



Vision

To inspire.

To raise aspirations.

To create brighter tomorrows.

We empower | We respect | We care



Mission

East Leake is a world class Academy where all students take advantage of every opportunity given to them; possessing the knowledge, habits, values and ambition to achieve their aspirations and goals.

We empower | We respect | We care



Ms Paxton – Assistant Principal

We empower | We respect | We care

Year 10 Prepare to Perform 2026

Ms Paxton – Assistant Principal

Mr Tebbett – Assistant Principal

Mrs McVicar – Teacher of Science

Miss Eastwood – Head of Faculty in Maths

Mrs Lee – KS4 Progress Lead in English

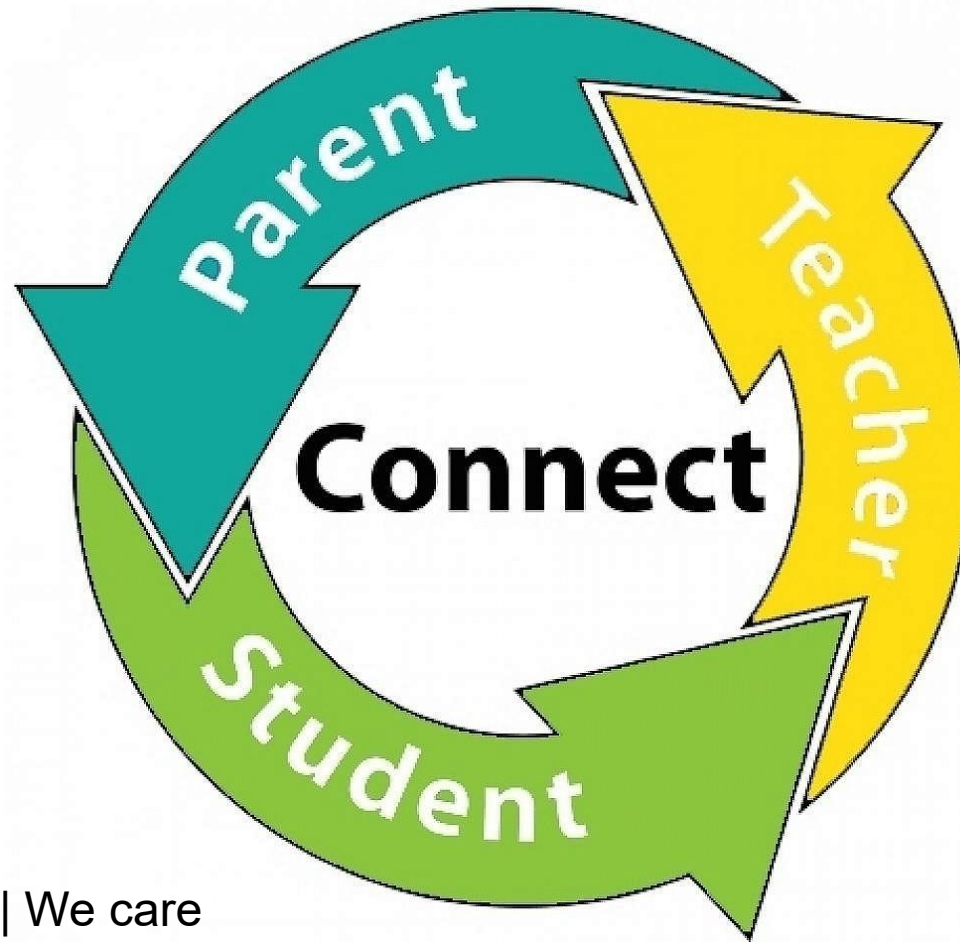
Mrs Hopewell – Pastoral Assistant

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— ACADEMY —

Supporting your Child's Study Routines and Habits



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EAST LEAKE
— ACADEMY —

A piece of white, lined paper with a crumpled texture is centered on a light brown background. The paper has several horizontal lines. The text "WHY NOW?" is written in a bold, black, sans-serif font across the middle of the paper.

WHY NOW?

Mock Exams

8 Week Lead In

English Literature Paper 1

Wednesday 17th June

1hr 45 min

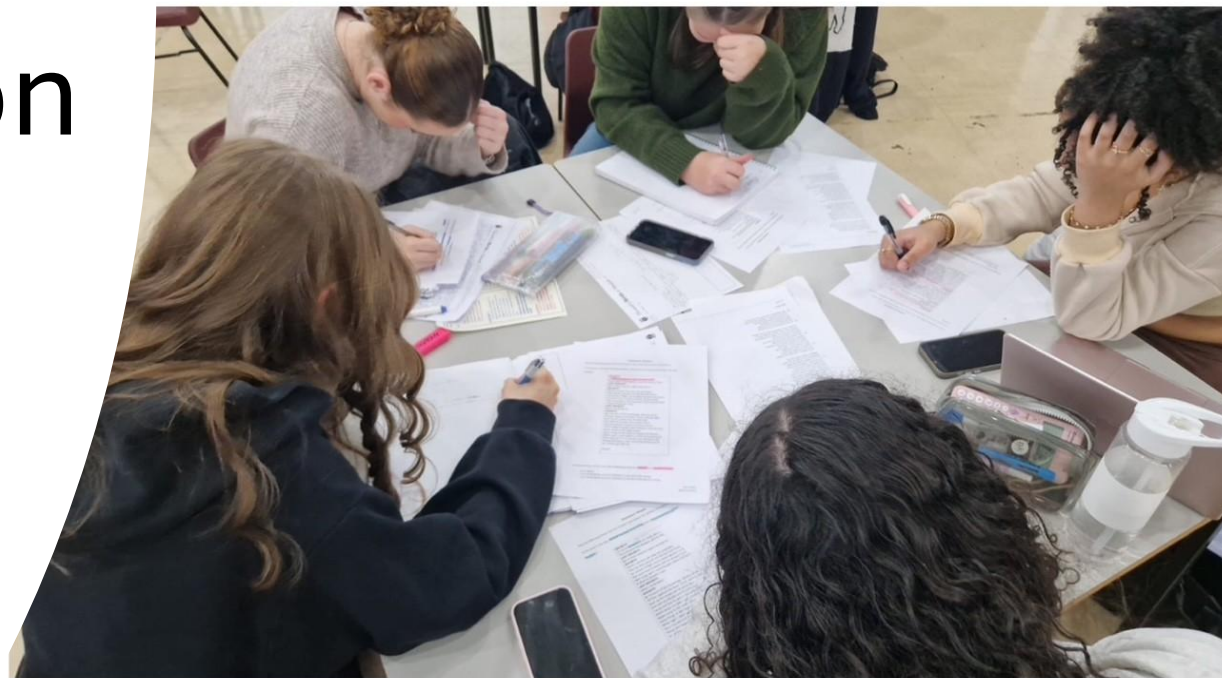
June

2026

	Mo	Tu	We	Th	Fr	Sa	Su
23	1	2	3	4	5	6	7
24	8	9	10	11	12	13	14
25	15	16	17	18	19	20	21
26	22	23	24	25	26	27	28
27	29	30					



Easter Revision



I asked the Yr11's...

*Knowing what you know now, what would you
tell your former Year 10 self as you begin
preparation for your summer mock exams*

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Yr11 Feedback

Start early, even if it's not a lot

Surround yourself with good people, not distractions

Start earlier because the momentum builds up really quickly in year 11

Focus on your gaps in knowledge, use the QLA

Revise Sooner x 65

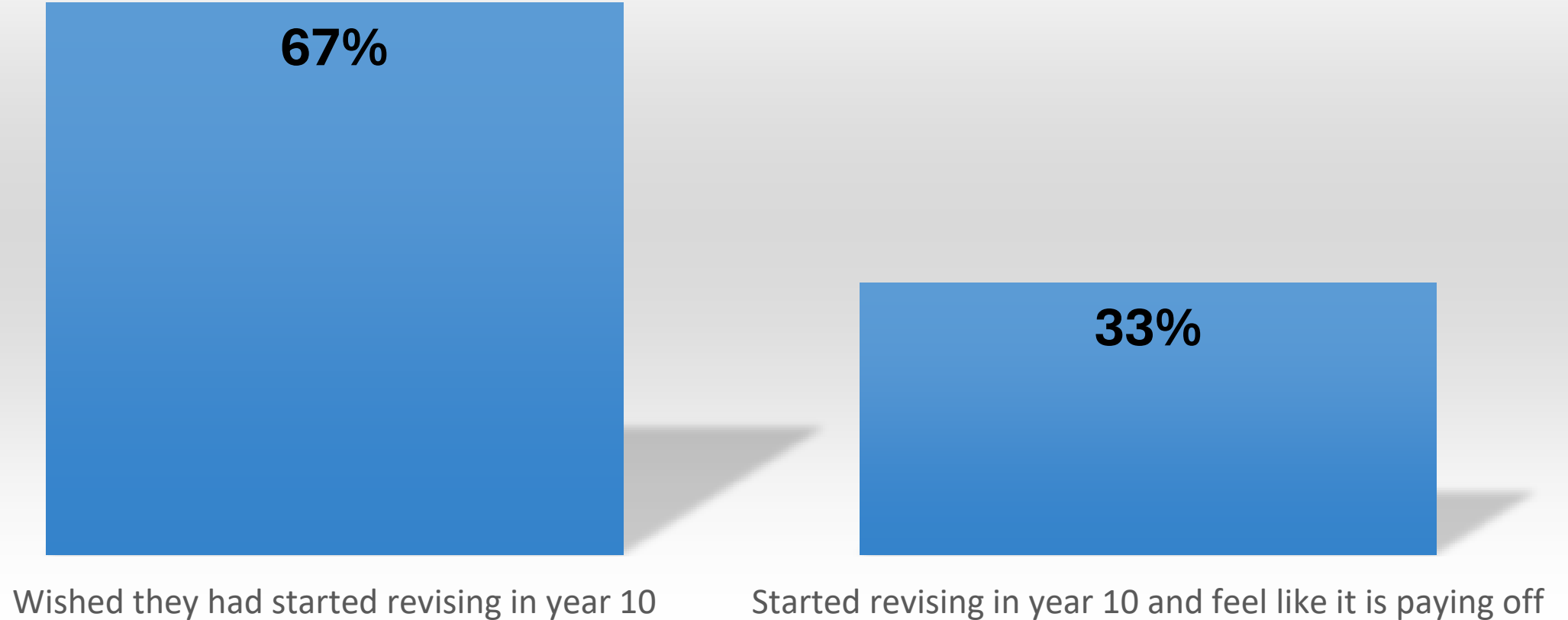
Revise earlier, don't neglect subjects

A little bit of revision daily alongside homework is really useful








Doing little bits in year 10 for each subject, helped me get ahead in Year 11

Yr11 Feedback

Students were asked their opinion on starting revision early



Your Role

- Be subject experts 
- Understand every method or text 
- Mark work like a teacher 
- Act as a coach 
- Be a motivator 
- Provide structure 
- Hold them accountable 

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Create the right environment Make it easy...

- Revision timetable on the wall
- Leave revision material **open** ready to study
- Ensure you have a drink/snack
- Set a timer
- A desk/table to work at
- No distractions
- **No mobile phone** in the room



Preparing a Revision Timetable and Sticking to it!

Weekly Revision Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
08.00							
08.30							
09.00							
09.30							
10.00							
10.30							
11.00							
11.30							
12.00							
12.30							
13.00							
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17.30							
18.00							
18.30							
19.00							
19.30							
20.00							
20.30							

STEPS to SUCCESS

1. Add in your non-negotiables
2. Prioritising your time
3. Good coverage of subjects
4. Make it manageable
5. Reward yourself (afterwards)

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Effective Revision

- Retrieval practice
- Spaced practice (little and often)
- Interleaving (mixing topics)
- Exam literacy (command words, timing, structure)



Revision Techniques – Retrieval Practice

Look, Cover, Write, Check

Mind Maps

Flash Cards

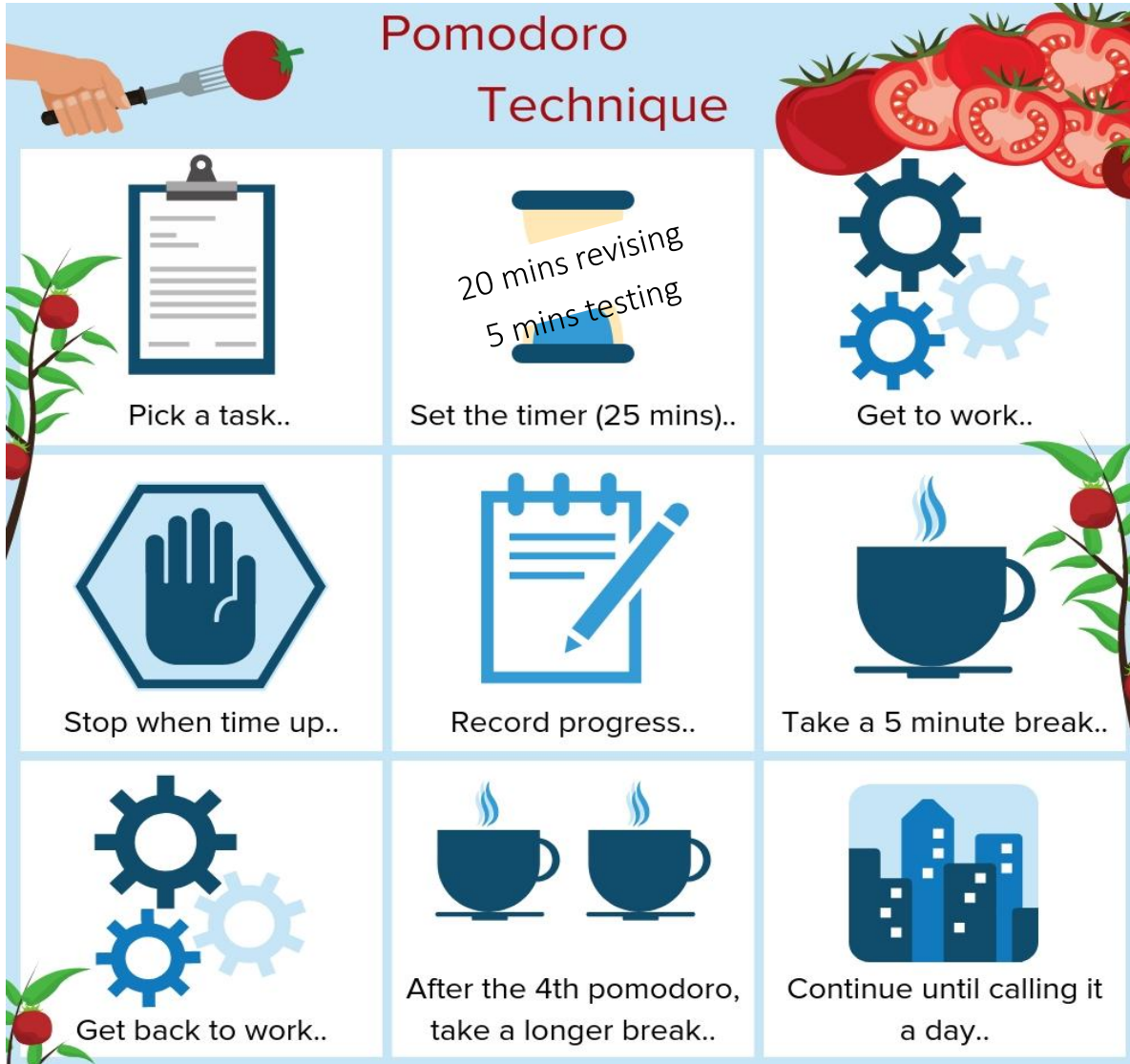
Quizzing

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Session Structure



This deliberate practice technique can be used to provide increased structure. This can help students stick to their revision plan more carefully.

It involves interspersing 4 x 25-minute chunks of revision with 5-minute rest intervals



Mrs McVicar – Science

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What will be assessed in the June mock exam?

Paper 1 Only

Course	Biology	Chemistry	Physics	Timings
Combined Science	Cell Biology Organisation Infection & Response Bioenergetics	Atomic structure The periodic table Bonding, structure, and the properties of matter Quantitative chemistry Chemical changes Energy changes.	Energy Electricity Particle model of matter Atomic structure.	1 hour 15 minutes
Triple Science				1 hour 45 minutes

What does Effective Revision look like in Science?



- Too much time spent revising content and **not enough time practising their exam technique**
- **Misinterpretation of the exam questions**
- Using **passive rather than active** revision techniques
- **Lack of precision and key terminology used** in extended response questions



The Revision Power Hour

Identify
focus areas
for revision

STEP
01



KAP/Knowledge Check
feed forward
Revision checklist

Paper 1 Content

B1 Cell Structure and Transport	Analysis	Revision	😊
Can describe the difference between eukaryotic and prokaryotic cells.			
Can identify the scale and size of cells including the use of orders of magnitude.			
Can recognise, draw and label plant and animal cells.			
Can describe the functions of organelles in plant and animal cells.			
Can judge the relative size of organelles in images from a scale.			
Can use a light microscope to observe, draw and label cells (RP1).			
Can give examples of specialised plant and animal cells.			
Can explain how the structure of specialised plant and animal cells relates to their function.			
Can explain the importance of cell differentiation.			
Can explain the differences between cell differentiation in plants and animals.			
Can describe how microscopy techniques have development over time.			
Can explain the advantages of an electron microscope over a light microscope.			
Can explain how electron microscopy has improved our understanding of cells.			
Can calculate the magnification, real size and image size using a formula.			
Can describe the process of diffusion.			




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Paper 2 Content			
B10 The Human Nervous System	Analysis	Revision	😊
Can define the term homeostasis			
Can describe 3 internal conditions in the human body regulated during homeostasis			
Can state 3 features of control systems in the human body which may involve nervous or chemical responses.	✓	✓	✓
Can describe the role of the nervous system.			
Can state what makes up the central nervous system (CNS)	✓	✓	
Can describe the features of a neurone and explain how it is adapted to do <u>it's</u> job	✓		
Can identify the pathway of a reflex arc from stimulus to response as a flow chart or on a diagram	✓		
Can describe why reflex arcs are important	✓		
Can describe the difference between v			
Can plan and carry out an investigation time (RP7)			

**STEP
01**

Where are the gaps in knowledge?



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STUDENT INFORMATION
Please write clearly in block capitals.

Centre number Candidate number

Surname

Forename(s)

Year:	10
Subject:	Science
Paper:	
Time allowed:	50 minutes
Total Marks:	

INSTRUCTIONS TO CANDIDATE
Use black ink.
Answer all the questions.
Read each question carefully. Make sure you know what you must do before starting your answer.
If using lined paper, write the question number clearly in the margin next to your answer.

Question	Mark
1	
2	
3	
4	
5	
6	
7	
8	

Calculators Are Permitted.
Equipment to be supplied by student:
Calculator, Ruler, pencil, rubber
Extra Materials to be supplied to student:
Paper Insert
Equations Sheet

Additional instructions for student:
Answer all questions. Complete graph work in Pencil

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The Revision Power Hour



Identify focus areas for revision

Revision review

STEP 01

STEP 02

KAP/Knowledge Check feed forward /Revision checklist

30 minutes

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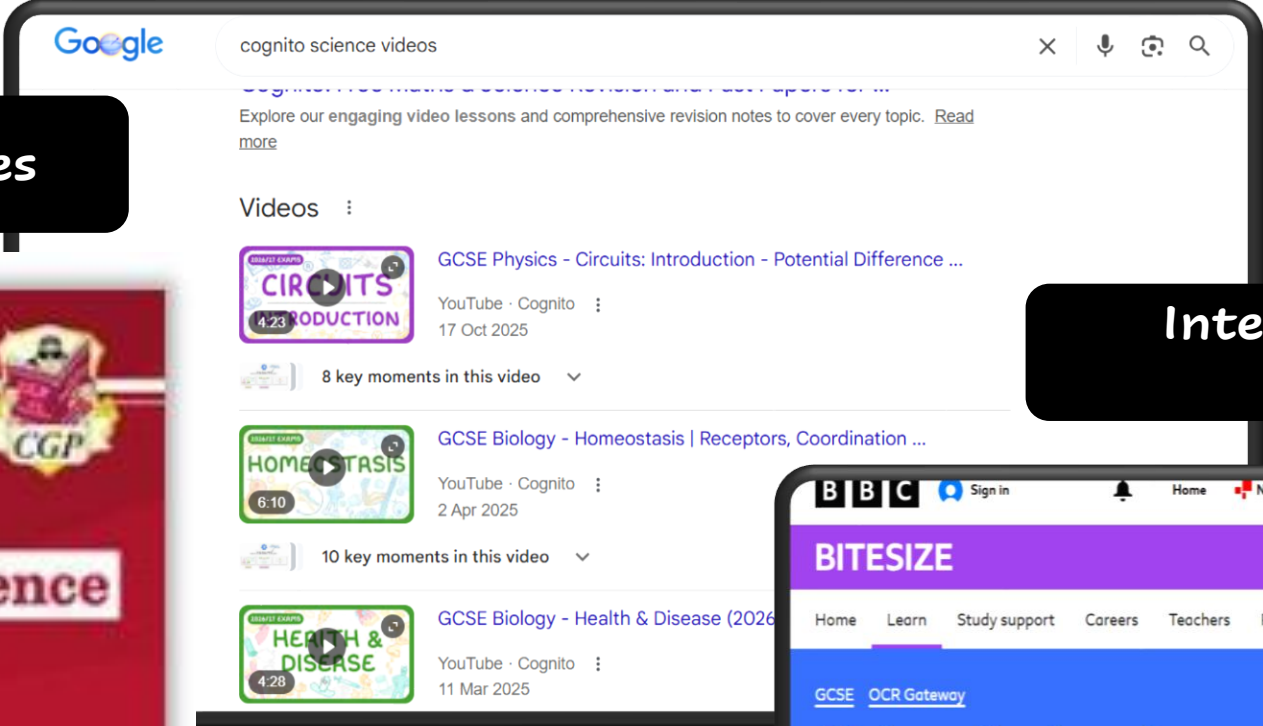
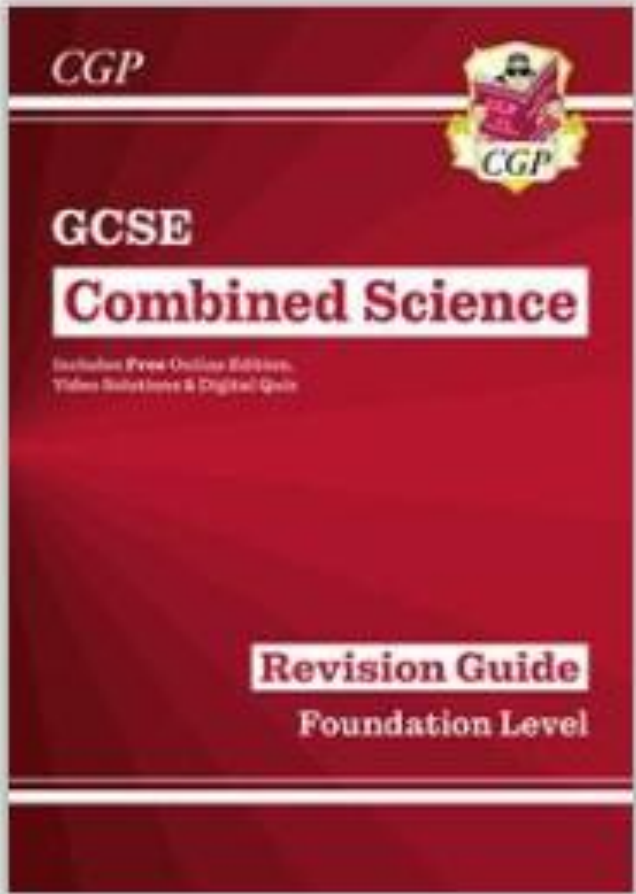


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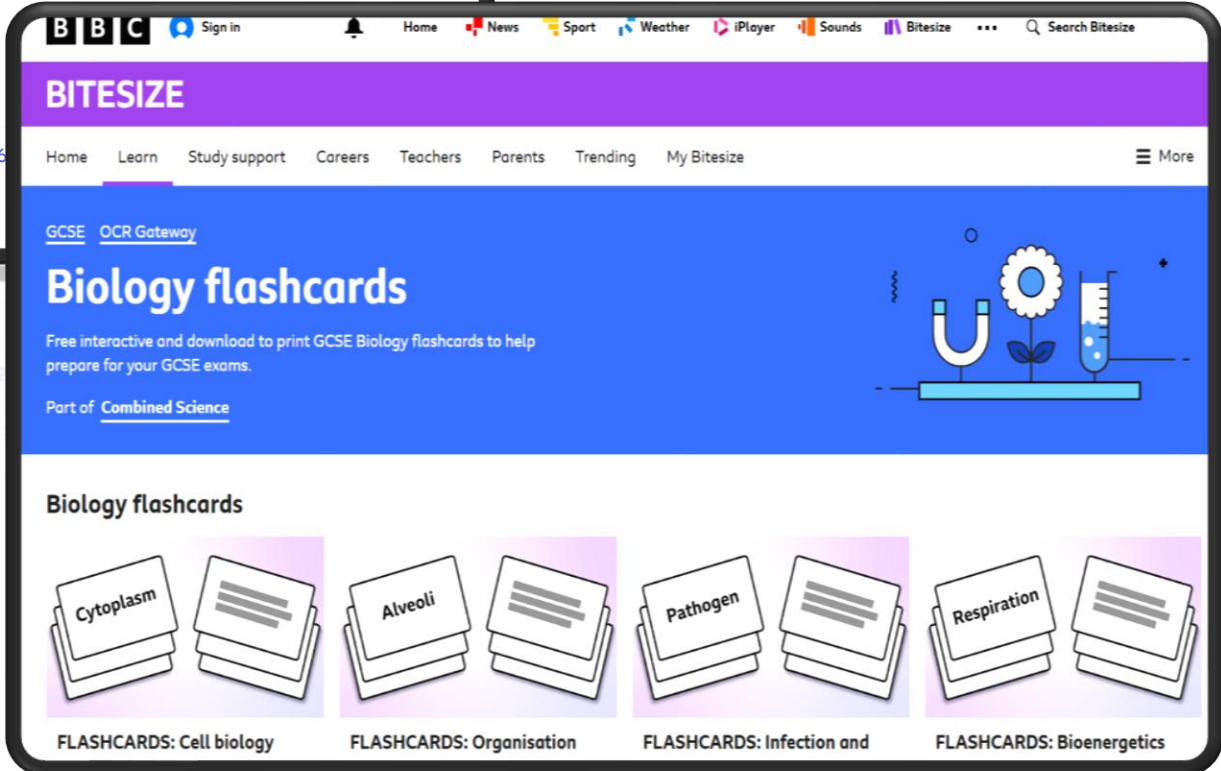
Cognito Science Short Video Clips

STEP
02

Revision guides



Interactive/printable
flashcards



Identify focus areas for revision

Revision review

Source Past paper exam questions on these topics

The Revision Power Hour



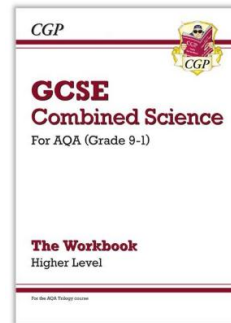
STEP 01

STEP 02

STEP 03

KAP/Knowledge Check feed forward /Revision checklist

30 minutes



Sparx Science

Paper 1 Content

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PHYSICS & MATHS TUTOR

STEP
03

HOME

REVISION COURSES

PAST PAPERS

GCSE / IGCSE

FIND A TUTOR

A-LEVEL

UNI ADMISSIONS

SHOP

WHAT'S NEW

CONTACT

Find a Tutor

Find an online or in-person tutor

Revision Courses

Courses for GCSEs, A-levels and University Admissions

Revision

Revision notes, key points, worksheets and questions by topic from past papers

Maths | Physics

Biology | Chemistry

Economics | Geography

English | Psychology

Computer Science

Past Papers

Past GCSE/IGCSE and A-level papers

Solution Banks

Solution Banks for A-level Maths

PMT Education

PMT Education's advice blogs for students and teachers.

CGP



GCSE Combined Science

For AQA (Grade 9-1)

The Workbook
Higher Level

For the AQA Trilogy course

For each of the exam boards below, there are revision notes, factsheets, questions from past exam papers separated by topic and other worksheets.

GCSEs & IGCS

AQA

AQA GCSE Biology Revision

Paper 1

Topic 1:
Cell Biology

Topic 2:
Organisation

Topic 3:
Infection and Response

Topic 4:
Bioenergetics

F

STEP
03

This topic is included in [Paper 2](#) for GCSE AQA Biology.

Notes

- Definitions
- Detailed Notes

Flashcards

- Homeostasis
- Human Nervous System
- Hormonal Coordination in Humans
- Plant Hormones

Mind Maps

- 5.1 Homeostasis
- 5.2 Nervous System
- 5.3 Hormonal Control in Humans
- 5.4 Plant Hormones

PMT Shop

- Printed AQA Biology Resources

Questions by Topic

2022-2024 papers

- 5.1 Homeostasis (F) MS
- 5.1 Homeostasis (F) QP
- 5.1 Homeostasis (H) MS
- 5.1 Homeostasis (H) QP
- 5.2 Human Nervous System (F) MS
- 5.2 Human Nervous System (F) QP
- 5.2 Human Nervous System (H) MS
- 5.2 Human Nervous System (H) QP
- 5.3 Hormonal Coordination in Humans (F) MS
- 5.3 Hormonal Coordination in Humans (F) QP
- 5.3 Hormonal Coordination in Humans (H) MS
- 5.3 Hormonal Coordination in Humans (H) QP
- 5.4 Plant Hormones (F) MS
- 5.4 Plant Hormones (F) QP
- 5.4 Plant Hormones (H) MS
- 5.4 Plant Hormones (H) QP

Identify focus areas for revision

Revision review

Source Past paper exam questions on these topics

The Revision Power Hour

Do the questions



STEP 01

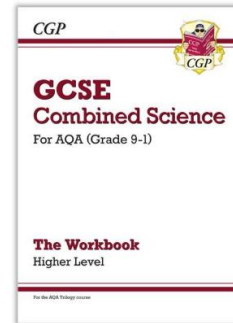
STEP 02

STEP 03

STEP 04

KAP/Knowledge Check feed forward /Revision checklist

30 minutes



20 minutes or 1 minute per mark

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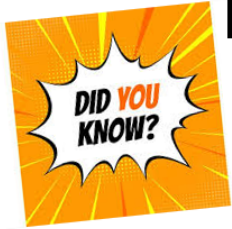
Science Overview Document- Command Words

STEP
04

Command Words			
Calculate	Use numbers given in the question to work out the answer.	Identify	Name or otherwise characterise
Compare	Describe the similarities and differences	Justify	Use evidence to support an answer
Define	Specify the meaning of something	Measure	Find an item of data for a given quantity.
Describe	Recall some facts, events or process in an accurate way	Name	Short answer is only required
Estimate	Assign an approximate value	Plan	Write a method
Evaluate	Use information, as well as own knowledge to consider evidence for and against.	Plot	Mark on a graph using data given
Explain	Make something clear or state the reasons for something happening	Predict	Give a plausible outcome
Give	Only a short answer is expected	Suggest	Apply knowledge and understanding to a new situation

N.B. Command verbs can have different meanings in different subjects.

DESCRIBE



Facts Only



No opinions. No Why
Just the 'What'

RECALL FACTS, PROCESSES OR EVENTS



EXPLAIN



SWITCH ON YOUR
TODDLER BRAINS



USE WORDS SUCH AS 'BECAUSE' OR 'THEREFORE' TO HELP
YOU PROVIDE AN EXPLANATION.

6 MARK QUESTION? COVER IT WITH

C.U.S.T.A.R.D.

- C** = **Circle** command words
- U** = **Underline** key words
- S** = **Scribble** extra words that may be useful
- T** = **Try** to make sentences with the keywords
- A** = **Account** for every part of the question
- R** = **Read** through every word you've written
- D** = **Do** not rush

Q1.

A student investigated the effect of different factors on photosynthesis.

The student used three leaves growing on the same plant.

Each leaf was treated in a different way.

After 48 hours the student tested each leaf for starch.

Table 1 shows the results.

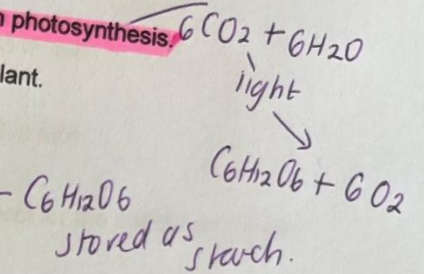


Table 1

Leaf tested	Treatment	Result after 48 hours
1	Upper and lower surfaces covered with black paper	No starch present
2	Upper and lower surfaces covered and sealed with transparent plastic	No starch present
3	Not covered	Starch present

Cannot photosynthesise

No CO₂

Can photosynthesise

(a) **Explain** the results for the three leaves.

say why! because

Identify focus areas for revision

Revision review

Source Past paper exam questions on these topics

The Revision Power Hour

Do the questions

Mark

STEP 01

STEP 02

STEP 03

STEP 04

STEP 05

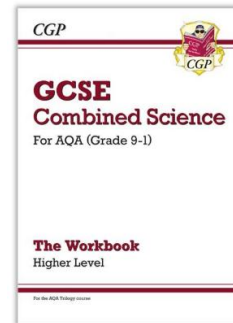
KAP/Knowledge Check feed forward /Revision checklist

30 minutes

20 minutes or 1 minute per mark

10 minutes Think like an Examiner

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Term	Definition
CELL	The smallest unit of an organism cannot be split for the development but cannot live on its own outside the cell.
TOPOGRAPHY	The study of the physical features of the earth's surface. The study of the land, air and water features of an area.
CELL	The smallest unit of an organism cannot be split for the development but cannot live on its own outside the cell.
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Mark schemes

STEP
05

Mark schemes



Q1.

- (a) **Leaf 1 or covered with black paper**
no light so no photosynthesis (occurs)
ignore reference to water
ignore reference to carbon dioxide

1

Leaf 2 or covered with transparent plastic
no carbon dioxide so no photosynthesis

1

Leaf 3 or not covered
light and carbon dioxide present so leaf can photosynthesise
ignore no limiting factors

1

for either Leaf 1 / 2
(so) glucose not made

1

(and therefore) glucose / sugar cannot be converted to starch
allow converse for Leaf 3
if neither marking points 4 and 5 awarded, allow starch
(previously present) has been broken down for 1 mark

1

Identify focus areas for revision

Source Past paper exam questions on these topics

The Revision Power Hour

Revision

Do the question

Mark

STEP 01

STEP 02

STEP 03

STEP 04

STEP 05

KAP/Knowledge Check feed forward /Revision checklist



20 minutes

20 minutes or 1 minute per mark

10 minutes Think like an Examiner



exampro
www.exampro.co.uk

Sparx Science

Term	Definition
CELL	The smallest unit of an organism capable of life. It is the structural and functional unit of an organism. It is the smallest unit of life that can perform all the functions of life.
ORGANISM	An individual living entity that can carry out all the processes of life. It is a self-contained unit of life that can perform all the functions of life.
CELL	The smallest unit of life that can perform all the functions of life. It is the structural and functional unit of an organism. It is the smallest unit of life that can perform all the functions of life.
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The Revision Power Hour

Identify focus areas for revision

Source Past paper exam questions on these topics

Revision

Do the question

Mark

Read Review React

STEP 01

STEP 02

STEP 03

STEP 04

STEP 05

STEP 06

KAP/Knowledge Check feed forward /Revision checklist



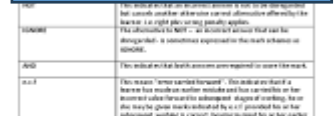
20 minutes



20 minutes or 1 minute per mark



10 minutes Think like an Examiner



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Read. Reflect. React

STEP
06

Mark schemes

Q1.

- (a) **Leaf 1 or covered with black paper**
no light so no photosynthesis (occurs)
ignore reference to water
ignore reference to carbon dioxide

Leaf 2 or covered with transparent plastic
no carbon dioxide so no photosynthesis

Leaf 3 or not covered
light and carbon dioxide present so leaf can photosynthesise
ignore no limiting factors

for either Leaf 1 / 2
(so) glucose not made

(and therefore) glucose / sugar cannot be converted to starch
allow converse for Leaf 3
if neither marking points 4 and 5 awarded, allow starc
(previously present) has been broken down for 1 man

Key takeaways

- Include and check units
- Review mineral deficiencies in plants
- Speak to Teacher about conversion of millimetres to micrometres
- Explain- needs 'why'
- Read all the information provided before attempting the question.

Science
Intervention
3.10-4pm

What Does Effective Revision Look Like in Science?

How can Parent/Carers support?



Ask your child;

- What are your focus areas of revision in science **and why?**
- Support them to access **past paper questions**
- Revision- **check what resources they are using?** *Revision workbooks available through school*
- Exam practice- **look for evidence of CUSTARD/time**
- **Mark-** support them in using the mark schemes
- **Read/Reflect/React-** what is the key learning at the end of the power hour and what do they need to remember or do next?
- Encourage them to ask for support in school and attend intervention sessions- **every Monday and Wednesday 3.10-4pm**



Miss Eastwood – Maths

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What will be assessed in the summer mocks?

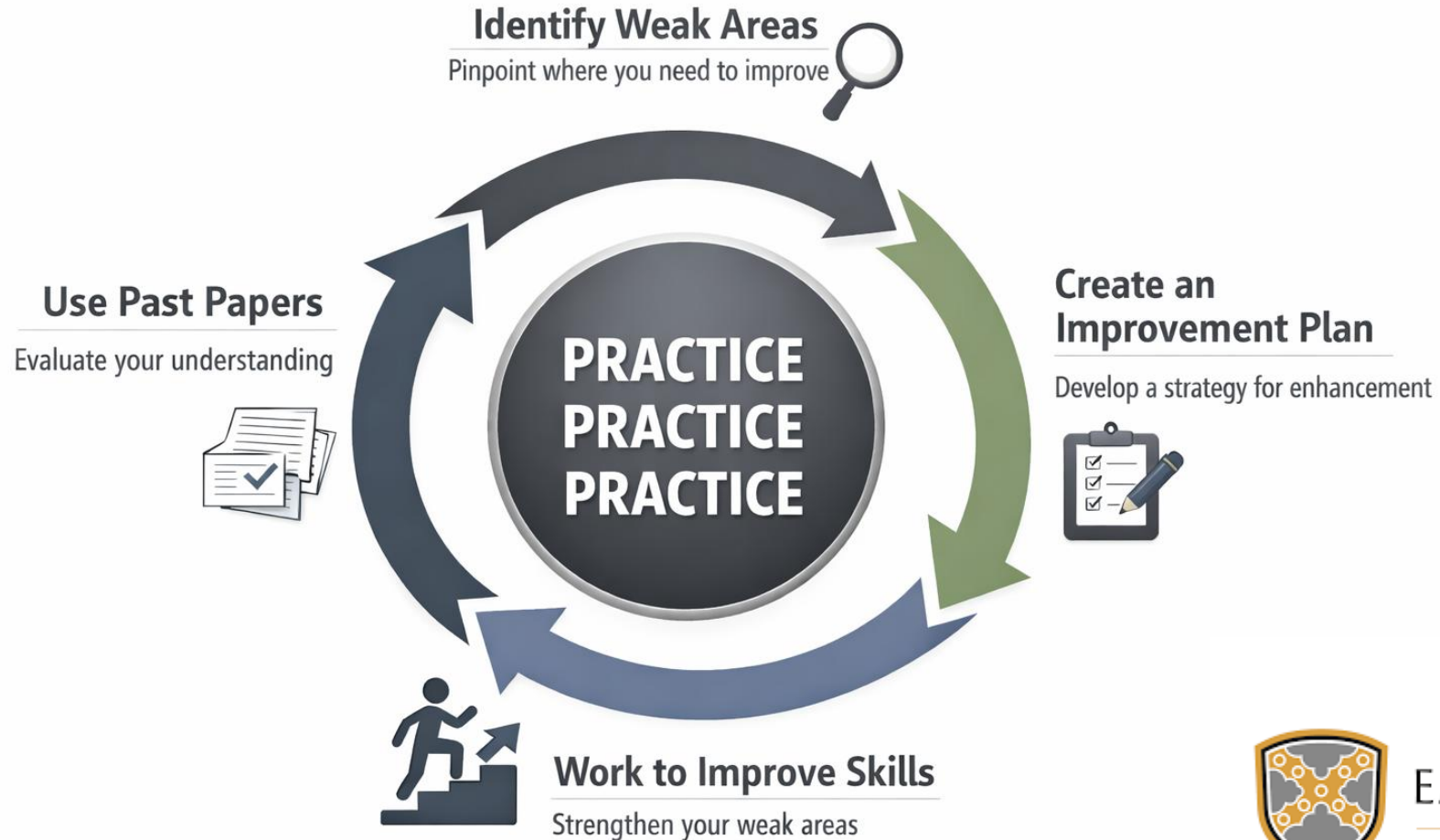
Students will sit 3 exam papers, each exam is 1hr 30 minutes.

Students will be assessed in the following topics:

- Number
- Algebra
- Geometry
- Ratio & Proportion
- Statistics



How can students improve their Maths grade?



Targeted Revision

Mock Paper QLA's

Practice Papers

Sparx homework

The screenshot displays a list of four revision resources, each with a PDF icon, title, subject, format, size, and date. Each item includes a 'Download' button, a share icon, and a heart icon. The resources are categorized with icons and labels: a star for 'Compulsory', a lightning bolt for 'XP Boost', and a crown for 'Target'. The first item is 'Question paper (Higher): Paper 1 Non-cal' (3.55 MB, Jul 11 2), the second is 'Question paper (Foundation): Paper 2 Cal' (2.92 MB, Oct 31), the third is 'Question paper (Higher) : Paper 1 Non-ca' (1.49 MB, Jan 7 2), and the fourth is 'Question paper (Higher) : Paper 2 Calcula' (864.87 KB, Dec 7). A 'NEW' badge is visible on the right side of the interface.

Title	Subject	Format	Size	Date	Category
Question paper (Higher): Paper 1 Non-cal	GCSE Mathematics	PDF	3.55 MB	Jul 11 2	Compulsory
Question paper (Foundation): Paper 2 Cal	GCSE Mathematics	PDF	2.92 MB	Oct 31	XP Boost
Question paper (Higher) : Paper 1 Non-ca	GCSE Mathematics	PDF	1.49 MB	Jan 7 2	XP Boost
Question paper (Higher) : Paper 2 Calcula	GCSE Mathematics	PDF	864.87 KB	Dec 7	Target

How to best use Sparx?

Using support videos effectively

Hints

Working Out

It looks like

Support video

DO NOT WRITE IN THIS AREA

24. Mano has three shelves of books.

There are x books on shelf A.
There are $(3x + 1)$ books on shelf B.
There are $(2x - 5)$ books on shelf C.

There is a total of 44 books on the three shelves.

All the books have the same mass.

The books on shelf B have a total mass of 7500g.

Work out the total mass of the books on shelf A.

x : A $3x+1$: B $7500g$
 $2x-5$: C $T = 44$ books

$$44 = A + B + C$$
$$44 = x + 3x + 1 + 2x - 5$$
$$44 = 6x - 4$$
$$48 = 6x$$
$$x = 8 \text{ books}$$

A: 8 books

DO NOT WRITE IN THIS AREA

Close video X

AI



ChatGPT

Sparx Maths is intuitive and increases the difficulty when students get questions right. Over time this raises the level of challenge and students find themselves getting stuck on problems that are too challenging for them to access.

We empower | We respect | We care



EAST LEAKE
ACADEMY

Changes we have made

Support

On a Tuesday during breaktime some of the maths team will be available in 210 to offer you support on your maths homework

Sparx Levels

We have adapted Sparx levels of homework to ensure these reflect the grades your child is working at

Hand-In Day

We have changed the hand-in day of Sparx homework to a Wednesday, so students can continue to do their homework over a weekend but then get help if they have got stuck.

Between Yr10 and Yr11 Mocks

Those who completed	Average number of marks increased
80%+ in homework	+19 marks
3 hours of independent learning	+15 marks
5 hours of independent learning	+20 marks

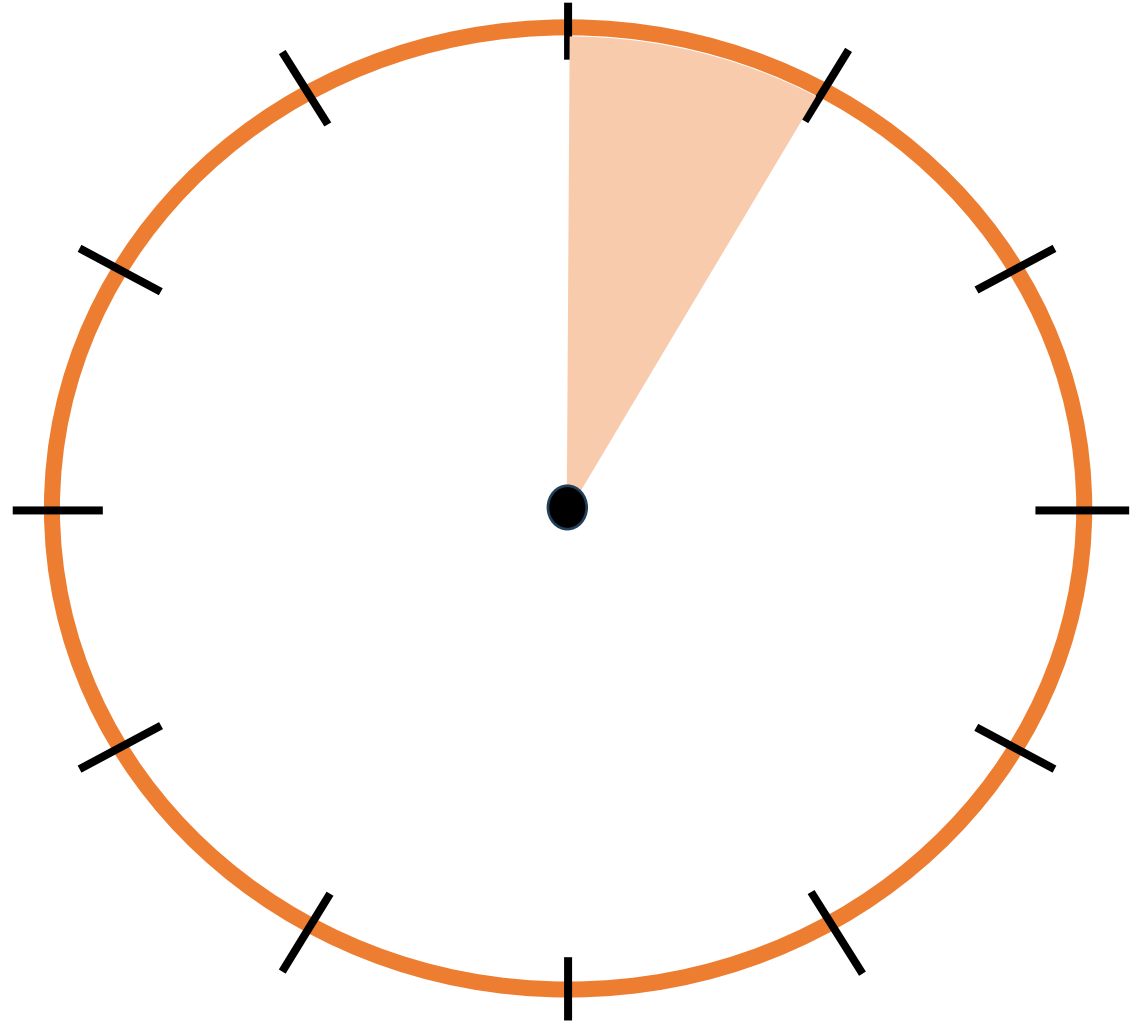
Student A completed 13 hours of independent learning and increased their maths score by 66 marks. **13 hours is 1 additional hour of study per week**

What would an hour of revision look like?

First 5 minutes

Identification Time

1. Set a 5-minute Timer
2. Look through your list of current weaknesses
3. Choose 2 topics you are going to focus on
4. Find practice resources from:
 - Sparx
 - Corbett Maths
 - Maths Genie

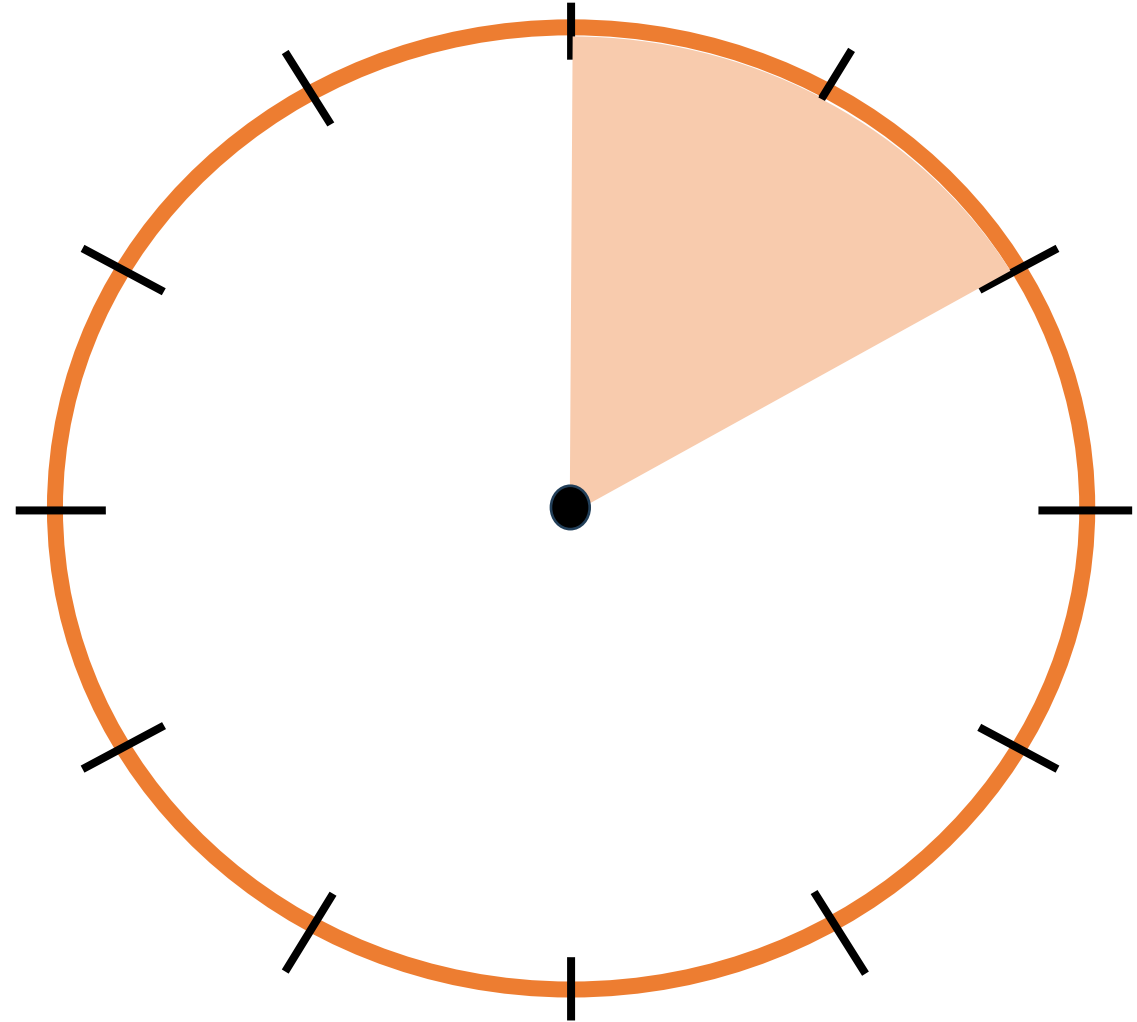


What would an hour of revision look like?

Next 5 minutes

Recap Time

1. Set a 5-minute Timer
2. Use a Sparx video or revision resources to recap key ideas
3. Make notes on key ideas, you may practice their examples during this time

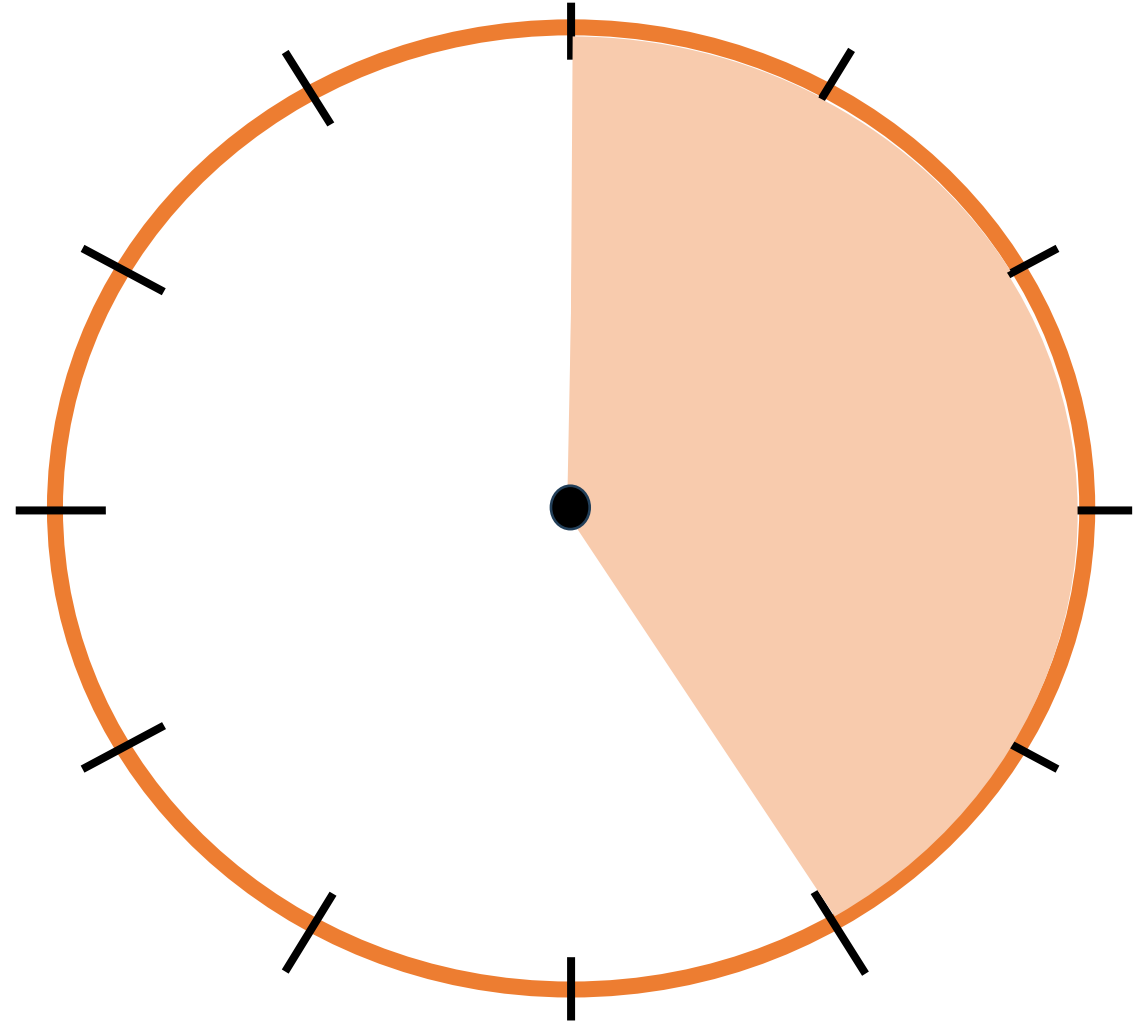


What would an hour of revision look like?

Next 15 minutes

Practice Time

1. Set a 15-minute Timer
2. Complete 1 question from resources found earlier
3. Mark question to check for understanding
4. Repeat at roughly 1 mark a minute

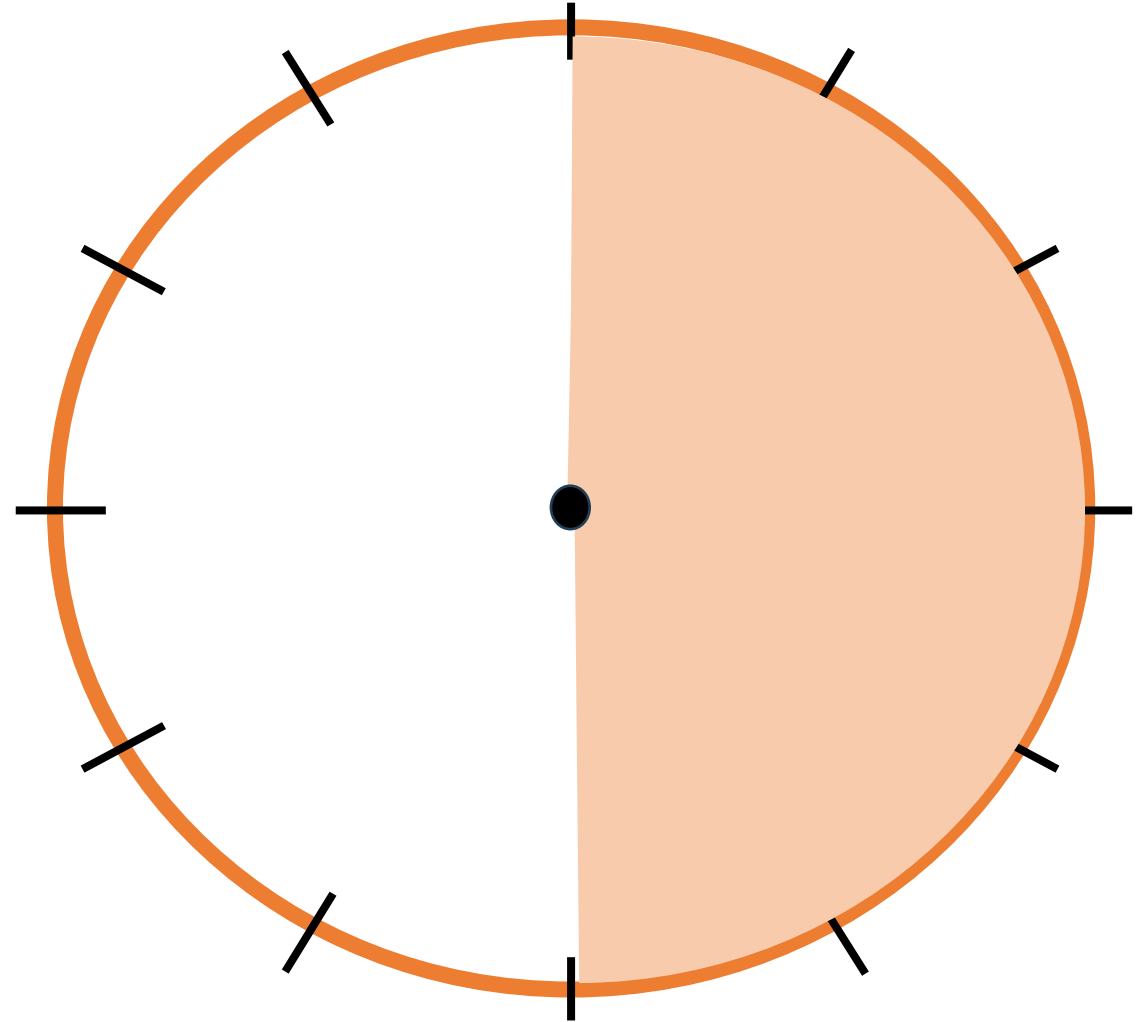


What would an hour of revision look like?

Next 5 minutes

Break Time

1. Set a 5-minute timer
2. Walk away from your revision
 - Get a drink or snack
 - Get some fresh air

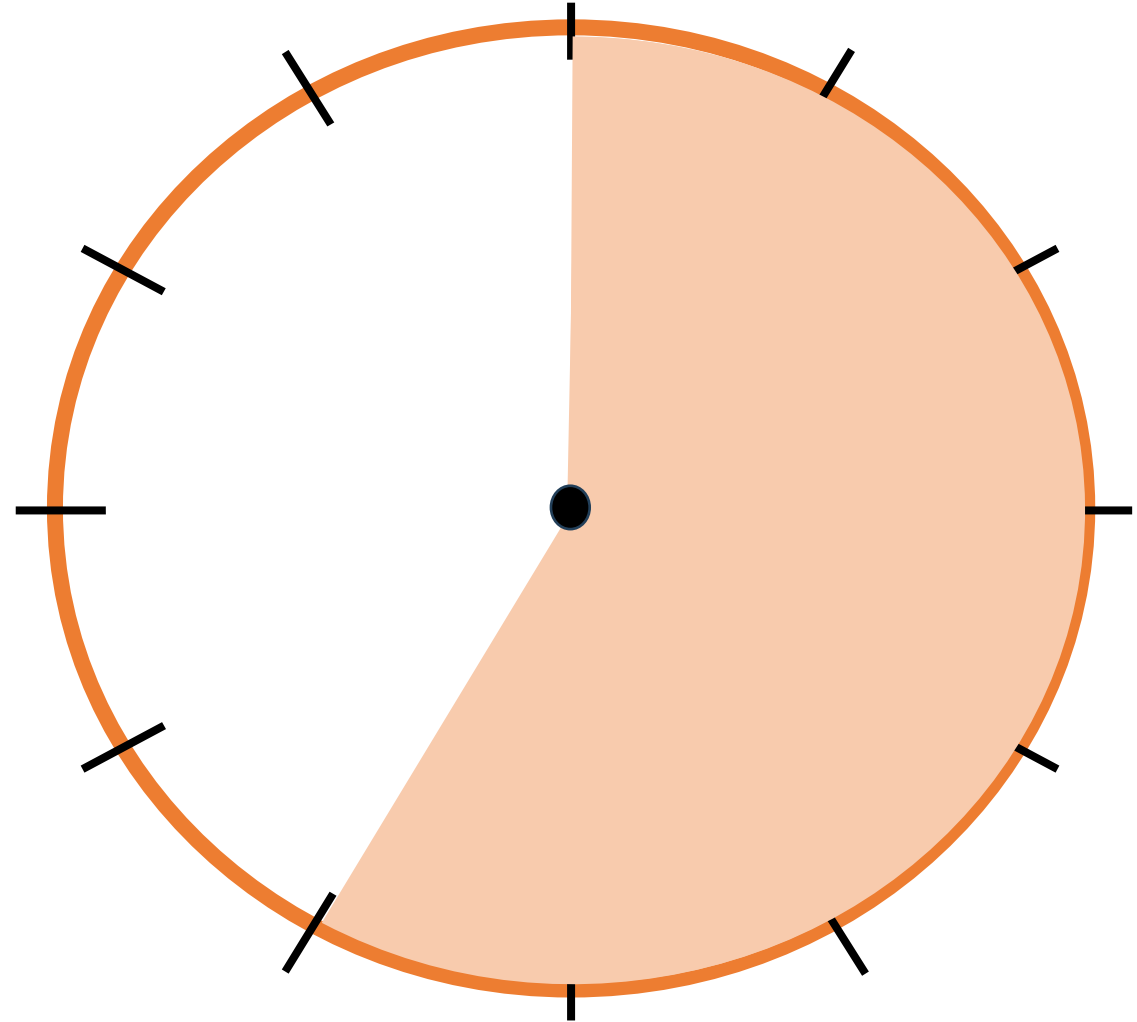


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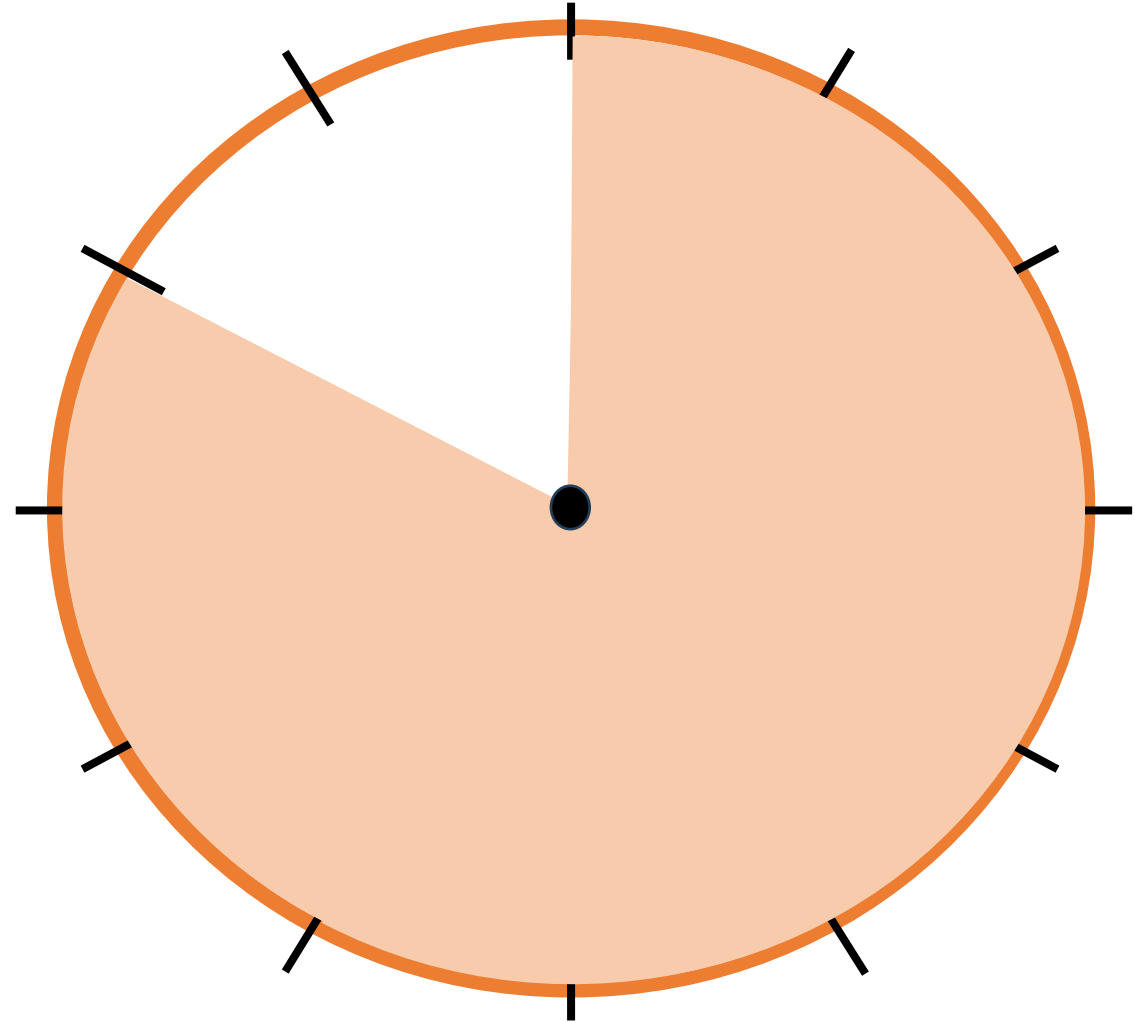


What would an hour of revision look like?

Next 15 minutes

Practice Time

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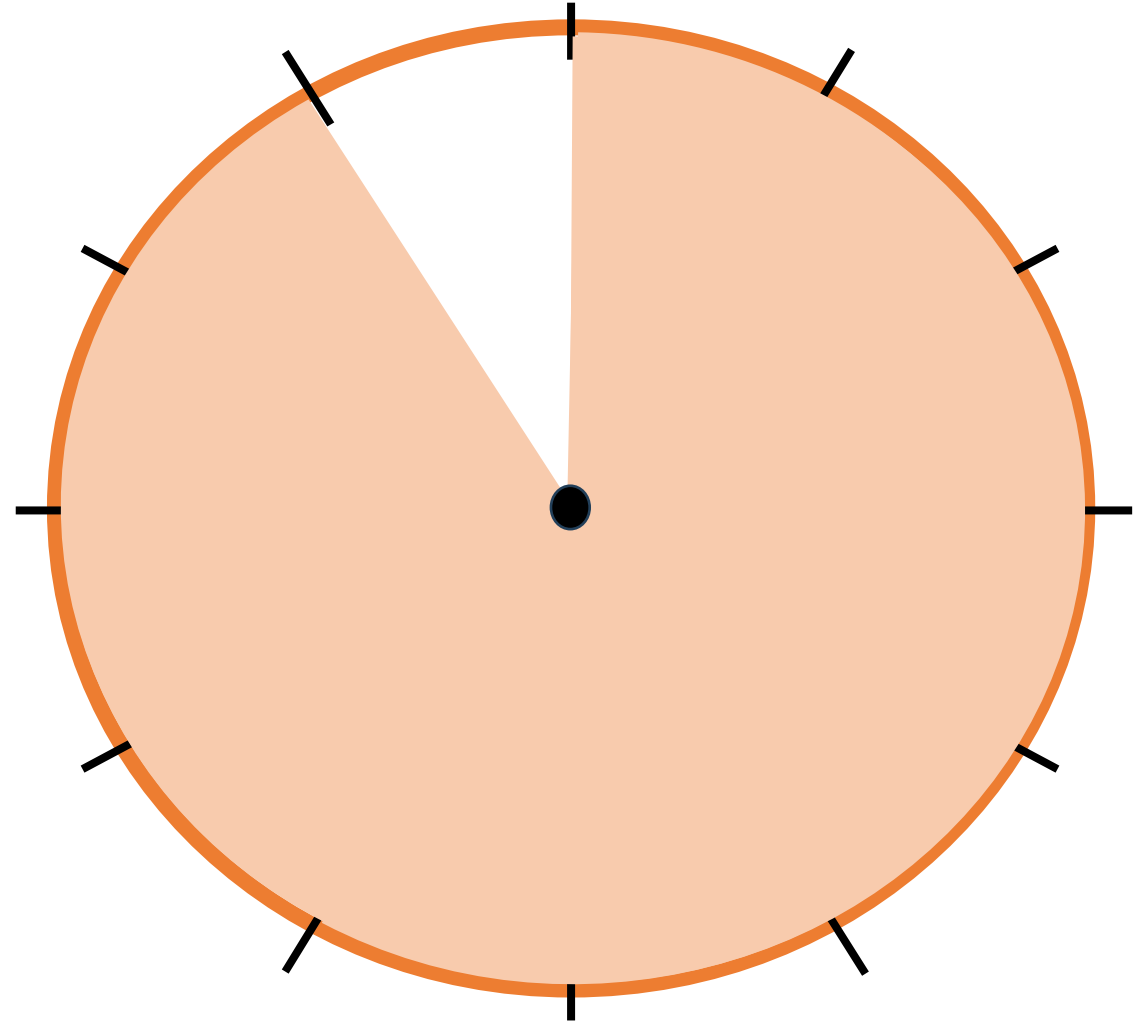


What would an hour of revision look like?

Next 5 minutes

Reflection Time

1. Set a 5-minute Timer
2. Reflect on the 2 topics you have completed
 - Could you do the work without support from notes/videos?
 - Do you need to spend more time on this area?

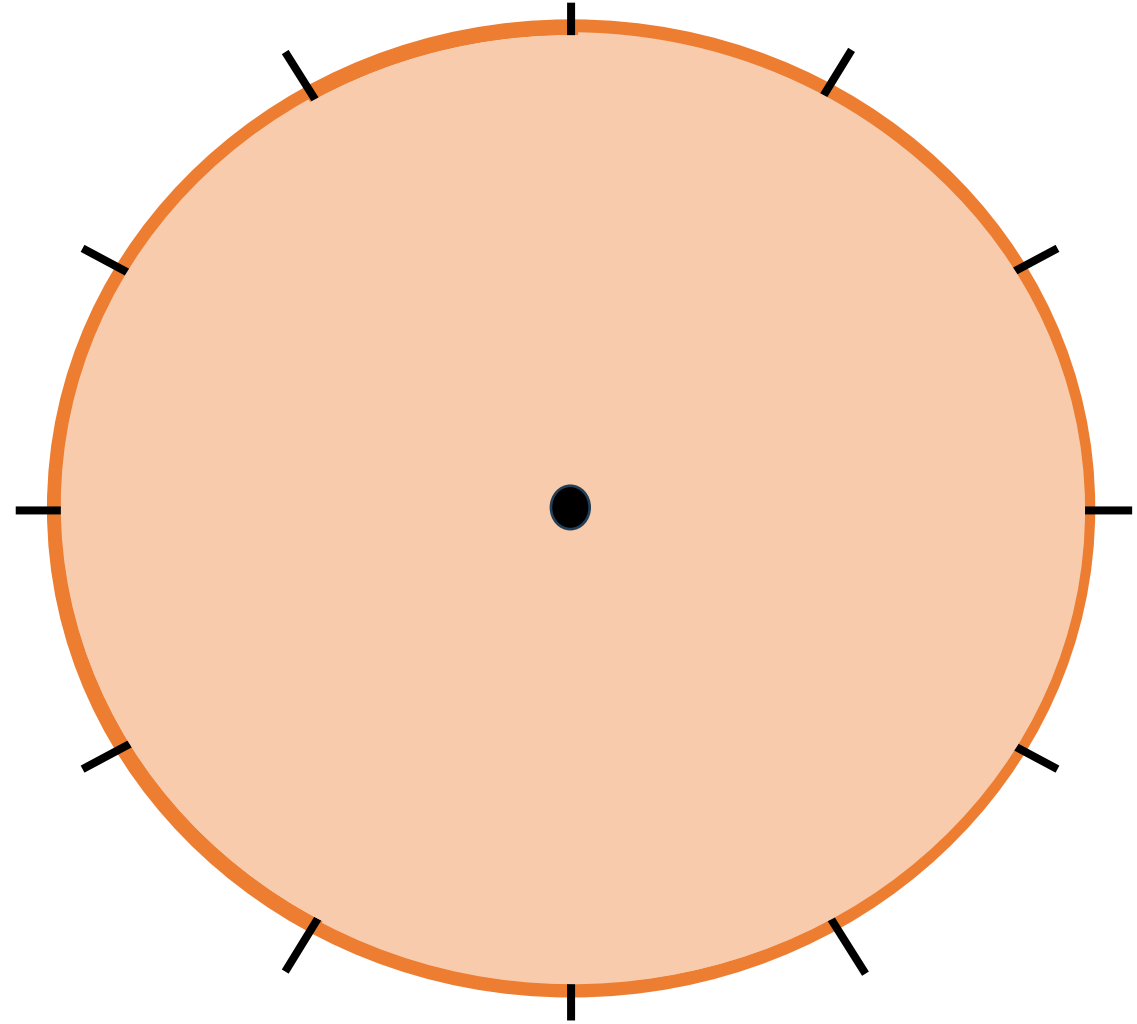


What would an hour of revision look like?

Next 5 minutes

Break Time

1. Set a 5-minute timer
2. Walk away from your revision
 - Get a drink or snack
 - Get some fresh air



Equipment

Students are required to bring to every exam the following equipment:

- Pen x2
- Pencil
- Ruler, with visible mm and cm markings
- Protractor, with visible degree markings
- Compass
- Scientific Calculator, for paper 2 and 3

They also require this equipment with them in every lesson.

Exam pencil case is available on ScoPay

Calculators

In last summers exams:

Foundation paper 13 marks

Higher papers 11 marks



We recommend the Casio fx-85GTCW Black Scientific Calculator.

These are available to purchase from school on ScoPay for £12

If you are unsure if your current calculator is a high enough quality, please speak to Miss Eastwood

This calculator performs a variety of functions required in the GCSE examinations:

- Time calculations
- Prime Factorisation
- Mean from a frequency table
- Table of values for plotting a graph
- Ratio Functions
- Convert Fractions/Decimals/ Percentages
- HCF and LCM



Mrs Lee – English

We empower | We respect | We care



EAST LEAKE
— ACADEMY —

Supporting your child to excel in their upcoming English mocks and pass with flying colours!

With Mrs Lauren Lee

Teacher of English

Head of KS4

Contact: llee@eastleake-ac.org.uk



What has your child been studying in English?

Modern text:
An Inspector
Calls

19th Century text:
Jekyll and Hyde
or A Christmas
Carol

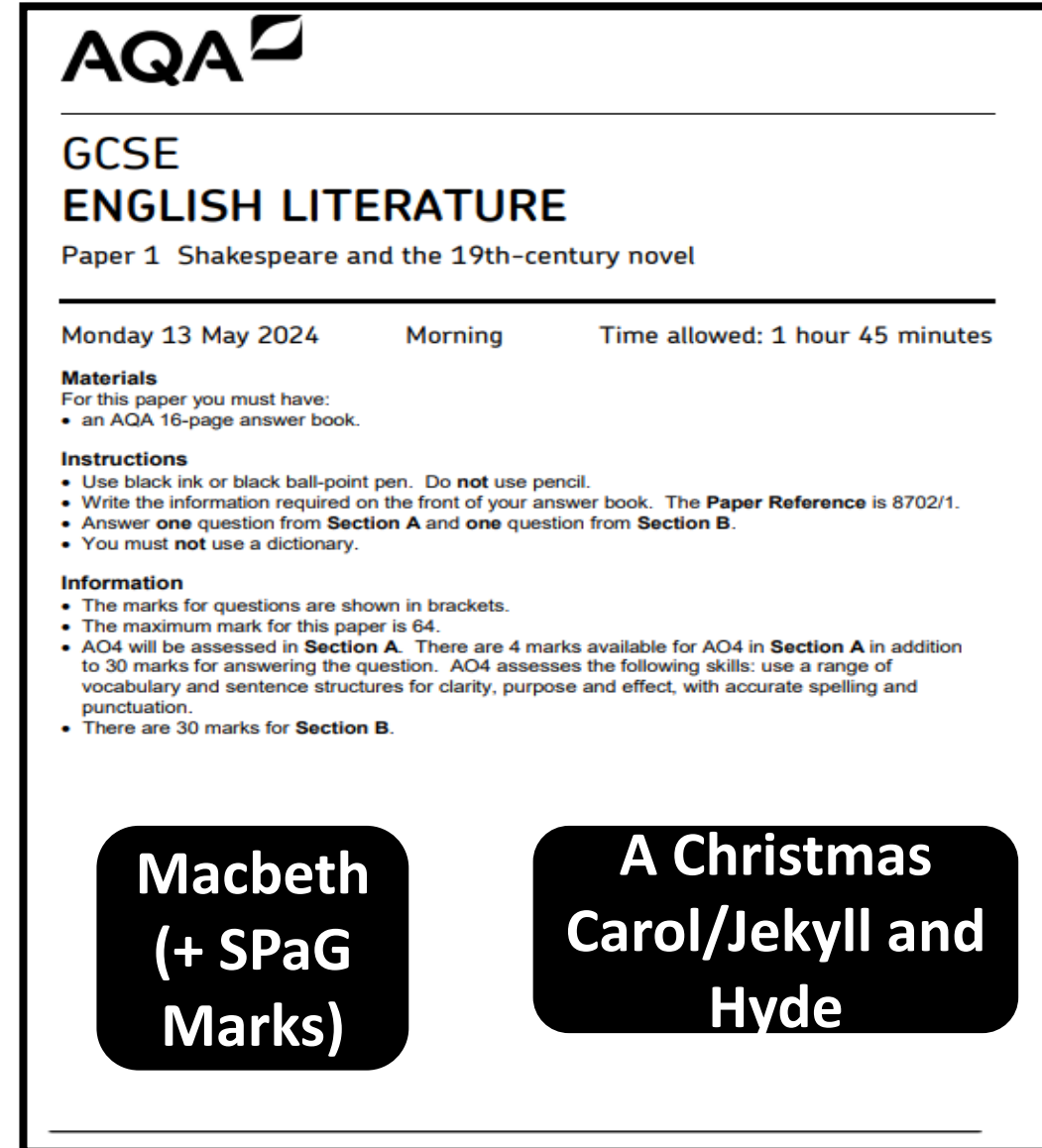
Poetry: Power
and Conflict
anthology

Shakespeare:
Macbeth

What will be assessed in the upcoming mocks?

1 hour and 45 minutes

- Two extract based essays, whereby students are assessed on crafting an essay on both their knowledge of the text 'Macbeth' and their 19th century texts
- **Students are award for:**
 - Their understanding of the texts as a construct (crafted to explore a message to the readers)
 - Applying their knowledge of the text to a specified question, incorporating ideas from the extra and beyond.
 - Analysing the writers craft and how methods are used to create meaning
 - Apply relevant knowledge of the context of the text, and how the text allows students to understand the world (both retrospectively and in today's society)
 - Macbeth will also assess the student ability to utilise precise vocabulary, spelling and punctuation.



AQA

GCSE
ENGLISH LITERATURE

Paper 1 Shakespeare and the 19th-century novel

Monday 13 May 2024 Morning Time allowed: 1 hour 45 minutes

Materials
For this paper you must have:

- an AQA 16-page answer book.

Instructions

- Use black ink or black ball-point pen. Do **not** use pencil.
- Write the information required on the front of your answer book. The **Paper Reference** is 8702/1.
- Answer **one** question from **Section A** and **one** question from **Section B**.
- You must **not** use a dictionary.

Information


- The marks for questions are shown in brackets.
- The maximum mark for this paper is 64.
- AO4 will be assessed in **Section A**. There are 4 marks available for AO4 in **Section A** in addition to 30 marks for answering the question. AO4 assesses the following skills: use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- There are 30 marks for **Section B**.

Macbeth
(+ SPaG
Marks)

A Christmas
Carol/Jekyll and
Hyde

What do they need to revise?

Macbeth	ACC	J&H
<p>The characters of:</p> <p>Macbeth Lady Macbeth Banquo The Witches</p> <p>Themes:</p> <p>Guilt Ambition Violence Gender</p>	<p>The characters of:</p> <p>Scrooge The Cratchits Fred Belle</p> <p>Themes:</p> <p>Family Morality Greed vs Poverty The importance of Christmas</p>	<p>The characters of:</p> <p>Jekyll Hyde Utterson Lanyon</p> <p>Themes:</p> <p>Duality Science v Religion Reputation Morality</p>



**GCSE
ENGLISH LITERATURE**

Paper 1 Shakespeare and the 19th-century novel

Monday 13 May 2024 Morning Time allowed: 1 hour 45 minutes

Materials
For this paper you must have:

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Instructions

- Use black ink or black ball-point pen. Do **not** use pencil.
- Write the information required on the front of your answer book. The **Paper Reference** is 8702/1.
- Answer **one** question from **Section A** and **one** question from **Section B**.
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Information

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- There are 30 marks for **Section B**.

**Macbeth
(+ SPaG
Marks)**

**A Christmas
Carol/Jekyll and
Hyde**

How do we plan? 5 minutes

A Christmas Carol/J&H/Macbeth

Read the question – what big idea could this link to?

-Think of 3 - 4 moments/characters/ideas from the text you could use to answer the question. This should be chronological

-Write down all the quotes you want to analyse in your essay.

-Read extract and briefly annotate
- decide how it fits into your plan.

Stave 1: *Scrooge is reflective of avaricious bourgeoisie and Dickens warns of a need for change.* charitable men and 'common comforts' – highlights the misanthropic nature of MC Victorians – link to coal!

Link to extract: *Scrooge's transformation and redemption allows him to recognise the importance of generosity and therefore he can save lives.*
"and Tiny Tim who did not die" ; Bob's wage

Dickens powerfully constructs generosity as a transformative force in order to illustrate the importance of kindness and selflessness in shaping society.

Stave 3/4 : Ignorance and want as the personifications caused by mans greed – it is inhumane to act in such a way.

How do I write a successful analytical paragraph?

Point linking to the question – writer’s name + answer
question + ‘in order to’ – context focus

Embedded quotes - introduced

Explanation (be tentative – this might, this may, it could...)

Zoom In...

Analyse technique – link to context (if possible)

Analyse words– link to context (if possible)

Offer at least two suggestions for the impact of the
language

Consider the impact of the quotation from a structural
perspective

Alternative quote and explanation




Link to additional moments in the text -are they
contradicted or consistent? How does this link to
patterns/motifs?

Explore the writer’s intention intention linking to the
response of the audience/reader

PEEZAL

Dickens presents Scrooge as the physical embodiment of chosen isolation to critique the emotional consequences of Victorian capitalism, where the pursuit of wealth demands the rejection of human connection. Through the simile “solitary as an oyster,” the noun “oyster” evokes something hard-shelled and resistant to intrusion, suggesting Scrooge’s emotional inaccessibility and his unwillingness to connect with others. Yet the image also carries connotations of a hidden pearl, implying there is something valuable—perhaps redemptive—concealed within him. By embedding this dual symbolism so early, Dickens encourages the reader to view Scrooge not as irredeemably cruel, but as someone damaged by prolonged detachment. The adjective “solitary” emphasises that Scrooge’s isolation is not circumstantial, but self-fashioned—a condition he has chosen in favour of control and financial security. As a product of Victorian capitalism, his lifestyle reflects a system in which emotional detachment is seen as strength. Dickens critiques this, suggesting that solitude warps the soul and reduces human experience to cold survival rather than warm coexistence. The motif of enclosure—here suggested by the shell—signals a recurring idea throughout the text: that to cut oneself off from others is to lose one’s humanity.

What does revision look like for English literature?

Symbol	Quote	When was it said?	What does it tell us?	Zooming
1 	"Brave Macbeth"	A1 Sc2 The captain's comments about Macbeth whilst re-telling the events of the battle against the rebels led by the Thane of Cawdor.	Macbeth, at the start, of the text is presented as a warrior, brave and honourable. This only enhances the shocking downfall he experiences as the play progresses.	-the fact the captain says this about Macbeth only makes his achievements seem even more impressive as he is being complimented by a war hero -the use of the word 'brave' in advance of 'Macbeth' makes it sound like his title -The "brave" (for now) good Macbeth defeats the "merciless" and bad Macdonwald (The Thane of Cawdor) but the <u>Captain's</u> description of their fight ("two spent swimmers" who "cling together" makes the two men seem indistinguishable. The <u>Captain's</u> attempt to provide a distinction by calling one "merciless" and the other "brave" is the only thing that separates these men. Perhaps this foreshadows the ease at which Macbeth slips into disrepute.
2 	"So foul and fair a day I have not seen"	A1 Sc3 Macbeth speaking to Banquo in advance of meeting the witches.	This line shows us that Macbeth has a connection to the witches before even meeting them.	-Here he is echoing the words of the witches in A1 Sc1 "fair is foul and foul is fair."
3 	"Look, how our partner's rapt."	A1 Sc3 Banquo watching Macbeth's interest in the witches' predictions.	After Macbeth receives the witches' predictions, he is intrigued and Banquo picks up on this. The fact that Banquo notices this also emphasises his suspicion about the witches.	-the use of the imperative 'look' is almost directed at the audience and encourages them to notice Macbeth's intrigue in what the supernatural has to say -the use of the word 'rapt' conveys Macbeth's obsessions with the prophecy -the use of the word 'partner' further establishes how no one else appears at the start of the play – he is the only one to appear with Banquo in terms of his moral compass

Macbeth (1,3): the embodiment of the consequences of acting immorally and on unchecked ambition

This line clearly illustrates that **Macbeth is an agent to his own free will**, and perhaps we should not solely blame Lady Macbeth for his immoral behaviour.

Semantic field of light - A clear representation of Macbeth not wanting the judgement of God – he clearly understands the consequence of his actions but still wants to pursue the regicide.

Colour Symbolism:

- simply a connotation of evil thus emphasising Macbeth's impious behaviour and could be linked with The Great Chain of Being.
- It could **foreshadow** the regicide of King Duncan
- In medieval England, black had a connotation of authority thus emphasise Macbeth's need for kingship.

Juxtaposition of '**black**' and '**light**' – emphasises the battle between **good and evil**.

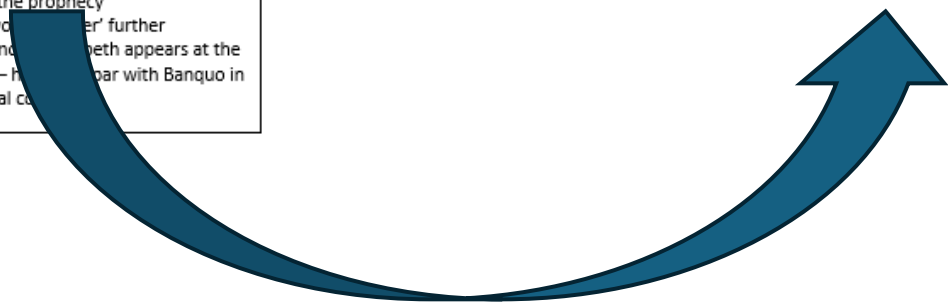
Stars, **hide** your **fires** Let not **light** see my **black** and **deep** desires.

Semantic field of oppression – this is a clear nod to ideas private thoughts, he desires to be the king (link this with agency) and to have power. He is already considering regicide BEFORE meeting Lady Macbeth. It could be argued that both the witches and Lady Macbeth tap in to his subconscious rather than completely manipulate him, revealing his hamartia. Has connotations of extremities and intensity Could it also link to ideas around absorption?
Contextual link: Difficult to understand – link to the political climate at the time (Mary Queen of Scots/The Gunpowder Plot)

Rhyming couplet:

- Mimic the witches chants – perhaps suggesting that Macbeth is in line with the witches prophecies OR that, like Lady Macbeth, he is asking for satanic help (thus mention of fires)
- Imagery linked with ambition – his hamartia is overpowering Macbeth's morals.
- Strong want

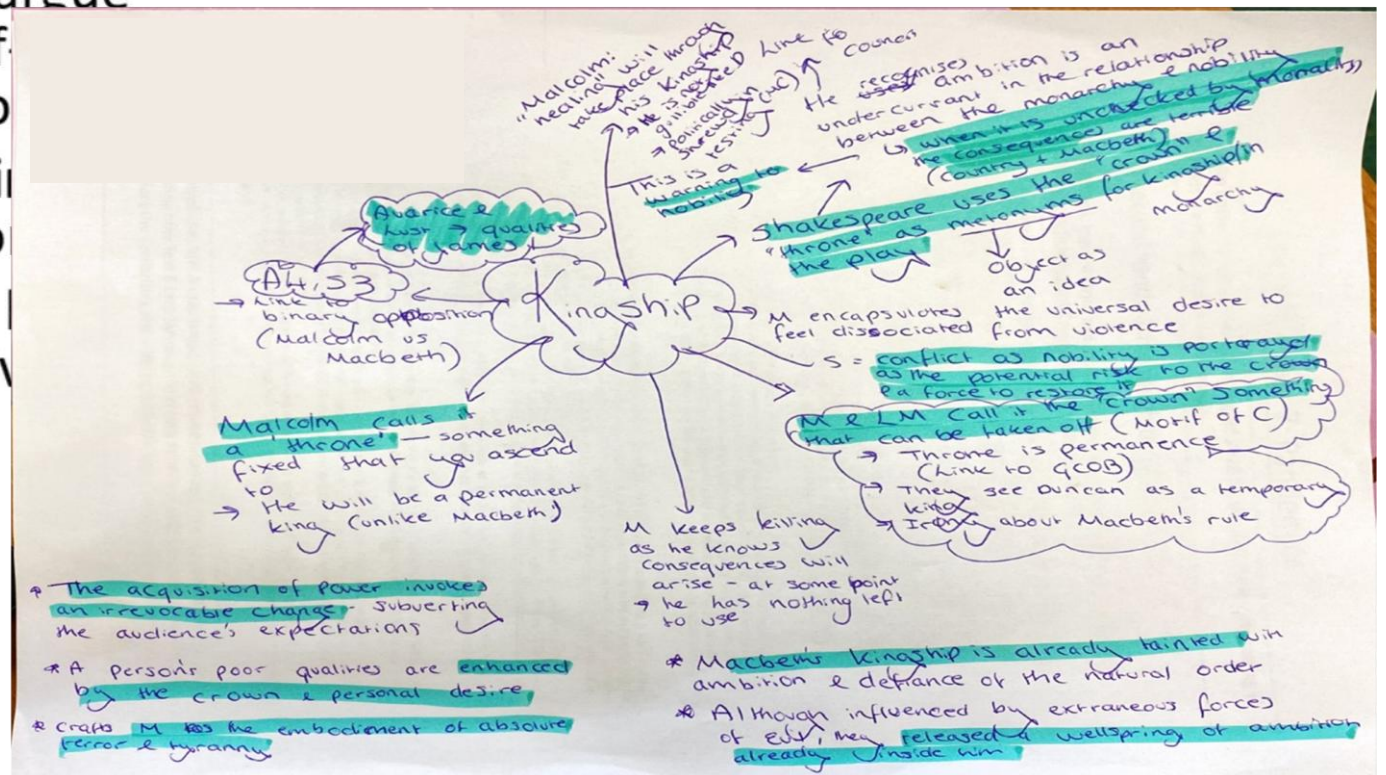
Link to: "pall thee in the dunnest smoke of hell"; There's husbandry in heaven, their candles are all out" / ambition, G v E, Macbeth's change



What does revision look like for English literature?

Kingship in Macbeth

1. A perceptive audience member may argue that Shakespeare uses Macbeth's self-awareness to generate empathy, if not
2. as he encapsulates the **universal desire dissociated from the violence** one could
3. Macbeth, knows something is wrong anyway, when the **consequences** arrive keep pedalling- could be any of us.



What does revision look like for English literature?

How does Shakespeare present Macbeth's guilt?

In the tragedy Macbeth, Shakespeare designs guilt as a corrosive force which assassinates the body's capacity to recover and heal. Perhaps Shakespeare highlights how Macbeth's private conscience and public kingship collapses were inevitable the moment he chose ~~stain~~ ^{ambition or legitimacy} over sleep, suggesting people who go against the great chain of being always suffer.

Shakespeare firstly suggests the idea that conscience stages its own theatre of resistance. The internal conflict Macbeth faces is described as a "dagger of the mind" which implies that the mind bleeds before the blade does, foreshadowing the emotional and moral rupture that precedes physical action. The word "dagger" becomes a loaded symbol of Macbeth's psychological disintegration. Traditionally, a weapon of stealth and violence, here the dagger is not physical but spectral as a projection of Macbeth's guilty conscience. It represents the intrusion of violent intent into the moral theatre of his mind, ~~the~~ ^{the} conscience Macbeth's psyche is already wounded, and the hallucinatory vision, even before any guilty action occurs. His mind is already soaked in "blood". A Jacobean audience would interpret this as a ^{supernatural} warning for his psychosomatic corruption. However, a modern audience may interpret this as a vivid symbol of psychological fragmentation, ^{stretch} ~~it~~ ^{making them} ~~is to come~~ and violently ruptures his thoughts, becoming "full of scorpions". Therefore, Shakespeare presents the dagger not just as a tool of violence, but as the embodiment of guilt, suggesting Macbeth's conscience bleeds long before his blade does. ^{It's not to repeat your answer, it's to give}

After Macbeth commits regicide, Shakespeare ^{how} ~~shows~~ ^{how} ~~guilt~~ ^{guilt}

- ✓ Revise the topic using flashcards or videos
- ✓ Spend 5 minutes planning the question
- ✓ 35 minutes writing a response
- ✓ 5 minutes proofreading, and altering the response in **green pen**.
- ✓ Submit the response to your teacher for marking

What do students struggle most with and how you can support them?

The struggles:

- All exams are closed book. This means that students must memorise key information about characters, plot and quotations.
- The timings of the exams are harsh, and many students need timing training.
- Students are required to read and comprehend quickly, answering questions that test their ability to deduce and infer meaning from texts.

The revision technique:

- Flash cards, quiz cards, key terminology cards. Using the Leitner box technique to revise these.
- Watching clips, reading materials, listening to podcasts and making revision maps, or writing practice essays to bring in to teachers for marking.
- Reading a variety of materials at home. Fiction novels, the news app on phones, subtitles on the TV, magazines, etc. The more they read, the better they get at seeing word in action.

How a parent/guardian can help:

- Supervising some of their revision.
- Quizzing them using their quiz cards.
- Allowing them to place quotes around the house in an association capacity.
- Use their mind maps to test them.
- Looking through their books, spotting teacher feedback, and encouraging them to complete green pen reflections after a student has been given feedback.
- Make time to chat about what they have learnt and let them teach it to you.

Parents, please avoid the following things:

- Unless you currently teach the AQA GCSE English specification, avoid giving your children advice about how to write the essays. We find students write incorrectly because of conflicting advice – even when it is given with great intentions.
- Please do not allow them to use AI or unsupervised websites to write essays or homework that has been set by a teacher. Teachers are often marking essays written by AI, which is a waste of our time, and does not help a student progress.

Refer to the support document that we have provided for your child. There is one printed for you to take with you today as a way for you to remind them about what is required for this upcoming mock.

Please monitor WEDUC for homework updates and supervise your child writing essays or completing homework.

Key messages for parents about the issues our students face:

- The English exams are overwhelming. Make sure students have a revision timetable.
- Use of ChatGPT and other AI platforms to complete assessed home learning or work signifying their ability to a teacher.
- Conflicting sources of information on the internet. Only uses sources recommended by your teacher.
- Use of tutor – just a caution!

We don't yet know what these brilliant young people will become in the future. So given this, perhaps let's give them the best possible chance in every subject by encouraging and supporting, even when it is a challenge.

Not every subject is for every child, but every subject teaches key transferable skills.

One of these skills might be the very thing their future self needs to be successful in life.

Help us, help them!



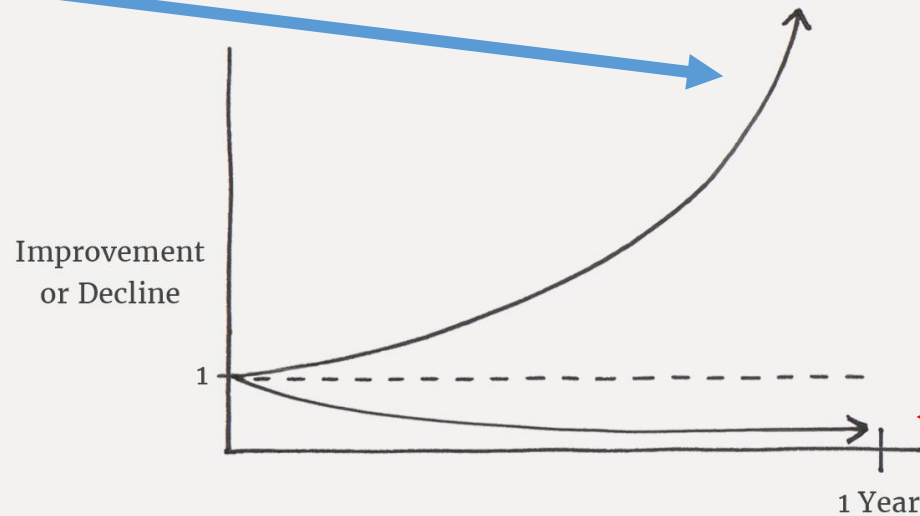
Mr Tebbett – Assistant Principal

We empower | We respect | We care

The Power of Tiny Gains

1% better every day

1% worse every day



JamesClear.com

Those who thrive...

- Embrace change
- Adjust habits
- Listen to feedback
- Don't cut corners
- Gain momentum
- Realise the bigger picture

Trust the process!

Those that struggle...

- Resist change
- Make excuses
- Stick to old habits
- Miss opportunities
- Have regrets

Realise too late!

*"Year 10 is about learning **how** to revise and organising your materials; Year 11 is about putting those strategies into practice to **smash** your exams."*

We empower | We respect | We care



EAST LEAKE
— ACADEMY —

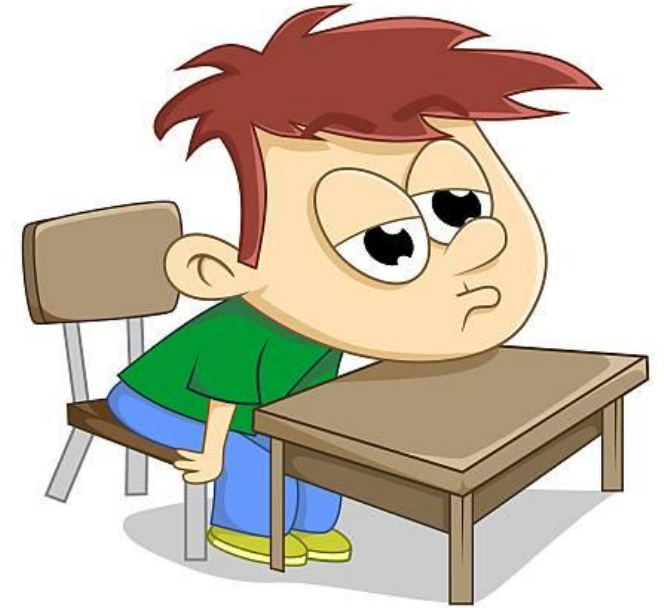
Common Pitfalls



The Wait-and-See Trap
Waiting to be 'motivated'
before getting going.

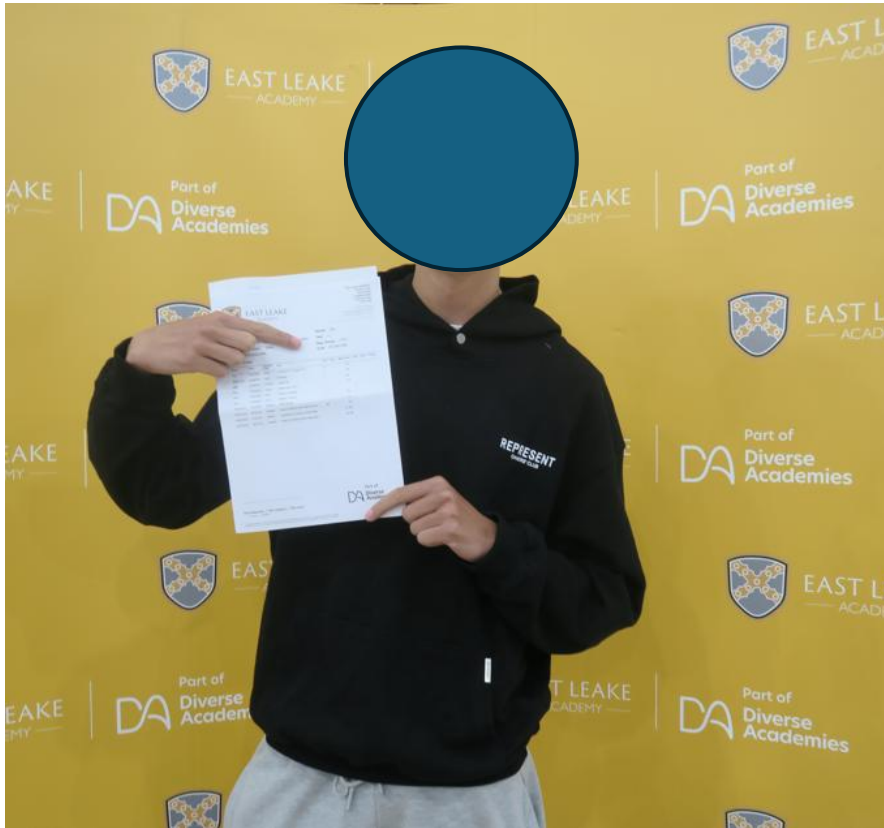


The Cram Later Trap
Thinking you'll catch up just before
the exams.



The Passive Passenger Trap
Turning up but not *really* engaging.

Talent vs Hard Work



Subject	Yr11 Mock Exams	Achievable Grades
Business	4	4
Hospitality & Catering	M2	M2
Combined Science	5-5	5-5
English Language	5	5
English Literature	5	5
History	4	4
Maths	5	5
Media	5	5

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Afterschool Subject Sessions – 3.10-4.00pm

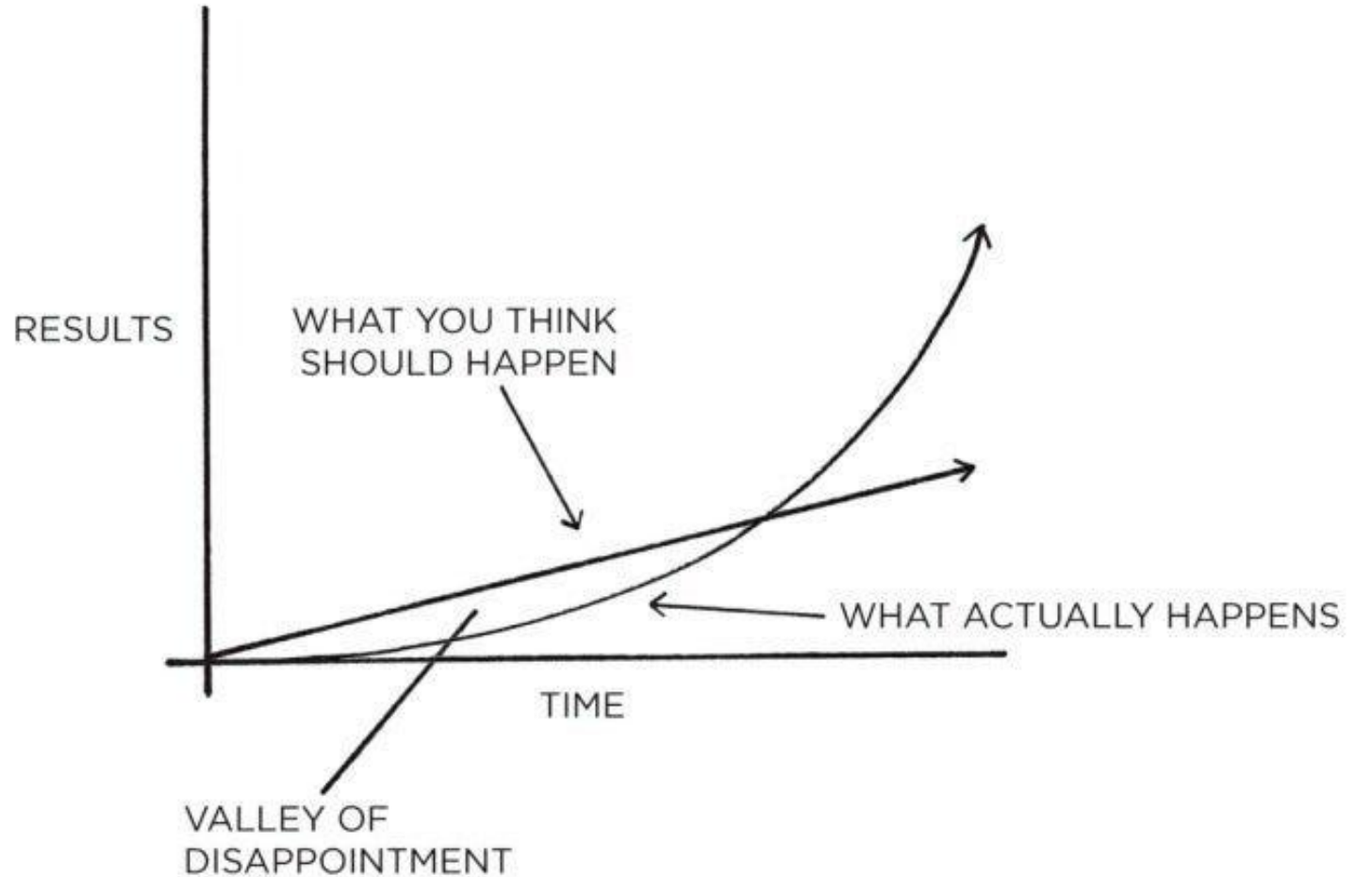
Monday	Tuesday	Wednesday	Thursday
<p>Mr Ferguson, Mrs Slack English</p> <p>Mrs Johnson Drama</p> <p>Mr Newbold DT</p> <p>Mr Buttinger, Mrs McVicar, Mr Collins Science</p>	<p>Mr McLaughlin Business</p> <p>Mr Tebbett PE</p>	<p>Mrs Mistry, Miss Smith, Mr Collins, Mrs Saunders Science</p> <p>Mrs Harewood Computer Science</p> <p>Mr Hubbard Engineering</p> <p>Mrs Lee, Mr Bullivant, Mrs Devine English</p>	<p>Mr Jones & Miss Eastwood Maths</p> <p>Mr Whitehead & Miss Marsden History</p> <p>Mr Ritchie and Mr Strickland Geography</p> <p>Mrs Filer & Miss Goodwin Art</p>

What's coming up?

Wednesday 15 th April	Prepare to Perform Event 5.30-6.30
Thursday 16 th April	Maths Intervention Starts
Friday 17 th April	English Intervention Starts
Monday 20 th April	Mock Timetable Release In PDL - Students Create Revision Timetables
Monday 20 th April	Students receive all subject revision material during P5
Tuesday 21 st April	Science Intervention Starts
Wednesday 22 nd April	ELA Careers Fair 5-7pm
Tuesday 28 th April	Parents Evening Event 3.30-6.30
Friday 12 th June	Mock Exams Start (Photography)
Tuesday 14 th July	Students receive mock exam results Reports is sent home to parents

THE PLATEAU OF LATENT POTENTIAL

Success
won't come
overnight,
TRUST the
PROCESS!





**MINDSET IS
EVERYTHING**

East Leake Academy Careers Fair
Wednesday 22nd April 5pm until 7pm

Opportunity to meet a range of Local & National Employers.

A chance to ask questions and find out about pathways into employment and higher education.