



**Fairfield**  
High School for Girls

# YEAR 11 CURRICULUM EVENING

Thursday 24<sup>th</sup> September 2026

## The Main Hall - 5:30pm – 6pm

### The Year Ahead - Mrs McCormick

- Year 11 timeline
- Exams: Regulations, Malpractice and Exam Access Arrangements
- BTEC, NEAs and the use of AI
- Post-16 support for pupils
- **Period 6 – Mrs Derrett**

## The Main Hall - 6:05-6:35pm

The Successful Learner Programme and Wellbeing Advice – Mrs Derrett and Mr Di Paola

## Reception / Meeting Room - 6:05pm-7:15pm

- Speak to a member of SLT

## The Drama Studio – 6:05pm-7:15pm

- Colleges and Post-16 Representatives
- Positive Steps and Mrs Chaudhry



# 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

## September

- ✓ College applications open
- ✓ GCSE Geography field trip
- ✓ Post-16 Convention
- ✓ GCSE Dance examination (15%)
- ✓ Year 11 Curriculum Evening
- ✓ Revision for mock exams
- ✓ Period 6 begins
- ✓ BTEC PSAs C2 (30%) begin

## October

- ✓ Revision continues
- ✓ Mock exam timetable released
- ✓ Fr / Ge mock speaking exams
- ✓ BTEC PSAs C2 (30%) continue

## November

- ✓ Mock examinations
- ✓ BTEC PSAs C2 (30%) continue
- ✓ College applications due

## December

- ✓ Mock exam results assembly
- ✓ Feedback from mock exams
- ✓ Term 1 Progress Reports home
- ✓ BTEC PSAs C2 (30%) submitted

## January

- ✓ New Period 6 sessions begin
- ✓ Parent/Carer Evening (14 Jan)
- ✓ Revision for mock exams
- ✓ Spring mocks timetable released

## February

- ✓ GCSE Food practical exam days
- ✓ GCSE Drama acting exam (20%)
- ✓ English Lit mock before half term break
- ✓ Remaining mocks after half term break

## March

- ✓ Mock exams continue
- ✓ GCSE PE Moderation (provisional)
- ✓ Feedback from mock exams

## April

- ✓ Term 2 Progress Reports home
- ✓ BTEC Music C3 Exam Day (40%)
- ✓ Fr / Ge GCSE Speaking Exams (25%)
- ✓ Art exam days
- ✓ BTEC Textiles exam days

## May

- ✓ Revision and Support Timetable begins
- ✓ **EXAMINATIONS BEGIN**

## June

- ✓ Examinations continue
- ✓ **Exam Contingency Day: 23<sup>rd</sup> June**

# 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 examination or 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.**

# 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 debarral

## 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 You **must not** take into the exam room any unauthorised material, including:
  - (a) notes;
  - (b) earphones or earbuds (e.g. AirPods), mobile phones, MP3/4 players or similar devices, smart glasses, tablets (e.g. iPads or iPods);
  - (c) watches.

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 sanctions and possible disqualification.**

- 5 **Do not** use correcting pens, fluid or tape, erasable pens, highlighters or gel pens in your answers.
- 6 **Do not** talk to or try to communicate with or disturb other candidates once you have entered the exam room.
- 7 You **must not** write inappropriate, obscene or offensive material.
- 8 If you leave the exam room unaccompanied by an invigilator before the exam has finished, you **will not** be allowed to return.
- 9 **Do not** borrow anything from another candidate during the exam.

**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.

**This term is the last real opportunity to alert us to any concerns you have.  
Please see Mrs Stewart in the next two weeks if you'd like to explore this as an option.**

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.

- ✓ Additional period after 2:45pm Monday to Wednesday.
- ✓ **Free tuition**
- ✓ Research-informed
- ✓ Personalised timetables each term
- ✓ Timetables issued on Friday
- ✓ Starting on Monday for most subjects
- ✓ Attendance and engagement tracked

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

- ✓ Rewards for attendance to each session
- ✓ Rise points
- ✓ Golden tickets
- ✓ Weekly prizes draws for prom tickets
- ✓ Weekly prize draws for early lunch passes
- ✓ Christmas time trip for Period 6 Excellence!





# Wellbeing in Year 11

## 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.





# Wellbeing in Year 11

## 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?





# Wellbeing in Year 11

## 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.





# Wellbeing in Year 11

## 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.



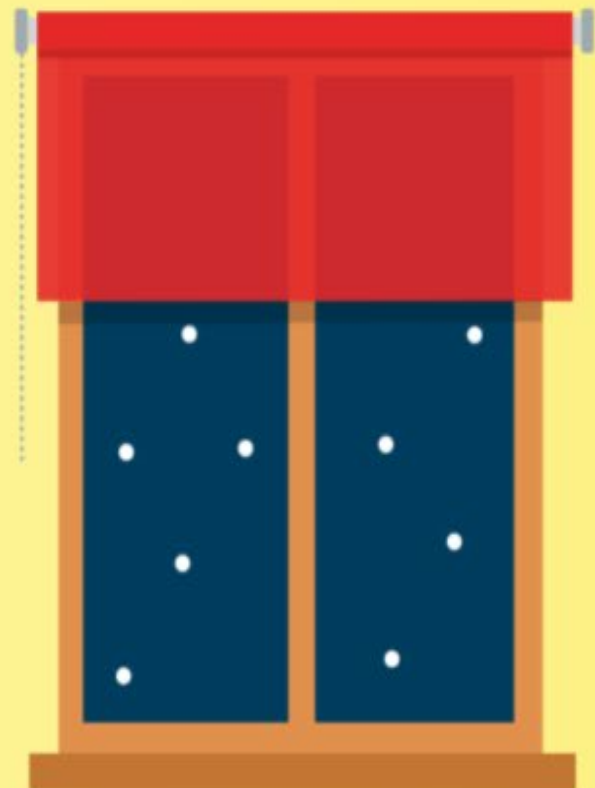


# Wellbeing in Year 11

## 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.





# Wellbeing in Year 11

## 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.





# Wellbeing in Year 11

**kooth**

**Stressed about exams?**

You don't have to face it alone

**Kooth.com**



## The Main Hall - 5:30pm – 6pm

### The Year Ahead - Mrs McCormick

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# **Year 11**

# **Successful Learner**

# **Programme**



## How to help your child with effective revision

- (1) Revision timetables**
- (2) Effective revision strategies**
- (3) Maths, Science and English**



# Kooth's Guide to Coping with Exam Stress



## 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.



# Revision Planner

|             | Saturday | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|-------------|----------|--------|--------|---------|-----------|----------|--------|----------|
| 9am – 10am  |          |        |        |         |           |          |        |          |
| 10am – 11am |          |        |        |         |           |          |        |          |
| 11am – 12pm |          |        |        |         |           |          |        |          |
| 12pm – 1pm  |          |        |        |         |           |          |        |          |
| 1pm – 2pm   |          |        |        |         |           |          |        |          |
| 2pm – 3pm   |          |        |        |         |           |          |        |          |
| 3pm – 4pm   |          |        |        |         |           |          |        |          |
| 4pm – 5pm   |          |        |        |         |           |          |        |          |
| 5pm – 6pm   |          |        |        |         |           |          |        |          |
| 6pm – 7pm   |          |        |        |         |           |          |        |          |
| 7pm – 8pm   |          |        |        |         |           |          |        |          |
| 8pm – 9pm   |          |        |        |         |           |          |        |          |
| 9pm – 10pm  |          |        |        |         |           |          |        |          |

## 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

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

### Technology

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

### Stress

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

See Your Results



**How do you create  
an effective  
revision timetable?**

Self-assess your confidence and learning of each topic:

**Developing skills, techniques and motivation**

|                                                                                                                                                                                                                                                                                                                                                                                                                                       | Green             | Amber | Red |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------|-----|
| <b>1</b><br>Description and application of these methods of skill learning using practical examples:<br>• Practice/rehearsal and the use of appropriate role models (e.g. to watch a demonstration of a technique in gymnastics carried out by an expert gymnast)<br>• Trial and error (e.g. to try a backhand volley in tennis and to learn from your mistakes when playing the shot).<br><b>I am most confident with this topic</b> | <b>3</b><br>Green | Amber | Red |
| <b>2</b><br>How each of these can motivate participants to follow an active, healthy lifestyle:<br>• Intrinsic feedback<br>• Extrinsic feedback<br>• Knowledge of results<br>• Knowledge of performance                                                                                                                                                                                                                               | Green             | Amber | Red |
| <b>3</b><br>Description and application of these motives using practical examples:<br>• Intrinsic motivation<br>• Extrinsic motivation<br><b>I am least confident with this topic</b>                                                                                                                                                                                                                                                 | Green             | Amber | Red |
| Description and application of goal setting with practical examples:<br>• To optimise performance<br>• To ensure exercise adherence<br>• To control anxiety                                                                                                                                                                                                                                                                           | Green             | Amber | Red |
| Description and application of these components with practical examples:<br>• Specific<br>• Measurable<br>• Achievable                                                                                                                                                                                                                                                                                                                | Green             | Amber | Red |



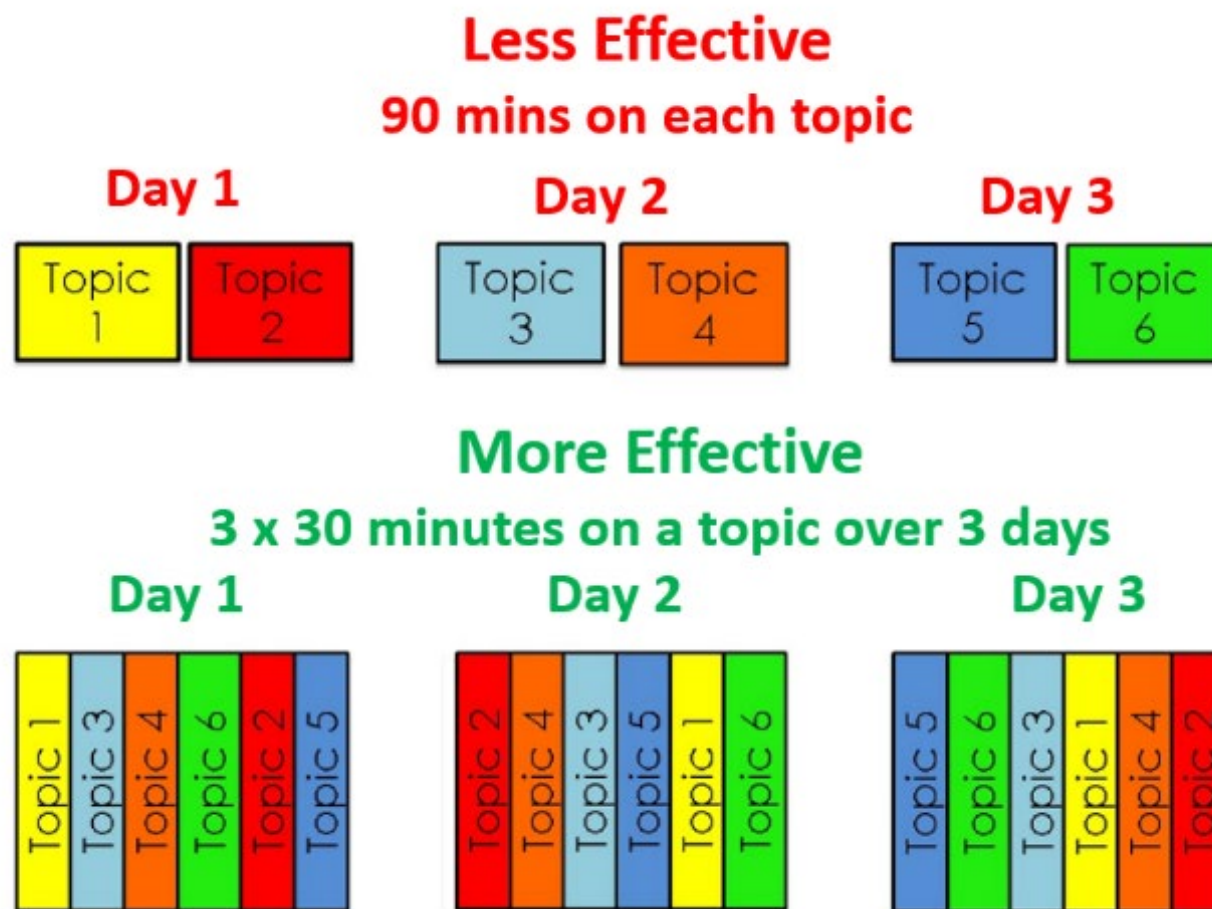
(1) Use revision lists to plan your revision

# Successful Learner Programme

- Schedule blocks of revision – **25 minutes** on a **topic** with a **five minute break**.



- **Spread your topics out** – not all in one go
- **3 x 30 minutes** > 90 minutes



## EFFECTIVE REVISION TIMETABLE

(1) Use revision lists to plan your revision

(2) Interleaving – spread out your revision

When scheduling your 30-minute blocks of revision you should plan:

- (1) Subject - Geography
- (2) Topic – P1(B) - Tropical Rainforests
- (3) Task - 2020/2021 exam questions

## EFFECTIVE REVISION TIMETABLE

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**(1) Use revision lists to plan your revision**

---

**(2) Interleaving – spread out your revision**

---

**(3) Plan specific tasks to complete**

---

When scheduling your 30-minute blocks of revision you should plan:

- (1) Subject - Biology
- (2) Topic – 4.7.3.4 - Deforestation
- (3) Task – Brain Dump and Flash Cards

## EFFECTIVE REVISION TIMETABLE

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**(1) Use revision lists to plan your revision**

---

**(2) Interleaving – spread out your revision**

---

**(3) Plan specific tasks to complete**

---

White – personal

Green – homework

Yellow – revision

# EFFECTIVE REVISION TIMETABLE

(1) Use revision lists to plan your revision

(2) Interleaving – spread out your revision

(3) Plan specific tasks to complete

(4) Create a weekly planner

|       | MONDAY                                | TUESDAY                         | WEDNESDAY                                        | THURSDAY                   | FRIDAY            | SATURDAY                              | SUNDAY                                       |
|-------|---------------------------------------|---------------------------------|--------------------------------------------------|----------------------------|-------------------|---------------------------------------|----------------------------------------------|
| 3:00  | TAP DANCING<br>↓ ↓ ↓ ↓                | PIANO<br>↓ ↓ ↓ ↓                | HOMWORK:<br>- ECONOMICS<br>- BUSINESS<br>- MATHS | PIANO                      | RELAX             | 9-11 AM<br>HOCKEY<br>MATCH<br>↓ ↓ ↓ ↓ |                                              |
| 4:00  |                                       |                                 |                                                  | HOCKEY<br>TRAINING         | RELAX             |                                       | 10 AM<br>BREAKFAST<br>WITH MAMA<br>↓ ↓ ↓ ↓   |
| 5:00  | DINNER                                | DINNER                          |                                                  | ↓ ↓ ↓ ↓                    | DINNER            | 11 AM<br>NOTEMAKING<br>PLANNER        | ↓ ↓ ↓ ↓                                      |
| 6:00  | HOMWORK:<br>MATHS                     | HOMWORK:<br>- MODERN            | DINNER                                           | DINNER                     | GET<br>READY      | - BUSINESS<br>- MATHS                 | 12 PM<br>HOMWORK                             |
| 7:00  | WK1 NOTES:<br>ENGLISH                 | ↓ - MATHS ↓                     | WK1 NOTES:<br>ECONOMICS                          | HOMWORK:<br>- MATHS        | JED'S<br>BIRTHDAY | 1 PM<br>PRACTICE<br>Q'S MODERN        | ↓ - ENGLISH<br>↓ - ECONOMICS<br>↓ - MODERN ↓ |
| 8:00  | KEEPING UP<br>WITH THE<br>KARDASHIANS | WK2 NOTES:<br>MODERN            | EXTRA READING:<br>ECONOMICS                      | - BUSINESS<br>V- ECO       |                   | PRACTICE<br>Q'S ECO                   | 4 PM<br>RELAX                                |
| 9:00  | READ ENGLISH<br>TEXT:<br>HAMLET       | EXTRA READING:<br>MODERN        | ENGLISH TEXT:<br>HAMLET                          | EXTRA READING:<br>BUSINESS |                   | 4 PM<br>RELAX                         | 6 PM<br>DINNER                               |
| 10:00 |                                       | READ ENGLISH<br>TEXT:<br>HAMLET |                                                  |                            |                   | 6 PM DINNER<br>AT GRANDMA'S           | 7 PM<br>SO YOU THINK<br>YOU CAN DANCE        |
| 11:00 |                                       |                                 |                                                  |                            | ↓ ↓ ↓ ↓           | ↓ ↓ ↓ ↓                               | ↓ ↓ ↓ ↓                                      |
| 12:00 |                                       |                                 |                                                  |                            |                   |                                       |                                              |



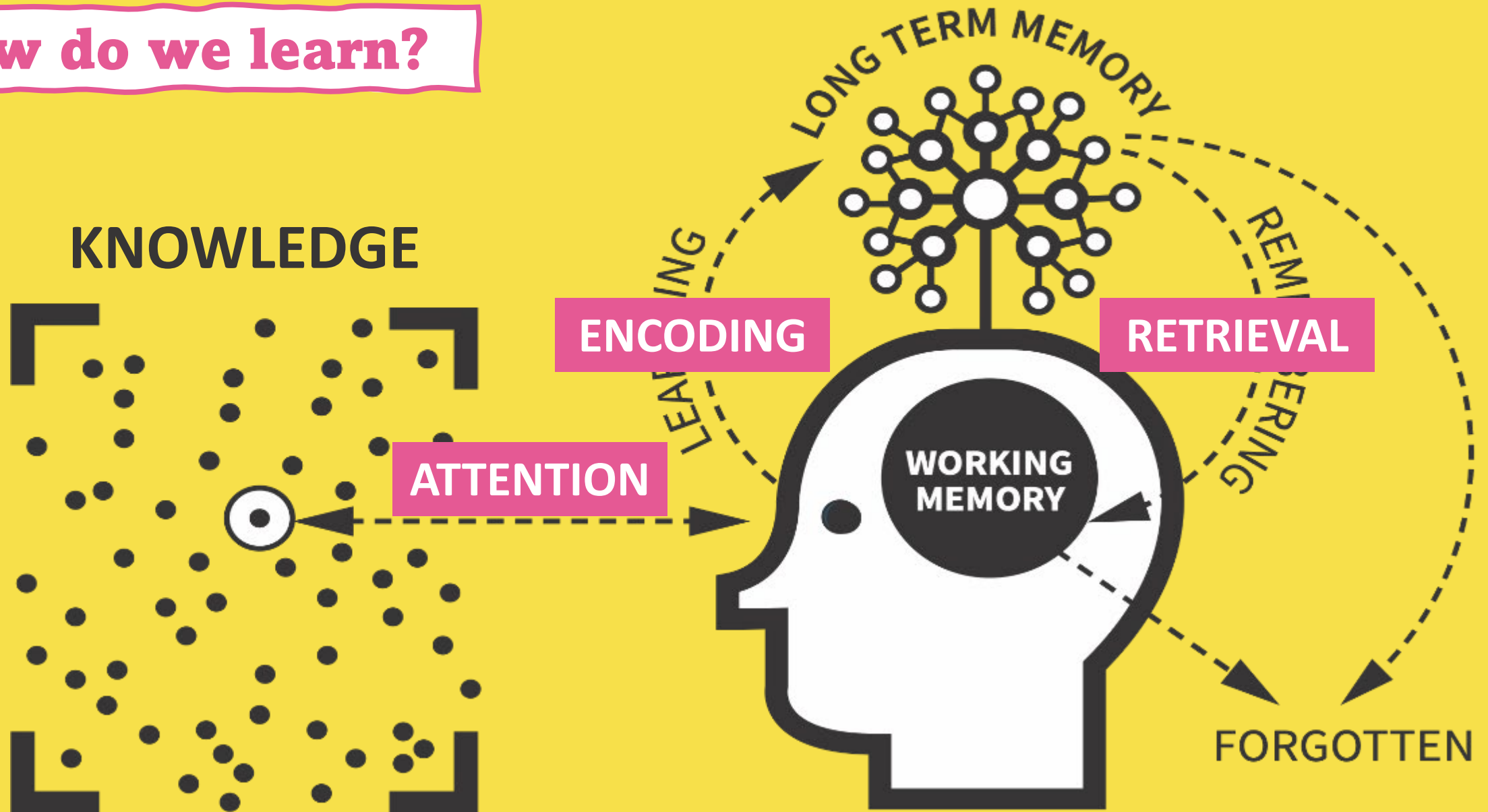
# The Pomodoro Technique

Francesco Cirillo

1. Make a list of revision tasks to complete for the day.
2. Set your timer for **25 minutes** and focus on a **single task** until the timer rings.
3. Mobile phones out of sight, out of reach
4. Then enjoy a five-minute break.
5. After four 'Pomodoros' (2 hours), take a longer 15-30 minute break.



# How do we learn?



The more you think - the more you remember



# What are the most effective revision techniques?

## A - Active Reading

- (1) Explain it back
- (2) Ask questions
- (3) Summarise the text

## C - Retrieval Practice

- (8) Brain Dumps
- (9) Revision Clocks
- (10) Flash Cards
- (11) Quizzing

## E - Exam Practice

- (15) Past papers
- (16) Model answers and WAGOLLS
- (17) Exam questions

## B - Visualise your Learning

- (4) Mental images
- (5) Storyboard
- (6) Analogies
- (7) Concept Maps

## D - Memory Techniques

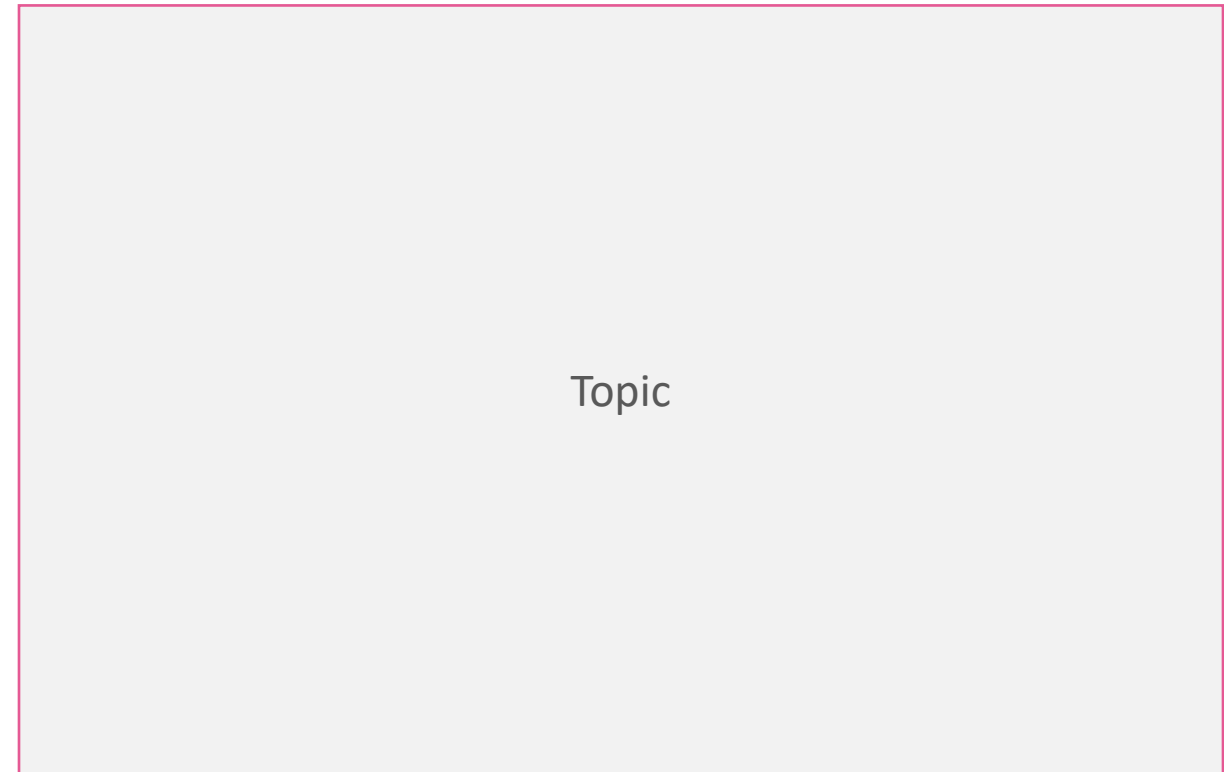
- (12) Body Peg
- (13) Chunking
- (14) The Story Method



# What are the most effective revision techniques?

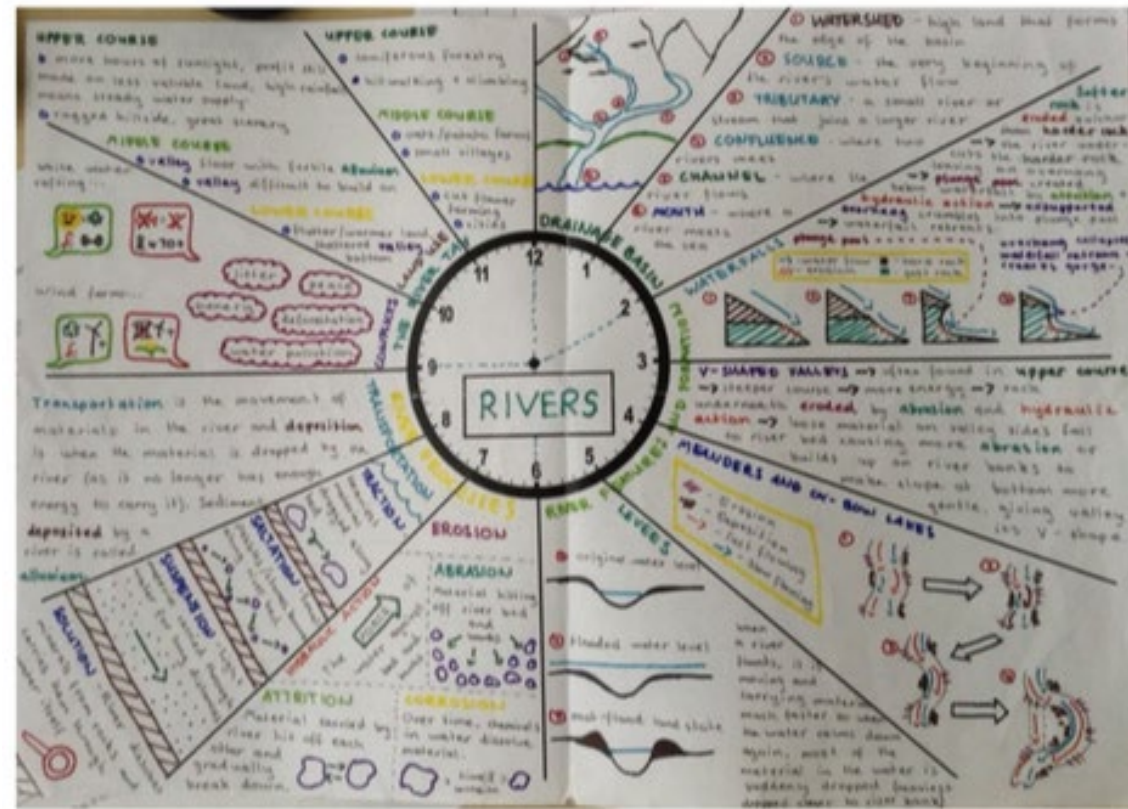
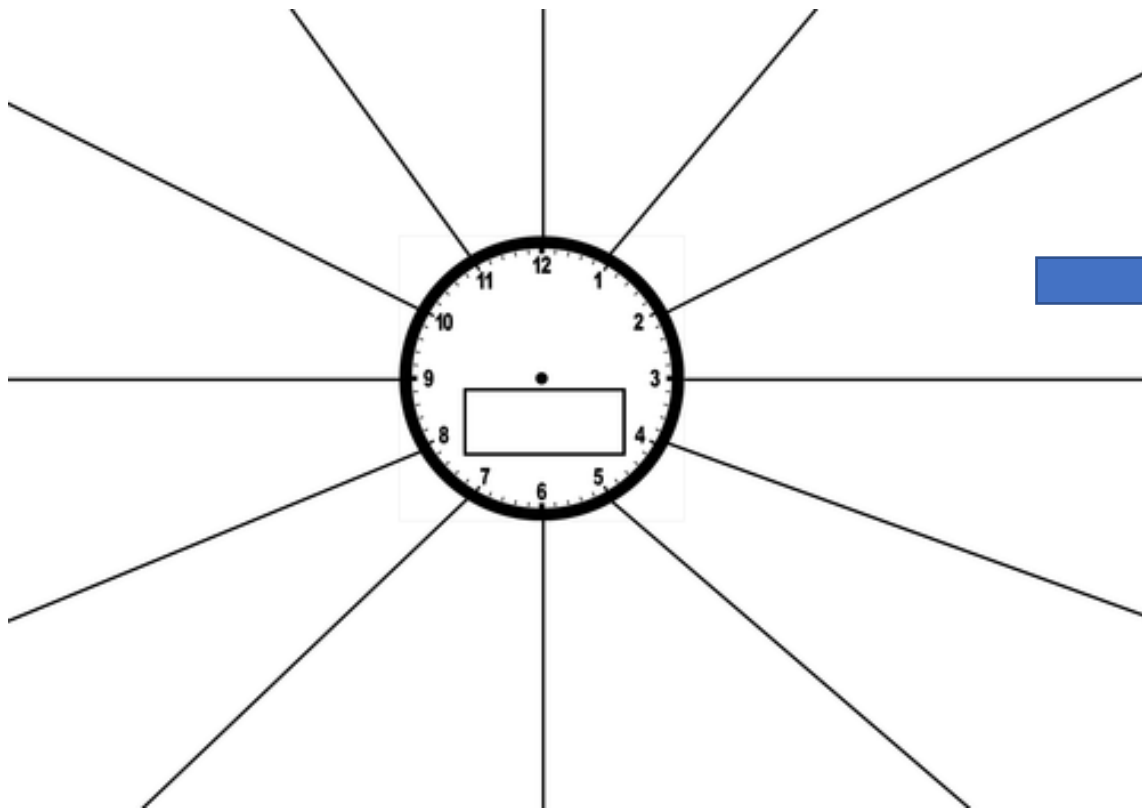
## 1. Brain Dump

- **First colour – what you can remember**
- **Check notes or revision guide**
- **Complete the Brain Dump in a second colour**
- **Visual record of what you know and what you need to revise**





## 2. Revision Clocks





# What are the most effective revision techniques?

## 2. Flash cards and quiz questions

What is **alliteration**?

**Alliteration** is when a sound is repeated over two or more words.

e.g. Donate to deserving causes.

What is an **expert opinion**?

An **expert opinion** is when the writer quotes a professional point of view.

e.g. Professor Smith says that "..."



# What are the most effective revision techniques?

## Leitner Method

What is **alliteration**?

Set 1 - Answered  
incorrectly

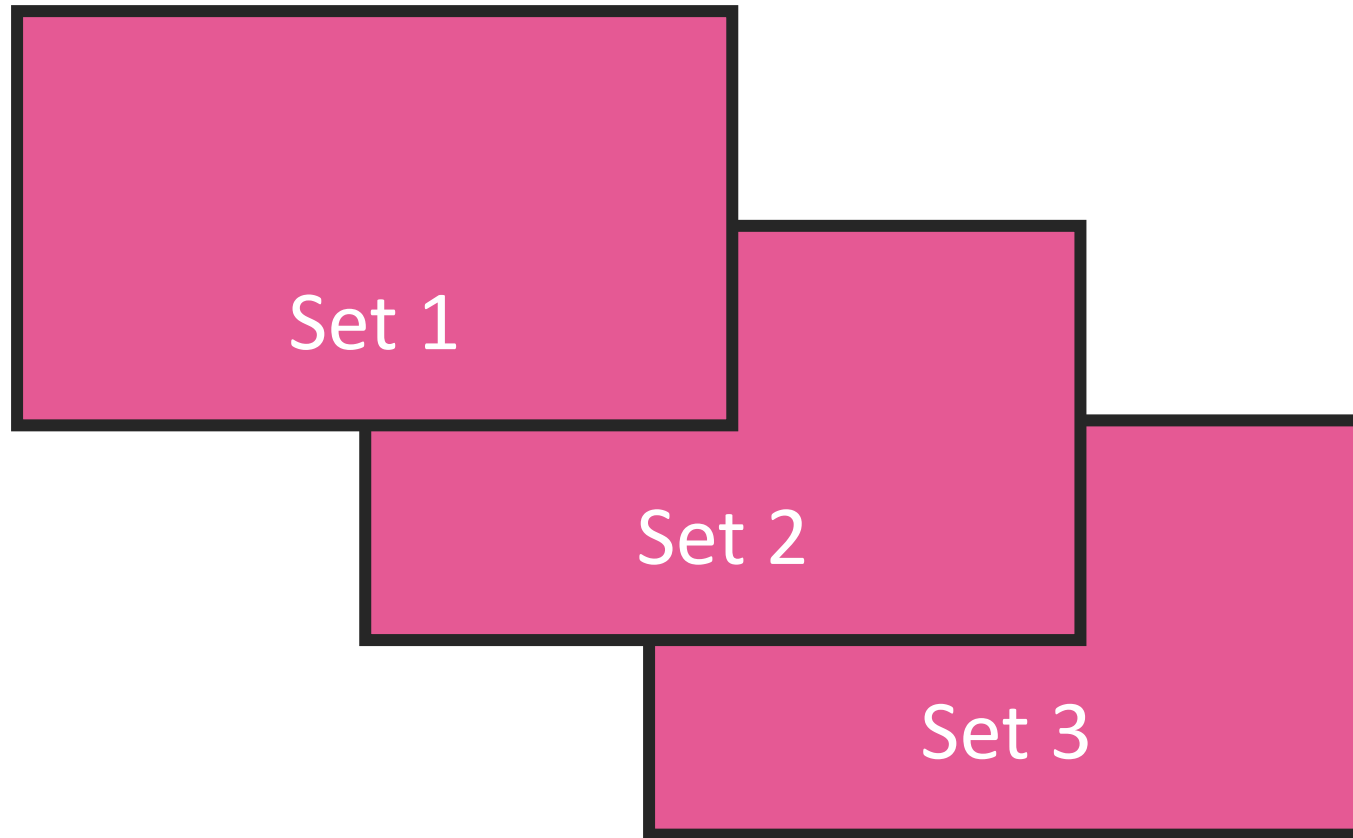
Set 2 - Answered  
partially correct /  
prompt needed

Set 3 – Answered  
correctly / no  
prompt



# What are the most effective revision techniques?

## Leitner Method





# Practice Exam Papers and Questions

## 3. Past Papers

Edexcel



AQA



**AQA**

Please write clearly in block capitals.

Centre number       Candidate number

Surname

Forename(s)

Candidate signature

**GCSE  
BIOLOGY** **H**

Higher Tier Paper 1H

Tuesday 14 May 2019 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**

- The maximum mark for this paper is 100.
- The marks for questions are shown in brackets.
- You are expected to use a calculator where appropriate.
- You are reminded of the need for good English and clear presentation in your answers.

| For Examiner's Use |      |
|--------------------|------|
| Question           | Mark |
| 1                  |      |
| 2                  |      |
| 3                  |      |
| 4                  |      |
| 5                  |      |
| 6                  |      |
| 7                  |      |
| <b>TOTAL</b>       |      |

**Barcode:** JUN1984611H01 **8461/1H**

Please check the examination details below before entering your candidate information

Candidate surname  Other names

Centre Number       Candidate Number

**Pearson Edexcel Level 1/Level 2 GCSE (9-1)**

**Monday 5 June 2023**

Afternoon (Time: 1 hour 15 minutes) Paper reference **1FR0/4F**

**French**

**PAPER 4: Writing in French**

**Foundation Tier**

You do not need any other materials. Total Marks

**Pearson Edexcel Level 1/Level 2 GCSE (9-1) French PAPER 4: Writing in French Foundation Tier Question Paper 2023.**

**Instructions**

- Use black ink or ball-point pen.
- Fill in the boxes at the top of this page with your name, centre number and candidate number.
- Answer Questions 1, 2, 3 and 4. In Questions 2 and 3, answer either option (a) or option (b).
- Answer the questions in the spaces provided there may be more space than you need.
- Write your answers in full sentences.
- You must not use a dictionary.

**Information**

- The total mark for this paper is 60.
- The marks for each question are shown in brackets.
- Use this as a guide as to how much time to spend on each question – you should spend approximately 10 minutes on the translation question.

**Advice**

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

**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

Time allowed: 1 hour 45 minutes

**Materials**  
For this paper you must have:

- Source A – provided as a separate insert.

**Instructions**

- Answer all questions.
- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Do not write outside the box around each page or on blank pages.
- If you need extra space for your answers, 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 80.
- 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 reading 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 leave sufficient time to check your answers.

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# The TikTok Reviser

- Distraction
- Shallow understanding
- Inaccurate or unverified content
- Passive learning
- Algorithm-driven bias

