

KS4 English Language and Literature

Miss Brooks: Curriculum Director for English

Overview

- These are separate qualifications so students will receive TWO GCSEs in English
- Students will sit 2 papers for English Language and 2 papers for Literature (4 in total)
- No foundation or higher – all students sit the same papers
- Mixed ability classes

If students do not achieve a Grade 4 (a standard pass), they will be required to re-sit and continue studying English post-16.

Exam Board: AQA

ENGLISH LANGUAGE GCSE

During the English Language GCSE course, students will study **fiction and non-fiction texts** in preparation for the **two** English Language papers

Link to specification:

<https://www.aqa.org.uk/subjects/english/gcse/english-language-8700>

Exam Board: AQA

Course: ENGLISH LITERATURE GCSE

During the English Literature GCSE course, students will study **plays, poetry and a novella** in preparation for the **two** English Literature papers

Link to specification:

<https://www.aqa.org.uk/subjects/english/gcse/english-literature-8702/specification-at-a-glance>

English Language Paper One

Students are given an extract from the opening of a story (approx. 45 lines)

They will answer questions testing their ability to retrieve information, analyse language and structure and evaluate texts.

Source A

This extract is from the beginning of a short story by H E Bates, set in the 1930s. Hartop and his wife own a van from which they sell produce to people in their local area, and their daughter, Alice, works with them.

- 1 A Ford motor-van, old and re-painted green with 'Jos. Hartop, greengrocer, rabbits' scratched in streaky white lettering on a flattened-out biscuit tin nailed to the side, was slowly travelling across a high, treeless stretch of country in squally November half-darkness. Rain halled on the windscreen and periodically swished like a sea-wave on the sheaves of pink chrysanthemums' strung on the van roof.
- 5
- 6 Hartop was driving: a thin, angular man, starved-faced. He seemed to occupy almost all the seat, sprawling awkwardly; so that his wife and their daughter Alice sat squeezed up, the girl with her arms flat as though ironed against her side, her thin legs pressed tight together into the size of one. The Hartops' faces seemed moulded in clay and in the light from the van-lamps were a flat swede-colour. Like the man, the two women were thin, with a screwed-up thinness that made them look both hard and frightened.
- 10
- 12

Hartop drove with great caution, grasping the wheel tightly, braking hard at the bends, his big yellowish eyes fixed ahead, protuberantly, with vigilance. His hands, visible in the faint dashboard light, were marked on the backs with dark smears of dried rabbits' blood. The van fussed and rattled, the chrysanthemums always swishing, rain-soaked, in the sudden high wind-squalls. And the two women sat in a state of silent apprehension, their bodies not moving except to lurch with the van, their clayish faces continuously intent, almost scared, in the lamp-gloom. And after

20 some time, Hartop gave a slight start, and then drew the van to the roadside and stopped it.

'Hear anything drop?' he said. 'I thought I heard something.'

'It's the wind,' the woman said. 'I can hear it all the time.'

'No, something dropped.'

- 25 They sat listening. But the engine still ticked, and they could hear nothing beyond it but the wind and rain squalling in the dead grass along the roadside.

'Alice, you get out,' Hartop said.

The girl began to move herself almost before he had spoken.

'Get out and see if you can see anything.'

- 30 Alice stepped across her mother's legs, groped with blind instinct for the step, and then got out. It was raining furiously. The darkness seemed solid with rain.

English Language Paper 2

2005

1893

Students are given two extracts from non fiction writing (approx. 45 lines each)

These texts will be linked by topic but will be separated by centuries.

Students will be expected to compare the presentation of viewpoints and perspectives on the given topic.

Source A

In 2005, Ben Fogle and James Cracknell set off together in a seven week race across the Atlantic Ocean in a rowing boat called 'Spirit'. In their book *The Crossing*, Ben describes what happened one night as he rowed and James slept.

BEN:

1 It was still dark. We had at least three hours of darkness to go before daybreak and, as
always, I had the sunrise shift. The ocean had continued to build, with an ever-increasing
wind that was gusting at 40 knots. The swell had grown and conditions were becoming
increasingly frenzied. I began to feel vulnerable again. If we can just make it to daybreak, I
5 thought, it will be easier to read the waves and prepare for the breakers.

Our boat was brand spanking new and bought straight from the race organisers. It had coped with the seas we had experienced thus far incredibly well. I rowed on, worried by the deteriorating weather, and I thought of my wife, back at home. I longed to be with her and away from this intimidating ocean. As I rowed, a barely perceptible blue hue appeared on the skyline.



The swell was gathering, and the breaking waves were becoming more frequent. 'Come on, sun,' I thought, willing the day to break. Something wasn't right.

16 I watched as a vast wave gathered behind the boat, soaring above the cabin, a wall of white water towering over our tiny boat. Once again I dug the oars in to propel us forward, but the wave was too big. For a moment it felt like we were moving backwards as we were sucked into the belly of the wave, the horizon disappearing as the churning surf enveloped the stem of the boat. I felt it lift, as a torrent of water crashed over the boat and I felt myself falling backwards. I was aware of the boat collapsing on top of me. I struggled to pull my feet from the stirrups to no avail. The world went black. I felt a weight on top of me and then a rush of cold water as my body was brutally submerged into the bottomless Atlantic Ocean. My feet were sucked from my shoes as I clung on to the oars for dear life, but then they too were
25 dragged from my clasp. My mind went blank as I tumbled through the surf, spun around roughly like clothes in a washing machine.

I was somewhere underwater, but which way was up? Everything was midnight black. I panicked as I grabbed the water, desperate for something to clutch on to. There was nothing. No boat, just inky cold water.

30 I had been underwater for a seeming eternity and had started to panic. It felt as though my lungs were collapsing and I struggled to find which way to swim. I felt my hand break the surface as my body burst from the depths of the ocean. 'Paaaaaaah,' I gasped as my body screamed for air.

35 'James!' I cried. There was no sign of him, nor the boat. I was in the middle of the ocean without a life jacket, being tossed around in the surf like a rag doll. I spun around in the water, gripped by panic.

Source B

In 1893, William Hudson travelled by sea to Patagonia, a remote area in South America, to study birds. In his book *Idle Days in Patagonia*, he describes the journey to get there.

1 The wind had blown a gale all night, and I had been hourly expecting that the tumbling storm-shaken old steamship, in which I had taken passage to Patagonia, would turn over once and for all and settle down beneath the tremendous tumult of waters. For the groaning sound of its straining timbers, and the engine throbbing like an over-worked human heart, had made the ship seem like a living thing to me; and it was tired of the struggle, and under the tumult was peace. But at about three o'clock in the morning the wind began to drop and, taking off coat and boots, I threw myself in to my bunk for a little sleep.

10 Ours was a very curious boat, ancient and much damaged, long and narrow in shape, with the passengers' cabins ranged like a row of small wooden cottages on the deck; it was as ugly to look at as it was unsafe to voyage in. To make matters worse our Captain, a man over eighty years of age, was lying in his cabin sick; our one Mate was asleep, leaving only the men to navigate the steamship on that perilous coast, and in the darkest hour of a tempestuous night.



I was just dropping into a doze when a succession of bumps, accompanied by strange grating and grinding noises, and shuddering motions of the ship, caused me to start up again and rush to the cabin door. The night was still black and starless, with wind and rain, but for acres round us the sea was whiter than milk. I did not step out, as close to me, where our only lifeboat was fastened, three of the sailors were standing together talking in low tones. 'We are lost,' I heard one say; and another answer, 'Ay, lost forever!' Just then the Mate, roused from sleep, came running to them. 'What have you done?' he exclaimed sharply; then dropping his voice, he added, 'Lower the lifeboat - quick!'

I crept out and stood unseen by them in the dark. Not a thought of the wicked act they were about to engage in entered my mind at the time - for it was their intention to save themselves and leave us to our fate in that awful white surf. My only thought was that at the last moment, I would spring with them into the boat and save myself. But one other person, more experienced than myself, and whose courage took a better form, was also near and listening. He was the First Engineer. Seeing the men making for the lifeboat, he slipped out of the engine room, revolver in hand, and secretly followed them; and when the Mate gave the order to board, he stepped forward with the weapon raised and said in a quiet but determined voice that he would shoot the first man who should attempt to obey it. The men slunk away and disappeared in the gloom.

English Language: Non-Examined Assessment (NEA)

- A speaking and listening assessment (similar to S&L assessments in Key Stage 3)
- Short speech, written and delivered by the student
- Topic of student's choice
- Persuasive nature: persuade your audience to think the same as you
- In-class assessment and marked by the teacher
- Pass, Merit, Distinction.

Writing

Students will also be expected to produce their own fiction and non-fiction.

AQA GCSE ENGLISH LANGUAGE (8700)


PAPER 1 – Explorations in creative reading and writing

Section B: Writing

You are advised to spend about 45 minutes on this section.
Write in full sentences.
You are reminded of the need to plan your answer.
You should leave enough time to check your work at the end.

0 5 You are going to enter a creative writing competition.
Your entry will be judged by a panel of people of your own age.

Either: Write a description suggested by this picture:



Or: Write the opening part of a story about a place that is severely affected by the weather.
(24 marks for content and organisation)

AQA GCSE ENGLISH LANGUAGE (8700)

PAPER 2 - Writers' Viewpoints and Perspectives

Section B: Writing

You are advised to spend about 45 minutes on this section.
You are reminded of the need to plan your answer.
You should write in full sentences.
You should leave enough time to check your work at the end.

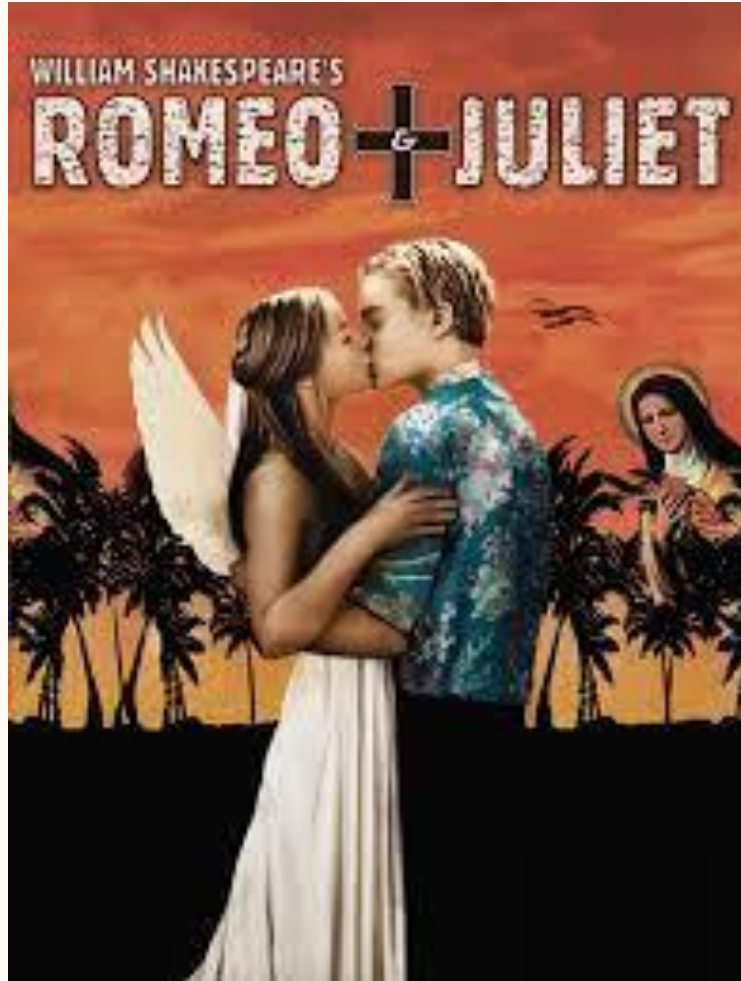
0 5 'Homework has no value. Some students get it done for them; some don't do it at all. Students should be relaxing in their free time.'

Write an article for a broadsheet newspaper in which you explain your point of view on this statement.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

Paper One

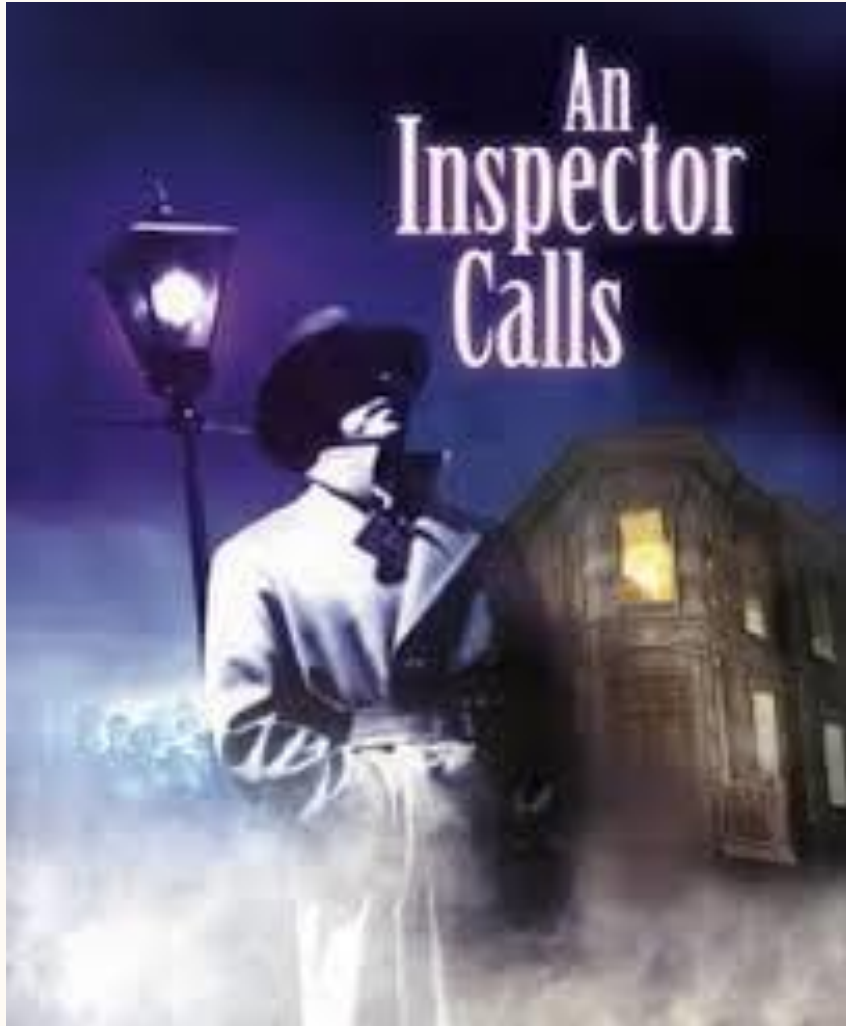
Shakespeare and the 19th Century Novel:



Developing confident, respectful and successful young people

Paper Two

Modern Text and Poetry:



We study the *Power and Conflict* section of poetry

Students will also answer two questions on unseen poetry.

Help?!



Reading a broad range of literature will support students

GCSE Pod



OAK NATIONAL ACADEMY

Oak Academy

Seneca

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Year 9 Pathways Information Evening: Mathematics

Miss Prior: Curriculum Director for Maths and Computing

Key Stage 4 Curriculum

- **Maths is not an option;** everyone will sit their GCSE Mathematics at the end of Year 11
- We have 8 hours of Maths per fortnight
- If students do not achieve a Grade 4 (a standard pass), they will be required to re-sit and continue studying Maths post-16.
- **Maths is important!** Important that this message is reiterated.

GCSE Maths

- Working towards GCSE Mathematics (Edexcel)
- Students will either sit either Higher or Foundation at the end of Year 11
 - Higher: Grades 4 – 9
 - Foundation: Grades 1 – 5
- **Final tiers are not decided until mid-way through Year 11!**

The final exam

- There are **three Maths exams**.
 - **Paper 1: non-calculator**
 - **Paper 2: calculator**
 - **Paper 3: calculator**

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)

Friday 19 May 2023

Morning (Time: 1 hour 30 minutes) Paper reference **1MA1/1F**

Mathematics
PAPER 1 (Non-Calculator)
Foundation Tier

You must have: Ruler graduated in centimetres and millimetres, protractor, pair of compasses, pen, HB pencil, eraser, Formulae Sheet (enclosed). Tracing paper may be used.

Total Marks

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 **all** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*
- You must **show all your working**.
- Diagrams are **NOT** accurately drawn, unless otherwise indicated.
- **Calculators may not be used.**

Information

- The total mark for this paper is 80
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

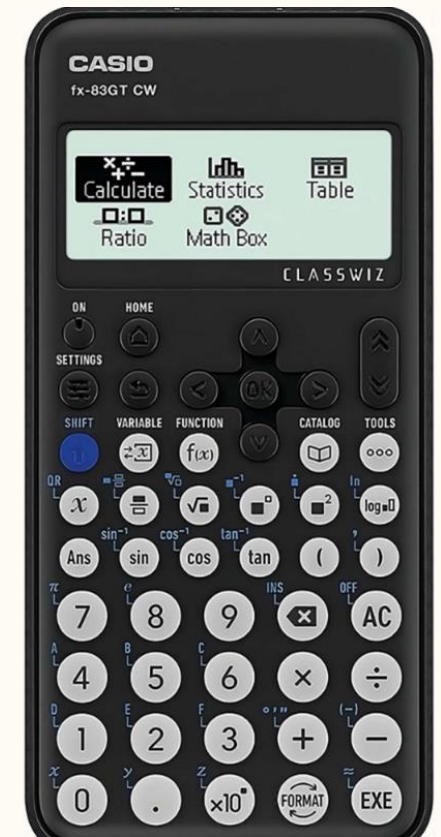
Advice

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

P75147A



Turn over ▶
Pearson



Edexcel Level 1 Award/Entry Level Certificate

- Some students are given the opportunity to sit the Edexcel Level 1 Award at the end of Year 10.
- This is an additional pre-GCSE qualification to support students who find Maths harder or who are not on track for a 4.
- A handful of students may sit the Entry Level Certificate in Maths in Year 11.

Groupings

- We continue to teach Maths in sets
- We have a slightly different setting model in Key Stage 4 to Key Stage 3.
- We will have 8 groups; it is likely that 5 groups will work towards Higher and 3 will work towards Foundation, but this is adapted according to the cohort.
- Initial sets will be decided at the end of this year; using assessment data **combined** with our knowledge of each student.
- There are opportunities for students to move groups throughout Years 10 and 11; please trust us that we will put students into the right place and that **all** students will be appropriately challenged and supported.

Differences between KS3 and KS4

- Not many! We have a planned curriculum which begins from where we finish Year 9.
- Usual routines and expectations in place!
 - Topic tests
 - Bigger assessments (three times per year) with revision topics etc. shared with parents in advance
 - Comprehensive feedback sheets after every assessment
 - Progress checks in lessons
 - Retrieval practice in lessons
 - Maths Extra: drop-in homework/revision/classwork support twice per week after school.

Finally....

- We have had **really** strong results in Maths for the last couple of years – which put us in the top 4% of Maths departments for progress nationally!
- Parental support and engagement is a huge part of this – we will work with you to ensure every single student achieves their potential.

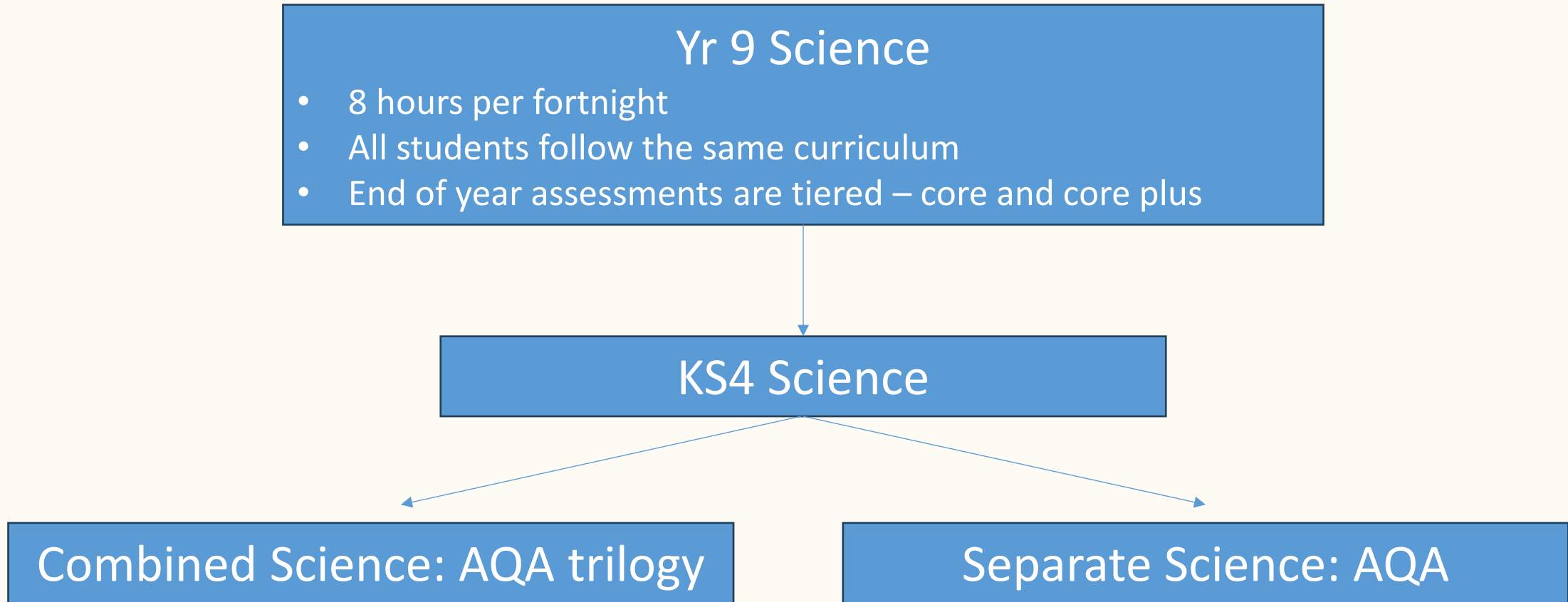
Year 9 Pathways Information Evening: Science

Miss Fox: Curriculum Director of Science

Key Stage 4 Curriculum

- **Science is a core subject and is not an option**
 - Everyone will study biology, chemistry and physics
 - Everyone will sit GCSE science at the end of Year 11

KS3 → KS4



New AQA (9 - 1) Science GCSE Overview

WW Course Overview

(AQA units - not the order topics are currently taught in)

Biology

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

Chemistry

1. Atomic structure & the periodic table
2. Bonding structure & properties of matter
3. Quantitative chemistry
4. Chemical changes
5. Energy changes
6. Rate & extent of chemical change
7. Organic chemistry
8. Chemical analysis
9. Chemistry of the atmosphere
10. Using resources

Physics

1. Energy
2. Electricity
3. Particle model of matter
4. Atomic Structure
5. Forces
6. Waves
7. Magnetism & electromagnetism
8. **Separate only - Space Physics**

****Separate Science****

Whether students study combined science or separate science is an informed decision made by teachers, **separate science is not an option at WW.**

All students study a common route through science in year 9.

At the end of yr 9 and throughout year 10, decisions are made by teachers as to whether students should study combined or separate science. Both courses adequately prepare students for A level science and beyond.

Required Practical Work

All students will be required to complete set practical work. These will be assessed in the terminal exams. 15% of the questions will be based on practical skills and applying them to new scenarios.

Exams

All exams will be completed at the end of year 11. Both routes will have 2 exams for biology, chemistry & physics.

Combined Science = 75min Separate Science = 115min

WW- Yr 10 Science Pathway

	Separate	Combined
What do you study?	Biology, chemistry and physics	Biology, chemistry and physics
How many lessons?	10 hours a fortnight	10 hours a fortnight
How many GCSE's do you get?	3	2
How many exams do you sit?	6	6
How long are the exams?	1 hr 45 minutes	1 hr 15 minutes
What is the highest grade I can get?	Grade 9	Grade 9
What are tiers?	Higher – achieve up to a grade 9	Higher – achieve up to a grade 9 Foundation – achieve up to a grade 5
When are tiers decided?	Tiers of entry are not finalised until Easter yr 11	
Can I do A-level science?	Yes – the minimum is a grade 6	Yes – the minimum is a grade 6

Who decides?

- **We as the teachers and experts decide on the most suitable pathway** to give students their greatest chance of success
 - Separate science is not appropriate for everyone and would hinder student success and enjoyment of the subject for a large number of students due to the increased demand and pace required for the course
- The Decision is based on their performance in yr 9
 - The end of yr 9 assessments (in May 2025) are a really important factor in the decision and students should spend time preparing for them in advance if they wish to do separate science
- Students who start combined science in yr 10 will remain on combined science for the duration of KS4
- Students who start separate science in yr 10 are not guaranteed to remain on separate science in yr 11
 - Yr 10 internal exam data is reviewed and moves to combined science are made in the best interests of the student
 - 1/3 of students who start separate science in yr 10 will complete combined science in yr 11

Timeline

- May 2025 – students complete end of year assessments
- June/July 2025 - pathways are determined by Miss Fox
 - Teachers review pathways
 - Teachers discuss pathway decided with students and student voice is considered
- July 2025 – yr 10 science pathway is communicated with parents/carers
- April/May/June 2026 – Yr 10 internal exams
- July 2026 – Pathway is reviewed for yr 11
 - moves from separate → combined are made – any changes will be communicated home
- April 2027 – Tiers of entry finalised

Tiers of Entry

- Students will either sit either Higher or Foundation at the end of Year 11
 - Higher: Grades 4 – 9
 - Foundation: Grades 1 – 5
- Although we have an idea of tiers of entry throughout yr 10+11, tiers of entry are not finalised until Easter of yr 11 so students have the potential to change tiers of entry throughout KS4
- Tiers of entry are decided by class teachers as the experts, considering student voice, and are decided in the best interests of the student to give them the greatest chance of success

KS4 Classes for 2025/26 – reviewed throughout KS4

Separate
10X1 – higher tier
10X2 - higher tier
10Y1 – higher tier

Combined Science	
10Y2 – working towards higher tier	10X3 – working towards foundation tier
10Y3 – mixed tier – working towards higher	10X4 – working towards foundation tier
	10Y4 – working towards foundation tier

Separate
11X1 – higher tier
11Y1 – higher tier

Combined Science	
11Y2 – higher tier	11X3 – foundation tier
11X2 – higher tier	11X4 – foundation tier
11Y3 – mixed tier – working towards higher	11Y4 – foundation tier

Developing confident, respectful and successful young people* Tiers of entry are adapted depending on the cohort

Take Home Messages

- All students study GCSE science – combined or separate, studying biology, chemistry and physics within either course
- Pathway is decided by class teachers, not by students or parents although student voice is considered
- All decisions are made in the best interest of the student to give them the greatest chance of success and enjoyment in science
- If a student starts in separate in yr 10, they are not guaranteed to remain on separate
- If a student studies combined science they still have the potential to achieve a grade 9 and they can still study A-level sciences

Science Success at Wellsway

We have really strong science results compared to national averages and students make significantly above average progress in Science at Wellsway

% graded 9-4, 16 year olds in England
2019 to 2024

2019 2021 2023 2024

0% 20% 40% 60% 80% 100%



% graded 9-7, 16 year olds in England
2019 to 2024

2019 2021 2023 2024

0% 20% 40% 60% 80% 100%



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W= wellsway 2024