Ambition Respect Kindness

Year 10
Introduction to GCSEs
Parent Information Evening

THE LEARNING PARTNERSHIP

KNUTSFORD ACADEMY

STUDY SKILLS

Welcome

- Key dates for Year 10
- Overview of Core Subjects: English, Maths and Science.
- Our Study Skills Curriculum
- GCSE Pod
- SEND support
- How you can help

Staff Introductions



Mrs K Key
Headteacher



Mrs A Thatcher
Deputy Headteacher



Mr D Cole
Assistant Headteacher
SENDCO



Mrs A McGeehan
Head of Maths



Mr Foster
Head of English



Mrs Riley
Head of Science

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Key Dates

- **Progress Point 1 Report;** w/c 14th December 2026
- **Progress Point 2 Report;** w/c 22nd March 2027
- **Year 10 Trial Exams;** 12th - 23rd April 2027
- **Languages speaking trial exams;** 26th-30th April 2027
- **Parents Evening;** Thursday 13th May 2027
- **Progress Point 3 Report;** w/c 12th July 2027

What will my child learn in English, Maths and Science?

English Language – Course Overview

PAPER 1 - FICTION

Section A – Reading Analysis

Q1 – Retrieval Skills
Q2 – Language analysis
Q3 – Structural analysis
Q4 - Evaluation

Section B – Writing Skills

Q5 – A choice between writing a story or a description based on an image

PAPER 2 – NON-FICTION

Section A – Reading Analysis

Q1 – Retrieval Skills
Q2 – Comparative summary and inference.
Q3 – Language analysis
Q4 – Comparison of writer's attitudes

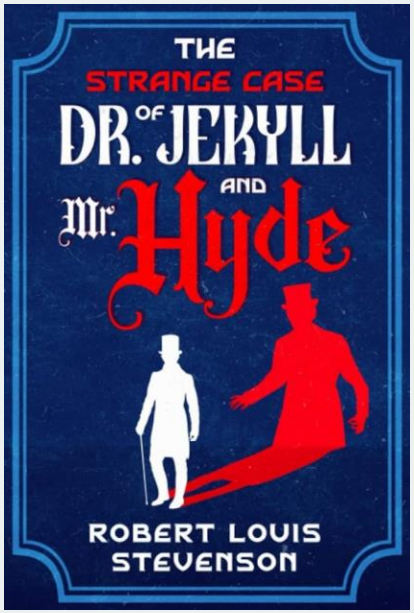
Section B – Writing Skills

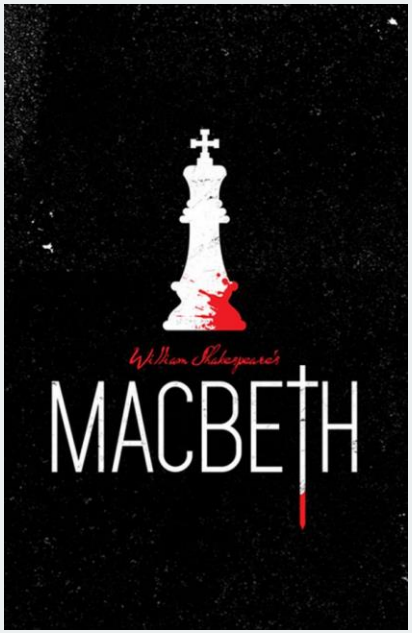
Q5 – Letter, speech or article to argue or persuade

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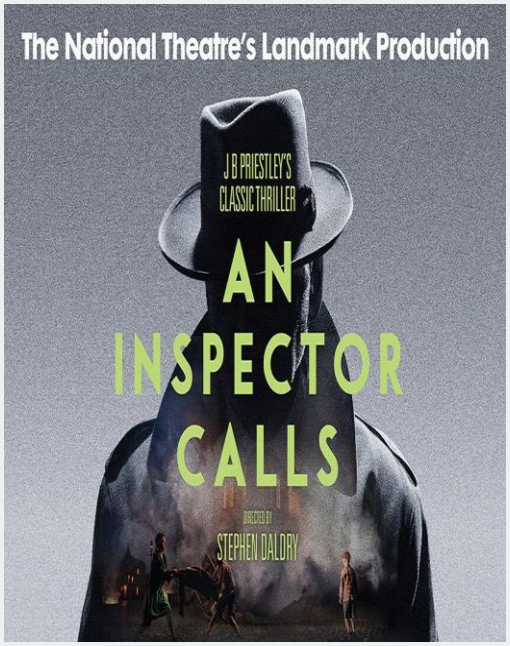
English Literature – Course Overview

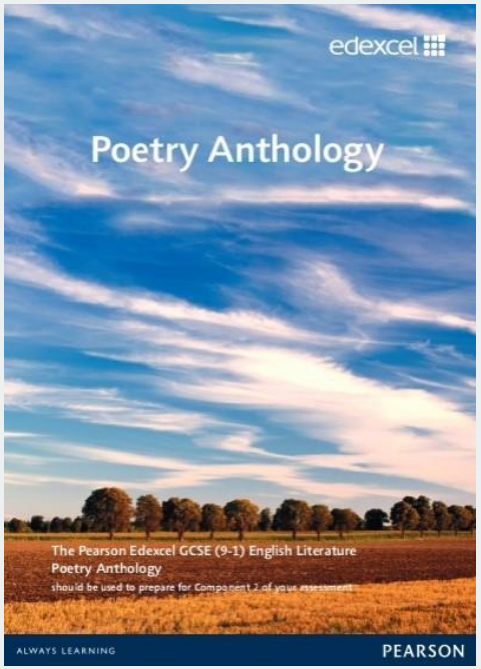
Year 10





Year 11





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English – Assessment

English Language

HT1: Paper 1 Section A
HT2: Paper 2 Section A
HT3: Paper 1 Section B
HT4: Trial Exams
HT5: Paper 2 Section B
HT6: Speaking and Listening

English Literature

HT1: Jekyll – Language analysis
HT2: Thematic analysis
HT3: Macbeth language analysis
HT4: Macbeth Thematic analysis
HT5: Trial exams
HT6: Introduction to Poetry

Top Tips: English Language

- The questions for the two papers are the same each year and so the most important thing is to, KNOW THE QUESTIONS and WHAT THEY WANT. Use the AQA website to know what's on each paper.
- Practice analysing the language in sections of the literature texts.
- Revise language/structure terminology to use in both lit and lang.
- Read lots of non-fiction in preparation for the language texts.
- Practice producing both creative and persuasive writing.
- Pupils should create revision material around what each question requires of them e.g
    - Skills / phrases for language analysis
    - Skills / phrases for evaluation
    - Skills / phrases to compare viewpoints

Top Tips: English Literature

Know the texts!

The most important thing is to know Jekyll and Hyde, Macbeth, An Inspector Calls and their conflict poems as we move through year 10 and 11. Read them, read them and read them again!

There are excellent podcasts, you-tube videos, revision websites available online.

Know the questions!

Be secure on the part A part B difference.

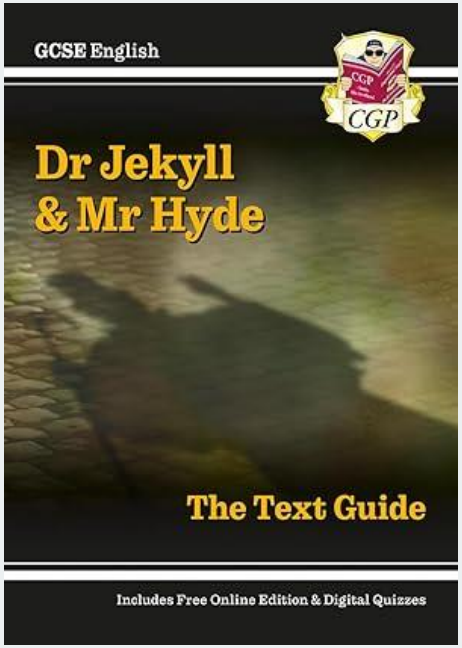
Do the homework!

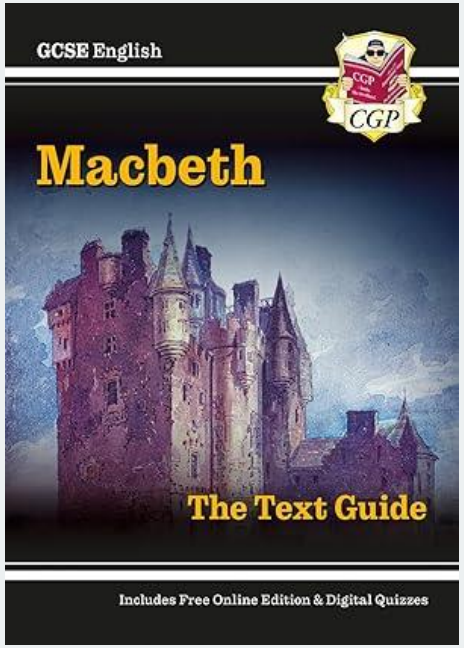
Our literature homework this term is focussed on analysing and understanding our first text *Jekyll and Hyde*.

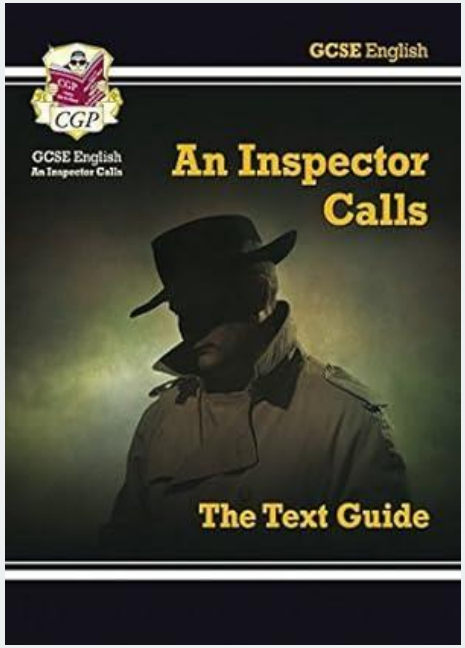
Our language homework practices the skills needed for their reading and writing sections in the exams.

English Lit – Top Tips for Success

- Revision resources available through the school – English Literature







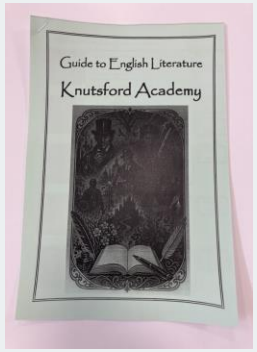
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Top Tips for English - using the 'green guide'





Course Overview

English Literature Approaches: What – How – Why

Analytical verbs to sharpen expression

This shows	This reinforces	This highlights	This suggests	This interests	This motivates
Reveals	Strengthens	Emphasizes	Implies	Captivates	Inspires
Displays	Bolsters	Underscores	Indicates	Intrigues	Encourages
Demonstrates	Supports	Accentuates	Hints at	Fascinates	Stimulates
Illustrates	Enhances	Spotlights	Alludes to	Engages	Drives
Depicts	Fortifies	Showcases	Insinuates	Piques curiosity	Ignites
Exhibits	Validates	Features	Conveys	Allures	Propels
Presents	Solidifies	Magnifies	Intimates	Entices	Spurs
Signifies	Substantiates	Illuminates	Points to	Stimulates	Energises
Manifests	Backs up	Stresses	Signifies	Holds appeal	Uplifts
Indicates	Confirms	Points out	Shows	Enchants	Fosters
Conveys	Underlines	Focuses on	Demonstrates	Grabs attention	Galvanises
Communicates	Endorses	Foregrounds	Reveals	Excites	Activates
Expresses	Sustains	Draws attention to	Communicates	Lures	Impels
Portrays	Reiterates	Makes evident	Evokes	Compels	Incites
Proves	Affirms	Brings to the forefront	Expresses	Bewitches	Animates
Represents	Corroborates	Heightens	Proposes	Mesmerises	Quickens
Discloses	Upholds	Brings out	Infers	Attracts	Fires up
Establishes	Amplifies	Brings into sharp relief	Betokens	Charms	Instigates
Confirms	Augments	Intensifies	Demonstrates	Beckons	Provokes
Evinces	Boosts	Puts the spotlight on	Gives a clue to	Enchants	Propounds

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Maths – Course Overview

- The GCSE Mathematics syllabus consists of:
  - Number
  - Algebra
  - Ratio, proportion and rates of change
  - Geometry and measures
  - Probability
  - Statistics

- The exam has tiers:
  - **Foundation** – Grades **1 to 5**
  - **Higher** – Grades **4 to 9.**

- Students sit three GCSE Maths papers in the same tier.
  - **Paper 1 is non-calculator** and **Papers 2 and 3 are calculator**.
  - Content can be assessed across ANY of the three papers

Maths – Assessment

I can …	Mathswatch clip	Sparx code
draw and interpret frequency polygons.	129	U840
draw and interpret back-to-back stem and leaf diagrams.	128b	U200, U909
draw and interpret frequency polygons		
draw and interpret pie charts.	128	U172, U508
draw and interpret time series	153	U590, U193
draw scatter graphs and lines of best fit; understand correlation, interpolation, extrapolation, and outliers.	129	U199, U277, U128
draw and interpret two-way tables.	61	U981
Identify errors in graphs		
Identify misleading graphs		
Mean, mode, median and range from discreet data	130a	U526, U456, U260, U291
Mean, mode, median and range from stem and leaf diagrams	128b	U909
Mean, mode, median and range from a frequency table	130b	U569
Mean, mode, median and range from a grouped frequency table	130b	U877
Comparing two sets of data using averages		U717

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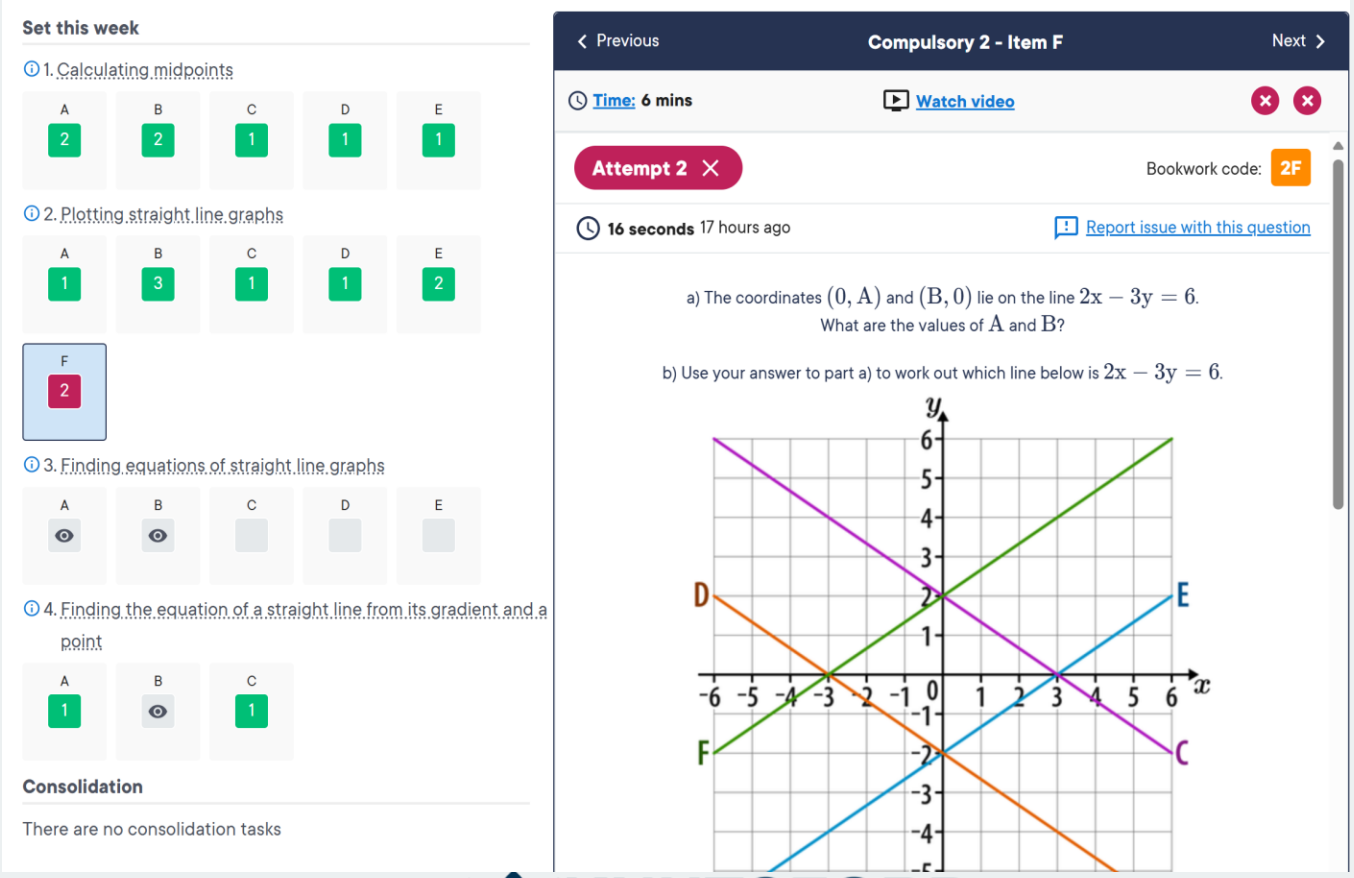
STUDY SKILLS

Maths – Top Tips for Success

Maths is a subject that requires a lot of practice.

- Use GCSE topic questions and GCSE Maths past papers (Year 11)
- Students must take care to document all the steps taken to reach the solution.
- Videos can be watched to get the 'in'.
- Useful websites
  - Maths Genie
  - Vlemathswatch
  - Corbett Maths
  - SPARX....

Maths – SPARX



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Science – Course Overview

AQA GCSE Combined Science: Trilogy

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

Chemistry

8. Atomic structure
9. Bonding
10. Quantitative chemistry
11. Chemical changes
12. Energy changes
13. The rate and extent of chemical change
14. Organic chemistry
15. Chemical analysis
16. Chemistry of the atmosphere
17. Using resources

Physics

18. Energy
19. Electricity
20. Particle model of matter
21. Atomic structure
22. Forces
23. Waves
24. Magnetism and electromagnetism

Science – Course Overview

AQA GCSE Biology

Biology

1. Cell biology
2. Organisation
3. Infection and response
4. Bioenergetics
5. Homeostasis and response
6. Inheritance, variation and evolution
7. Ecology

AQA GCSE Chemistry

Chemistry

1. Atomic structure
2. Bonding
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. The rate and extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

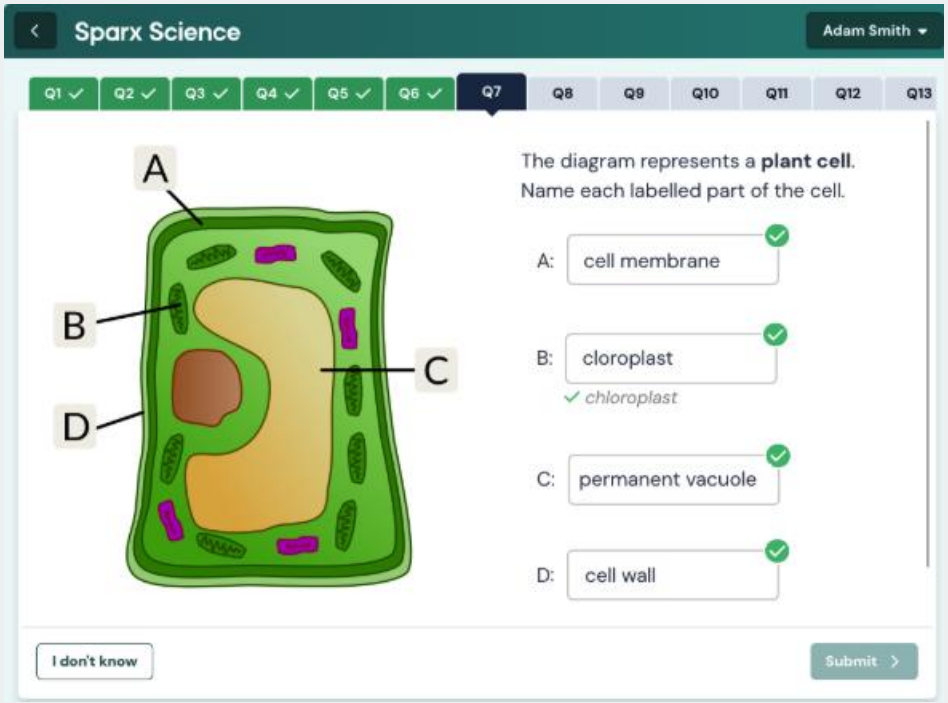
AQA GCSE Physics

Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic structure
5. Forces
6. Waves
7. Magnetism and electromagnetism
8. Space physics

Science - SPARX

- Sparx Science is a personalised online learning platform designed to support students aged 11–16 in mastering Science through regular, curriculum-aligned homework.
- It covers Biology, Chemistry, and Physics for AQA.



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STUDY SKILLS

Science - SPARX

How It Helps Students Learn

Curriculum-Aligned Homework

Weekly homework is tailored to each student's progress and linked directly to what they're learning in class.

Adaptive Learning

Questions adjust in difficulty based on how well the student is doing, ensuring an appropriate balance of challenge and support.

Science – SPARX

How It Helps Students Learn

Support for Every Question

If a student struggles, SPARX provides hints, explanations, animations, or scaffolding to help them understand before retrying.

Focus on Long-Term Retention

Homework includes both recent and older topics to strengthen memory and understanding through spaced practice.

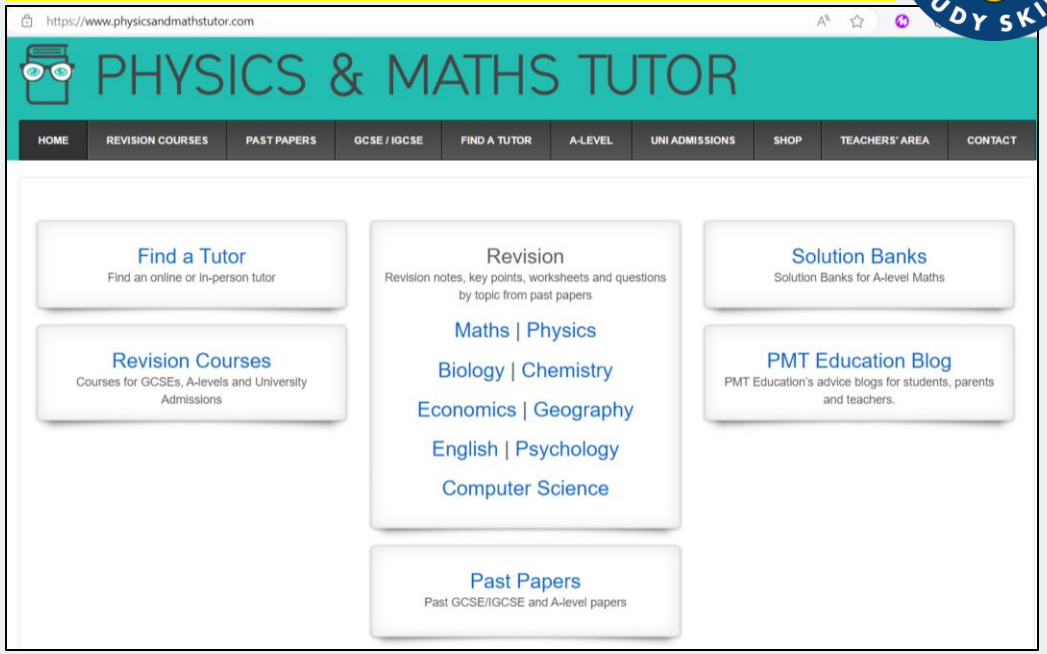
Scientific Thinking

Over 23,000 questions promote not just recall but deeper thinking and application of scientific concepts.

Science – Top Tips for Success

- **Practice with past papers:** Encourage your child to answer questions from past science papers. This builds familiarity with exam formats and improves time management skills.

https://www.physicsandmathstutor.com/

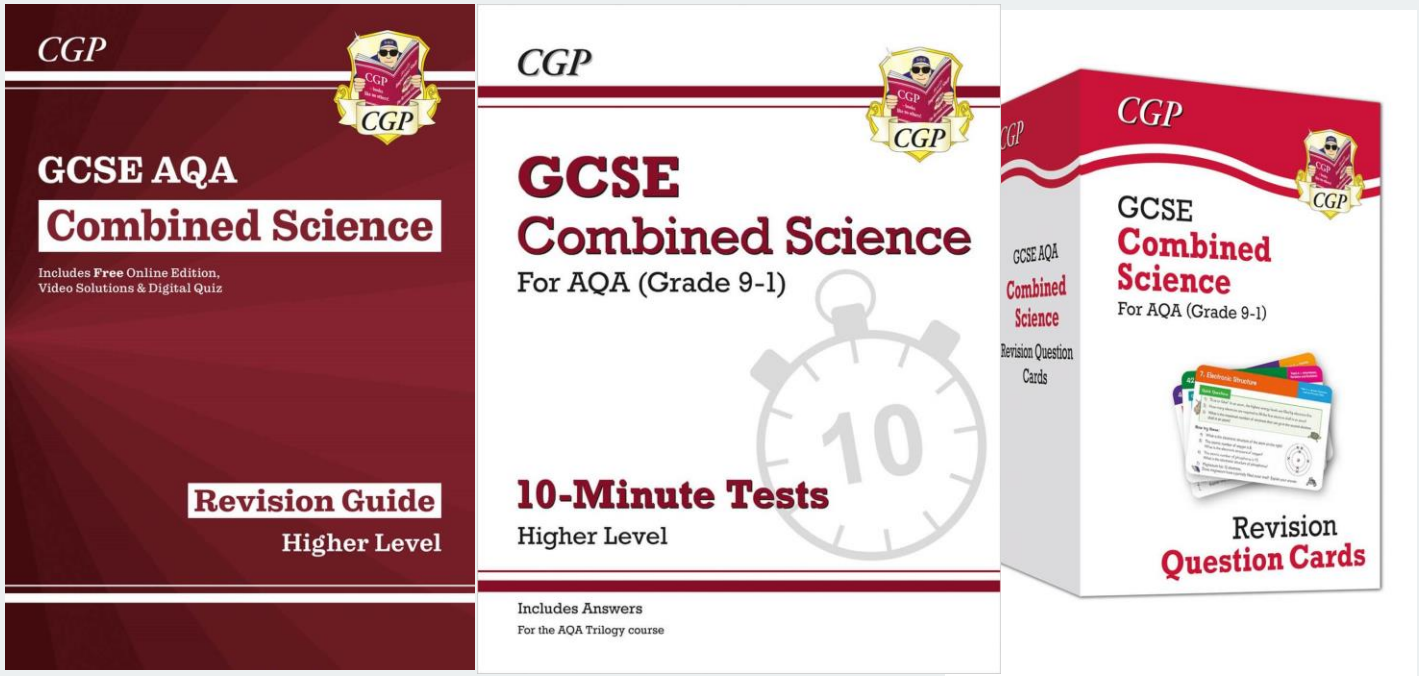


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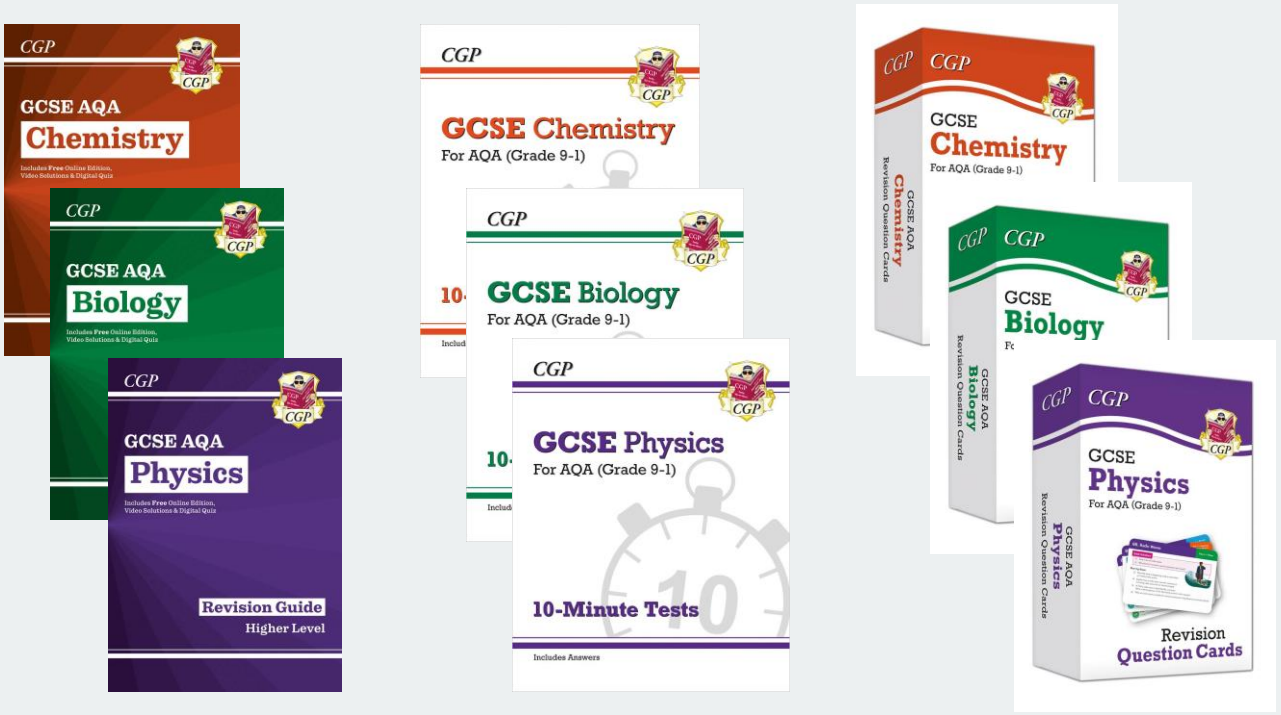
Science – Top Tips for Success

- Revision resources available through the school – Combined Science



Science – Top Tips for Success

- Revision resources available through the school – Triple Science



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Our Study Skills Curriculum



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Our Study Skills Curriculum

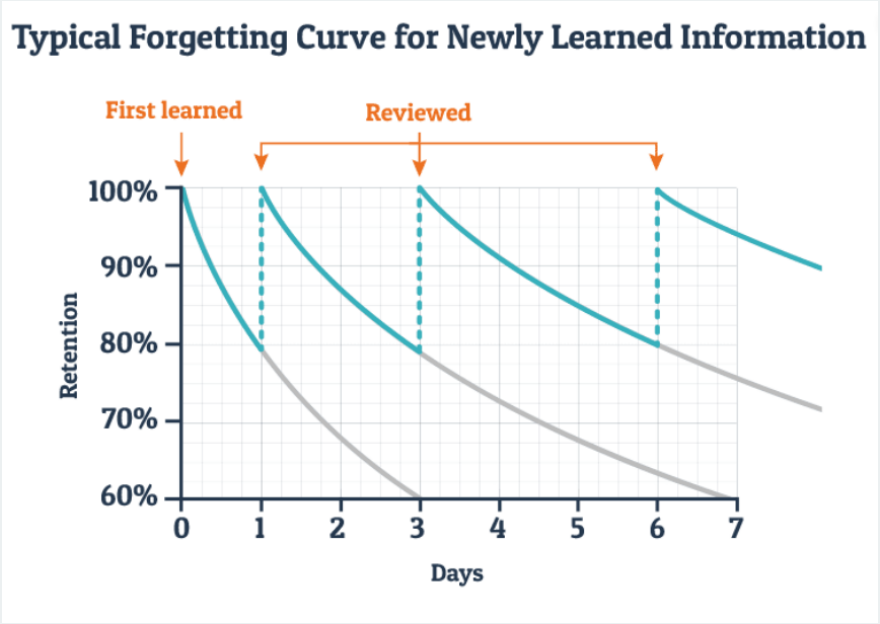
The following strategies are being explicitly taught to improve students' ability to **study independently**, **revise effectively** and **remember more.**

- **Flash Cards**
- **Mind maps**
- **Dual Coding**
- **Cornell Note Taking**

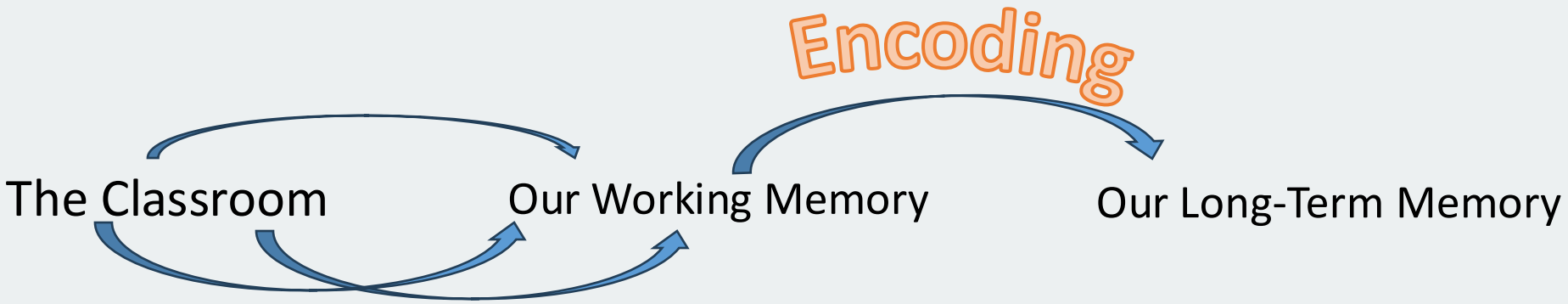
Why do we need to revise?

In the early 1880s, Hermann Ebbinghaus, a German psychologist, conducted a series of experiments on the human ability to "remember." Ebbinghaus found,

- By day 2, if you do not think about or review your work, you will lose 50%-80% of what you learned.
- By day 30, if you do not think about or review your work, you remember only 2% - 3% of what you learned on day 1



His findings are represented in what's called a "forgetting curve."



In lessons students are given lots of knowledge to store in their working memory.

The working memory is much smaller than the long-term memory, so we need to learn it (encoding) to move it into the long-term memory.

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Flash Cards

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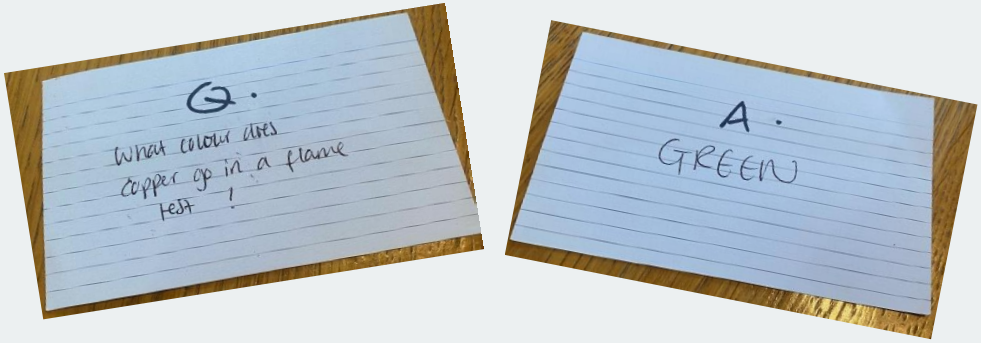
Why do we use Flash Cards?

- Work well for things you must memorise such as:
  - Definitions of keywords
  - Important dates
  - Equations
  - Names of equipment/parts of a diagram
  - Quotes
- A great way to summarise your work so that somebody can test you
- Easy to take with you when you go places
- Can be used as a question or as a prompt

How do we make Flash Cards?

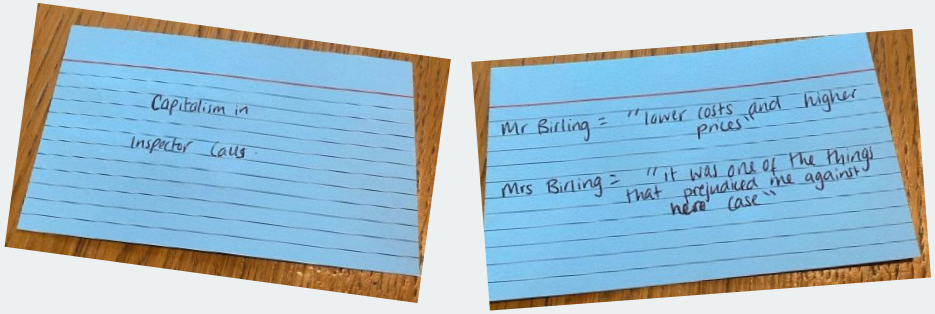
Q&A

- Big Writing
- Readable in a 'FLASH'

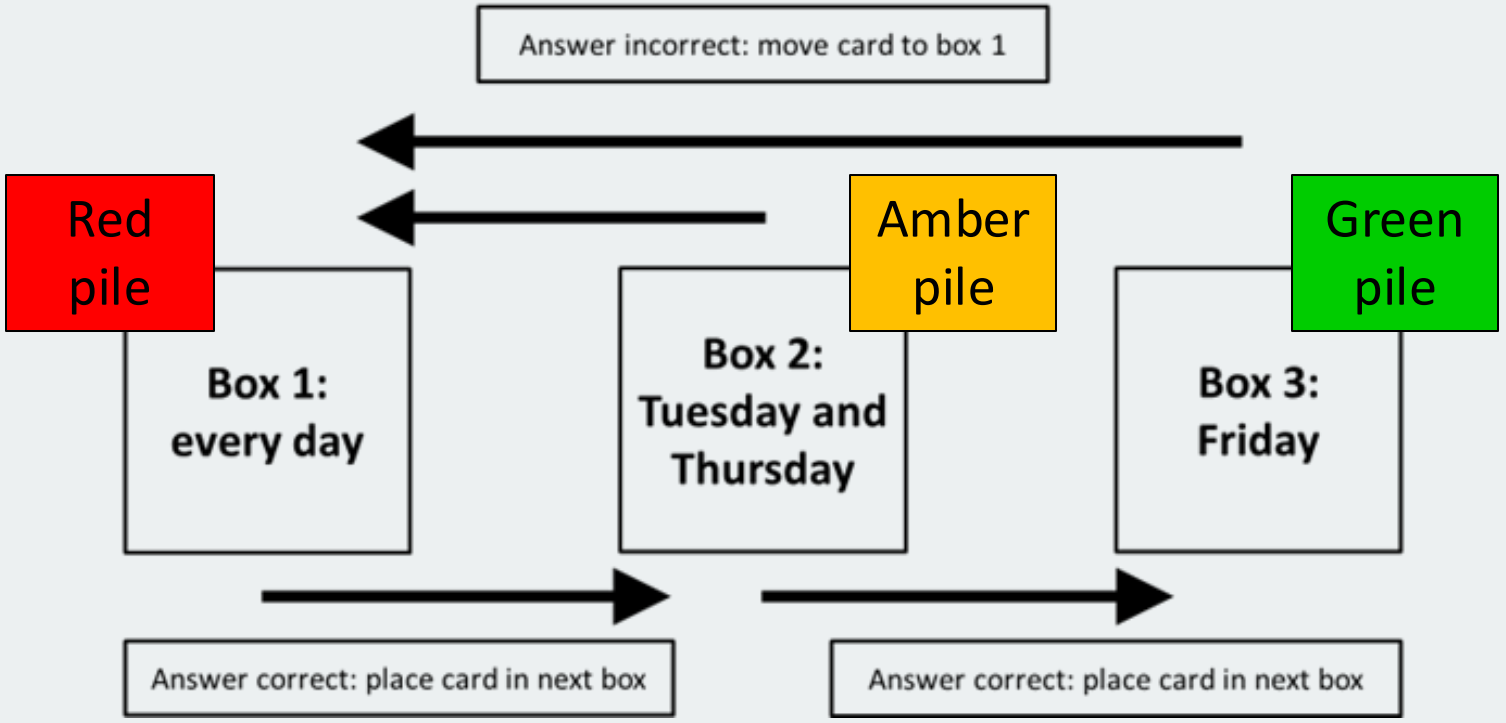


General Topic

- Summary of a topic
- Key words or short sentences
- Bullet points



The Leitner Method for Flashcards



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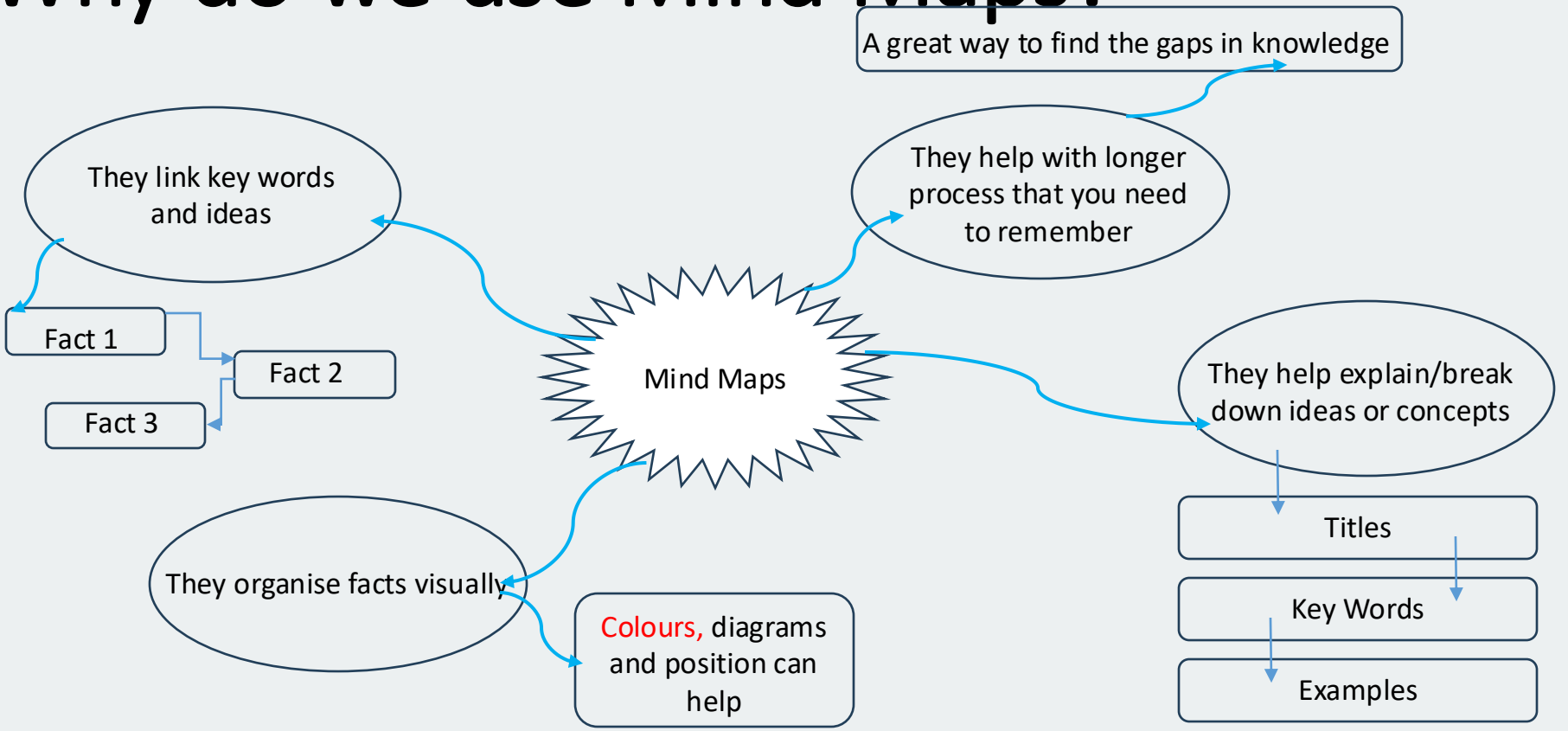
Mind Maps

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Why do we use Mind Maps?

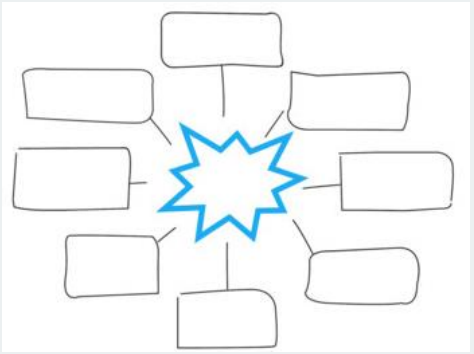


How do we make a mind map?

- Have everything you need to revise for that topic.
- Think about how you want to lay this out.
- Split the page into the sections you want
- Think about using colours or capitals for key words







The Suffragettes.
Why did woman get the vote?

What is it about?

When a woman married she became a mans 'property'

Woman fighting for democracy and having an influence on the government and laws

Government chosen by the people

WSPU = Womens Social Political Party

How did they protest?

Peaceful vs Violent

Flyers, Marches, shops promoting the movement,

Building set on fire, paintings damaged, windows smashed, hunger strikes

Who are important people?

Emeline Pankhurst
Emily Wilding Davison
Millicent Faucet

King George V

Martry – A person who dies for what they believe in

When did it take place?

1897 –National Union of Womans Suffrage Society
1903 – WSPU
1907 - 3,000 protestors march
1911 – Smashing windows
1913 – Emily Davidson Killed
18 – Representation of the people act
1928 – All women get the vote

Woman over 30 how owned property were given the right to vote

Where did it happen?

Most of the protests happen in London.
It was the Epsom Derby where Emily Wilding Davison was killed by a horse.

Why did it happen?

War gave more opportunity to prove themselves
Social attitudes of woman changed

The Suffragettes.
Why did woman get the vote?

What is it about?

When a woman married she became a mans 'property'

[redacted] fighting for and having an influence on the government and laws

How did they protest?

Peaceful vs Violent

Who are important people?

E P
E W D
M F

King George V

WSPU = [redacted]

Martry –

When did it take place?

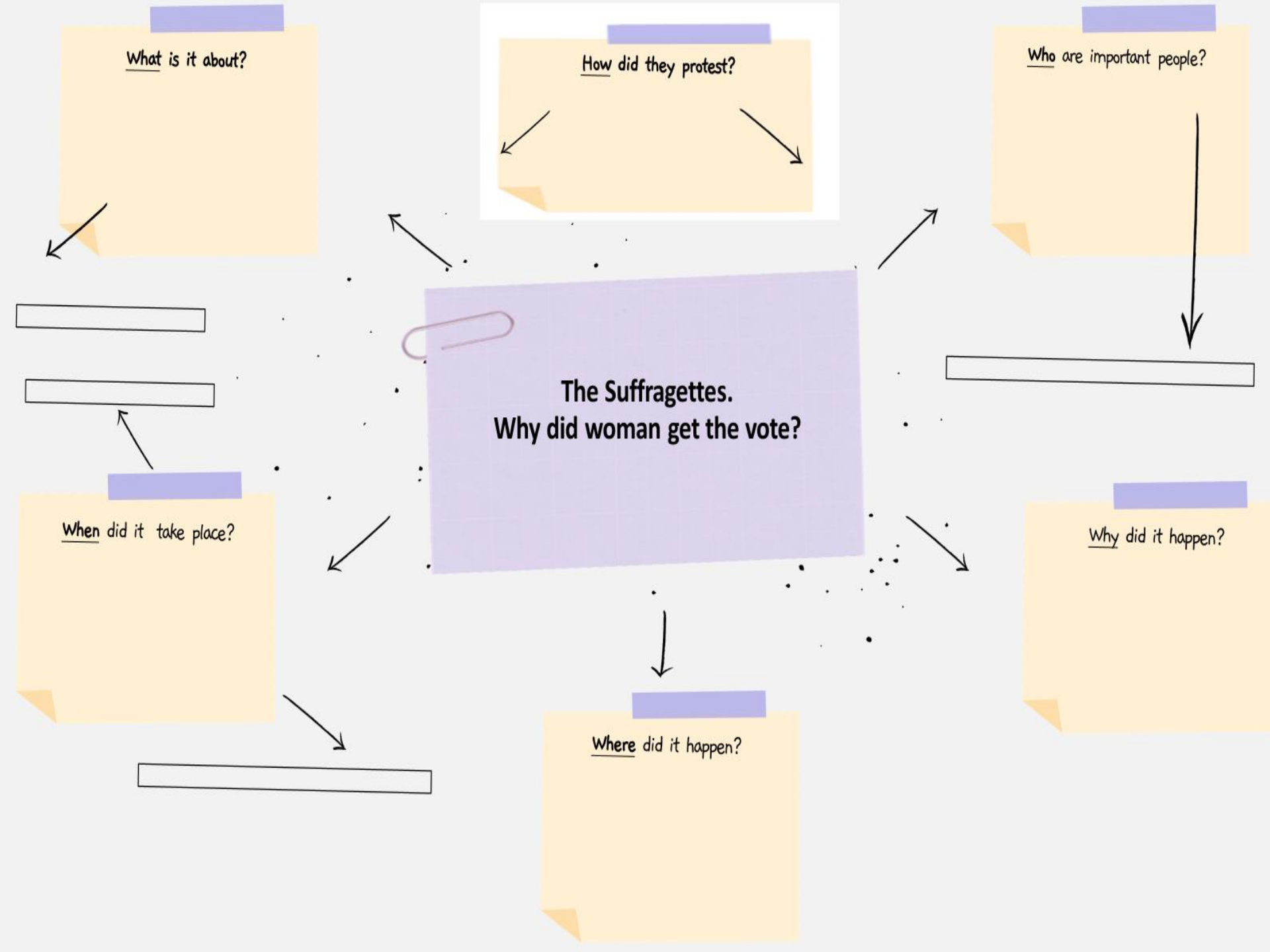
1897 –
1903 –
1907 –
1911 –
1913 –
1918 –
1928 –

Where did it happen?

Protests -
Horse -

Why did it happen?

War gave more opportunity to prove themselves
Social attitudes of woman changed


What is it about?
How did they protest?
Who are important people?
The Suffragettes.
Why did woman get the vote?
When did it take place?
Why did it happen?
Where did it happen?

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Dual Coding

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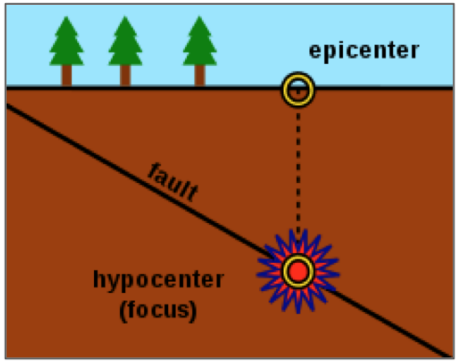
What is dual coding?

Dual Coding is the process of blending words and pictures whilst learning.

Teachers will use it all the time!

The **epicenter** is the point on the earth's surface vertically above the hypocenter (focus), therefore the point in the crust where a **seismic** wave are felt more strongly.

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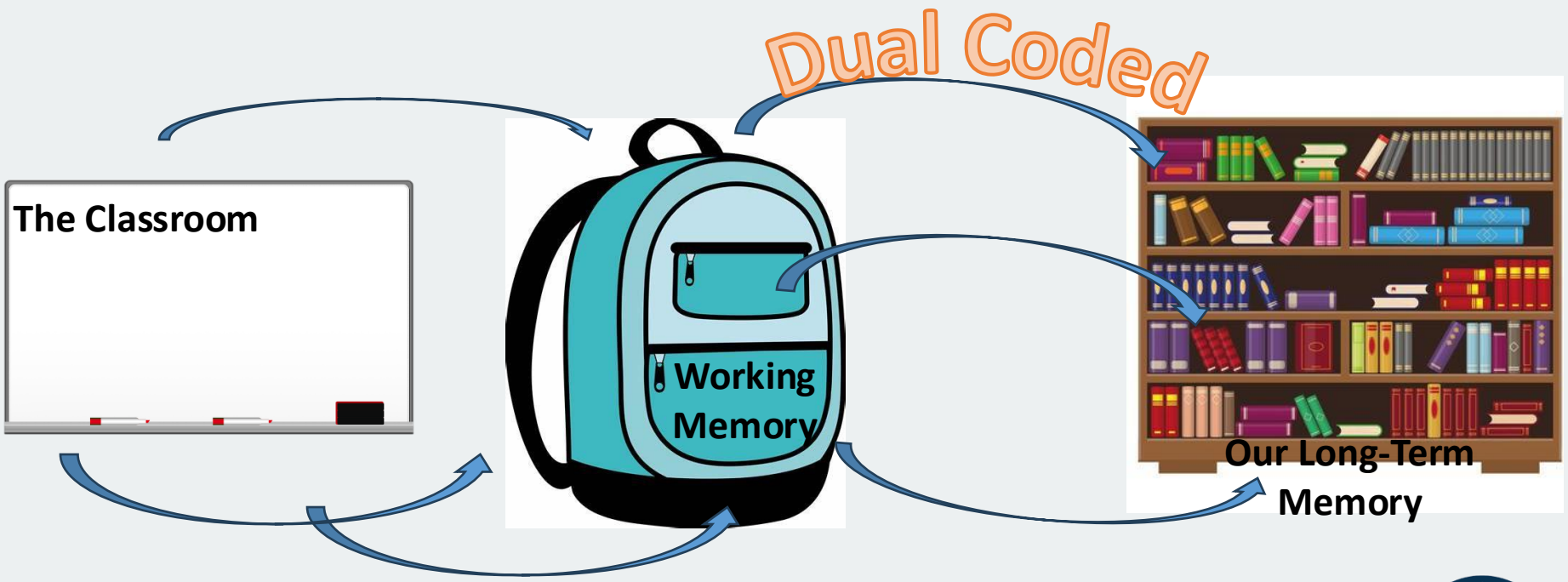
Spoken and Written Word

Visuals

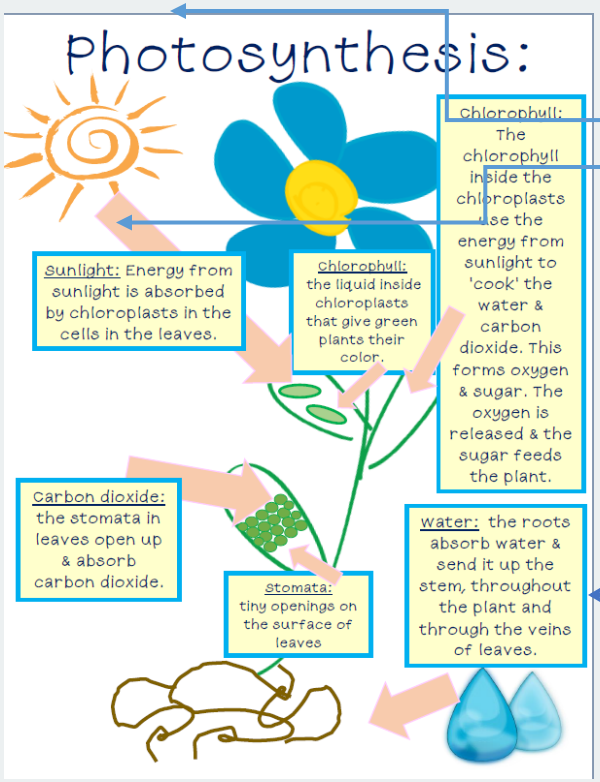
Your visual and verbal pathways to the brain are not the same, and so supplementing them together allows us to create a different pathway that is'dual coded'.

Why use dual coding?

As a study skill, dual coding speeds up the process of moving information to thelong-term memory by using more pathways.



How to use dual coding.



1. Read over classroom materials.
2. Use relevant images to support key words
3. Use **students** words to make connections to the visuals.

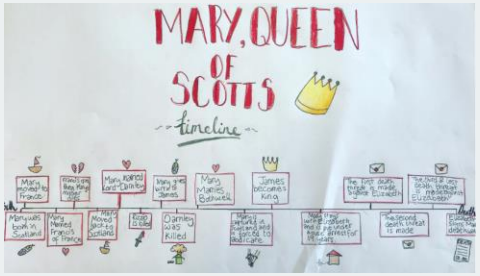
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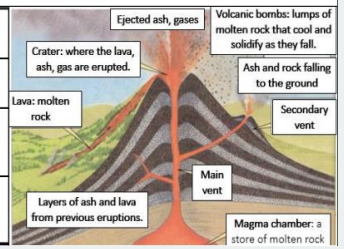
How to use dual coding.

4. Represent the detail in a variety of ways: timelines, cartoons, story boards, diagrams.





VOLCANOES	
Volcano	A volcano is an opening in the ground from which lava, ash and gases erupt.
Magma Lava	Molten rock that has been erupted from a volcano. Erupted magma is known as lava.
Shield volcano	A volcano found at constructive plate margins. It has runny lava, is low in height and has frequent eruptions. *For example Laki in Iceland.*
Composite volcano	A volcano found at destructive plate margins. It has thick lava, is tall in height with steep sides and has explosive eruptions. *For example Mt Fiji in Japan.*



5. Work your way up to drawing what you know from memory.

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Cornell Note Taking

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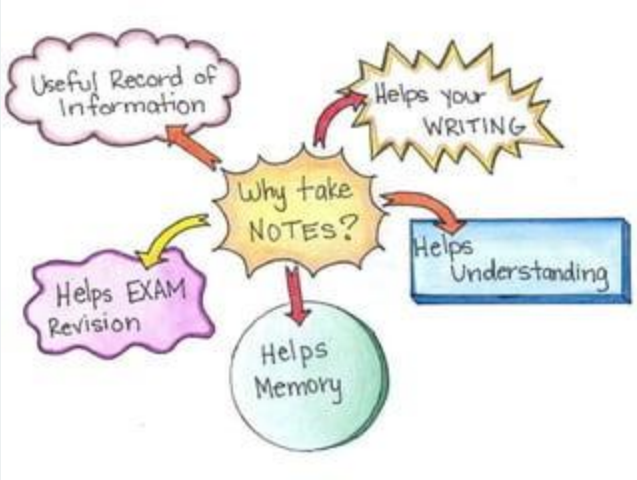


Why do we take notes?

Simply reading through your notes is considered passive revision.

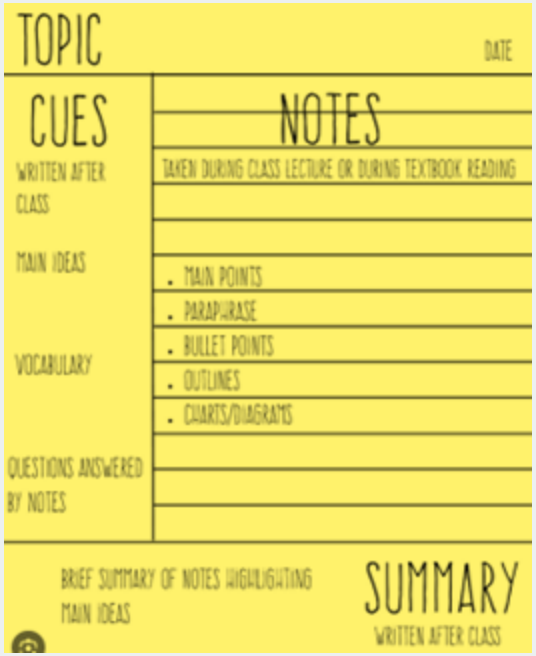
Taking notes in class or when reading text, helps you to concentrate and listen effectively making your learning more active.

Revision notes help organise and structure information, which in turn helps your memory



What are Cornell notes?

The Cornell method helps counteract “forgetting” with spaced repetition. Every time you revisit a note to add cues, create a summary, or make other edits, you effectively refresh what you’ve learned.



- Split the page into 3 sections;
  1. Write down notes in the right-hand column.
  2. Add cues or questions in the left-hand column.
  3. Summarise notes in the 3rd.
- When writing the notes, use abbreviations and symbols to increase speed and accuracy.
- Be selective about facts and ideas, writing down only what’s essential.

Topic :

Cues

Notes

Summary

Supporting other subjects



THE LEARNING PARTNERSHIP

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STUDY SKILLS

Supporting other subjects





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GCSE Pod is a platform available to all our students.

It enables students to watch a variety of 'pods' for different subject areas.

It is clear and engaging and can 'check and 'challenge' students' knowledge.



GCSE Pod

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RTING YOUR CHILD THROUGH THEIR GCSES

tions can be a worrying prospect for
d they will be under a great deal of
th deadlines and examination
ere's how you can help.



TO THE DAY

ol day can be a rush for everyone.
outine in the morning and evening
othly and with minimum stress.

pack their school bag and lay out
g to bed each evening.

child eats breakfast. This provides
help him or her perform better at

E KEPT INFORMED

s Facebook, Twitter, text and email
ire you have a better understanding
n in school and what teachers are
udents and parents.

ROUND SUPPORT

our child durng this stressful time is
and pleasant as possible. Try not to
demands. Arguments are counter
dd unnecessary stress. Make sure
y snacks in the fridge and try to
ood at regular intervals. Encourage
eals, even if it's a busy revision day
change of scene and get away from
r a while. Also encourage your child
help clear the mind.

HOMEWORK

Homework can often feel like a chore, and there are a million things your child would rather be doing! However, in years 10 and 11 your child should aim to do from 90 to 150 minutes of homework per day. Though this work is done independently, your interest and input is still important and helps your child to do well. Ask your child if there's anything you can do to help with homework. If your child has several assignments due in on the same day, suggest they space the work out rather than leave it all until the night before.

- Set up the perfect study space
- No homework right before bed
- Choose the best time to work
- Start with the most difficult
- Plan ahead



REVISION

The secret to doing well in exams lies in planning. You can help your child to create a clear revision plan and method of studying that will make them feel in control of their work.

- Work out a revision timetable for each subject
- Break revision time into small chunks - hour-long sessions with short breaks at the end of each session often work well
- Condense notes onto postcards to act as revision prompts
- Buy new stationery, highlighters and pens to make revision more interesting
- Go through school notes with your child or listen while they revise a topic

THE DAY OF THE EXAM

It's important to get a good night's sleep before an exam, so discourage your child from staying up late to cram. Make sure he or she eats a good breakfast on the morning of the exam and get them there with plenty of time. Reassure them that although you want them to do well no matter what happens you are very proud of them.

gcsepod
education on demand

"I can genuinely say that my daughter could not have managed without GCSEPod. I only wish that I'd known about GCSEPod when her GCSEs began, as I know that if she'd used it to reinforce her learning after each topic area, the impact would have been even greater."

Lisa Chappell, Parent

HOW CAN GCSEPOD HELP?

We understand how important it is for you to support your child during their GCSEs, so we've created a page full of useful advice, guidance and resources, especially for you!

- ✓ GCSEPod makes it easy to understand the subject knowledge your child is learning.
- ✓ Log into your childs account to monitor homework and any areas in which they may be struggling.
- ✓ Monitor your childs progress for every subject
- ✓ Our support team is on-hand to answer your questions even during school hols!
- ✓ The parents page on our website is packed full of useful resources to help and support both you and you child.

www.gcsepod.com/parents

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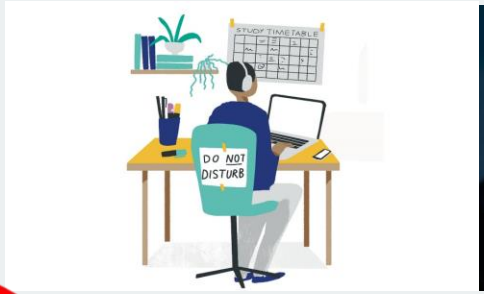
STUDY SKILLS

How can you support your child at home?

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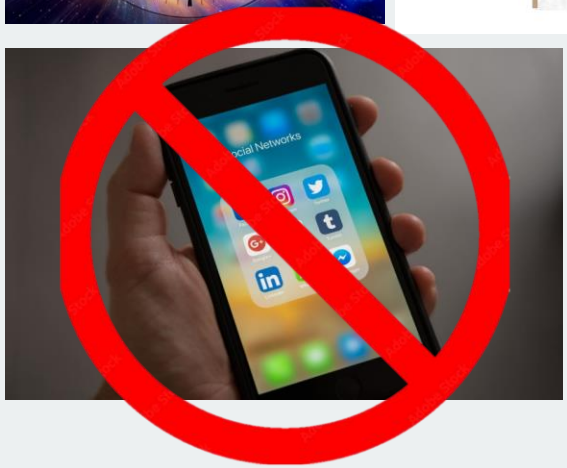
Creating the right study environment



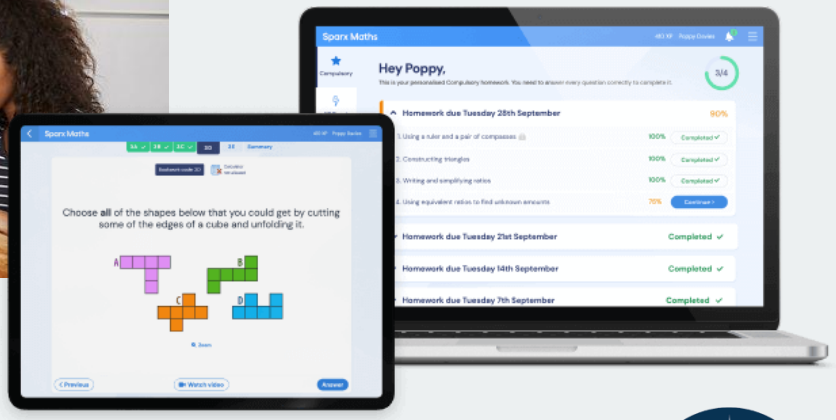












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STUDY SKILLS

How you can help

- ✓Monitor (Satchel One & Arbor)
- ✓Study space
- ✓Value study
- ✓Encouragement
- ✓Expectations, deadlines and organisation
- ✓Time for three meals a day
- ✓Time to be outside/exercise
- ✓Time to take a break in your study session
- ✓Time to prepare for the next day
- ✓An hour before bed to relax







SEND Support

- Students' current SEND support will continue into GCSE.
- The level of demand goes up at GCSE – this requires some adjustment from students but can also highlight areas of need. If you have any concerns, please start by contacting your child's subject teacher or form tutor.
- If your child has extra time for exams because of cognition and learning (dyslexia, processing speed etc) then we will need to reassess them in the run up to the GCSE exams to ensure that they still meet the criteria.
- All exam access arrangements need to be:
  - established as 'normal way of working'
  - supported by teacher and specialist evidence
  - based on a clear history of need according to the JCQ guidelines

They cannot be put in at the last minute.

Next Steps

- Find the most effective study skills for your child.
- Create the 'right study environment'.
- Create a homework timetable – starting tomorrow!
- Browse GCSE Pod – search the parental support sections.
- Be positive, supporting and encouraging.
- **Year 10 Trial 1 exams start on Monday 12th April 2027.**

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