

# Welcome to Key Stage 4 Evening



**Thursday 18<sup>th</sup> September 2025**

# Purpose of this evening

- GCSE content
- Academy support
- Student expectations
- How Parents can help and support their child
- Implications for the future
- Opportunity to ask staff any questions you may still have



# How have the grades changed?

9-1 new GCSEs	A*-G old GCSEs	Distinction*- Pass BTEC
9	Top A*	
8	A*	L2 Distinction *
7	A	L2 Distinction
6	High B	Level 2 Merit
5	Low B High C	
4	Lower C	Level 2 Pass
3	D	
2	E	Level 1 Pass
1	F G	
U	U	U



# Course content

## GCSE English Language

<b>Exam board: AQA</b>	<b>Course code: 8700</b>
<b>Course outline:</b>  Students explore a range of fiction and non-fiction texts to build reading and analysis skills.  They practise writing creatively and for real-world purposes like persuasion and explanation.  Speaking and listening activities develop confidence in clear communication.	<b>Assessment elements:</b>  <b>Paper 1: Explorations in Creative Reading and Writing (50%)</b> <ul style="list-style-type: none"><li>• Reading one literature fiction text</li><li>• Writing a descriptive or narrative piece</li></ul> <b>Paper 2: Writers' Viewpoints and Perspectives (50%)</b> <ul style="list-style-type: none"><li>• Reading two linked non-fiction texts (one modern, one older)</li><li>• Writing to present a viewpoint (e.g., an article or letter)</li></ul> <b>Spoken Language Endorsement:</b> A short presentation, assessed separately (not graded, but reported).
<b>Useful websites:</b>  BBC Bitesize (English Language AQA) – Free notes, videos, and quizzes tailored to the exam.  Seneca Learning – Free interactive revision courses that students can work through online.  Mr Bruff (YouTube & Website) – Popular teacher with free video tutorials and tips for each exam question.	<b>Useful revision guides:</b>  CGP GCSE English Language AQA Revision Guide (includes online edition) Offers clear notes, practice questions, and exam-focused advice.
<b>Independent learning expectations:</b>  Complete homework set by teacher.  Independent revision of key skills and practice questions.	<b>Key Dates:</b>  Practice papers will be sat at the end of each half term as well as mock exams in line with whole school timetable.  Spoken Language presentation will be completed in the Summer term of year 10.

## GCSE Film Studies

<b>Exam board: Eduqas</b>	<b>Course code: 603/0889/8</b>
<b>Course outline:</b> <b>Component 1:</b> This component assesses knowledge and understanding of three US films chosen from a range of options. Assessment consists of four questions on one pair of US mainstream films and one US independent film: Section A: US film comparative study <ul style="list-style-type: none"><li>• one stepped question on the first of the chosen pair of films (produced between 1930 and 1960)</li><li>• one stepped question on the second of the chosen pair of films (produced between 1961 and 1990)</li><li>• one question requiring a comparison of the chosen pair of films</li></ul> Section B: Key developments in film and film technology <ul style="list-style-type: none"><li>• one multi-part question on developments in film and film technology</li></ul> Section C: US independent film <ul style="list-style-type: none"><li>• one question on one US independent film.</li></ul> <b>Component 2:</b> This component assesses knowledge and understanding of three global films produced outside the US chosen from a range of options. Assessment consists of three questions in three sections: <ul style="list-style-type: none"><li>• Section A: one stepped question on one global English language film</li><li>• Section B: one stepped question on one global non-English language film</li><li>• Section C: one stepped question on one contemporary UK film.</li></ul> <b>Component 3:</b> This component assesses the ability to apply knowledge and understanding of film to a production and its	<b>Assessment elements:</b>  <b>Component 1:</b> Key Developments in US Film Written examination: 1 hour 30 minutes (35% of qualification)  <b>Component 2:</b> Global Film: Narrative, Representation and Film Style Written examination: 1 hour 30 minutes (35% of qualification)  <b>Component 3:</b> Production Non-exam assessment (30% of qualification)

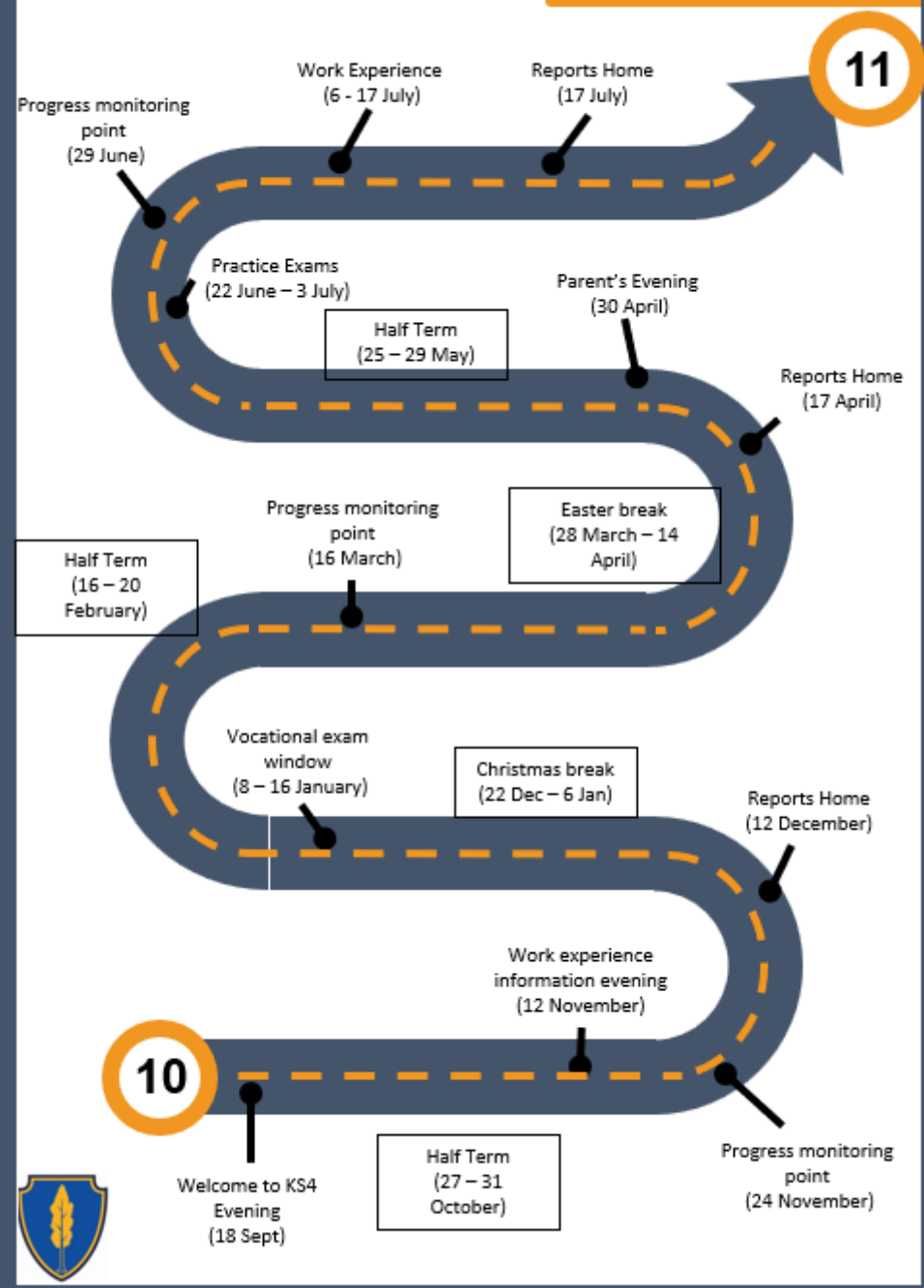
accompanying evaluative analysis. Learners produce: <ul style="list-style-type: none"><li>• one genre-based film extract (either from a film or from a screenplay and accompanying shooting script)</li><li>• one evaluative analysis of the production, where learners analyse and evaluate their production in relation to comparable, <u>professionally-produced</u> films or screenplays.</li></ul>	
<b>Useful websites:</b>  <a href="https://www.intofilm.org/">https://www.intofilm.org/</a>  <a href="#">Categories - Film - GCSE Media Studies Revision - BBC Bitesize</a>	<b>Useful revision guides:</b>  Revision guides comprising of key information will be provided by school at the end of each component
<b>Independent learning expectations:</b>  To stay behind school once every half term to watch one of the films required for study.	<b>Key Dates:</b>  Wednesday 1 <sup>st</sup> October 2025- to stay behind school for viewing of Skyfall.  Tuesday 11 <sup>th</sup> November 2025- to stay behind school for viewing of Slumdog Millionaire



- High Quality teaching
- Rigorous progress checks
- Individual feedback
- Pastoral care
- Tutor time interventions
- Practice exam programme
- Revision guidance







# Enrichment Plan

## **Monday:**

Maths & English small group intervention

## **Tuesday:**

Goal

## **Wednesday:**

ICT

## **Thursday:**

Study Skills

## **Friday:**

Community



# Parental Support

- Take an interest
- Monitor independent work
- Attend parent evenings
- Encourage excellent attendance and punctuality
- Keep holidays free
- Ensure good sleep and eating patterns
- Stress free!





## Subjects YOU Struggled With

Information for parents and carers



## Did you know?



Research suggests that parents are critical to how well children perform at school. Children need to feel secure and happy so they are ready to learn. If children are feeling stressed, intimidated or if something has upset them, they will not be in any state to learn anything.

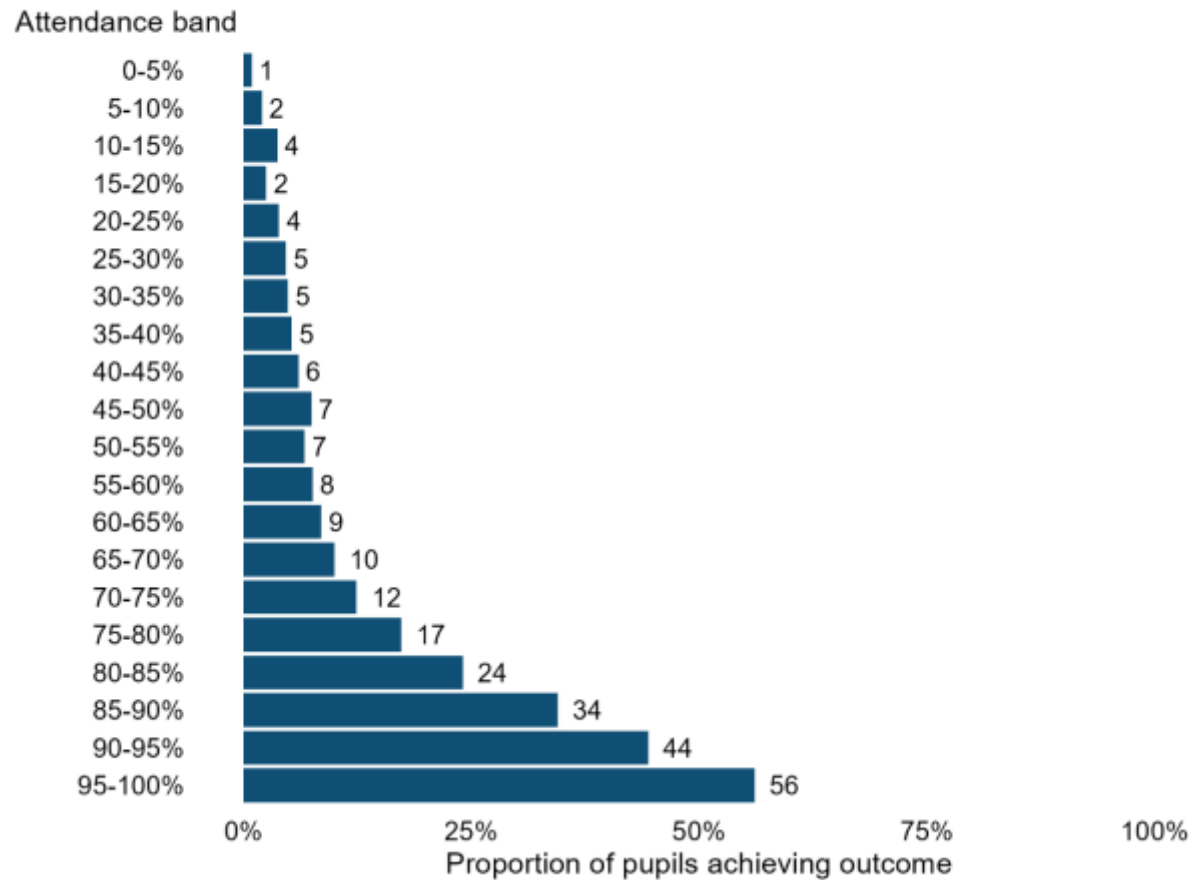
Studies have shown that parents' negative attitudes or beliefs have the potential to negatively influence their children. Negative attitudes can impact on the subjects which your children succeed at. The learning attitude that you or your child has can directly improve their performance.

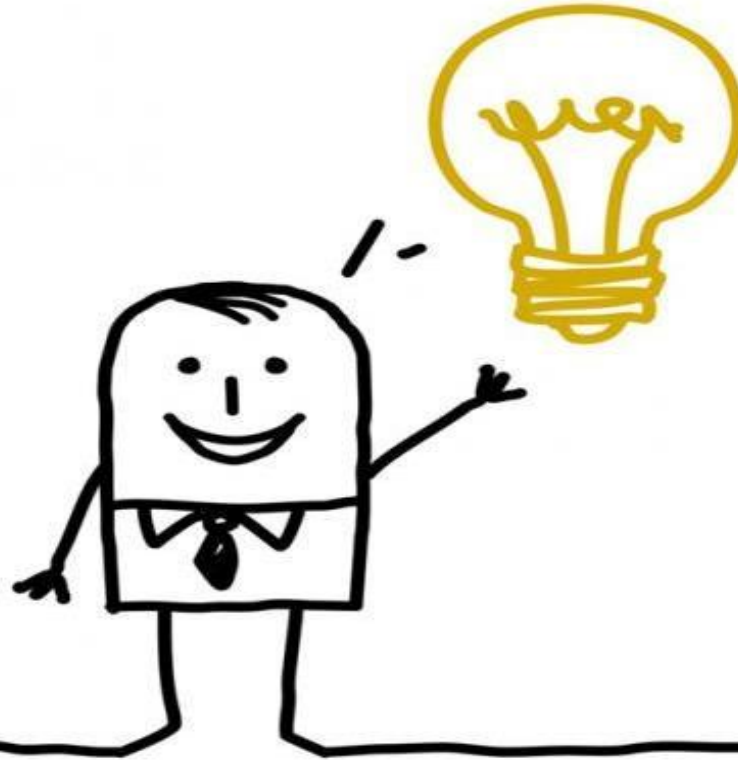
When children struggle with subjects it can make them have feelings of anxiety, helplessness, fear and guilt. Your child's potential can easily be developed and nurtured through simple everyday attitudes passed down from parents and family.



# Impact of attendance on attainment

**Figure 6 Proportion of pupils in each 5% attendance band for Year 11 achieving Grade 5 or above in English and Maths GCSE at the end of KS4**





## Top 10 tips to support your child through their exams



## THE SCIENCE OF SLEEP

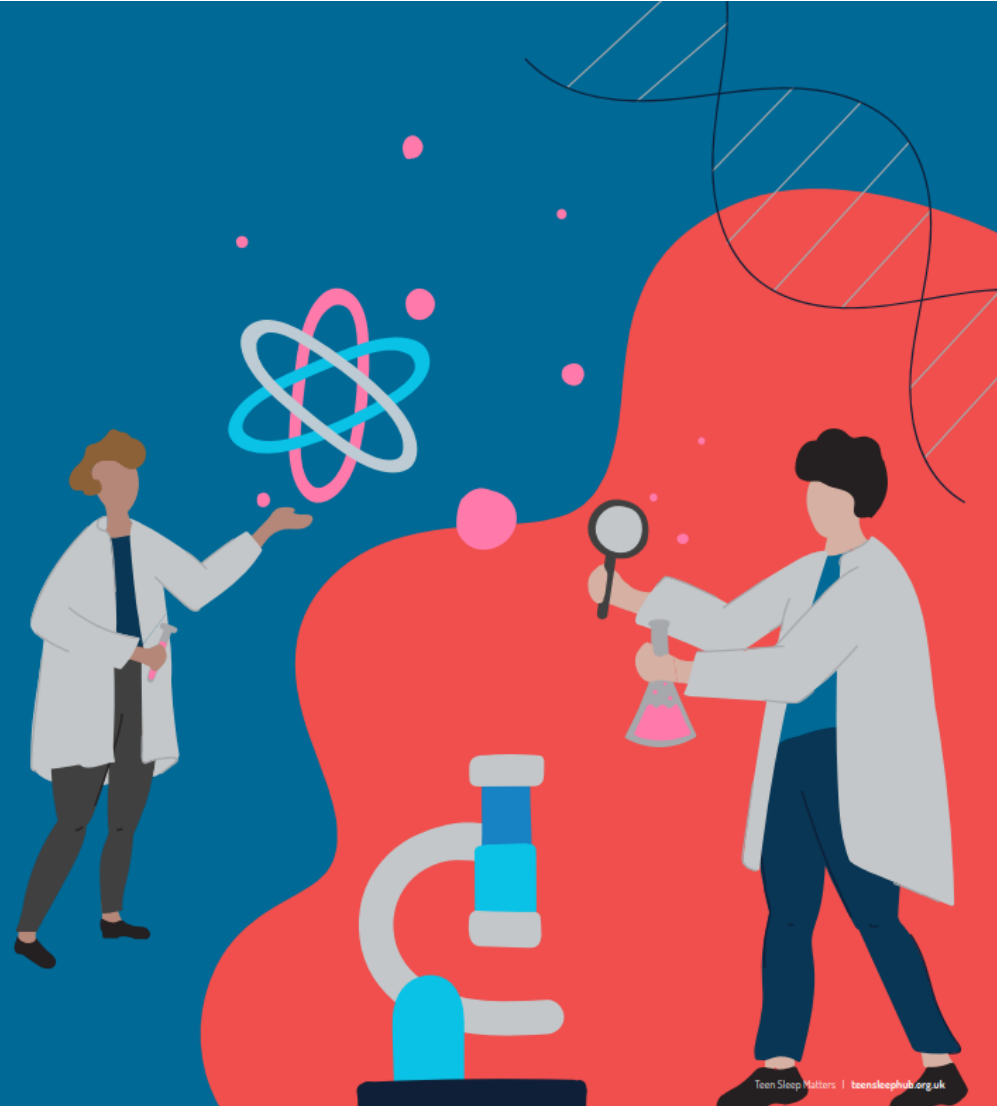
Teenagers go through biological changes meaning they are more likely to release the sleep hormone melatonin later at night-time. It is this hormone that makes us feel drowsy. During adolescence this is not released until later which means young people can find it hard to nod off. It also means that they can find it hard to wake up the next morning for school or college!

Our body clocks help to regulate appetite and body temperature. We rely on environmental cues to keep it on track such as alarm clocks and getting up roughly the same time each day. We need routine in order to keep our body clocks on schedule and this is why we stress the importance of regular sleep and wake times – even at the weekend!

Light and dark play an important role in our body clocks. Darkness helps us to produce melatonin and light suppresses it. This is why we should avoid light sources in the run up to sleep time – screen activities are best avoided.

We also build up a sleep drive during the day. We wake up (hopefully) feeling refreshed and as the day progresses get more and more tired until bedtime comes and we are ready for sleep. If we have a nap earlier in the day this may reduce this need for sleep. Many young people have a nap in the afternoon, reducing their sleep drive at night or they have lengthy weekend lie ins which again reduces the sleep drive!

[teensleephub.org.uk](https://teensleephub.org.uk) | Teen Sleep Matters



Teen Sleep Matters | [teensleephub.org.uk](https://teensleephub.org.uk)

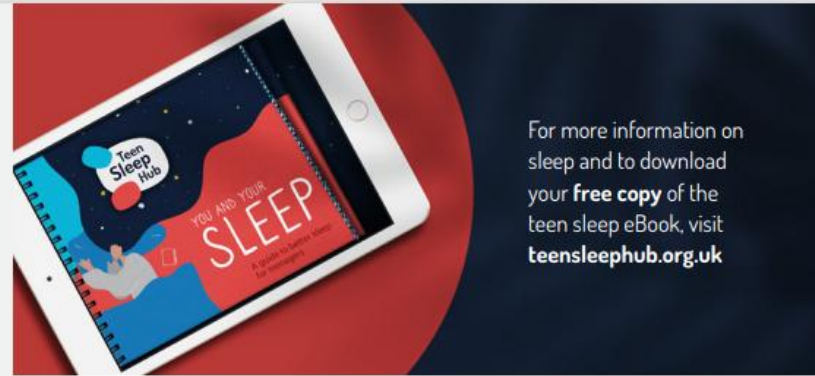


## PARENT INFORMATION ON YOUNG PEOPLE'S SLEEP TOP TIPS

- 1 If your child has a sleep issue listen to them without judgment. You can't force sleep so no matter how many times you tell them to 'just go to sleep', they can't!
- 2 Educate yourself about sleep. We have information on our website ([www.thesleepcharity.org.uk](http://www.thesleepcharity.org.uk)) and have a website that is designed for young people too ([www.teensleephub.org.uk](http://www.teensleephub.org.uk)).
- 3 Encourage them to have regular sleep and wake up times – even at the weekend!
- 4 Open the curtains and let natural daylight flood the room first thing in the morning to re-set their body clock.
- 5 Consider their diet, sugary snacks are best avoided. Provide healthier options such as low sugar cereal or crackers and cheese for those evening munchies.



[teensleephub.org.uk](http://teensleephub.org.uk) | Teen Sleep Matters



For more information on sleep and to download your **free copy** of the teen sleep eBook, visit [teensleephub.org.uk](http://teensleephub.org.uk)

- 6 Make the bedroom a relaxing place to be, discourage doing school work in bed.
- 7 Work with your child to establish an appropriate time to switch off devices before bed. Ideally they would avoid screen activity an hour before bed.
- 8 Encourage them to dim the lights or use a lamp in the evening to help produce melatonin.
- 9 Talk to your Sleep Champion in school for further information.



Teen Sleep Matters | [teensleephub.org.uk](http://teensleephub.org.uk)



## More evidence to ban energy drinks for children, study finds

🕒 16 January 2024



GETTY IMAGES

**Philippa Roxby**  
Health reporter





## Impact on Learning and Behavior

### •**Poor Concentration:**

- High caffeine intake can make it harder for learners to concentrate in class, impacting their overall educational well-being.

### •**Increased Anxiety and Stress:**

- Energy drinks are linked to heightened levels of anxiety, stress, and even depression and suicidal thoughts in young people.

### •**Sleep Problems:**

- Caffeine interferes with sleep, leading to sleeplessness and insomnia, which directly impacts a learner's ability to function effectively at school.

### •**Risky Behaviors:**

- Studies have shown a connection between energy drink consumption and involvement in risky behaviors, including violence, unsafe sex, alcohol use, and smoking.







## A BALANCING ACT

Keep your sugar levels under control.

Carbohydrates		Macro Cheat Sheet		
<ul style="list-style-type: none"> <li>Breads</li> <li>Rice</li> <li>Couscous</li> <li>Cereals</li> <li>Bran</li> <li>Potatoes</li> <li>Pasta</li> <li>Oats</li> <li>Cream of Wheat</li> <li>Corn</li> <li>English Muffins</li> <li>Pancakes</li> <li>Whole Wheat/</li> <li>Whole Grains</li> <li>Vegetables</li> <li>Squash</li> <li>Pumpkin</li> <li>Berries</li> <li>Fruits</li> <li>Sugars</li> </ul>	<ul style="list-style-type: none"> <li>Beans</li> <li>Sprouted</li> <li>Grains</li> <li>Quinoa</li> <li>Most Yogurts</li> <li>Skim Milk</li> <li>Peas</li> </ul>	<b>Proteins</b> <ul style="list-style-type: none"> <li>Chicken</li> <li>Turkey</li> <li>Egg Whites</li> <li>Fish</li> <li>Buffalo</li> <li>Bison</li> <li>Whey Protein</li> <li>Turkey Bacon</li> <li>Lean Beef</li> <li>Low/Non-fat cottage cheese</li> <li>Low/Non-fat greek yogurt</li> </ul>	<ul style="list-style-type: none"> <li>Eggs</li> <li>Salmon</li> <li>Bacon</li> <li>Chia Seeds</li> <li>Cottage Cheese</li> <li>Whole Fat Milk</li> <li>Duck</li> <li>Whole-Fat Yogurt</li> </ul>	<ul style="list-style-type: none"> <li>Acocado</li> <li>Nut Butters</li> <li>Egg Yolks</li> <li>Nuts</li> <li>Oils</li> <li>Olives</li> <li>Flaxseed</li> </ul>
		<b>Fats</b>		

## MIGHTY MAGNESIUM

Magnesium is involved in over 1000 enzymatic reactions in the body. It's vitally important in providing our cells with energy

**Green vegetables**  
**Nuts**  
**Pulses**  
**Fish**  
**Bananas**

## UP THE B'S & OMEGA 3'S

B vitamins are directly involved in creating energy at a cellular level & will give you an energy boost

Green vegetables  
Asparagus / Spinach  
Broccoli  
Yoghurt  
Chicken / Salmon  
Whole Grains / Brown rice  
Almonds / Pecans  
Eggs



# Student expectations

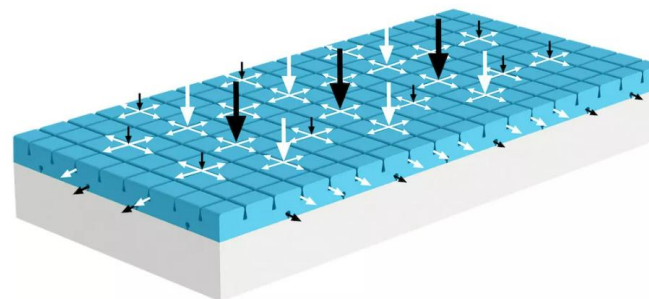
- Excellent attendance.
- Try your best in lessons.
- Engage in tutor time interventions.
- Use all the resources available.
- Attend after school study support.
- Do work at home.
- Attend holiday sessions.
- Start revision now.
- Ensure you know your exam information.



# Marginal Gains











# Marginal Gains

**"WE ARE ALWAYS  
STRIVING FOR  
IMPROVEMENT,  
FOR THOSE 1%  
GAINS, IN  
ABSOLUTELY  
EVERY SINGLE  
THING WE DO."**

**Dave Brailsford**



What could a marginal gain at school or home look like?





## Marginal Gains

Impact: 5 minutes off task/ 5 minutes late to a lesson



# Marginal Gains

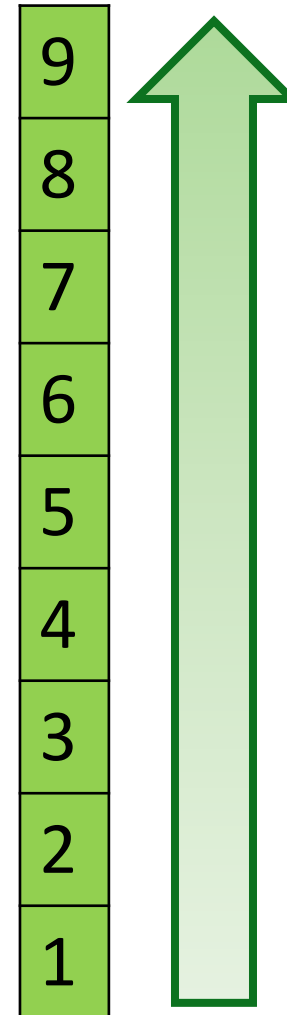
Be on time for all lessons	Eat breakfast	Do my homework.	Sleep well.	Staying on task.
Getting some exercise.	Going to an after-school intervention session.	30 minutes of revision a day after school.	Having all the equipment I need for school.	Attending school every day
	.....	.....	.....	



# Know your Targets – What could your marginal gains be?

**Have a clear idea about where you are now and where you would like to be**

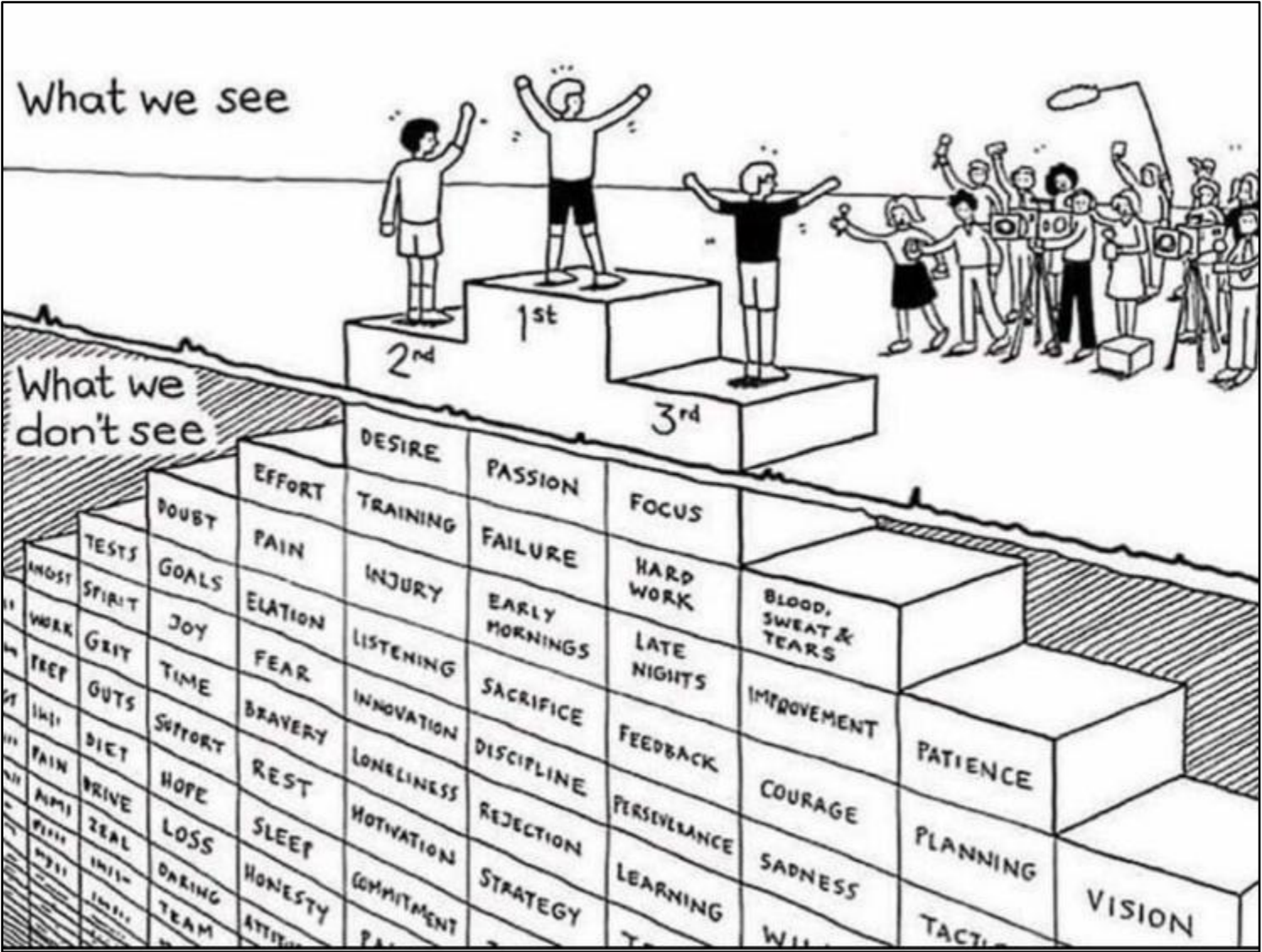
- **What level am I working at now?**
- **What am I aiming for by the end of this year?**
- **What am I aiming for by the end of Year 11?**
- **What is the difference?**



# Work Experience



# Success



Welcome to KS4 Evening: Post-event feedback survey

