The Rudheath Senior Academy

"Opening Children's Eyes to the Wonderful World of Possibility"

Year 10 Information and Guidance

Welcome Year 10.

Welcome to Year 10. It is a very important year for you and your child as they prepare to move into the final year of their GCSEs. We are aiming to ensure we leave no stone unturned in helping your child to move on to an amazing destination and to follow their dreams.
Our mission is to "open children's eyes to the wonderful world of possibilities" and we are relentlessly ambitious for our students to go out and make their mark on the world.
During year 10 and year 11 we will encourage a daily routine of aiming to be "1% better every day" and this, we believe, will enable them to succeed.
I always ask staff to treat your children as if they were our own. With my own children, I am honest and unapologetic about asking them to work hard; I always ask for more of them as I believe children become what we expect them to be, so we will always aim high. One of my favourite quotes is that "children's learning is not a rehearsal; they never get a second chance."
During year 10 and 11 we will ensure we maximise every moment to get the best for them. We know that we need your help as parents to do this and this is the start of our year long drive to support them.

The purpose of this resource is to support our students with the preparation in advance of their Pre-public examinations in February 2024 and onwards towards their GCSE examinations in 2025.
It is essential that students know what elements of the course is being assessed and how to revise. A prepared student will have a greater chance of success, and it is our duty of care to support our students with this.

Please ensure to use all networks of support so that the forthcoming pre public examinations are a success.

If you require any further support, please contact;

Form Tutors: Mr M. Marnell, Mr S. Grose, Mr D. Foley and Miss H. Boyd
Head of Year: Ms S. Pierce
Pastoral Manager KS4: Mr D. Cooper
Director of Assessment and Reporting: Mrs R. Rive
Senior Leadership Team: Mr J. Kerfoot, Mrs C. Williams and Mrs J. Morrell
SENDCO: Mrs K. Goodwin
Exams Manager: Mrs R. Shorrock
Careers and Destination Lead: Mrs L. Garrett

James Kerfoot.
Headteacher.

Christine Williams.
Deputy Headteacher.

Contents Page

Key Stage 4 Timeline

Event	Date
Pre-public examination 1	w/c 29th January 2024
Year 10 Parent's Evening	29th February 2024
Pre-public examination 2	w/c 17th June 2024
End of year report	19th July 2024
Pre-public examination 3	TBC *(November 2024)*
Year 11 Parent's Evening 1	TBC *(Early December 2024)*
Sixth Form College Open evenings and applications	November 2024 – January 2025
Pre-public examination 4	TBC *(March 2025)*
Year 11 Parent's Evening 2	TBC *(March 2025)*
Formal Examination season	TBC *(May – June 2025)*
Year 11 Prom celebration	TBC *(June 2025)*
GCSE Results Day	TBC *(Thursday 21st August 2025)*

Course Information – Exam Boards

Subject	Qualification	Exam Board
English Language	GCSE	AQA
English Literature	GCSE	AQA
Mathematics	GCSE	Pearson
Art & Design	GCSE	AQA
Business Studies	GCSE	Pearson
Biology	GCSE	AQA
Chemistry	GCSE	AQA
Combined Science: Trilogy	GCSE	AQA
Design Technology	GCSE	AQA
Drama	GCSE	WJEC
Food preparation & Nutrition	GCSE	AQA
Geography	GCSE	AQA
Health & Social Care	BTEC	Pearson
History	GCSE	Pearson
Creative iMedia	Cambridge National	OCR
Media Studies	GCSE	WJEC
Music	GCSE	WJEC
Physics	GCSE	AQA
Spanish	GCSE	AQA
Sport	BTEC	Pearson
Travel & Tourism	BTEC	Pearson

English Language GCSE: Course Overview

Paper 1: Explorations in Creative Reading and Writing
What's assessed **Section A: Reading** One literature fiction text **Section B: Writing** Descriptive or narrative writing
Assessment Written exam: 1 hour 45 minutes 80 marks 50% of GCSE
Questions **Reading (40 marks) (25%)**– one single text 1 short form question (1 x 4 marks) 2 longer form questions (2 x 8 marks) 1 extended question (1 x 20 marks) **Writing (40 marks) (25%)** 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

Paper 2: Writer's Viewpoints and Perspectives
What's assessed **Section A: Reading** •one non-fiction text and one literary non-fiction text **Section B: Writing** •writing to present a viewpoint
Assessment written exam: 1 hour 45 minutes 80 marks 50% of GCSE
Questions **Reading (40 marks) (25%)** – two linked texts 1 short form question (1 x 4 marks) 2 longer form questions (1 x 8, 1 x 12 marks) 1 extended question (1 x 16 marks) **Writing (40 marks) (25%)** 1 extended writing question (24 marks for content, 16 marks for technical accuracy)

English Literature GCSE: Course Overview

Paper 1: Shakespeare and the 19th Century Novel
What's assessed *Macbeth* *A Christmas Carol*
Assessment Written exam: 1 hour 45 minutes 64 marks 40% of GCSE
Questions **Section A Shakespeare:** students will answer one question on their play of choice. They will be required to write in detail about an extract from the play and then to write about the play as a whole. **Section B The 19th-century novel:** students will answer one question on their novel of choice. They will be required to write in detail about an extract from the novel and then to write about the novel as a whole.

Paper 2: Modern Texts and Poetry
What's assessed • *An Inspector Calls* • *Power and Conflict Poetry Anthology* • *Unseen poetry*
Assesment Written exam: 2 hour 15 minutes 96 marks 60% of GCSE
Questions **Section An Inspector Calls:** students will answer one essay question from a choice of two on their studied modern prose or drama text. **Section B Power and Conflict Poetry:** students will answer one comparative question on one named poem printed on the paper and one other poem from their chosen anthology cluster. **Section C Unseen poetry:** Students will answer one question on one unseen poem and one question comparing this poem with a second unseen poem.

Mathematics GCSE: Course Overview

Paper 1 (Non-calculator) **Paper 2 (Calculator)** **Paper 3 (Calculator)**
What's assessed 1. Number 2. Algebra 3. Ratio, proportion and rates of change 4. Geometry and measures 5. Probability 6. Statistics
Tiers of Entry Foundation Ttier covers Grades 1 – 5 Higher tier covers Grades 4 – 9 Students must sit all three assessments at the same tier.
Assessments 3 x 1 hour 30 minutes examinations 3 x 80 marks (Total 240 marks) Each paper is equally weighted towards the final grade ***Content from any part of the specification may be examined on any paper***
Questions A mixture of question styles from short single mark questions to multi-step problems. The mathematical demand increased as a student progresses through the paper. Students will be expected to show their working out.
Equipment Students will need the following equipment for their GCSE maths exams: • Black pen(s) • Pencil • Rubber • Ruler • Protractor • Pair of compasses • Scientific Calculator (for paper 2 and paper 3)

Pre-Public Examinations 1

The first set of year 10 PPE's will take place in January.
For this round of assessments some examinations will be held centrally whilst others will be held during normal lesson times. The timetable is below for English, English Literature, mathematics, science, history and geography. Class teachers will inform students which lessons the remaining assessments are taking place in.

Date	Reg	Period 1 9:00-10:00	Period 2 10:00-11:00	Break	Period 3 11:20- 12:20	Period 4 12:20-13:20	Lunch	Period 5 14:10-15:10
Mon 29 Jan		English Language – 1hour 45minutes				History – 1hour		
Tue 30 Jan		Maths (non-calculator) – 1hour 30minutes						
Wed 31 Jan		English Literature - 50minutes				Geography – 1hour		
Thur 1 Feb		Maths (calculator) – 1hour 30minutes						
Fri 2 Feb		Combined Science – 1hour Triple Science – 1hour 30 minutes						

Students will receive a personalised examination timetable with start times as well as their seat numbers for the exams above. Attendance to these examinations is crucial.

These are very important because:

- They help students establish the routines of examinations
- They support teachers in identifying strengths and weaknesses in student's skills and knowledge so that schemes of learning can be adapted accordingly and interventions can be targeted
- Students will be provided their grades and a comprehensive question level analysis (QLA) so that they can plan their revision to fill gaps in skills and knowledge

On the following pages you will find information regarding the JCQ guidelines for conduct in an examination and revision strategies and information regarding the lengths of the assessments and what topics students need to revise for the common curriculum. The same information will be available from option subject teachers.

Examinations Expectations and Conduct

It is our aim to make the exam experience as stress free and successful as possible for all candidates. The exam boards set down strict criteria that must be followed for the conduct of examinations, and the Academy is required to follow them precisely:

- Full uniform must be worn by all students attending examinations.
- Pens must be BLACK ink or ballpoint. No correction pens allowed.
- Do not attempt to communicate with or distract other candidates.
- **Mobile phones, iPods, Watches (all types), MP3/4 players** (or any other type of electronic communication or storage device) **must not be brought into the examination room**. If a mobile phone (or any other type of electronic communication or storage device) or a wristwatch is found in your possession during an examination (even if it is turned off) it will be taken from you and a report made to the appropriate examination board. No exceptions can be made.

The penalties will vary according to the type of offence and whether it is a wristwatch or a mobile phone, iPod, MP3/4 player or any other type of electronic communication or storage device but can range from a loss of marks, disqualification from a unit(s), disqualification from a whole/all qualifications to being barred from examination entries for a set period of time.

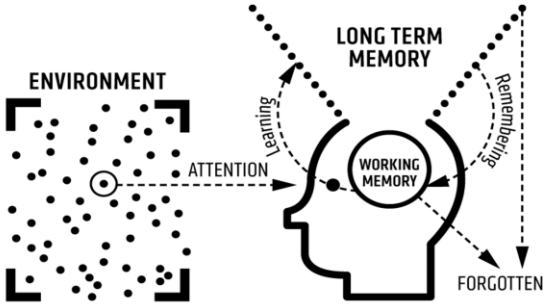
- Water brought into the exam room must be in a clear plastic bottle with all labels removed. Only water is permitted in the exam room – no other drinks ie. fizzy/juice drinks unless there is a medical reason.
- Do not draw graffiti or write offensive comments on examination papers – if you do the exam board may refuse to accept your paper.
- Listen carefully to instructions and notices read out by the invigilators.
- Candidates must stay in the exam room until the end of the examination. You are not allowed to leave early.
- At the end of the exam all work must be handed in – remember to cross out rough work.
- Question papers, answer booklets and additional paper must not be taken from the exam room.
- If the fire alarm sounds during an examination, the exam invigilators will tell you what to do. Do not panic. If you have to evacuate the room, you will be asked to leave in silence and in the order in which you are sitting. You will be escorted to a designated assembly point. Leave everything on your desk. You must not attempt to communicate with anyone else during the evacuation. When you return to the exam room do not start writing unit the invigilator tells you to. You will be allowed the full working time for the examination and a report will be sent to the awarding body detailing the incident.
- **Absence from Examinations**
- If you experience difficulties during the examination period (e.g. illness, injury, personal problems) please inform the school at the earliest possible point so we can help or advise you.
- Only in 'exceptional circumstances' are candidates allowed special consideration for absence from any part of an exam. It is essential that medical or other appropriate evidence is obtained on the day by the candidate/parent and given to the Examinations Officer without delay in all cases where an application can be made for special consideration.

Why is revision important?

Evidence from the Education Endowment Fund (EEF) suggests that, on average, homework and revision can add **five months' additional progress** to student learning.
We also recognise that studies indicate that, depending on their age, students should be completing between 1-2 hours of homework each evening for maximum benefit, and we are mindful that the benefits to progress can decrease if students go above or beyond this amount.

Students need to be aware of what constitutes effective revision. Effective revision will ensure that knowledge can be secure in their long-term memory. The only way to guarantee this happens is through various forms of retrieval practice.

Cognitive science is the study of how people learn. This model explains how the working memory has a finite capacity- meaning it can become easily overloaded with information. The most effective means of revision is to retrieve information to store in your long-term memory. This is detailed below:



Each week students will be provided with a modelled revision strategy and encouraged to use this in their own revision (these are provided on the following page)

Common Concerns:

'I'm busy and don't have time to help. What can I do?'
It's not essential that you sit with them and work alongside them, but showing an interest is imperative. Ask them what tasks they're undertaking tonight and take an interest in what they have to do.

'It's noisy and there's no space at home'
The school has a homework club to support students with homework/ revision. There are also opportunities at lunchtimes and break to complete homework and revision, teachers are more than happy to support!

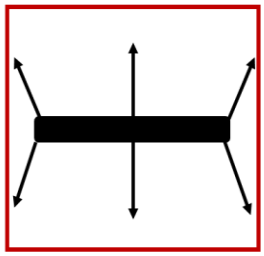
Core Revision Strategies:

Year 11 Revision Strategies
Strategy 1: Brain Dump

1 2 3 4 5

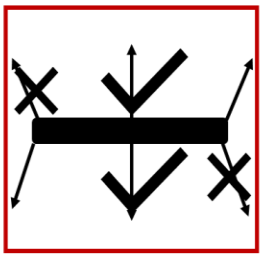
1 CHOOSE YOUR TOPIC

Pick an area to revise that you currently feel under-confident with. It is no use choosing a topic where your knowledge is secure, you need to think hard.



2 EVERYTHING YOU REMEMBER

On a blank piece of paper (A4) write down everything you can remember about that specific topic. Then try and break it down further into sub-topics.

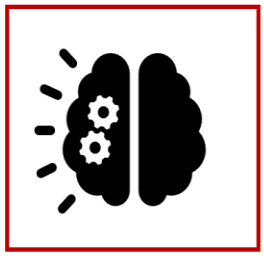


3 CHECK WHAT YOU MISSED OUT

Use your notes or a revision guide/video to check what you have missed out.

Use a different colour to:

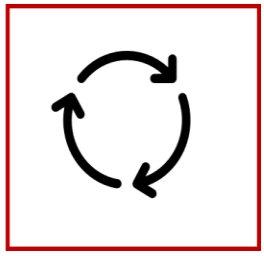
- *Tick what you got right*
- *Correct/edit what you got wrong*
- *Add what you missed out*



4 WORK ON AREAS THAT NEED IT

Use step 3 to identify the areas that you need to go over. Use strategies that mean you have to "think hard" about what you didn't remember, such as:

- *Turning notes into a diagram*
- *Explaining ideas/ concepts to another person.*
- *Cover/write/ check to test yourself.*



5 WAIT AND THEN REPEAT

Wait at least a day and then repeat this process.

You should remember more this time, this will then help narrow down where you need to focus your revision. Follow the same 5 steps again on a subsequent day.

Year 11 Revision Strategies
Strategy 2: Self-Quizzing

1 2 3 4 5

1 IDENTIFY KNOWLEDGE

Identify knowledge you wish to cover.

2 REVIEW AND CREATE

Spend about 5-10 minutes reviewing content (knowledge/ class notes/ text book)

Create x10 questions on the content.

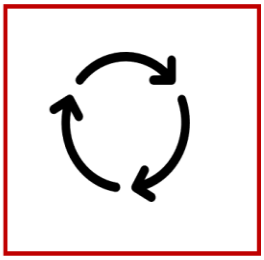
3 COVER AND ANSWER

Cover up your knowledge and answer the questions from memory.

Take your time and where possible answer in full sentences.

4 SELF MARK AND REFLECT

Go back to the content and self mark your answers in green pen.



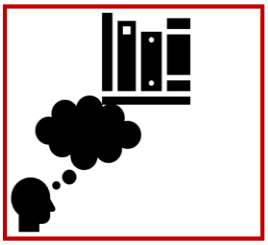
5 NEXT TIME

Re-visit the area where there were gaps in your knowledge and include these same questions next time.

Core Revision Strategies:

Year 11 Revision Strategies
Strategy 3: Flash-Cards

1 2 3 4 5



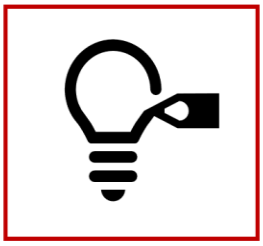
1 IDENTIFY KNOWLEDGE

What are you creating flashcards on?

Do you have a knowledge organiser?

2 COLOUR CODING

Use different coloured flashcards for different topics/ subjects- this helps with organisation- not with retrieval.



3 DESIGNING

1 question per flashcard.

Making them concise and clear.

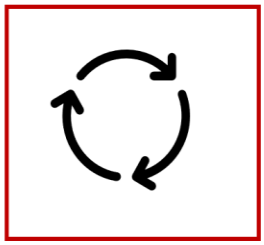
Use a one-word prompt so that you can recall as much as possible.

4 USING

Write your answers down or say them out loud. This clearly shows your gaps in knowledge.

Do not copy and just re-read.

Shuffle your cards each time you use them.



5 FEEDBACK

How have you performed when you look back on your answers?

Is there anything you need to re-visit?

Year 11 Revision Strategies
Strategy 4: Past Papers

1 2 3 4 5

1 ASK YOUR TEACHER FOR PRACTICE QUESTIONS OR EXAM PAPERS

Practice papers are one of the most effective modes of revision. Ask your teacher for practice questions.

2 COMPLETE WITHOUT NOTES

It's important to complete without notes to ensure you are accurately testing your long-term memory.

3 COMPLETE IN TIMED CONDITIONS

Completing in timed conditions will allow you to refine your exam technique and face the demands of the question.

4 ASK TEACHER FOR FEEDBACK

Teachers can then provide feedback to progress you further.

5 IDENTIFY GAPS IN KNOWLEDGE SO REVISION CAN BE TARGETTED

Use the feedback form your teacher to prioritise areas for revision.

Year 10 English Language & English Literature

Length of assessment	1 hour 45 mins and 50 mins
Title of assessment	English Language Paper 1 English Literature Paper 1 (A Christmas Carol ONLY)
Success Criteria	**Key knowledge/ skills / topic** *Reading/Literature* • The student presents a purposeful argument/viewpoint • The student provides detailed analysis of the impact of the writer's method(s), making links between different parts of the text which clearly links to their argument/viewpoint • The student can select a range of relevant evidence from different parts of the text to convincingly support their argument/viewpoint • The student uses a range of subject terminology and vocabulary specific to the genre/ text type and writer's intent, which is specifically chosen to further develop their argument/viewpoint *Writing* • A crafted response with structure and vocabulary deliberately chosen for effect throughout • Accurate use of a range of punctuation chosen for effect • Accurate spelling of all words including some ambitious vocabulary • Paragraphs used to create an engaging and interesting structure

Resources required to revise

Reading and Literature

Use the knowledge organiser to create flashcards testing the plot summary to stave
Create a table that indicates where the novella illustrate the identified themes. Ensure that you identify the evidence/quotations;
Create a flashcard for each theme combined with a key quotation/evidence.
Follow Stacey Raey on YouTube and Instagram for useful revision tips and videos

Writing

Evaluate your creative writing attempts from your lessons and decide what you would like to keep for your future attempts;
Check out our website for examples of creative writing along with ideas as to how to construct an imaginative piece;
Use BBC Bitesize to check the conventions of descriptive writing;
Take the self-check tests especially with regard to the spelling, punctuation and grammar.
Practice past questions and papers

Maths Year 10 PPE 1

Length of assessment	2 x 1 hr 30 minute papers
Title of assessment	Paper 1 (Non-Calculator) Paper 2 (Calculator)

Success Criteria

Students will be assessed across a range of topics which will replicate the GCSE experience. The papers being used are foundation level because the higher tier students have not yet completed enough content to comfortably sit a higher tier paper.

Paper 1 is non-calculator and paper 2 is calculator. For paper 2 students will require a scientific calculator.

The total number of marks for each paper is 80 and they are equally weighted.

The number of marks for each question will be shown on the exam paper, you must ensure you show full working out to gain each mark available.

Topics

- Converting FDP
- Fractions of amounts
- Ordering decimals
- Adding and subtracting with integers and negatives
- Solving equations
- Parts of circle
- Multiples, Factors and prime factors
- Angle reasoning
- Measure and draw angles
- Coordinates and midpoints
- Horizontal and vertical lines
- Direct Proportion
- Estimating calculations
- The mean
- Simplifying algebraic fractions
- Factorising
- Percentages of amounts
- Multiplying fractions
- Using algebraic notation
- Position to term rules for sequences
- Surface area and volume of cubes and cuboids
- Frequency polygons
- Venn diagrams and set notation
- Scatter graphs and lines of best fit
- Volume of cylinders
- Pressure
- Simultaneous equations
- Indices
- Trigonometry exact values
- Probability tree diagrams
- Rounding
- Metric unit conversions
- Probability scales
- Conversion graphs
- Frequency tables
- Reflections
- Speed
- Frequency trees and probability
- Using a calculator
- Solving Inequalities and representing on number lines
- Error intervals
- Compound interest
- Matching graphs to their equation

Resources required to revise

You can search for every topic in the list above in the independent learning section of Sparx here you will find quizzes and help videos on each topic.

Year 10 Subject Biology

Length of assessment	60 minutes (Trilogy) / 90 minutes (Triple)
Title of assessment	GCSE Trilogy: Combined science Biology Paper 1 GCSE Triple Biology Paper 1

Success Criteria

This paper will contain a combination of multiple choice, structured, closed short answer, and open response questions.

Marks for each question range from 1-6.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

Cell Biology

- ❑ Compare plant, animal and bacterial cells
- ❑ Using microscopes
- ❑ Specialised cells
- ❑ Osmosis
- ❑ Diffusion
- ❑ Active transport

Organisation

- ❑ The heart and lungs
- ❑ Blood
- ❑ Cancer and tumours

Bioenergetics

- ❑ Aerobic and anaerobic respiration
- ❑ Describe and explain changes during exercise
- ❑ Plant tissue
- ❑ Describe photosynthesis, describe the rate and factors that affect it and limit it, interpret graphs, suggest how the rate may be increased
- ❑ Metabolism and examples of metabolic reactions

Resources required to revise

Revision guides, knowledge organiser books, Seneca quizzes, revision booklets, past paper questions and a revision timetable.

https://continuityoak.org.uk/lessons

https://www.bbc.co.uk/bitesize/examspecs/z8r997h AQA Combined science

https://www.bbc.co.uk/bitesize/subjects/z9ddmp3 Biology Triple

https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/

Year 10 Subject Chemistry

Length of assessment	60 minutes (Trilogy) / 90 minutes (Triple)
Title of assessment	GCSE Trilogy: Combined science Chemistry Paper 1 GCSE Triple Chemistry Paper 1

Success Criteria

This paper will contain a combination of multiple choice, structured, closed short answer, and open response questions.

Marks for each question range from 1-6.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

Atomic structure and periodic table

- ❑ Use periodic table to calculate numbers of protons, neutrons and electrons
- ❑ Describe development of nuclear model of the atom
- ❑ Describe how to separate mixtures (filtration, evaporation, distillation and chromatography)
- ❑ Testing for gases
- ❑ Atomic size
- ❑ Isotopes and atomic mass
- ❑ Electrons (configuration of first 20 elements in periodic table)
- ❑ Layout of modern periodic table and Mendeleev's work
- ❑ Ionisation
- ❑ Metals and reactivity
- ❑ Halogens and reactivity

Chemical changes

- ❑ Oxidation and reduction
- ❑ Describe reactions of K, Na, Li, Ca, Mg, Zn, Fe and Cu with dilute acids and water
- ❑ Metals (reactivity, ions, neutralising, oxides and carbonates)
- ❑ Acids and alkalis

For Triple Science only, will also include:

Bonding, structure and the properties of matter

- ❑ Solids, liquids and gases
- ❑ Ionic bonding
- ❑ Covalent bonding
- ❑ Polymers
- ❑ Alloys

Quantitative chemistry

- ❑ Conservation of mass
- ❑ Relative formula mass
- ❑ Calculate the mass of a given solid in a specified volume of solution of a given concentrate

Resources required to revise

Revision guides, knowledge organiser books, Seneca quizzes, revision booklets, past paper questions and a revision timetable.

https://continuityoak.org.uk/lessons

https://www.bbc.co.uk/bitesize/examspecs/z8r997h AQA Combined science

https://www.bbc.co.uk/bitesize/subjects/zs6hvcw Chemistry Triple

https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/

Year 10 Subject Physics

Length of assessment	75 minutes (Trilogy) / 105 minutes (Triple)
Title of assessment	GCSE Trilogy: Combined science Physics Paper 1 GCSE Triple Physics Paper 1

Success Criteria

This paper will contain a combination of multiple choice, structured, closed short answer, and open response questions.

Marks for each question range from 1-6.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Demonstrate knowledge and understanding of: scientific ideas; scientific techniques and procedures.
- AO2: Apply knowledge and understanding of: scientific ideas; scientific enquiry, techniques and procedures.
- AO3: Analyse information and ideas to: interpret and evaluate; make judgments and draw conclusions; develop and improve experimental procedures.

Energy

- ❑ Energy 'store', transfer, efficiency and waste
- ❑ Sankey diagrams
- ❑ Gravitational potential energy and theoretical velocity
- ❑ Energy transfers in closed systems

Electricity

- ❑ Describe current and calculate it
- ❑ Describe resistance and use Ohm's Law
- ❑ Calculate current, voltage and resistance in parallel circuits
- ❑ Calculate electrical power
- ❑ Describe and explain uses of LDRs
- ❑ Label features of 3 core cable and 3 pin plugs

Particle model of matter

- ❑ Describe density in terms of particle arrangement
- ❑ Use density, mass and volume calculations

Atomic structure (Radioactivity)

- ❑ Label atoms
- ❑ Changes to the atomic model over time
- ❑ Isotopes
- ❑ Radiation (alpha, beta, gamma) and nuclear decay and half-lives
- ❑ Contamination and irradiation

Forces

- ❑ Weight, mass and gravity
- ❑ Resolving forces
- ❑ Force and work
- ❑ Force and elasticity

For Triple Science only, will also include:

Particle model of matter

- ❑ Explain 'internal energy'
- ❑ Change of state (gases, solids and liquids)
- ❑ Specific heat capacity and latent heat capacity
- ❑ Define the terms specific latent heat, latent heat of fusion, latent heat of vaporisation and recognise when they are represented on a graph or in data
- ❑ Thermal conductivity
- ❑ Renewable and non-renewable electricity energy resources

Resources required to revise

Revision guides, knowledge organiser books, Seneca quizzes, revision booklets, past paper questions and a revision timetable.

https://continuityoak.org.uk/lessons

https://www.bbc.co.uk/bitesize/examspecs/z8r997h AQA Combined science

https://www.bbc.co.uk/bitesize/subjects/zpm6fg8 Physics Triple

https://www.physicsandmathstutor.com/chemistry-revision/gcse-aqa/

Year 10 History

Length of assessment	1 hour
Title of assessment	Year 10 PPE1 Paper 1 Medicine Through Time c1250-present

Success Criteria

Students will be assessed on the content they have covered in term 1 (Sept – Dec).

To be successful revise using your CGP revision guide class notes and SENECA

Students will be assessed on Assessment Objectives 1 and 2

- AO1 Demonstrates knowledge and understanding of the key features and characteristics of the periods studied.
- AO2 Explain and analyse historical events and periods studied using second order concepts

The assessment will consist of 3 questions 4 /12/ 16 marks

Medieval medicine

1.3 Dealing with the Black Death 1348-1349

Renaissance Medicine

2.1 Ideas about the cause of disease and illness

- Sydenham
- Printing Press
- Royal Society

2.2 Approaches to prevention and Treatment

- Vesalius
- Hospitals and Care

2.3 William Harvey

2.4 Dealing with the Great Plague in London 1665

18th & 19th Century Medicine

3.2 Jenner and the development of Smallpox vaccination.

3.3 Fighting cholera in London 1854

Resources required to revise

All pupils should their green CGP revision guides pages 3-22

Online Pearson textbook pages 33-96

Every student has access to SENECA learning and can independently complete the set tasks linked to the topics above.

Year 10 Geography

Length of assessment	1 hour
Title of assessment	Year 10 PPE1 The Living World and Physical Landscapes in the UK
Success Criteria Students will be assessed on the content they have covered in term 1 (Sept – Dec). To be successful revise using your CGP revision guide class notes and SENECA Students require:, black pen, pencil, and a ruler for the assessment. The number of marks for each question will be shown on the exam paper.	**The Living World** Unit 1B – Ecosystems • Ecosystems • UK Ecosystems • Global Ecosystems • Tropical Rainforests • Adaptations • Deforestation • Sustainable Management **Physical Landscapes** Unit 1C Coastal Landscapes in the UK • Coastal Processes • Coastal landforms • Identifying Coastal landforms • Coastal Landscape • Coastal Management-Strategies

Resources required to revise

All pupils should their green CGP revision guides pages 20-29 and pages 39-48. Every student has access to SENECA learning and can independently complete the set tasks linked to the topics above.