

21 March 2025

Dear Parent/Carer,

### Year 10 Assessment Information

I am writing in advance of the Year 10 assessments, which will take place in the three weeks beginning Monday 12 May 2025. These assessments include the **RS GCSE papers on the 13 and 21 May** and in class assessments in all other subjects in the weeks commencing Monday 19 May and Monday 2 June. **Your child will receive an exam timetable via email for their RS assessments** and will be informed by their subject teachers as to when their other assessments will take place.

The assessments will check learning from across Key Stage 4 and will allow your child to demonstrate the progress they are making in the curriculum. We will share the results of these assessments in the form of a % and a GCSE grade in their next tracking report. RS results will be handed out separately on GCSE results day in August.

These assessments are in **8 weeks time**. This is a good length of time to plan and implement a comprehensive revision schedule. Teachers will set some HW in this two month period but students should also have a revision schedule, especially during the Easter break. The [booklet](#) linked below contains a grid to help students do this. One of the best things parents can do to help their children is help them create a plan for when and what to revise and when to rest and relax. Time management will be especially important over this longer preparation period and with the addition of RS GCSEs at the same time as other assessments. This is a good simulation of next summer's full GCSE exam schedule.

Below is a summary of the topics your child will be assessed on for each subject, suggested revision timings, revision resources and tasks.

I hope you find this helpful in supporting your child's preparation. Please do not hesitate to email me if you have any further questions.

Yours faithfully,



Mr T Brixey  
Head of Year 10

## Year 10 Assessment Information

### For your assessments, please bring:

- PRPRC: 2 pens, 2 pencils, ruler, rubber and calculator
- A pair of compasses is needed for your maths assessment
- For RS ensure you know your seat number

### Suggested revision timings (30 minutes - 1 hour per subject)

Click on this link for some [homework and revision strategies](#)

- ❖ 2 x 15 minute slots with a 5 minute break in between
- ❖ 1 x 30 minute slot with no break
- ❖ 4 x 15 minute slots with 5 minute breaks in between
- ❖ 2 x 30 minute slots with a 10 minute break in between
- ❖ **Please do not revise for longer than 1 hour for each subject**

How to revise effectively:	
Students might find these feel harder, especially at first, but they are proven to help things stick	Students often do these as they can feel easier or reassuring, but don't always work
<b><u>DO:</u></b> <ul style="list-style-type: none"> <li>● <a href="#">RED Revision Strategies</a></li> <li>● Parents / friends <b>testing</b> you</li> <li>● Write, cover, learn, write</li> <li>● Revision cards and <b>test yourself</b></li> <li>● Quizlets/Seneca Learning</li> <li>● Mind maps</li> <li>● Keyword <b>tests</b></li> <li>● Reviewing topics you are NOT confident with</li> <li>● Practice questions</li> </ul>	<b><u>AVOID:</u></b> <ul style="list-style-type: none"> <li>● Writing notes out for a long time</li> <li>● Reading over the textbook / notes for a long time</li> <li>● Using untrusted websites</li> <li>● Revising with your phone on/music</li> <li>● Revising with a laptop or computer where you are tempted to go on Youtube, etc.</li> <li>● Reviewing topics you already know really well first</li> </ul>

### Subject information

Subject	Topic/s	Revision Material
RS	Revise all topics ready for full GCSE exams	<a href="https://docs.google.com/spreadsheets/d/1v5dCzyRBS1hg4BU0hqs0lr-SoPhGnnQxVyoZHyJXxAl/edit?usp=sharing">https://docs.google.com/spreadsheets/d/1v5dCzyRBS1hg4BU0hqs0lr-SoPhGnnQxVyoZHyJXxAl/edit?usp=sharing</a>

English	<p><b>English Language Paper 2 Fiction (2 Parts)</b></p> <ul style="list-style-type: none"> <li>• <u>Section A (1 hour 15 minutes)</u> <ul style="list-style-type: none"> <li>◦ Identifying and interpreting quotations (Question 1)</li> <li>◦ Language &amp; structure terminology; analysing effects and writers' intentions (Question 2 &amp; Question 3)</li> <li>◦ Evaluating and comparing (Question 4)</li> </ul> </li> <li>• <u>Section B (45 minutes)</u> <ul style="list-style-type: none"> <li>◦ Creative Writing: overall structure; vocabulary, punctuation and sentence structures for effect (Question 5/6)</li> </ul> </li> </ul> <p><b>English Literature (3 parts split across 2 lessons)</b></p> <ul style="list-style-type: none"> <li>• <u>Paper 1, Section A, part (a) (45 minutes):</u> 'An Inspector Calls' comparison - comparing an extract from the studied play to an unseen text</li> <li>• <u>Paper 2, Section A, part (b) (30 minutes):</u> Poetry discursive - answering an essay question about a studied poem of your choice from the Conflict anthology (closed book)</li> <li>• <u>Paper 1, Section B (45 minutes):</u> Jekyll &amp; Hyde - answering a question about an extract from Jekyll &amp; Hyde, and linking it to another moment in the novella (closed book)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">General Subject Terminology</a></li> <li>• <a href="#">Language Paper 2</a> specific terminology and structures</li> <li>• <a href="#">Analytical Writing</a> and <a href="#">Compositional Writing</a> Knowledge Organisers: Useful structures for analysing language and for creative writing</li> <li>• <a href="#">'An Inspector Calls' Knowledge Organiser</a> - specific terminology for analysing the play</li> <li>• <a href="#">Poetry: Copies of the annotated poems</a> - minimum key poems to know are Vergissmeinnicht, Lament, Thirteen, What Were They Like? and Honour Killing</li> <li>• <a href="#">Poetry Knowledge Organiser</a> - key quotations, summaries of the key five poems, subject terminology for analysing poetry</li> <li>• <a href="#">'Jekyll &amp; Hyde@ Knowledge Organiser</a> - key quotations, plot summary, character overviews, subject terminology for analysing the novella</li> <li>• <a href="#">Jekyll &amp; Hyde analysis paragraph builder</a></li> <li>• <a href="#">Practice papers with mark schemes and question structures</a></li> </ul>
Maths	<p>Students will sit two 90 minute assessments. One assessment is a non-calculator and the other is a calculator assessment. It is extremely important that students have a calculator for the calculator assessment. They will also need a pair of compasses for the assessment</p> <p>The list of topics can be found on the revision lists. Topics can come up in either the calculator or non-calculator assessments.</p> <p>Students in classes 1a,1b and 2a will sit the Higher tier</p> <p>Students in classes 2b, 2c and 2d will sit the Foundation tier</p>	<p>Students have been shared the following revision lists by their class teachers on Google Classroom.</p> <p>They include Sparx Independent Learning codes which they can use to revise specific topics</p> <p><a href="#">Higher</a> revision list  <a href="#">Foundation</a> revision list</p>

Science	<p>All students (combined and triple) will complete Paper 1 for Biology, Chemistry and Physics. Triple students will complete a full higher tier paper for each subject, combined students will complete a hybrid F/H paper for each Science.</p> <ul style="list-style-type: none"> <li>• <b>Biology:</b> Topics B1 Cell biology, B2 Organisation, B3 Infection &amp; Response &amp; B4 Bioenergetics.</li> <li>• <b>Chemistry:</b> Topics C1 Atomic structure &amp; the periodic table, C2 Bonding, structure and the properties of matter, C3 Quantitative chemistry, C4 Chemical changes, &amp; C5 Energy changes.</li> <li>• <b>Physics:</b> Topics P1 Energy, P2 Electricity, P3 Particle model of the atom &amp; P4 Atomic structure &amp; Radiation.</li> </ul>	<p>Students have access to 'science students' via the shared area on google drive.</p> <p>In here there is a folder named 'KS4' with various resources in. Pupils also have access to exam structure sheets with hyperlinks to bitesize, specimen papers and checklists.</p> <p><a href="#">Y10 Triple Science Exam Structure</a>  <a href="#">Y10 Test Structure (Combined)</a></p>
Geography	<p>Students will sit one 65 minute assessment made up of past paper questions on the following topics that they have studied to date:</p> <ul style="list-style-type: none"> <li>• Resource Management</li> <li>• UK Landscapes (coasts)</li> <li>• Living World (ecosystems)</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge organisers for each topic can be found in your child's book and the <a href="#">school website</a>.</li> <li>• <a href="#">GCSE geography command words &amp; assessment objectives</a> (what needs to be in your answers!)</li> <li>• Your child will have access to a revision PLC for the assessment which will provide more detailed guidance (Google classroom). They are advised to use this, and the resources attached, alongside their exercise books to revise.</li> </ul>
History	<p>Historians will sit one 80 minute assessment made up of past paper questions on the following topics that they have studied to date:</p> <p><b>Medicine - 12 marker</b></p> <ul style="list-style-type: none"> <li>• Modern medicine (1900 - present)</li> </ul> <p><b>Elizabeth - 4 marker</b></p> <ul style="list-style-type: none"> <li>• Threats to Elizabeth (Topic 2)</li> </ul> <p><b>Germany - full section B</b></p> <ul style="list-style-type: none"> <li>• Hitler's rise to Chancellor (1929-1933)</li> </ul>	<p>All students have access to their <b>exercise books</b>, which are GREAT resources for revision. Find below additional resources:</p> <p><b>Knowledge Organisers:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Medicine</a></li> <li>- <a href="#">Elizabeth</a></li> <li>- <a href="#">Development of Nazis KO</a></li> </ul> <p><b>Assessment information:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Assessment Guidance slides</a></li> </ul> <p><b>Revision Guides:</b></p> <ul style="list-style-type: none"> <li>- <a href="#">Medicine Revision Guide</a></li> <li>- <a href="#">Elizabeth Topic 1 Rev Guide</a></li> <li>- <a href="#">Elizabeth Topic 3 Rev Guide</a></li> <li>- <a href="#">Germany Revision Guide</a></li> <li>- <a href="#">Germany Revision Guide 2</a></li> </ul>

		<b>BBC Bitesize:</b> <ul style="list-style-type: none"> <li>- <a href="#">Germany</a></li> <li>- <a href="#">Elizabeth</a></li> <li>- <a href="#">Medicine</a></li> </ul>
French	<p>Students will sit an assessment including a listening, reading and writing paper made up of past paper questions.</p> <p>Students will have the opportunity to complete either the higher tier or the foundation tier paper. The choice of tier that they sit will help us determine the tier that they will do in Year 11.</p> <p>Topics will vary depending on the language and the tier, please find the details in the corresponding box on the right.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Foundation</a></li> <li>- <a href="#">Higher</a></li> <li>- <a href="#">Quizlet classroom</a></li> <li>- <a href="#">Knowledge organisers</a></li> </ul>
German		<ul style="list-style-type: none"> <li>- <a href="#">Foundation</a></li> <li>- <a href="#">Higher</a></li> <li>- <a href="#">Quizlet classroom</a></li> <li>- <a href="#">Knowledge organisers</a></li> </ul>
Spanish	<p>All KOs from Year 9 and 10 are linked and these are on quizlets in your quizlet classroom.</p>	<ul style="list-style-type: none"> <li>- <a href="#">Foundation</a></li> <li>- <a href="#">Higher</a></li> <li>- <a href="#">Quizlet classroom</a></li> <li>- <a href="#">Knowledge organisers</a></li> </ul>
Computer Science	<p><b>Unit 1 - Algorithms</b>  <b>Unit 2 - Programming in Python</b>  <b>Unit 3 - Data Representation</b>  <b>Unit 4 - Computer Systems</b>  <b>Unit 5 - Fundamentals of Networks</b>  <b>Unit 6 - Cyber Security</b></p>	<p>Revision section on Google Classroom. Where students all have access to their own Personalised Learning Checklist, Knowledge Organisers and Revision Guidance</p> <p><a href="#">BBC Bitesize</a>  <a href="#">CS Tutor Videos - Algorithms and Programming</a>  <a href="#">CS Tutor Videos</a></p>
Business	<p>Students will be sitting a full Paper 1, which is focused on the following units:</p> <p>Unit 1 - Business in the Real World  Unit 2 - Influences on Business  Unit 3 - Operations  Unit 4- Human Resources</p> <p>The exam will consist of a mixture of multiple choice questions as well as 2, 4, 5, 6, 9 &amp; 12 mark questions.</p>	<p>Student drive <a href="#">here</a> which all students have access to and contains a variety of revision resources as well as knowledge organisers and key terms for each unit.</p> <p>CGP Revision Guides</p> <p><a href="#">BBC BiteSize</a></p> <p>YouTube channels:</p> <ul style="list-style-type: none"> <li>• Bizconsesh</li> <li>• Mr Evans Business</li> <li>• Tutor2u</li> </ul>

Creative iMedia	<p><b>R093</b> - Media Industry Sectors and products (Traditional Media; New Media; 3 Stages in film production)</p> <p><b>R093</b> - How style, content and layout are linked to the purpose. (Advertise/promote, educate, entertain, inform, influence)</p> <p><b>R093</b> - Client requirements and Target Audience. (Client Brief; Target Audience)</p> <p>R093 - Research (Media Use of Sources; Primary Sources, Secondary Sources; Qualitative; Quantitative)</p> <p><b>R093</b> - Cameras and lighting (Camera shots, Camera angles, Camera Movement)</p> <p>R093 - Documents used to design / plan media products (Pre-Production - MindMap, Moodboard, Visualisation, Concept Sketches)</p> <p><b>R094</b> - Purpose, features, elements and design of visual identity (Component features Name, Logo, Slogan/strapline, Graphics, shapes and symbols, Typography, Colour palette and meaning, Layout/complexity)</p>	<ul style="list-style-type: none"> <li>• <a href="#">BBC Bitesize</a></li> <li>• <a href="#">Purpose and Techniques</a></li> <li>• <a href="#">Client Brief; Target Audience</a></li> <li>• <a href="#">Research Methods</a></li> <li>• <a href="#">Camera</a></li> <li>• <a href="#">Moodboard; MindMap; Visualisation Diagram</a></li> <li>• <a href="#">Colours</a></li> <li>• <a href="#">Elements</a></li> </ul>
Design & Technology	<p><b>CORE TECHNICAL PRINCIPLES:</b></p> <p>New and Emerging Technologies -</p> <ul style="list-style-type: none"> <li>• Sustainability, People, Culture &amp; Environment</li> </ul> <p>Developments in New Materials -</p> <ul style="list-style-type: none"> <li>• Smart, Modern &amp; Composite</li> </ul> <p>Systems approaches to designing -</p> <ul style="list-style-type: none"> <li>• Input / process / output</li> <li>• Microcontrollers</li> </ul> <p>Mechanical devices -</p> <ul style="list-style-type: none"> <li>• Movement, linkages and levers</li> </ul> <p>Materials and their Working Properties -</p> <ul style="list-style-type: none"> <li>• Papers &amp; boards</li> <li>• Natural Timbers</li> <li>• Manufactured Boards</li> <li>• Metals &amp; Alloys</li> <li>• Physical &amp; Working Properties</li> </ul> <p><b>SPECIALIST TECHNICAL PRINCIPLES:</b></p> <ul style="list-style-type: none"> <li>• Selection of materials or components</li> <li>• forces and stresses</li> <li>• ecological and social footprint</li> <li>• using and working with materials</li> <li>• Scales of production</li> <li>• Surface Treatment &amp; Finishes</li> </ul> <p><b>DESIGNING &amp; MAKING PRINCIPLES:</b></p> <p>Selection of materials and components -</p> <ul style="list-style-type: none"> <li>• Selecting materials</li> <li>• Tolerances</li> <li>• Measuring and marking out materials</li> <li>• Cutting and shaping materials</li> </ul> <p>Specialist Tools &amp; Equipment -</p> <ul style="list-style-type: none"> <li>• Health &amp; Safety</li> </ul>	<p>Students have access to <a href="#">revision guidance</a>, <a href="#">Topic PLC</a>, <a href="#">Knowledge Organisers</a> and Practice Questions via Google Drive.</p> <p>Also visit the <a href="#">KS4 Design &amp; Technology curriculum page</a> on the Weald School website which has links to revision guides and useful resources for D&amp;T students.</p>

	<ul style="list-style-type: none"> <li>• Hand tools &amp; Machinery</li> <li>• School Workshop Processes</li> <li>• Commercial/Industrial Processes</li> </ul>	
Food Preparation and Nutrition	<p><b>1. Food, Nutrition and Health</b> Nutrients and nutritional needs of adults Eatwell guide</p> <p><b>2. Food science</b> Gluten in bread Faults of making bread Emulsions</p> <p><b>3. Food Safety</b> Key temperatures and high risk foods Food preparation How to avoid cross contamination Microorganisms used in food production (cheese and yeast)</p> <p><b>4. Food Choice</b> Dietary needs e.g. vegan/vegetarian, obesity International cuisines (italian, mexican etc)</p> <p><b>5. Food Provenance</b> Sensory Profile - How to conduct a sensory tasting panel Steps of cheese making Seasonal foods Food Packaging GM Foods</p>	<p><a href="#">Year 10 Food Mock Exam Revision List 2022</a>  <a href="#">Y10 Mock exam PLC - Food and Nutrition</a>  <a href="#">Practise Questions - How to write a perfect answer</a></p>
Media Studies	<p><b>Component 1- Exploring the Media</b>  <b>Section A: Media Language and Representation</b></p> <ul style="list-style-type: none"> <li>• Print media forms: magazines, marketing (film posters), newspapers, or print advertisements.</li> </ul> <p>Part (a) is based on media contexts. Part (b) requires comparison through an extended response.</p> <p><b>Section B: Exploring Media Industries and Audiences</b></p> <ul style="list-style-type: none"> <li>• Media forms: film, newspapers, radio, video games. It includes: • one stepped question on media industries • one stepped question on audiences.</li> </ul>	<p>Students should use their Knowledge organisers, set texts and orange books and can visit the Shared Google Drive to see knowledge organisers, past papers and PLCs: <a href="#">2025 Revision documents</a></p> <p>We suggest watching Mrs Fisher revision videos:  <a href="#">Mrs Fisher set text revision videos</a>  <a href="#">Mrs Fisher theory videos</a></p> <p>Past papers:  <a href="#">GCSE Media Past Papers</a></p>

	<p><b>TEXTS TO REVISE:</b> Quality Street, GQ, Vogue, The Sun, The Guardian, Fortnite, The Archers, No Time to Die, The Man with the Golden Gun.</p>	
Physical Education	<p>Students will sit an in-class assessment and complete a full paper 2, worth 78 marks that will last 1 hour 15 mins. (Units 4, 5, and 6) - Socio-cultural influences and wellbeing.</p>	<p><a href="#">GCSE Physical Education Revision Resources</a> Includes links to the <a href="#">online textbook</a>, purchase links for textbooks and revision guides, and the <a href="#">eRevision site</a>.</p>
Music	<p><b>Students will sit a 1 hour listening paper during lesson time.</b> This listening paper will assess their knowledge of the four areas of study required for component 3:</p> <ul style="list-style-type: none"> <li>• Musical Forms and Devices</li> <li>• Music for Ensemble</li> <li>• Film Music</li> <li>• Popular Music and Fusion</li> </ul> <p><b>Students will need these skills to access the questions:</b></p> <ul style="list-style-type: none"> <li>• Knowledge and understanding of the elements of music and key terms</li> <li>• Reading treble clef</li> <li>• Reading bass clef</li> <li>• Understanding time signatures</li> <li>• Identifying instruments, cadences and melodies (dictation) through listening.</li> </ul>	<p>PLC with Quizlet and Focus on Sound links (Google Classroom)</p> <p>Knowledge organisers on Google Classroom.</p> <p><a href="#">GCSE Music Google Site</a> Use the 'Component 3' section and click 'more' on the top-right to see the four areas of study.</p> <p><a href="#">Focus on Sound</a> for revising reading notation, key and time signatures and identifying elements through listening.</p>
Music Technology	<p>60% NEA (currently being completed in class) 40% mock exam covering all five content areas.</p>	<p>PLC Knowledge Organisers on Google Classroom</p> <p>Revision resources shared in class</p>
Health and Social Care	<p><b>Topic Area 1: The rights of service users in health and social care settings</b></p> <ul style="list-style-type: none"> <li>• 1.1 The types of care settings</li> <li>• 1.2 The rights of service users</li> <li>• 1.3 The benefits to service users' health and wellbeing when their rights are maintained</li> </ul> <p><b>Topic Area 2: Person-centred values</b></p> <ul style="list-style-type: none"> <li>• 2.1 Person-centred values and how they are applied by service providers</li> </ul>	<p><a href="#">White revision textbooks</a></p> <p>Pupil checklist on google classroom.</p>



	<ul style="list-style-type: none"> <li>• 2.2 Benefits of applying the person-centred values</li> <li>• 2.3 Effects on service users' health and wellbeing if person-centred values are not applied</li> </ul> <p><b>Topic Area 3: Effective communication in health and social care settings</b></p> <ul style="list-style-type: none"> <li>• 3.1 The importance of verbal communication skills in health and social care settings</li> <li>• 3.2 The importance of non-verbal communication skills in health and social care settings</li> <li>• 3.3 The importance of active listening in health and social care settings</li> <li>• 3.4 The importance of special methods of communication in health and social care settings</li> <li>• 3.5 The importance of effective communication in health and social care settings</li> </ul> <p><b>Topic Area 4: Protecting service users and service providers in health and social care settings</b></p> <ul style="list-style-type: none"> <li>• 4.1 Safeguarding</li> <li>• 4.2 Infection prevention</li> <li>• 4.3 Safety procedures and measures</li> <li>• 4.4 How security measures protect service users and staff</li> </ul>	
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Art	<p><b>There will be no assessment taking place in this assessment window. Y10s will have an assessment on their current coursework unit, later in the summer term.</b></p>
Drama	
Textiles	
Ceramics	
Travel and Tourism	