room. This may be a hard copy A3 paper version or an image of the poster projected onto a wall or screen for all candidates to see.

Exam Access Arrangements allow pupils with specific needs, such as special educational needs and disabilities to access an exam.

- Support might include:
 - A reader (following assessed need)
 - Additional time in exams (following assessed need)
 - A scribe (following assessed need)
 - A separate room for exams (for 'substantial and long-term impairment' only and not for just exam related stress)
- Access Arrangements can only be **authorised by the school SENDCO**, Mrs Stewart.
- There are **strict criteria** and assessments that support the use of Access Arrangements.
- Access Arrangements must be part of a pupil's '**normal way of working**'.
- Specific **paperwork** must be completed and kept in school; this is checked in our annual JCQ inspection.
- A letter of recommendation from a doctor/consultant/medical professional is not enough.

Malpractice

'A failure to follow the regulations of an examination or assessment.'

Sanctions

1. Warning
2. Loss of all marks for a section
3. Loss of all marks for a component
4. Loss of all marks for a unit
5. Disqualification from a unit
6. Disqualification from all units in one or more qualifications
7. Disqualification from a whole qualification
8. Disqualification from all qualifications taken in that series
9. Candidate debarment

A Regulations – Make sure you understand the rules	
1	Be on time for all your exams. If you are late, your work might not be accepted.
2	Do not become involved in any unfair or dishonest practice during the exam.
3	If you try to cheat, or break the rules in any way, you could be disqualified from all your exams.
4	<p>You must not take into the exam room:</p> <ul style="list-style-type: none"> a) notes; b) AirPods, Earphones/Earbuds, an iPod, a mobile phone, a MP3/4 player or similar device, a watch, smart glasses or any other smart device. <p>Any pencil cases taken into the exam room must be see-through. Remember: possession of unauthorised material is breaking the rules, even if you do not intend to use it, and you will be subject to penalty and possible disqualification.</p>
5	If you have a watch, the invigilator will ask you to hand it to them.
6	Do not use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
7	Do not talk to or try to communicate with, or disturb other candidates once you have entered the exam room.
8	You must not write inappropriate, obscene or offensive material.
9	If you leave the exam room unaccompanied by an invigilator before the exam has finished, you will not be allowed to return.
10	Do not borrow anything from another candidate during the exam.

Component 1
PSA

Component 2
PSA

Component 3
Exam

The BTEC course has a **three component** structure.

PSAs are 'Pearson Set Assignments' that are to be completed within a time frame **set by Pearson** as the awarding body. These are a set of tasks that pupils complete to provide evidence for assessment.

40% of the final grade awarded is from the externally assessed component. An examination taken at the end of the course.

PSAs are released twice a year and are completed under '**high control**' conditions.

Pupils *must* be in school for the completion of these.

Component 1
PSA**Component 2**
PSA**Component 3**
Exam**Key points:**

- Outstanding attendance as PSAs contribute to the final grade awarded.
- Excellent effort and focus to complete tasks to the highest standard.

Preparing your coursework – good practice

If you receive help and guidance from someone other than your teacher, you **must** tell your teacher. They will then record the nature of the assistance given to you.

Your parent/carer may provide you with access to resource materials and discuss your coursework with you. However, they **must not** give you direct advice on what should or should not be included.

Don't be tempted to use any pre-prepared or generated online solutions and try to pass them off as your own work – this is cheating. Electronic tools used by awarding bodies can detect this sort of copying.

You **must not** write inappropriate, offensive or obscene material.

Students must be able to demonstrate that the final submission is the product of their own independent work and independent thinking.

- AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own. Examples of AI misuse include, but are not limited to, the following:
- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own
- Copying or paraphrasing whole responses of AI-generated content
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations
- Failing to acknowledge use of AI tools when they have been used as a source of information
- Incomplete or poor acknowledgement of AI tools
- Submitting work with intentionally incomplete or misleading references or bibliographies.

AI misuse constitutes malpractice as defined in the *JCQ Suspected Malpractice: Policies and Procedures* (<https://www.jcq.org.uk/exams-office/malpractice/>). The malpractice sanctions available for the offences of 'making a false declaration of authenticity' and 'plagiarism' include disqualification and debarment from taking qualifications for a number of years. Students' marks may also be affected if they have relied on AI to complete an assessment and, as noted above, the attainment that they have demonstrated in relation to the requirements of the qualification does not accurately reflect their own work.



Year 10

Successful Learner

Programme

Getting Ready for GCSE Exams – Ten Questions for Family Discussion

1. What are your short-term and long-term goals?
2. What rewards, big treats and fun activities can we agree as a reward?
3. What revision guides, materials and stationery do you need?
4. What help do you need organising your revision notes and resources?
5. When will you complete home learning and independent revision each week?
6. Which topics do you need to prioritise?
7. What revision tasks are you going to complete during independent revision?
8. What should we do with your mobile phone when you are revising?
9. How can we eat and drink more healthily and get more exercise and outside time?
10. What time are you falling asleep? Is it enough sleep?



Fairfield
High School for Girls

YEAR 10 CURRICULUM EVENING WORK EXPERIENCE

Year 10 Work Experience 2026

“Every pupil should have first hand experiences of workplaces to help their exploration of career opportunities and expand their networks”

Mrs Chaudhry RCDP (Registered Careers Development Professional)

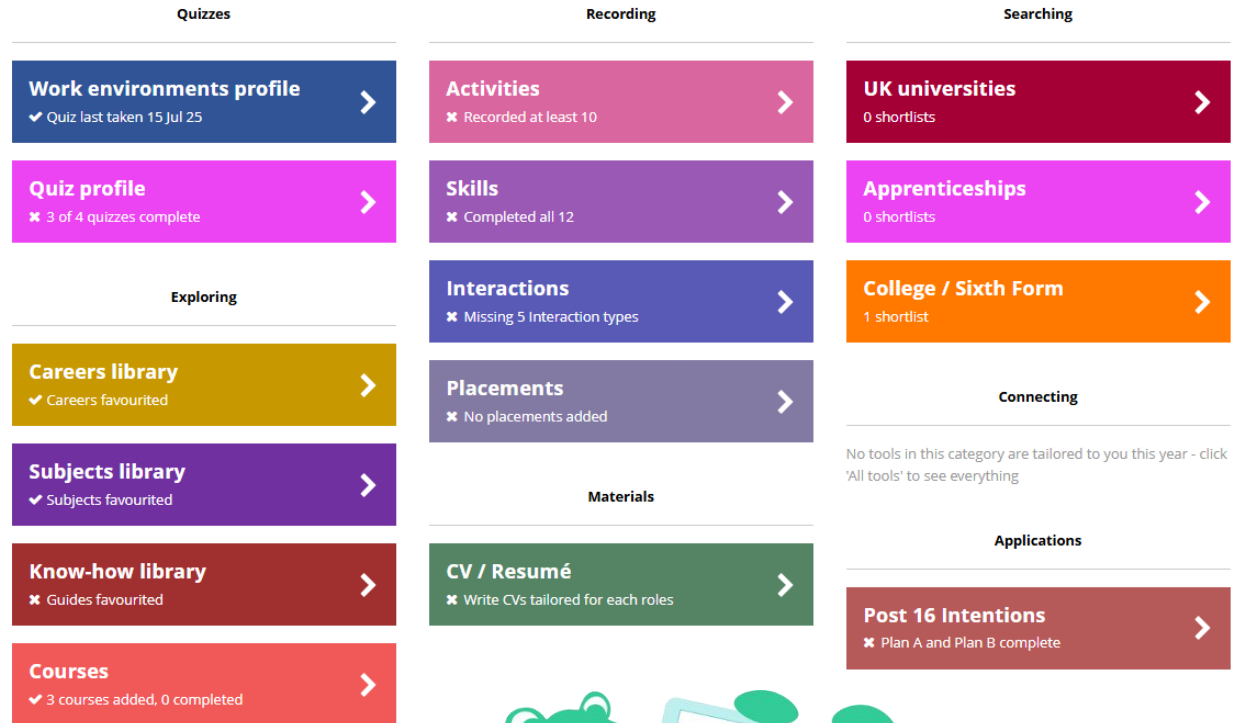
I have worked at Fairfield for 24 years and I am an alumnae of Fairfield
Job Role – **Career Lead and Career Guidance Advisor**

Post Graduate Level 7 qualifications in both careers leadership and career guidance

- Plan and implement all career related lessons and activities within school
- Developed a progressive Aspirational Futures programme for years 7 – 11
- Lead and co-ordinate on work experience

What is Unifrog?

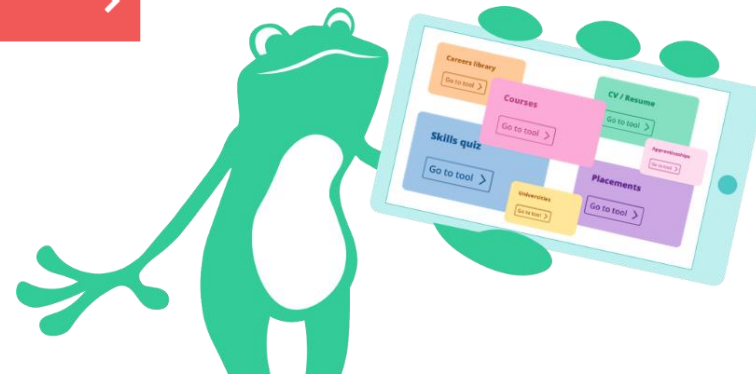
Unifrog is an **online careers platform** used by over half of the secondary schools and colleges in the UK. The platform has various tools to help pupils research careers and future pathways, draft CVs and personal statements, and manage work experience.



The screenshot displays the Unifrog platform interface, organized into several categories:

- Quizzes**
 - Work environments profile (Quiz last taken 15 Jul 25)
 - Quiz profile (3 of 4 quizzes complete)
- Recording**
 - Activities (Recorded at least 10)
 - Skills (Completed all 12)
 - Interactions (Missing 5 Interaction types)
 - Placements (No placements added)
- Searching**
 - UK universities (0 shortlists)
 - Apprenticeships (0 shortlists)
 - College / Sixth Form (1 shortlist)
- Exploring**
 - Careers library (Careers favoured)
 - Subjects library (Subjects favoured)
 - Know-how library (Guides favoured)
 - Courses (3 courses added, 0 completed)
- Materials**
 - CV / Resumé (Write CVs tailored for each roles)
- Connecting**

No tools in this category are tailored to you this year - click 'All tools' to see everything
- Applications**
 - Post 16 Intentions (Plan A and Plan B complete)



All pupils in Year 10 are going to be on work experience for 5 days from
Monday 18th May – Friday 22nd May.

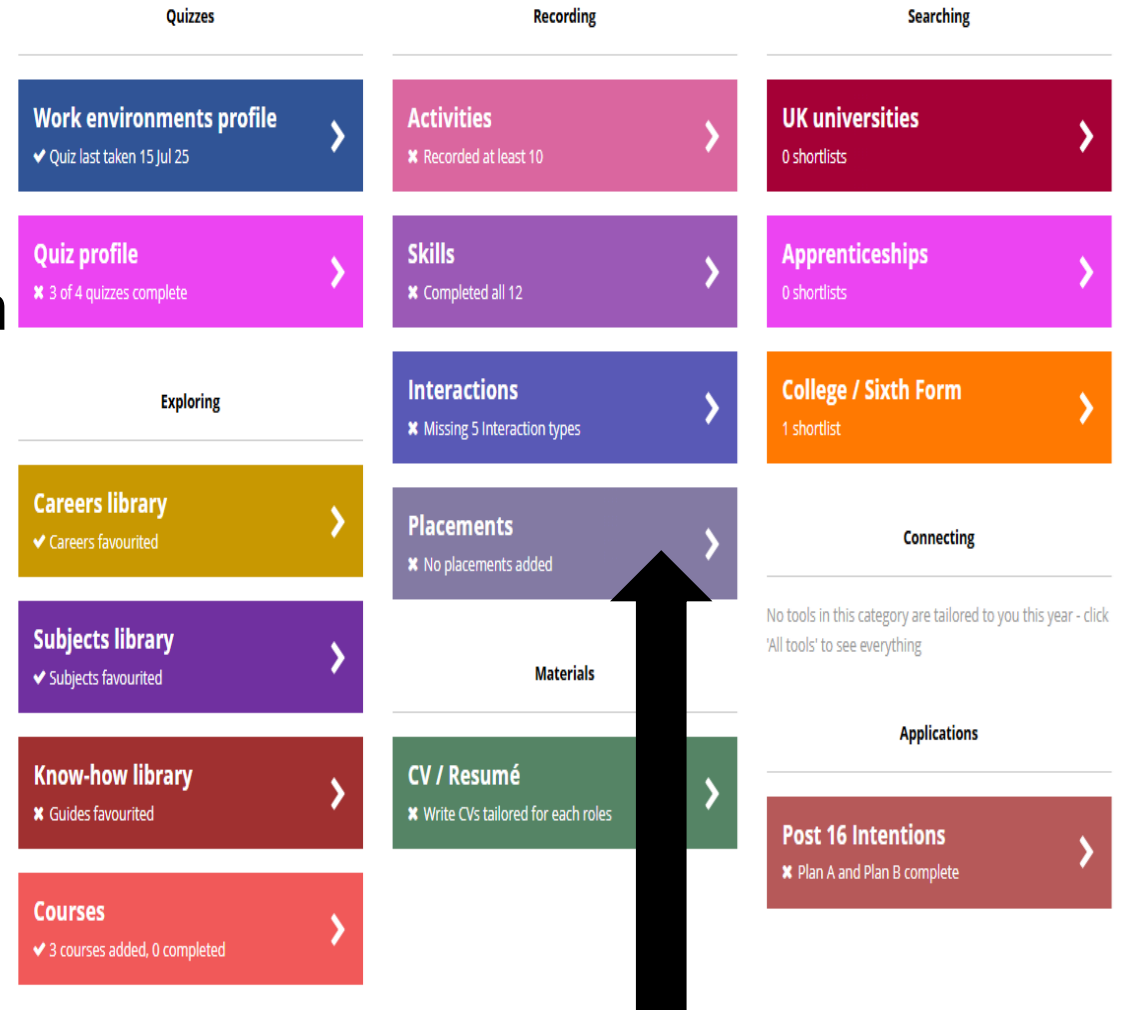
In this period there will be no lessons – each day all pupils will be at the workplace of their host employer.

Pupils (and their families) should source their own work experience placements.

Remember, this is not your child's destination, just part of the journey.

- Get an idea of what it is like to go to work everyday
- Get an idea about a specific job, company
- Understanding what a work environment is like
- Relate school subjects to different jobs
- Develop skills essential to future success
- Fill in the blank section of a CV
- Make new contacts and widen networks
- Develop personal statements for college applications
- A good talking point at college interviews to share skills acquired

Some important logistics:
Pupils need to agree the placement with the employer first, and then pupils will get the ball rolling by adding the placement to their Unifrog account (they'll find the Placements tool on their Unifrog homepage).



The dashboard is organized into three main columns: Quizzes, Recording, and Searching.

- Quizzes:**
 - Work environments profile** (blue): Quiz last taken 15 Jul 25
 - Quiz profile** (pink): 3 of 4 quizzes complete
- Recording:**
 - Activities** (pink): Recorded at least 10
 - Skills** (purple): Completed all 12
 - Interactions** (blue): Missing 5 Interaction types
 - Placements** (grey): No placements added
 - CV / Resumé** (green): Write CVs tailored for each roles
- Searching:**
 - UK universities** (maroon): 0 shortlists
 - Apprenticeships** (pink): 0 shortlists
 - College / Sixth Form** (orange): 1 shortlist

Additional sections include:

- Exploring:**
 - Careers library** (yellow): Careers favoured
 - Subjects library** (purple): Subjects favoured
 - Know-how library** (red): Guides favoured
 - Courses** (red): 3 courses added, 0 completed
- Materials:** (Section header)
- Connecting:** No tools in this category are tailored to you this year - click 'All tools' to see everything
- Applications:**
 - Post 16 Intentions** (red): Plan A and Plan B complete

A large black arrow points from the bottom towards the **Placements** tool in the Recording column.

The Unifrog system will then email the employer, the parent / guardian, and the school, to collect the necessary information and permissions. For the process to work, it is essential that pupils add the initial information about the placement accurately. Pupils will be given a “getting ready for work experience booklet” to help with this.

4. To the parent/caregiver: *You've been invited to agree*

Oh yes! You've been invited to agree to an **In-person Placement** for Alex

Let's make it happen

Alex has invited you to do the Parent / Guardian agreement for an in-person placement. This will only take a few moments; **the placement process can't continue until you've done it.**

Start and End date:

1 March 2022 - 2 March 2022

Location:

8 The High Street, London, United Kingdom, E2 8HD

Placement overview:

ads asd asd asd asd asd asd

What now?

Complete the Parent / Guardian agreement

Complete it now

Button not working? Here's the link: <https://www.unifrog.org/placement/parent-agreement/va978ac6cfs9qf67zdoen744m9q7h3>

Contacting people

The school placement coordinator: Mr Alex Kelly alex@unifrog.org

Some expert guidance

Here's an overview [of how placements work on Unifrog](#)

What's this all about?

Alex Kelly has added you as their Parent / Guardian for an in person placement, that Alex has said will start on 1 March 2022.

We are Unifrog, an online platform that helps students find and apply for their best next step after school, and the Placements tool is one of the tools that make up our platform - it helps schools with the administration behind running work experience, work shadowing, T-level placements, internships. Secondary Example subscribes to our service. If you want to find out more about us, please [check out our site](#).

Unifrog will automatically ask for health and safety and risk assessment details from the employer before the placement can go ahead.

We will get back to you with additional questions if the placement is mainly with one person, for safeguarding reasons.

Pupils contact potential placements October - March

**Pupils enter the contact details
into the Unifrog placements
section**



Placements

✖ No placements added



**The employer will get an email to
enter Health & Safety / Safeguarding**

**Parent/carers will get an
email after the checks are
done.**

Parent

**The school will confirm
everything is ready to go**

**Placement starts, staff
contact during the week.**

Friday 27th March – All placements are entered into Unifrog with details of the employer, contact details etc.

There will be further details in the run up to the placement week on what needs to be done next.

You can contact the work experience team on

wex@fairfieldhighschool.co.uk



Fairfield
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YEAR 10 CURRICULUM EVENING MATHEMATICS

Maths Leadership Staff

- Miss Hutchinson - Faculty Leader
- Mrs Bennett – Lead Practitioner
- Mrs Schofield- KS4 Coordinator
- Mr Dempsey – KS3 Coordinator

Maths Teaching Staff

- Miss Hutchinson
- Mrs Bennett
- Mrs Schofield
- Mr Dempsey
- Mr Parkinson
- Mrs McCormick
- Mr Littleproud
- Mr McNaught
- Miss Begum
- Mrs Jordan
- Miss Howard
- Miss Barker

- Higher Tier offers Grades 3-9
- Foundation Tier offers Grades 1-5
- Set 1 and 2 usually sit the Higher paper and sets 3-5 usually sit the Foundation paper. This is flexible, we monitor progress throughout the year and make timely and appropriate tier changes where necessary.
- Pupils will sit **three** examinations in May/June 2025
 - One non-calculator and two calculator papers
 - Each paper is 90 minutes long and worth 80 marks

Did you know?

Almost all college courses and jobs require candidates to have at least a Grade 4 (or above). Pupils will be expected to resit Maths in college if they do not achieve a Grade 4 at the end of Year 11.

What are we doing?

- Access to www.sparx.co.uk for both home learning and independent learning, which includes useful videos and interactive questions.
- Key Topic Tests have been incorporated into the Scheme of Learning each half term to ensure and encourage regular revision and to provide individual feedback and 'next steps'
- Revision lists with accompanying Sparx clips given to pupils before assessment windows to support with revision.
- Regular assessment windows on content covered so far with extensive individual feedback and QLAs.
- Period 6 sessions offered at key points during the year.
- Past exam papers provided for Home Learning given when appropriate for revision.
- Entry Level Certificate qualification available to some withdrawal groups to complement GCSE studies
- AQA L2 Further Maths qualification available to pupil who are predicted to achieve a Grade 7+ at GCSE – This will be in the form of a Period 6 session in Year 11

- KS4 Study Club is on every **Monday** lunch time in **G49**
- Hannah Kettle 'half papers' will be available weekly for pupils to work through with support from Maths teacher.
- Pupils can bring their own revision material if they prefer
- We would recommend they bring any home learning exam papers which they will be provided with throughout the year.

Hannah Kettle

Modelling and full solutions of half papers available on TikTok @hannahkettlemaths or Youtube @hannahkettlemaths.



What can your child do?

- Ensure they are fully equipped for all maths lessons, have their exercise books and full maths equipment.
- Take advantage of KS4 Study Club every Monday lunchtime for valuable exam practice.
- Ensure they fully engage with Period 6 sessions when they are scheduled.
- Use the recommended websites to revise regularly.
- In addition to the compulsory Home Learning tasks on Sparx, try the XP boost and Target sections to further enhance their confidence with certain topics.
- Use past exam papers and feedback from their Key Topic Tests to help structure their revision.
- Ask for help when they need it, that is what we are there for!

Sparxmaths.uk – Used for weekly home learning but should also be used for regular independent revision.

Hannah Kettle Maths – Weekly exam papers with worked solutions available both live on Tiktok or on Youtube after the live event

Corbettmaths.com – free revision resources including 5-a-day, topic based exam booklets and practice exam papers.

Mathsgenie.co.uk – free topic specific exam booklets and past exam papers.



Corbettmaths





Fairfield
High School for Girls

YEAR 10 CURRICULUM EVENING SCIENCE

National Headlines

	2025
9-7	9.7%
9-4	58.9%

Fairfield Headlines (GCSE only)

	2025
9-7	14.9%
9-4	71.9%

2026?



National Headlines (GCSE only)

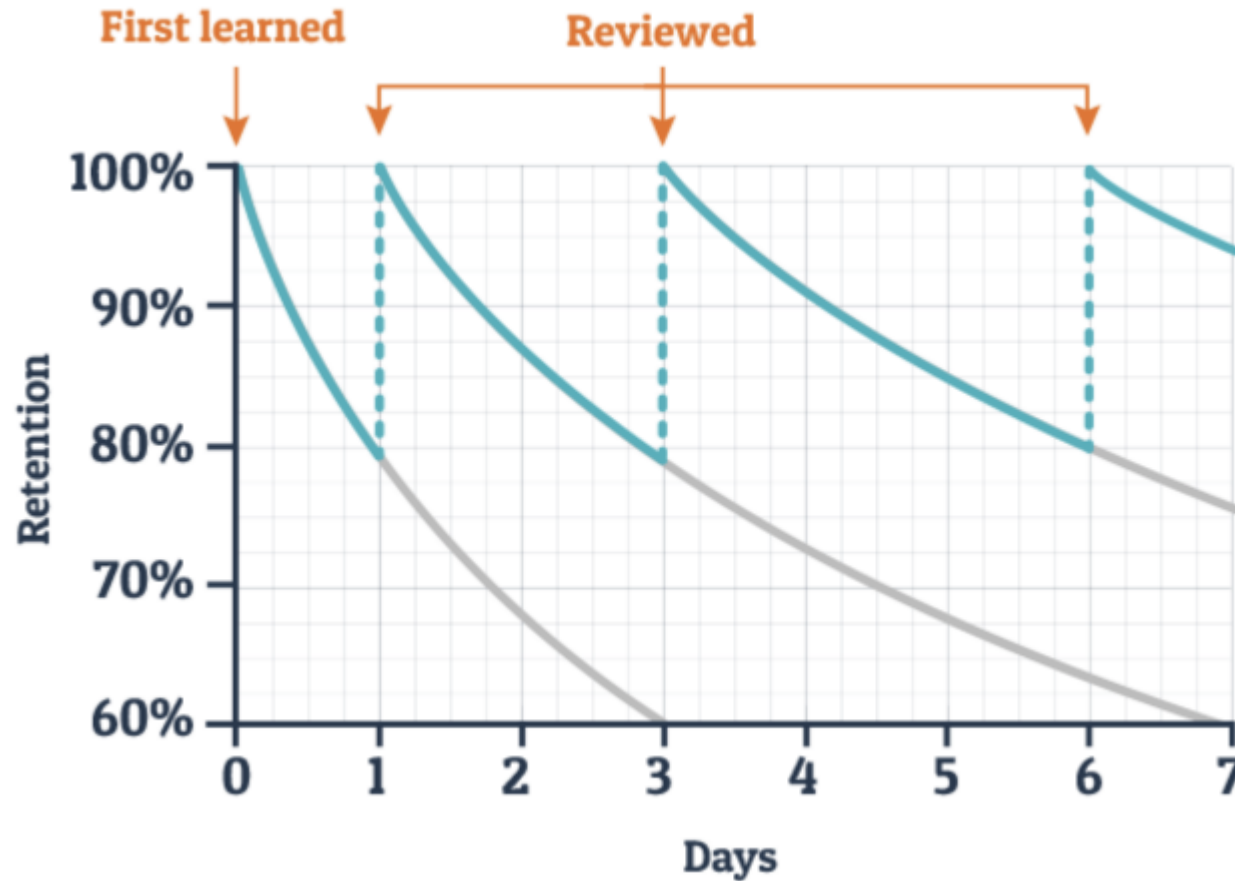
	Biology	Chemistry	Physics
9-7	46.5%	46.7%	41.9%
9-4	91.0%	91.9%	90.5%

Fairfield Headlines (GCSE only)

	Biology	Chemistry	Physics
9-7	48.3%	65.5%	51.7%
9-4	100%	100%	100%

2026?





WE ARE USING

TASSOMAI

How does Tassomai work?

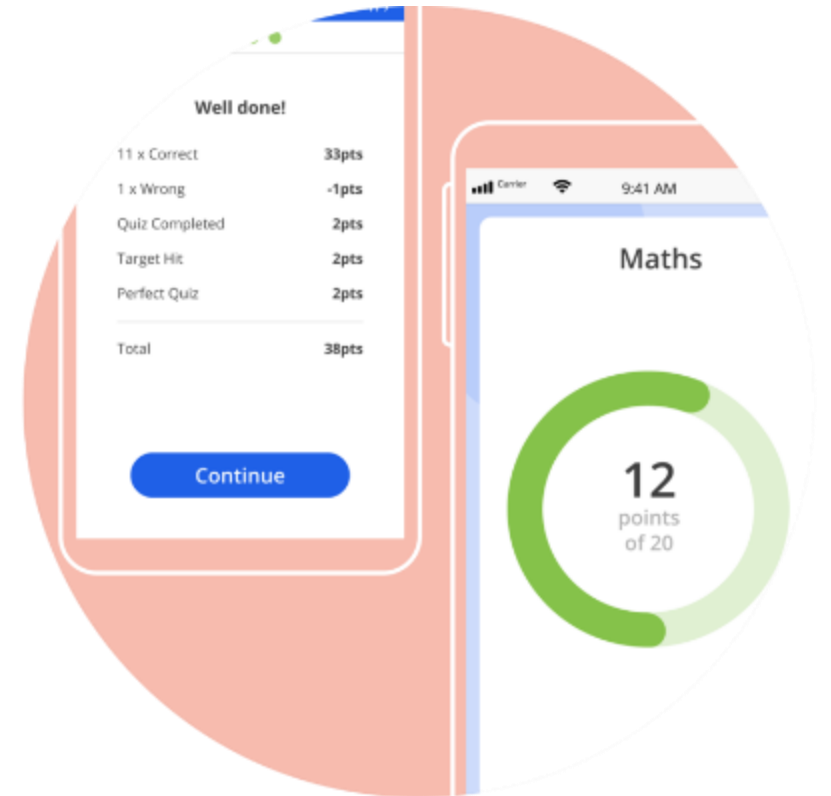
Each day, Tassomai gives you a set amount of work to complete. This is known as your **Daily Goal (DG)**, and you will have a DG for every subject.

Every correct answer in a quiz earns you **3 points** towards your DG. If you hit the target score of a quiz, you receive **4 bonus points**!

There are other ways to earn points...but you can lose points with incorrect answers, so **answer carefully**!

Quizzes do not have a time limit, so you can (and should) **take as long as you need** to complete each one.

When you get enough points, you will **complete** your DG.



Why does Tassomai work?

Research into revision and learning techniques has found that the best way to study, and get knowledge to stick in your memory is to:

- **Work for short, concentrated periods of time;**
- **Frequently switch between topics;**
- **Regularly test yourself.**

Tassomai is designed to help you do **all** of these things!



What's the best way to work through Tassomai?

Each school will use Tassomai differently, but we recommend students **complete their DGs at least 4 times per week**.

To help, we've got a **Weekly Goals** feature too - this is set to roughly the same amount of 4 DGs worth of work, but you have **more flexibility** as to when you complete this.

You could complete enough work to hit your WG by doing lots of quizzes on one day...but we advise **spreading your work over time**, as this will help with knowledge retrieval much more!



When & where can I work on Tassomai?

You can log in to your account on a computer or laptop, or you can download our **free mobile app** and use that instead!

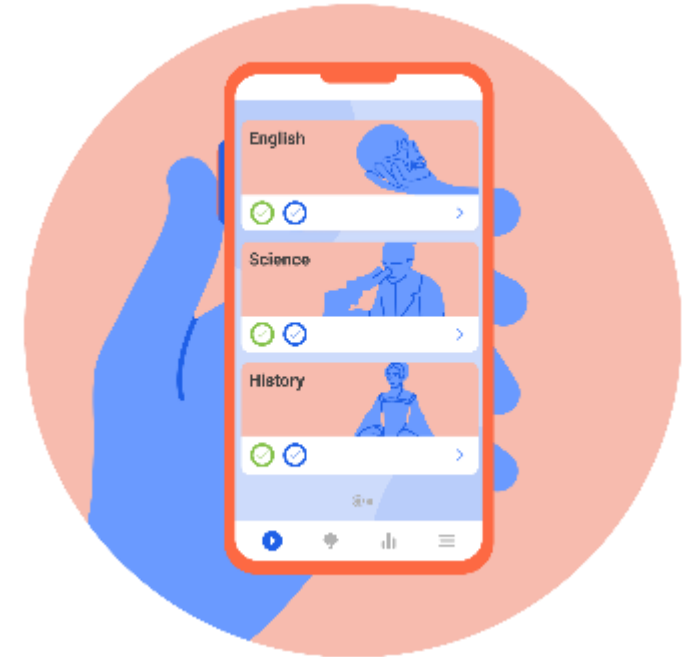
You will need to be **connected to the internet** in order to take quizzes and access your data.

If you are halfway through a quiz and the internet drops out, don't worry - Tassomai will **store your completed answers** until you're reconnected.

Your DGs can be completed throughout the day, so you don't need to do all your work in one go. However, they will **reset at midnight***, so be aware of that.

You don't need to worry about your mobile data - Tassomai is designed to use very little! **[See this blog post](#)** for more information.

** 12am U.K time.*



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What does the parent dashboard offer?

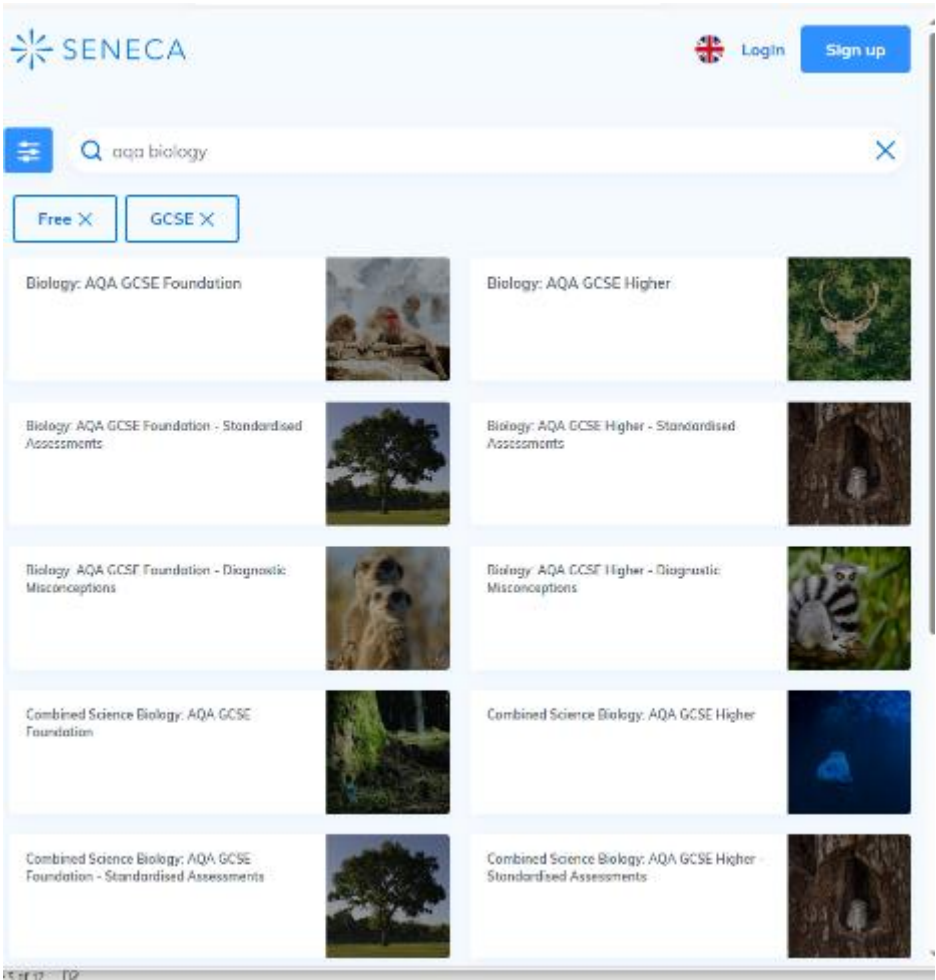
Parents can monitor their children's **Daily Goal completion** across the week (and go back by up to 3 weeks' worth of activity). They can also control their account settings, and opt into our **Parent Club** giving them a range of benefits!

It will also highlight the **weakest areas** for their child across their subjects, and **provide resources** to help support learning which they can review together.





Recommended Websites





Fantastic online revision resource for each topic across all three sciences.

Includes summary notes, flashcards, mind maps and question papers for each topic with mark schemes.

[Home](#) > [Chemistry Revision](#) > AQA GCSE

AQA GCSE Chemistry Revision

Paper 1

Topic 1:
Atomic Structure and the Periodic Table

Topic 2:
Bonding, Structure and the Properties of Matter

Topic 3:
Quantitative Chemistry

Topic 4:
Chemical Changes

Topic 5:
Energy Changes

Paper 2

Topic 6:
The Rate and Extent of Chemical Change

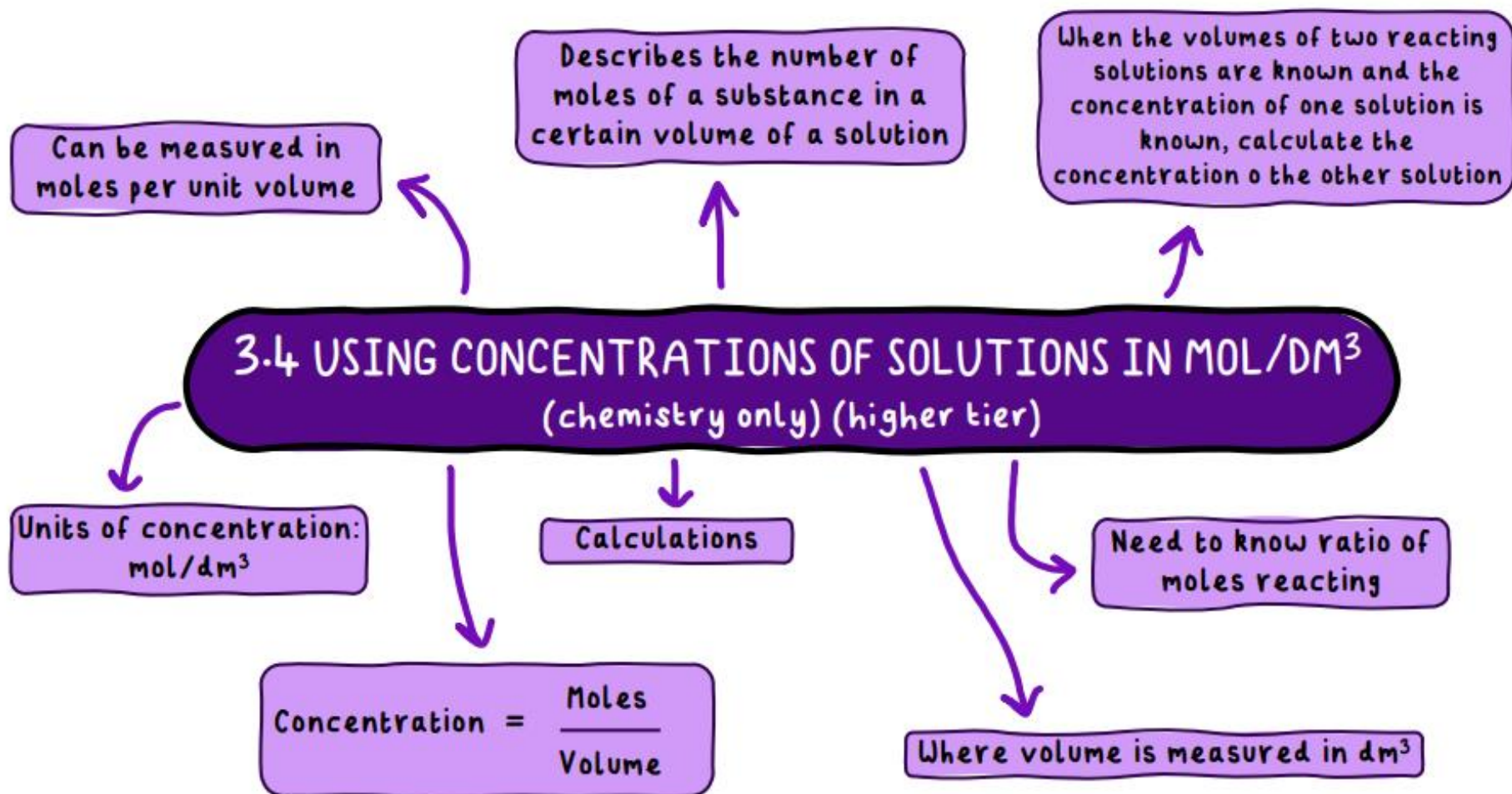
Topic 7:
Organic Chemistry

Topic 8:
Chemical Analysis

Topic 9:
Chemistry of the Atmosphere

Topic 10:
Using Resources

Practical Skills



Questions are for both separate science and combined science students unless indicated in the question

Q1.

A student investigated the reactivity of metals with hydrochloric acid.

This is the method used.

1. Measure 50 cm³ of hydrochloric acid into a polystyrene cup.
2. Measure the temperature of the hydrochloric acid.
3. Add one spatula of metal powder to the hydrochloric acid and stir.
4. Measure the highest temperature the mixture reaches.
5. Calculate the temperature increase for the reaction.
6. Repeat steps 1 to 5 three more times.
7. Repeat steps 1 to 6 with different metals.

The table below shows the student's results.

Metal	Temperature increase in °C				Mean temperature increase in °C
	Trial 1	Trial 2	Trial 3	Trial 4	
Cobalt	6	7	5	9	7
Magnesium	54	50	37	55	X
Zinc	18	16	18	20	18

- (a) Calculate the mean temperature increase **X** for magnesium in the table above.

Do **not** include the anomalous result in your calculation.

X = _____ °C

(2)



Please write clearly in block capitals.

Centre number

□ □ □ □ □

Candidate number

□ □ □ □ □

Surname

Forename(s)

Candidate signature

GCSE BIOLOGY

Foundation Tier

Paper 1F

F

Tuesday 15 May 2018

Afternoon

Time allowed: 1 hour 45 minutes

Materials

For this paper you must have:

- a ruler
- a scientific calculator.

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all** questions in the spaces provided.
- Do all rough work in this book. Cross through any work you do not want to be marked.
- In all calculations, show clearly how you work out your answer.

Information

- There are 100 marks available on this paper.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.

For Examiner's Use	
Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	
TOTAL	

Support and Intervention

Populated revision cards and knowledge mats are provided for each topic studied prior to topic tests. Support your child by testing them on key knowledge.

Revision guides can be ordered through school at a reduced price. We also have some used copies available for free. Recommend Oxford Revise AQA or Clear Revise AQA. They are available to purchase on the gateway (£9 for combined, £12 for triple) until Sunday 5th October.

Home learning is currently based on revising paper 1 topics in preparations for November mocks and will be set on Educake or via past paper questions.

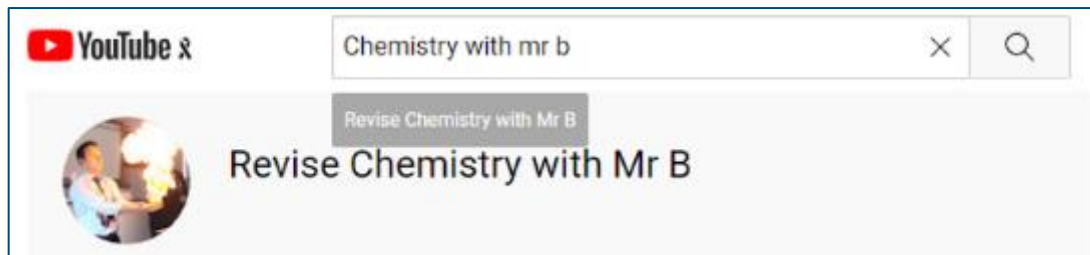
Past papers provided throughout the year for exam practice.

Science Period 6 every Wednesday.

Recommended Websites

Fairfield Twitter account **@Fairfield_Sci**

Revise Chemistry with Mr. B - YouTube Channel



www.freesciencelessons.co.uk– summary revision videos for every topic in GCSE science.

www.revisionscience.com – revision notes and videos on science topics.



Fairfield
High School for Girls

YEAR 10 CURRICULUM EVENING ENGLISH

The English Faculty

English Leadership Staff

- Miss Dey - Faculty Leader
- Mr Knowles - Second in English
- Mrs Shaw - Co-Ordinator of English
- Mrs Ashdown - Lead Practitioner

English Teaching Staff

- Miss Dey
- Mrs Ashdown
- Mr Bennett
- Mr Clare
- Mr Dobie
- Mr Knowles
- Ms Pearce
- Mrs Shaw
- Mr Paton
- Miss Yeung
- Mrs Plant - Assistant Head
- Mrs Stewart - SENDCo

GCSE English at Fairfield

Content to be covered during KS4:

- 19th Century Non-Fiction
- 20th Century Non-Fiction
- 21st Century Non-Fiction
- 20th Century Fiction
- 21st Century Fiction
- Shakespeare
- 19th Century Novel
- Modern Text
- Poetry Cluster
- Unseen Poetry

Literature:

- Paper 1: Romeo and Juliet and A Christmas Carol 40%
- Paper 2: An Inspector Calls and Poetry (seen and unseen) 60%

Language:

- Paper 1: Creative Texts 50%
- Paper 2: Non-Fiction Texts 50%

English Support and Intervention

School resources:

- ✓ Drop In – lunch times before mocks
 - ✓ Critical Theory Club
 - ✓ Microsoft SharePoint – at home, bespoke revision videos
 - ✓ Bespoke revision material (provided by school)
 - ✓ Key quotes revision cards (provided by school, populated with quotes pupils should learn and with space for their own annotations)
 - ✓ Revision guides and workbooks available in the library to borrow
 - ✓ Structured revision programme
 - ✓ Teacher support
 - ✓ **Teacher / pupil and teacher / parent dialogue**
- ✓ **Reading intervention for those who need it.**
 - ✓ **Content catch-up intervention for those who need it.**

Understanding Revision

Revision should involve three parts – developing knowledge, committing knowledge to memory and deliberate practice.

- ❖ **Developing knowledge (encoding)**: watching revision videos and making notes, essay planning, quote explosions, essay writing, comprehension tasks, creative writing tasks
- ❖ **Committing knowledge to memory (retrieval of knowledge)**
mind-maps, rewriting, saying aloud, drawing, visualising, spaced repetition
- ❖ **Deliberate practice**: utilising mark schemes, checklist, sentence stems or teacher feedback to complete exam-style questions in English Literature and Language



Question Three: How does the writer use language to...

Answer you should have done...

...named language devices

...evidence

...specific effects of the language devices.

...explained the effect and annotations of words

- The writer uses [METHOD] to [QUESTION]
- QUOTE
- [This] suggests... [be can]
- [It] could also impl
- The [word] 'WORD' effective because
- It could also sug

...the pursuit of wealth doesn't help others with fulfilling life.

...Your outcomes are a lagging measure of your habits.

...If you can get just 1 percent better each day, you'll end up with results that are nearly 37 times better after one year.

...You do not rise to the level of your goals. You fall to the level of your systems.

...It is your commitment to the process that will determine your progress.

...Goals are good for setting a direction, but systems are best for making progress.

...Do it now

Fairfield High School for Girls Team Site

Home

Export to Excel

Power Apps

Automate

English Videos Resources

An Inspector Calls

AIC Key Quo

ANALYSIS CHECKLIST

More than one interpretation (minimum of two)

Methods

Effect of words

Link to context

Writer's intentions

Link to thesis

Poetry only: Comparisons

Essay Plan

Write the example question here:

Introduction
Thesis statement – what are your big ideas linked to this question?

Main Body 1
Development of thesis – what is your main point?

Quote and annotations (use rainbow checklist)

Main Body 2
Development of thesis – what is your main point?

neo and Juliet

	Act	Public versus Private	Romeo	Juliet	Mrs Lawrence	The Nurse	Lord Capulet	Tyball	Benvolio	Mercutio	Paris	Societal Pressures
A pair of star-crossed lovers take their life			X	X	X							
"Death-marked love"			X	X								
"Part, fool! Put up your swords – you at what you do."								X	X			X
"What down and talk of peace! I hate it, As I hate hell, all Montagues and								X	X			X
Is Juliet: "Rebellious subjects, enemies to peace"		X										X
do about Rosaline: "batter'd with sin, smoke, cold fire, sick health"		X	X							X		X
Capulet to Paris: "She is to be a bride"				X		X					X	X
se: "Why, he's a man of war, Lady!"						X					X	
Juliet's summer hath not such a flower"										X		
Juliet: "I talk of dreams, which are the children of an idle brain"												
Juliet: "I hear some consequence yet hanging in the stars"			X									
Juliet: "But Ho, that hath the star's eye of my			X									

When We Two Parted

Sonnet

Methods

Context: Where in the poem, who is the speaker, what is the situation, what is the subject?

'Half broken hearted'

Write to Sharon/Sarah/other poems

Quote 10.mp4

January 16

English Revision Programme at Fairfield

- Retrieval practice in lessons
- Knowledge tests on Microsoft Teams
- Revision cards to complete for all set texts (linked to knowledge tests)
- SharePoint, teacher-made videos
- Essay planning and writing (linked to teacher videos)
- Answering exam questions
- Period 6 for pupils who have missed the teaching of set texts in Lit.
- Period 6 for pupils – open invitation
- Critical Theory Club- invitation only for pupils aiming for grade 7+
- Drop in at lunch times leading up to mocks.

How You Can Support with Revision

- Take an interest in what your child is doing in English. Talk about the news, read articles together, encourage good reading habits.
- Ask about upcoming assessments and mock examinations. Know that homework is always due in English on **Thursdays**. Ask your child if it's done. Check the quality.
(Homework can be viewed using Haldor Homework)
- Support with revision by testing their knowledge using their resources.
- Encourage your child to create and follow a revision timetable. This should happen throughout KS4 but should be a more intensive programme of study leading up to mocks and final examinations.
- Encourage your child to seek help from their teacher if they are experiencing any difficulties and to attend English Drop-in.
- Encourage your child to revise in school if revising at home is something they find difficult.

Support Your Child with Reading

- Encourage your child to access SORA (google the platform, find our school, log in with usual school login details).
- Talk to your child about the books you're both reading.
Recommend things to read.
- Make reading a pleasure rather than a chore - visit the library together, gift a book for birthdays
- Find news stories that you are both interested in to discuss together
- Talk about reading and the importance of it with your daughter



Fairfield
High School for Girls

YEAR 10 CURRICULUM EVENING

SUPPORTING WELLBEING



Kooth's Guide to Coping with Exam Stress



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NHS
Providing NHS services

Coping with Exam Stress

Exam season can be incredibly stressful for students of all ages. Here's a few tips and tricks to help you cope with exam stress.

These are just a few techniques to try, what really matters is finding what works best for you.

Take a break

Scheduling regular breaks and being able to recognise when you need a break when you're feeling stressed or overwhelmed, can be really helpful.

This can be really difficult, especially when you're under pressure and may feel like a waste of time or bring up feelings of guilt.

However a change of scenery may make your time revising afterwards feel fresher and more productive.

Mapping out your studies

It may also help to try out a few ways to feel more on top of your studies. This might include:

- Writing down what you feel you know well and the areas you'd like to know better.
- Make a revision plan and mark off each module or topic area you've covered.
- Or, if you're feeling creative, you could draw a pathway towards exams and out the other side, where you can chart your progress along the way.

Really, anything from a spreadsheet to some rough notes can work--do what you feel most comfortable with.

Guiding Your Child To Excellence

How to help your child to
get motivated, manage stress
and excel in exams

How Engaged Is Your Child?

Motivation

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	
My child is motivated to study/do homework	1	2	3	4	Add Your Total
My child sits down to work without my need to intervene, cajole or bribe them	1	2	3	4	
I have a firm understanding of how much work my child is set & how much they should be doing	1	2	3	4	

Technology

	1	2	3	4	
I am confident that my child self-regulates their technology use to make time for school work	1	2	3	4	Add Your Total
My child's study environment is set up to be free from distractions such as phones, social media and other digital notifications	1	2	3	4	
My child refuses to study with TV or music on in the background	1	2	3	4	

Stress

	1	2	3	4	
I have no concerns about my child's stress and anxiety levels	1	2	3	4	Add Your Total
My child keeps a healthy balance between school, study, extra curricular activities and social life	1	2	3	4	
My child's marks do not affect her/his self-esteem, confidence and/or motivation	1	2	3	4	

See Your Results

Coping with exam pressure – a guide for students

(1) How to feel more confident about exams

What are negative beliefs?

Many people with high exam anxiety can't stop worrying about failing or the consequences of failing. For instance, 'If I fail my GCSEs my whole life will be a failure'. These types of beliefs focus on what you can't do rather than what you can.

Replacing negative beliefs with positive beliefs

Find a positive, realistic belief that can replace the negative belief. For instance, if your negative belief is 'I am rubbish at maths' a positive, realistic alternative could be: 'Even if I will never be the best at maths, I will do better if I have a revision plan and stick to it'.

The key things to remember are that:

- if you suffer from anxiety, replacing negative beliefs can help
- some people find it helpful to keep a record of their beliefs
- you can become a more confident person with a 'can do' attitude



(2) How to plan your revision

For many students, starting revision is the biggest hurdle to overcome.

1. **Create a plan:** break down everything you need to revise into small topics and just revise one topic at a time. By creating a plan you are taking control
2. **Set targets:** identify when you are going to revise each topic. Give yourself a time limit for when to complete each topic
3. **Check progress:** check your progress and set yourself a new time limit if necessary. Once you've met a target, set yourself a new one

The key things to remember are that:

- targets should be achievable and manageable
- targets must be short-term and include a time-limit
- review your targets, and when complete, set new ones
- it is important to test yourself to see if your revision is effective

(3) Stress is not necessarily a bad thing

People react to stress in different ways. Stress can be a great motivator for some students, giving them the 'get up and go' that they need to succeed. Other students are indifferent to stress; they can float along without getting affected by stress in a good or bad way. Stress can be a bad thing for some students, when exam pressures become overwhelming.

The key things to remember are that:

- stress is nothing to be scared of
- anxiety is not inevitable
- you can learn how to cope more effectively

(4) The signs of high exam anxiety



Cognitive signs (thoughts)

- going blank in an exam
- difficulty concentrating
- negative thoughts about past performance or consequences of failure

Affective signs (emotions)

- feeling excessive tension
- feeling panic
- feeling overwhelmed
- feeling not in control

Physical signs

- dizzy or faint
- sweating
- fast heartbeat
- tight churning stomach
- jelly or wobbly legs

The key things to remember are that:

- most people experience some of these signs during an exam
- high exam anxiety is when you experience them most of the time
- you can learn to control your physical reactions to anxiety

(5) How to control physical reactions to anxiety

Deep breathing

When you become anxious your breathing becomes shallow and fast. Breathing slowly and deeply will help you calm down and feel in control.

How do I do it?

1. Sit comfortably with a straight back.
2. Place your left hand on your chest, and right hand below it, on your diaphragm.
3. Inhale deeply through your nose for 5 seconds.
4. Hold your breath for 2 seconds.
5. Exhale slowly through your mouth.
6. Feel the expansion in your diaphragm.
7. Repeat for 1 or 2 minutes until you feel calm.

The key things to remember are that:

- you can learn to control anxiety with deep breathing
- many people find it easier to learn with an instructor
- yoga or mindfulness classes can also be helpful





Wellbeing

Eat - Diet is important so don't neglect it during the exam period. Don't skip meals, eat a healthy balance of meals and stay hydrated.

Relax - It is essential that you make time to switch off and have a break, even during revision – music, hobbies, entertainment, friends, reading

Sleep - Staying up late to revise is a bad idea! Sleep deprivation has a very negative impact on concentration, performance and memory.

Exercise - Take regular breaks from revision with exercise, take part in a sport you enjoy, go for a walk or any activity that is active and daily



Wellbeing



(1) Use it or lose it

(2) Exercise

Prime your brain for learning

Increases flow of blood and oxygen

Healthy brains and positive mental health

(3) Healthy diet



Fish Nuts Seeds Fruit Vegetables

(4) Sleep

Strengthen neural connections

Remove unnecessary information

New neurons created

Damaged ones repaired

Build memories during deep sleep



Wellbeing

Sleep

MindMate



Did you know that sleeping well is just as important for our health as eating a good diet and being active? We all have periods when we find it difficult to sleep, and when this happens occasionally we don't need to worry too much. But long-term sleep issues can have an effect on our mental and physical health. So let's make sure you're getting enough, and find out some easy ways to make the most of your snoozing...



Recover and prepare

Sleep helps our bodies and our minds to recover from the day and prepare for tomorrow. Too little sleep and those tomorrows will be tougher.



Sleep promotes a healthy mind

Scientists have found that there's a strong relationship between getting enough sleep and feeling well and happy. Not getting enough sleep can cause low mood and even make depression and anxiety worse.



Focus

Scientists have shown that having a good sleep will help you concentrate during the day and also helps your brain to organise and store the information you have learned during the day. Clever.

How much sleep do you need?

The amount of sleep you need changes as you get older. For example, The [Sleep Council](#) recommend 10-11 hours of sleep a night for 7-12 year olds and 8-9 hours of sleep for 12-18 year olds.

But the amount of sleep we need is a very personal thing. Teenagers often find they feel tired and may need more sleep as they go through puberty and into adolescence. This is probably because of all the hormonal and physical changes to both the body and the brain.

The key question to ask yourself is 'how do I feel during the day?' If you feel well rested and alert then you're probably getting enough sleep. Or if you often feel tired, sleepy and lacking in energy it might be that too little sleep is to blame. If that's the case, it may be worth seeing if the tips below can help you improve your sleep and how you feel during the day.

Worried you're not getting enough sleep?

Everyone has the odd night here and there where they don't sleep well, or when they find themselves struggling to drift off. But if you're regularly not sleeping well (most nights) for a long period of time (more than two weeks), you're struggling to get up in the morning and feeling tired during the day as a result, then it's time to talk to someone about it. You should also think about seeing your GP to make sure that everything is OK and to see if they might be able to help put it right.

Sleep

MindMate



Top tips for getting a better night's sleep

If you're struggling to make the most of your shuteye, these tips might be able to help:

Stick to a routine

Many of us like a lie-in at the weekend but your body likes routine. So try not to wake up too much later than normal and avoid staying up late at weekends where possible. Try not to nap during the day too, especially if you have trouble sleeping at night.



Watch what you eat and drink

Caffeine and sugary snacks can lead to restless nights. Avoid eating and drinking these troublesome treats later on in the day. P.S. Did you know that getting a good night's sleep can also help you keep your weight healthy?



Try to relax...

If you're worried about something it can make getting to sleep tricky. Try talking through any worries you have with somebody close to you. Or even write them down. It might help to do something relaxing in the evening. Mindfulness can also really help with sleep, or you could see if our MindMate relaxation recordings help you.



Sleep

MindMate



Get active during the day

Being active during the day will help you be ready for a good night's sleep. However, avoid exercise in the two hours before bed as it can leave you wired and make it harder to fall asleep.



Make yourself a sleepy space

Make sure your bedroom is as dark and comfortable as possible. Let your parents/carers know if you are too hot/cold/uncomfortable. Blackout blinds or an eye mask can help if you get woken by the light nights and mornings.



Turn it off

The light from your phone and other devices can make it hard for your brain to switch off at night. Try putting your phone into 'night mode' or avoiding it altogether for an hour leading up to bedtime.





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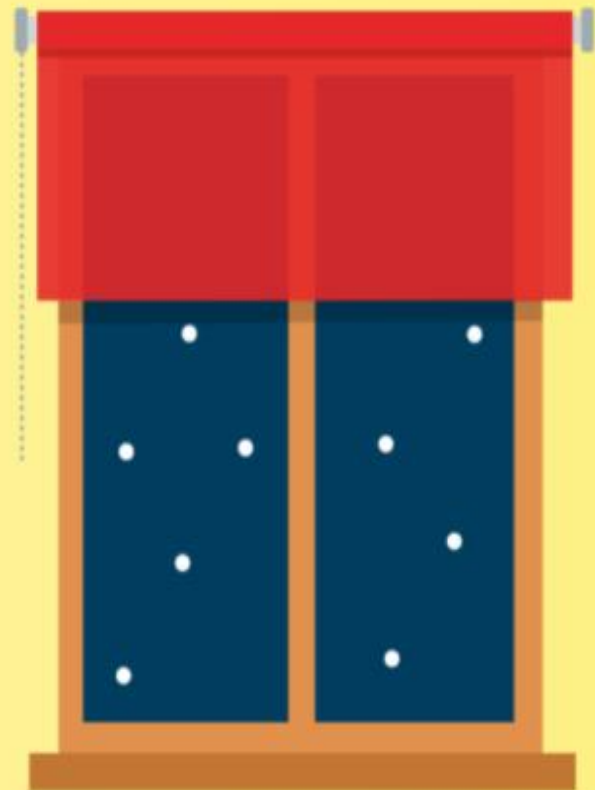




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Stressed about exams?

You don't have to face it alone

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